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EXPLORING TURKISH PARENTS' INVOLVEMENT IN LANGUAGE EDUCATION AT AN EARLY AGE

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MASTER THESIS

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DEDICATION

To my biggest supporter, husband, I love you …

ETHICS DECLARATION

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I hereby declare that;

I prepared this master thesis in accordance with Çağ University Institute of Social Sciences Thesis Writing Directive,
I prepared this thesis within the framework of academic and ethics rules,
I presented all information, documents, evaluations and findings in accordance with scientific ethical and moral principles,
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ABSTRACT

EXPLORING TURKISH PARENTS' INVOLVEMENT IN LANGUAGE EDUCATION AT AN EARLY AGE

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The first five years of a child's life are very important in terms of social and language development. Therefore, foreign language learning at an early age has become widespread in many countries around the world, including our country. While English education starts in the second grade in public schools in our country, it starts in kindergartens in private schools. However, the environment is as important as starting language education at an early age. Parents are the first to create this environment. The purpose of this study is to investigate the extent to which parents participate in their children's language education. The study was carried out in 3 schools in Tarsus. The questionnaire was applied to the parents of preschool and primary school 1-2. grade students on a voluntary basis. The data obtained were analyzed with the SPSS program and it was concluded in a concrete way whether the demographic characteristics of the parents had an effect on their participation in English education. Afterwards, interviews were conducted with the parents. These interviews were recorded after a short briefing. The themes that emerged from the interview transcript were analyzed and read one by one and codes were extracted from them. Re-read and citations extracted, categorized and commented on to support the themes.

Keywords: parental involvement, young learners, foreign language learning

ÖZ

TÜRK EBEVEYNLERIN ERKEN YAŞTA DİL EĞİTİMİNE KATILIMINI KEŞFETMEK

Merve ÇOPUR

Yüksek Lisans Tezi, İngiliz Dili Eğitimi Ana Bilim Dalı
Tez Danışmanı: Dr. Öğr. Üyesi Senem ZAİMOĞLU
Nisan 2022, 67 Sayfa

Çocuğun hayatında ilk beş yıl sosyal ve dil gelişimi açısından çok önemlidir. Bu yüzden erken yaşta yabancı dil öğrenimi ülkemiz dahil olmak üzere dünyada bir çok ülkede yaygınlaşmıştır. Ülkemizde devlet okullarında ikinci sınıfta ingilizce eğitimi başlarken özel okullarda anasınıflarında başlamaktadır. Ancak dil eğitimine erken yaşta başlamak kadar çevre de oldukça önemlidir. Bu çevreyi oluşturan en başta ebeveynlerdir. Bu çalışmanın amacı da ebeveynlerin çocuklarının dil eğitimine ne ölçüde katılım sağladıklarını araştırmaktır. Çalışma Tarsus'ta bulunan 3 okulda gerçekleştirilmiştir. Bu okulların okul öncesi ve ilkokul 1-2.sınıf öğrenci velilerine anket gönüllülük esasına göre uygulanmıştır. Elde edilen veriler SPSS programı ile analiz edilip ebeveynlerin demografik özelliklerinin İngilizce eğitimine katılımları üzerinde bir etkisinin olup olmadığı somut bir şekilde sonuca bağlanmıştır. Daha sonra velilerle görüşme de yapılmıştır. Bu görüşmeler kısa bir bilgilendirme ardından kayıt altına alınmıştır. Görüşme transkriptinden ortaya çıkan temalar tek tek analiz edilerek okunup onlardan kodlar çıkarılmıştır. Temaları desteklemek için tekrar tekrar okunup alıntılar çıkarıldı, kategorize edildi ve yorumlandı.

Anahtar kelimeler: ebeveyn katılımı, genç öğrenciler, yabancı dil öğrenimi

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ABBREVIATIONS

SPSS: Statistical Package for Social Sciences

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1. INTRODUCTION

This study examines Turkish parents' involvement in their children's language education at an early age. In this chapter, the background of the research, the purpose of the research, the research questions and the statement of the research are included.

Background of the Study

People can acquire knowledge at any age; however, acquiring skills at any age is not easy. For example, the first five years of a child's life are the most important for the development of learning and social skills. During this period, the child develops basic skills and behaviors that form lifelong learning patterns (Rubenstein, 2002). For this reason, the child needs to acquire a foreign language based on knowledge and skills at an early age (Genç, 2004).

In parallel with the better understanding of the importance of knowing a foreign language almost all over the world, especially in Europe, research and discussions are carried out on the questions of how to teach a foreign language better and under what conditions. Accordingly, the acquisitions in foreign languages have increased considerably in recent years. In this context, the findings obtained as a result of research and observations have shown that children can acquire a foreign language more easily and permanently.

In this context, most parents who are aware of the need for their child to learn English at an early age send their children to private kindergartens or primary schools that provide intensive English lessons. However, in Turkey, most parents complain that students cannot speak English well, despite the fact that they start at an early age and are taught English for years. Many attribute this directly to their child's teacher and school. However, English is a language, not a course. And the environment is a big factor in language learning. Especially for the permanence of language learning, the child should repeat the new English concepts learned at school at home, hear and use the language. Parental support has a great impact on this as well. Based on this, I took it as a research topic to what extent parents with children at this level participate in English education and how they support their children in this regard, depending on my 5-year preschool and primary school experience.

Statement of the Problem

The subject of foreign language teaching/learning at an early age is an issue whose importance is increasing day by day, especially in recent years, in line with the intensification of researches and the increase in knowledge on this subject, as well as the needs emerging in the globalizing world.

In this context, the importance given to foreign language education has increased in Turkey, which aims to be a part of a multicultural society, and innovations have been made in line with the European Union regulations. Perhaps the most radical change regarding foreign language education in Turkey is that foreign language education starts in the second grade of primary school, not in secondary schools. Children of kindergarten age are given English education in private schools. With this change, the starting age for foreign language education was lowered and students were introduced to foreign languages at a young age.

But will it be enough to start language education at an early age on its own? The language learning process is a very complex and multi-layered, multivariate cognitive process, and many different factors such as gender, age, motivation, readiness and anxiety level, learning style, learning environment, equipment and teacher play a role here. According to Gaonac'h, it is not possible to deal with the age factor alone in a process where so many factors play a role, and the studies mostly focus on children who learn languages at an early age in countries where the learned language is spoken (cited by Onursal, 2019).

For the child to acquire the language effectively, the child must be present in an intense and effective educational and living environment enriched with the target language visually and audibly. It is recommended to use materials that will mobilize the child and to have an understanding of education suitable for the child. Singleton states that a language acquisition process experienced in a natural environment yields results roughly equivalent to an 18-year learning/teaching process carried out in an institutional context (cited by Gaonac'h 2006, p. 98). This shows how different the language acquisition in the natural environment and the learning that develops in a limited time in the classroom environment are different from each other.

It is not possible to talk about the advantages of starting language learning at an early age, especially in a foreign language teaching environment where classes are crowded or limited to a few hours a week. In such conditions, it is very difficult to activate the

'natural' acquisition mechanisms that are still active in young children" (Gaonac'h, 2006, p.6).

In the context of these considerations, the early foreign language education applied in public schools in Turkey is not sufficient in terms of the educational environment and time allocated to it. For this reason, most of the parents who want their children to receive adequate English education prefer private schools with foreign language lessons.

Purpose of the Study and Research Questions

The perceptions and attitudes of parents, whose children are greeted with English at an early age, are of great importance, because researching the views and experiences of parents who receive this education will help to reveal new perspectives within the framework of the subject. In this context, parents who can see the pros and cons of their children's acquisition of a foreign language can contribute to the education at school when they express their opinions. This study examines parents' involvement in their children's learning English as a foreign language at an early age. For this purpose, answers to the following research questions are sought:

1) To what extent do parents get involved in their children's English education?
2) Are there significant differences in parents' involvement in their children English education based on their demographic characteristics such as age, occupation, and education level?
3) What are the perceptions of Turkish parents regarding their involvement in English education of their children at early age?

Literature Review

Language Acquisition Stages of Children

First Language Acquisition

The teaching of living languages presupposes that there are some similarities between the behavior of the child who gradually acquires his mother tongue, that is, the language of the environment in which he lives, and the behavior of the student, who tends to learn a foreign language, although not exactly parallel. These two behaviors are similar in some ways, just as all learning is similar in a more general whole.

There are some relationships between the psychological and brain development of the child and the learning of one or more languages. The individual's phonetic and syntactic development is at its peak during the first five years after birth. Because the individual gradually acquires the phonetic structures of his own language between the ages of one and four years. (Denham & Lobeck, 2013)

Language development stages in children occur as follows.

1-2 Months	Responds to mother and human voice. When he has any request or problem, he cries and begins to distinguish different sounds.
First four months	Can distinguish different sounds.
4-8 Months	It responds to sounds. Responds to the speech of others with a growl. It detects different tones of voice and with it begins to imitate the sounds it hears.
Up to the ninth month	Cries, smiles, makes vowel sounds. He extends his hand; Giving, pointing, showing gestures.
9-12 Months	They start to sound like adults, their vocabulary develops in parallel with what they hear. A 12-month-old baby has 5-10 word memory and this doubles in the first six months.
1-2 Years	Makes one or two word sentences. Creates negative sentences and interrogative sentences
2-3 Years	This is the period when the child's vocabulary increases rapidly. The child builds sentences of three to four words and has a vocabulary of about 250 by the age of two, and this can go up to 1000 words by the third year.
3-5 Years	When asked a question, he gives the necessary answer. Can change topics while speaking. Creates self-made question-answer dialogs. He/she can talk to himself/herself in order to solve the problems or get the answers he/she wants. Can reduce an idea to a sentence and ask “Why” and “Why” questions.
5-6 years old	He/she did not have many problems in using the language. Can form passive sentences. Can express feelings and thoughts using words such as “Because”, “Therefore”, “Later”, “But”, “Only”, “Still”, “Not Yet”, “Already”

(Aşıcı, 2004; Kolb & Bryan, 2008).

The Effect of Environment on Language Acquisition

During the mother tongue acquisition, the individual and the environment are face-to-face in a continuous interactive way. There is constant cooperation between the individual and his/her environment during this acquisition, which has been going on day by day for years. Piaget (1956) emphasizes the importance of parents in language acquisition as follows: “Undoubtedly, without imitation from others and without the help of parents, a child may never learn to speak. The child is unaware of being imitated. And he speaks to himself as much as he speaks to others.”

Vocabulary Development

It is difficult to determine the number of words a child has acquired, because it is not sufficient to produce a word exactly once to know its meaning. Some average data can be presented on the number of words acquired by the child by age.

- 10 months = 1 word
- 1 year = 3 words
- 18 months = 20 words
- 21 months = more than 110 words
- 2 years = more than 200 words
- 3 years = up to 900 words
- 6 years = more than 2500 words

Acquisition of Sounds

The first vowel spoken is "a". The first consonant is “p” or “m”. Other sounds are then gradually acquired in all children in a relatively continuous pattern. However, even if the order is the same, the pace (rhythm) can vary from child to child. Some children speak fairly well at the age of three, while others acquire sounds such as "sh" or "z" towards the age of 7.

Second Language Acquisition

The process of learning a second language is called “Second Language Acquisition” (Denham & Lobeck, 2013). In this spectrum, a person has already acquired a first language and is now trying to learn another language. One is faced with new grammatical rules that do not conform to the original style. Generally, cross-language

grammar occurs in this scenario. Interlanguage grammar is the use of the first language grammar rules that are intertwined with the new language (Denham & Lobeck, 2013). This distinction can be heard with the phonology similar to the first language used by the speaker.

When discussing second language acquisition, two concepts emerge which are simultaneous bilingualism and sequential bilingualism (Denham & Lobeck, 2013). Sequential bilingualism is often found in people learning another language in schools: the first language is learned and then the second language is learned. This can also be called a second language acquisition. However, simultaneous bilingualism occurs when a person learns two languages at the same time.

Differences between Native and Foreign Language Acquisition

According to Dornyei (2009), there are differences between mother tongue acquisition and foreign language acquisition. If there is no health problem in the mother tongue acquisition process, the child will definitely acquire language. No matter how well the child wants to learn in foreign language acquisition, he may not reach the desired level. The child does not have a cognitive knowledge of language while acquiring his mother tongue. Mother tongue is acquired with cognitive development. However, the child is based on his mother tongue while acquiring a foreign language. While acquiring a foreign language, he/she transfers his/her cognitive knowledge in his/her mother tongue. This transfer can be a facilitating factor as well as a complicating factor for the child's foreign language acquisition. While the mother tongue acquisition process progresses with the child's discovery of the world, in foreign language acquisition, the child acquires his mother tongue and is equipped with thinking and problem-solving skills.

While the child receives linguistic inputs from his/her parents, caregivers or environment in mother tongue acquisition, he/she receives foreign language inputs from the classroom environment, which is an artificial social environment, and it is not clear that this input will provide linguistic benefits. Motivation does not matter, as mother tongue acquisition is an automatic process. However, motivation is a very important factor in foreign language learning. While the mother tongue provides the child with a sense of identity and belonging to a community, a foreign language means a new identity and the child does not have to accept this new identity.

In addition, while the mother tongue is acquired in the form of implicit learning without any conscious effort in parallel with maturation, the foreign language is learned by transferring it from the mother tongue in the form of explicit learning. As a result, the child who acquires the mother tongue learns the foreign language through feedback, ability, motivation and education while developing natural speaking competence through mutual interactions (Dornyei, 2009).

For all these reasons, it is quite clear that there is a need for different ways and methods from mother tongue education, especially when teaching a foreign language in early childhood. In particular, teachers who provide foreign language input to children with limited opportunities should have sufficient education and experience in foreign language teaching and have a command of the pedagogical characteristics of young children.

How Young Learners Learn?

- Children are active learners and thinkers (Piaget, 1970) :

During various growth phases, children build knowledge by actively engaging with the physical environment. They gain knowledge by their own acts and observations.

- Social engagement is how children learn (Vygotsky, 1962) :

Children learn from other individuals and interact with adults to build their knowledge. In the Zone of Proximal Development, adults/teachers effectively collaborate with children.

- Adult scaffolding helps children learn more successfully (Bruner, 1983) :

The importance of the adult in a child's learning process cannot be overstated. Bruner, like Vygotsky, emphasized the role of language in a child's cognitive development. It demonstrates how an adult guides a child's language learning through fine-tuned speech using "scaffolding." (Cameron, 2001).

Learning Theories and Language Teaching Methods for Children

In this section, the three schools, which were active in the last century and on which many works were written in the field of educational sciences in general and language education in particular, will be discussed in their historical order. The following table, adapted from Brown (2007), is used for the historical periods of these three schools and the keywords describing them:

Table 1

Effective Theories in Teaching Foreign Languages to Children

Time period	Discipline	Key words
The period from the 1900s to the 1950s	Behaviorism	observable performance scientific method empiricism conditioning reinforcer
1960s-1980s	Nativism	acquisition intermediate language Universal Grammar
1980s-2000s	Constructivism	socio-cultural variables cooperative learning learning through invention creation of meaning

Behaviorism: Richards and Rodgers (1999) argue that behaviorism is a prominent American school. B. F. Skinner became the pioneer of American Behaviorists with his book Behavior of Organisms, published in 1938 (Brown, 2007). Behaviorists were researchers who claimed to have discovered the mysteries of human learning. Man is capable of taking many behaviors into his repertoire. The establishment or internalization of these behaviors in humans depends on the completion of the stimulus, reaction and reinforcement chain. The most dominant reflection of behaviorism on language education is that the first priority in language education is ear training and this education should be continued with pronunciation, speaking, reading and writing education and the behaviorism school was popular in the history of psychology in the years between 1900-1960 in the field of language education. One of the most popular

methods is the hear-hearing method. University of Michigan professor Charles Fries applied the principles of structural linguistics to this method and contributed to its development; for this reason, this method has sometimes been called the 'Michigan Method' (Larsen-Freeman & Anderson, 2011).

Nativism: Nativism, as the term itself suggests, asserts that the ability to acquire language is an innate human trait. In other words, people are born with a tendency to perceive the language spoken around them, to create the rules in that language, that is, to establish an internal grammar (Brown, 2007). Nativist ideas have also had reflections on language teaching. The most obvious of these reflections is task-based language teaching, which is a language teaching approach that emerged as a different approach in language teaching and matured over time with the contributions of researchers.

Constructivism: Constructivism theory emerged as an alternative after understanding the weak points of education and training activities, which were shaped according to behavioral theories for many years in Europe and the USA. The main difference between constructivism and behaviorism is that; While constructivism argues that knowledge is a phenomenon constructed by the student, behaviorism sees knowledge as a phenomenon that can be transferred from one person's mind to another's mind. Piaget, in his work written in 1967, states that “all knowledge depends on action and to know an object or an event is to use that object or event by assimilating it in an action plan” (von Glaserfeld, 1982).

Social Constructivism: A slightly different version of constructivism is seen in Vygotsky. Where Vygotsky differs from Piaget is his emphasis on the social dimension of learning. While Piaget argued that the individual himself creates knowledge, Vygotsky argued that environmental factors are also effective factors in learning, saying that the individual creates knowledge in interaction with the individuals around him. This idea, which Vygotsky advocated, was not only theoretical but also influenced the design of educational activities. Teaching models based on this theory of social constructivism put forward by Vygotsky drew attention to the need for cooperation among students, and also benefited from techniques such as mutual learning and peer cooperation. As stated in Table 1 above, constructivism is an approach that continues to be influential today.

With the rapid development and increase in communication opportunities in our age, people have now had the opportunity to use a foreign language more in daily life. When we look at a few principles of the communicative approach in foreign language

teaching, it can be seen to what extent this approach is compatible with constructivism. communicative approach,

a) realization of learning by communicating in the target language
b) encouraging students to find grammar rules deductively,
c) being tolerant of the student's mistakes, because through these mistakes the student develops his/her communication skills,
d) reminiscent of constructivism in that it tries to link classroom learning with activities outside the classroom (Richard, 2006).

How to Teach Children a Foreign Language?

In the programs prepared for foreign language teaching in early childhood, starting from the planning stage, the developmental characteristics of children and pedagogical methods suitable for these characteristics should be taken into account. Since children are more energetic and active than adults, activities that require long listening in the classroom should be given through active games (for example, storytelling with animations with movements may be appropriate). Since the attention span of children of this age is short, it is necessary to pay attention to the short duration of the planned activities. Scott and Ytreberg (1990) write "Their own understanding emerges through hands, eyes, and ears. At all times, the actual world is in charge." In early childhood, children have a natural curiosity. Based on this natural curiosity of children, the teacher should use activities that will keep children's interest alive (for example, children can be aroused and guessed at a picture they have not seen. Or they can be aroused and interested in the game). Since children's imaginations are very wide, activity times should be adjusted accordingly. In addition, it should be kept in mind that children in early childhood enjoy colorful environments and are not yet mature in controlling their behavior. Since play is the way to make sense of the world for children of this age, it is necessary to make sense of language through play.

İlter and Er (2007) emphasized that preschool teachers should give foreign language teaching with songs and games, so that children's mind-language development will be faster. As Halliwell (1993) states, the important thing in early childhood is that children are exposed to a foreign language and acquire it through games, songs and rhymes. Brewster, Ellis, and Girard (2004) also state that children can be prepared for foreign language education at an early age with nursery rhymes, games and short stories. Çakıcı

(2010) also states in his research that language education with songs, drama and artistic activities will be more beneficial for children. In similar studies on foreign language teaching in early childhood, it was seen that the same emphasis was made, but some concerns were also noted. For example, Oğuzkan and Oral (1989) stated that a good mother tongue acquisition will contribute to foreign language education.

Foreign Language Teaching at an Early Age

The period when the brain functions of children are most intense is the age of 0-5 (Bikçentayev, 2005). According to Lambert (1972), if the child, who has started to acquire a mother tongue, starts foreign language education before passing the critical age period, he will be more successful in his future education life than his peers. This predisposition towards a foreign language acquired in early childhood also contributes greatly to the cognitive development of children. In a study (İlter & Sühendan, 2007) it is mentioned that children who learn a foreign language at an early age are psychologically more mature than their peers. Similarly, Chastain (1976) states that foreign language, which should be taught to children at an early age, provides the individual with various skills such as understanding the world as a whole, learning the worlds outside of himself, moving between cultures and languages, and making sense of life.

Language development in the brains of children begins around the age of two and continues until adolescence. If the child begins learning a foreign language during this time, he or she can learn the foreign language as easily as his or her native language. (Krashen, 1973). According to Vos (1997), for years it was believed that it was wrong to teach a preschool child a foreign language. However, recent research shows that the best time for a child to learn a foreign language is the first three to four years of his life. Anşin (2006) states that early foreign language learning improves a child's agile intelligence and increases his/her ability to comprehend in his/her native language. Therefore, if a child who starts acquiring the mother tongue learns a foreign language before he/she passes the critical age, he/she becomes more successful in his/her future educational life than his/her peers. This predisposition to a foreign language, acquired in early childhood, also contributes significantly to children's cognitive development. Linguists believe that the problem-solving abilities of preschool children who learn foreign languages are also very strong (İlter & Sühendan, 2007). Kara (1999), on the other hand, believes that a child who is exposed to a foreign language at a young age by

approaching foreign language education from a cultural point of view can become a more tolerant, universal, and communicative individual by comparing his or her own cultural values with the cultural values in foreign countries. In other words, early language education has positive effects on the child's social, individual and cultural development.

In line with the belief in the importance of foreign language education, foreign language teaching has been included in the educational programs of many developed and developing countries. In Turkey, the teaching of one or more foreign languages is considered appropriate in all educational institutions and foreign language teaching is a compulsory subject at all levels from primary school onwards. In accordance with the Education and Discipline Board Decision dated 30.03.2000 and numbered 32 published in the Ministry of National Education Newspaper No. 2511 in April 2000, the foreign language support program with the desired features in pre-school education institutions was put into practice together with the framework program for children aged 5 and 6 years. This change lowered the age to take foreign language courses and enabled students to introduce foreign language at a young age.

As the examples given above, the acquisition of a foreign language, participation in the learner's life and early exposure to the target language are of great importance. Considering the importance of the preschool years, it is obvious that the education to be imparted during this time lays the foundation for the child's success in later life. If the child gets off to a good start during this time and spends this time productively, he or she will be so strong, equipped, and ready to go into life. Increasing productivity during this time is also possible through family involvement (Ünlüer Özbay, 2014, p.85-93).

Parental Involvement in Education

In the most general sense, family involvement can be defined as parents' investment in the resources they devote to their children's education. While Morrison (2003, p.449) defines family involvement as "the process of helping parents and family members use their skills to benefit themselves, their children, and the early childhood program," Mcbride, Bea, and Wright (2002, p.107-125) define it as "a process that enhances a child's learning through collaboration between school and family". Children begin to learn first in the family. Children first develop the concept of emotion and value with the family. Parents educate their children not only directly, but also indirectly by affirming, rejecting, directing what their children have learned elsewhere. Therefore,

parents have to assume important responsibilities for their children (Kostelnik et al., 2004, p.209).

In order to ensure a productive education life for the child, the education given at school should be supported at home, and the education given at home should be supported at school through communication with the family. This will contribute to the overall development of the child and enable him to make the best use of his abilities. In addition, the success of education is increased by taking precautions against the problems that may arise in the future for the child and family (Köksal Eğmez, 2008).

Weiss et al. (2006) developed a Harvard family research project (HAAP-HFRP) and reviewed documents to examine family involvement in early childhood education. Within the scope of the project, 38 articles and reports published in the last six years were examined. Electronic information sources such as Eric training summaries and thesis summaries were used to reach the articles. The articles are divided into family involvement practices and children's behavior patterns. In the study, it was concluded that the academic achievement and social development of children are affected from early childhood to higher education by family involvement.

Factors Affecting Parental Involvement

There are studies showing that parental involvement is related to psychological variables and other variables that contribute to academic success. According to these studies; students' self-efficacy and their perceptions of their educational life (Bandura et al., 1996; Hoover-Dempsey et al., 2005); result-oriented (Gonzalez et al., 2002); self-control perceptions, self-regulation knowledge and abilities related to school life (Grolnick & Slowiaczek, 1994); Appropriate-positive school behaviours, level of interest in school-related work, and beliefs about the importance of education (Sheldon & Epstein, 2002) are affected by parental involvement. Most of the studies showing the significant and positive relationship between parent involvement and the student's school success and development level are insufficient to explain why parents participate in their children's educational life and how this participation contributes positively to the child. Based on this deficiency in the literature, according to Hoover-Dempsey and Sandler (1995), who studied how parents participate in their children's educational life, there are four psychological factors that cause the family to decide to participate in the child's life. These are parents' role structure, self-efficacy perception, perceived participation invitation from the school administration and perceived participation

invitation from the child. The parent decides to participate according to these four psychological factors, and after deciding to participate, the factors related to resources (parent's perception of time and energy, parental perception of knowledge and skills, and parent's perception of invitation from child and teacher) determine the parent's participation style.

Walker et al. (2005) also identified three major factors that are effective in the decision of the parent to participate, and they discussed other variables under these factors: Parent role structure, past school experience and self-efficacy perception variables are under the factor of parent's motivational beliefs; The general invitation perception perceived by the parent from the school and the child and the special invitation perception perceived by the child's teacher variables are under the factor of participation invitation perceived by the parent from the others; with the parent's perception of time and energy available for participation.

The variables of perception of knowledge and skills required for participation are under the factor of perceived life resources. Parental role structure comes first among the factors that motivate parents to participate in the educational life of the child. Parental role structure is the parent's beliefs about what their child should do about his/her educational life and the behaviour patterns in line with these beliefs (Hoover-Dempsey & Sandler, 1995). The role structure for participation is determined by parents' beliefs about how their children develop, how to raise their children effectively, and how to help their children succeed.

In some of the research on role structure about parent involvement in the child's education, role structure is considered together with the parent's past school experience. According to these studies, parents with successful school experience feel more competent and knowledgeable when communicating with school personnel (Manz et al., 2004), while parents with negative school experiences tend to perceive their children's school life more negatively (Raty, 2007). In addition to being influenced by motivational factors such as role structure and past school experiences, parent involvement is also affected by self-efficacy level, which means "belief in one's ability to act in a way that achieves desired results" as expressed by Bandura (1997). Self-efficacy affects the emotions, thoughts and behaviours of individuals (Green et al., 2007).

2. METHODOLOGY

2.1. Context of the Study

This study examines the participation of parents in their children's English language education at an early age. The study involves parents of children studying in private kindergartens and private primary schools in Tarsus, where English is taught as a foreign language. In these schools, the earliest age for children to receive English education is three, and the English courses hours are average four hours a week. However, children in public primary schools start to receive foreign language education from the second grade. One of the reasons why families prefer these private schools is that foreign language education starts at an early age.

2.2. Research Design

In this study, mixed method was designed. A questionnaire, one of the quantitative research methods, was used to investigate parents' participation in English education at an early age, and randomly selected parents were interviewed as a qualitative research method to examine their perceptions on this issue. Giannakaki (2005) described mixed method research as the simultaneous but independent use of qualitative and quantitative data to examine the same event. The opinion of testing the existence of close or consistent results is dominant.

2.3. Participants

For this study, three private schools in Tarsus were randomly selected and the parents of children aged 3-7 in these schools were examined. A total of 100 parents participated in the questionnaire. The age range of the participants is 24-51.

The children of these parents receive at least four hours of English education per week. Most of the parents in these schools have jobs (see Figure 1.) and therefore they wanted to choose full-time private schools. One of the reasons why these parents prefer private schools is that foreign language teaching in these schools is more comprehensive than in public schools. The teachers of these schools assign homework to children to ensure family involvement and support children's development.

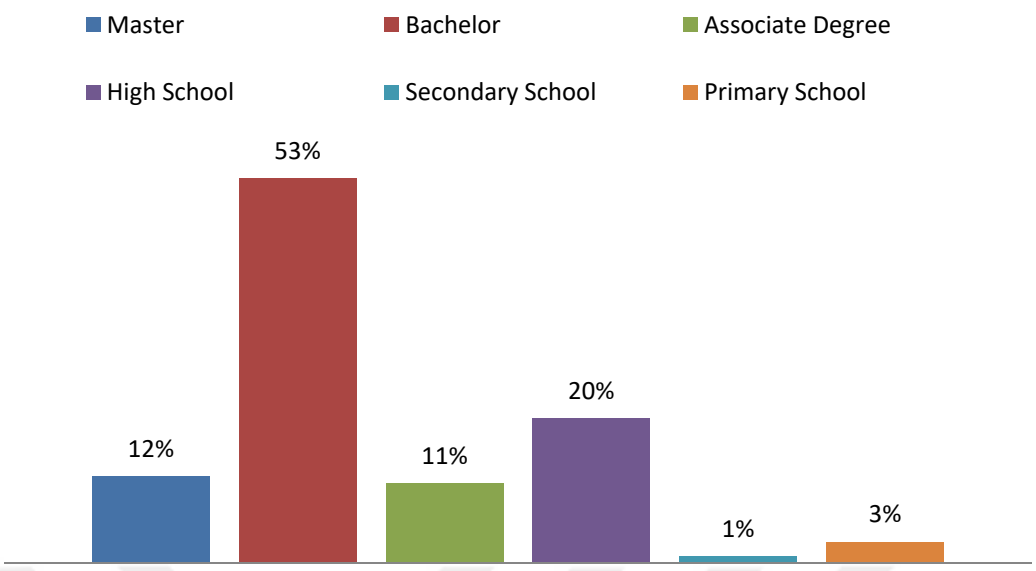

Figure 1. Education levels of the participants

10 randomly selected parents were interviewed to examine the third research question. Volunteers were selected regardless of the characteristics of the participants. The demographic information of the interviewers is shown in Table 2.

Table 2

Demographic Background of Interviewers

Interviewers	Gender	Age	Occupation	Number of Children
Interviewee 1	Female	38	Housewife	2
Interviewee 2	Female	24	Teacher	1
Interviewee 3	Female	35	Housewife	3
Interviewee 4	Female	36	Teacher	2
Interviewee 5	Male	47	Teacher	1
Interviewee 6	Female	30	Housewife	2
Interviewee 7	Female	36	Housewife	2
Interviewee 8	Male	36	Comissioned officer	3
Interviewee 9	Male	40	Bank staff	2
Interviewee 10	Male	37	Teacher	2

2.4. Instruments

The questionnaire used in the study designed by Mahmoud (2018) and adapted by

a. There are four interview questions prepared for the interview. These questions were prepared in parallel with the questions in the questionnaire and in order to increase the validity. (See Appendix B) The interview after the data obtained through the survey strengthened the results.

2.5. Data Analysis

The combination of quantitative and qualitative approaches was used in data analysis. Quantitative data analysis was performed for research questions. The data was analyzed using the IBM SPSS statistic package. ANOVA was conducted to find out whether demographic factors such as age, occupation, and education level have an impact on parental involvement in children's English education development.

The content analysis of the interview was divided into certain themes and described accordingly. These main themes are child-parent relationship, parents' homework involvement and parents' contribution to the child's English education.

2.6. Procedure of the Study

As the first step of the research, necessary permissions were obtained by the university. These permissions were approved by the schools where the research would be conducted. To start the application, the participants were informed with a consent form, and then the questionnaire link created via "google forms" on the internet was delivered to the parents and it was applied voluntarily. Since the mother tongue of the parents is Turkish, the Turkish version of the questionnaire was applied so that the participants could express themselves more easily. The resulting data was analyzed with the SPSS program and the some demographic characteristics of the parents have an effect on their participation in English education.

Then, the interview was made with randomly selected parents from the responders of the questionnaire, via "Zoom" application due to the Covid19 epidemic measures. These interviews were recorded by taking their permissions after a briefing about the research on the parents. The interviews lasted about 10 minutes and after the preliminary interview, 5 minutes containing the answers to 4 questions were recorded. Themes that emerge from the interview transcripts were analyzed and read one by one

and codes were extracted from them. And they are re-arrowed and cited, categorized and interpreted to support themes.

2.7. Trustworthiness

To ensure reliability, both quantitative and qualitative data collection tools were used. Johnson and Onwuegbuzie (2004) claim that the mixed method is an accepted method in educational research. The reliability of the questionnaire, which is a quantitative data collection tool, was tested and evaluated. The Cronbach's Alpha value of the questionnaire is 0.87. Ethical permission was obtained from the university for the research. These permissions were approved by the schools and put into practice. The school administration and parents were informed about the results.

3. RESULTS

In this section, the answers to the following three research questions that are the aim of the thesis are described in detail:

1) To what extent do parents get involved in their children's English education?
2) Are there significant differences in parents' involvement in their children English education based on their demographic characteristics such as age, occupation, and education level?
3) What are the perceptions of Turkish parents regarding their involvement in English education of their children at early age?

Quantitative Results of the Study

Demographic Profiles of Participants

The answers given by the parents to the demographic characteristics questions in the first part of the questionnaire were examined and the table below was formed. In this study, demographic characteristics of the participating parents such as age, gender, occupation, educational status, English level, and the number of children were taken as independent variables and revealed in Table 3.

Table 3

Frequencies including demographic characteristics of participant parents

		Frequency	Percent
Age (N=100)			
	24-33	48	48,0
	34-42	41	41,0
	43+	11	11,0
Gender (N=100)			
	Female	71	71,0
	Male	29	29,0
Occupation			
	Housewife	8	8,0
	Civil servant	19	19,0
	Private sector employment	24	24,0
	Self-employment	9	9,0
	Teacher	36	36,0
	None	4	4,0
Education Level			
	Primary school	3	3,0
	Secondary school	1	1,0
	High school	20	20,0
	Associate degree	11	11,0
	Bachelor's degree	53	53,0
	Master degree	12	12,0
English level			
	Beginner	17	17,0
	Intermediate	47	47,0
	Upper-intermediate	15	15,0
	Advance	17	17,0
	None	4	4,0
Number of children			
	1	52	52,0
	2	34	34,0
	3	12	12,0
	4	2	2,0

According to Table 3, it is obvious that the majority of the participants in the survey are female parents (71%). Children of the participants are between 3-7 years old. Accordingly, while the age range of these parents is between 24-51, most of them (48%) are between 24-33 years old. While 88 participants have various occupations such as civil servant, private sector employment, self-employed and teacher, 8 participants are housewives and 4 participants have no occupation. In addition, looking at the education level of the participating parents, more than half of them have a bachelor's degree or higher.

Descriptive Statistics for Research Question 1

In order to find out what extent to parents are involved in their children's English education(RQ1), the answers given by the participant parents to the questionnaire questions were examined in detail in 3 sections.(see Table 4,5,6)

When we look at the analysis of the answers given to the items in the first part (Table 3), a leaning towards "always", "usually" and "sometimes" is observed.

Table 4

Parent-teacher relationship

It	Parent-teacher relationship	Mean	SD	N	Al	Us	ual	So	Ra	Ne
					%	%		%	%	%
1	I am in dialogue with the teachers.	4,42	,755	100	54	37		7	1	1
2	Teachers call me when my child doesn't do an assignment or gets a bad grade on the exam.	3,60	1,287	100	27	37		17	7	12
3	I inform the teacher of my child's attitude towards school and study habits.	4,29	,891	100	51	32		14	1	2
4	I ask the teacher how I can help my child in the areas he needs.	3,94	1,052	100	37	32		22	6	3
5	I share any information that might help the teacher understand my child	4,14	1,035	100	48	29		14	7	2
6	I get a teacher to tutor my kid if he has gaps in certain areas.	3,58	1,357	100	35	21		22	11	11
7	I thank the teacher when I appreciate something he has done for my child.	4,55	,730	100	66	25		8	0	1
8	The first man to consult is the teacher if my child is struggling with homework.	4,03	1,193	100	48	25		15	6	6
9	I make sure that my teaching strategies go with the teachers' strategies.	4,01	,959	100	35	39		21	2	3

According to Table 4, while 1% of the parents do not communicate with their child's teacher, the remaining 99% are in contact, albeit rarely. The teacher-parent relationship was found to be strong, such as informing the teacher about the child's behavior(97%), sharing the information that will help the child understand with the teacher(98%), appreciating the teacher when he/she does something good for his/her child(99%), keeping his/her teaching strategies similar to the teacher of his/her child(97%). This indicates that parents are aware of the importance of being in contact with their child's teacher.

Table 5

Parents' contribution on child's learning process

Items	Parents' contribution on child's learning process	Mean	SD	N	Always %	Usually %	Sometimes %	Rarely %	Never %
10	Whenever he has a difficult word in English I give him the Turkish meaning.	4,01	1,040	100	41	31	17	10	1
11	I make him read texts and give him the Turkish translation.	3,55	1,086	100	21	35	25	16	3
12	When he can't answer comprehension questions I answer for him.	2,64	1,210	100	7	20	23	30	20
13	I give him the instructions in Turkish	3,51	1,059	100	19	33	32	12	4
14	I encourage my child to work independently. If my child asks for help, I listen and provide guidance, not answers.	4,17	,922	100	44	37	11	8	0
15	I watch my children for signs of frustration or failure. I let them take a break or talk through difficulties.	4,40	,620	100	47	46	7	0	0
16	I have my children do harder work first, when they are most alert. Easier work will seem to go faster after that.	3,65	1,086	100	19	48	19	7	7
17	I check my child's diary to know his assignments every day.	4,12	,967	100	41	40	11	6	2
18	I join SMS groups with parents to follow up with assignments and exams.	3,57	1,225	100	28	30	18	19	5

When we look at the analysis of the answers given to the items in the second part (Table 5), there is a tendency towards "always" and "often", except for item 12. The items with the highest percentages, respectively, are: 15, 14, 17, 18, 16, 11, and 13. According to this tendency, the item with the highest percentage is 15 "I watch my children for signs of frustration or failure. I let them take a break or talk through difficulties." demonstrates that the participants stand by their children against their failures and disappointments. The answers to the item 12, "When he can't answer comprehension questions I answer for him." tended to "sometimes", "rarely" and

"never" (73%). From this result, we can deduce that the participants encouraged their children to answer the comprehension questions themselves, and that they wanted their children to find the answer themselves.

Table 6

Parents – Child Relationship

It	Parents – Child Relationship	Mean	SD	N	A	U	S	R	N
					%	%	%	%	%
19	I attend PTA meetings to give suggestions and discuss ideas related to improving teaching strategies.	3,96	1,238	100	42	35	9	5	9
20	I take time to understand my children's world— their friends, activities, etc.	4,37	,774	100	49	44	3	3	1
21	I go with my children to places where learning is a family activity.	4,40	,974	100	62	26	5	4	3
22	I make daily study time a "family value," something each child does with or without homework assignments from school.	3,51	,990	100	20	26	40	13	1
23	I make sure the home environment is welcoming and motivating to study.	4,12	,808	100	35	45	18	1	1
24	I establish a family routine with regular mealtimes, bedtimes, homework time, and outdoor play/exercise time	3,95	,968	100	31	45	13	10	1
25	I show and model courtesy when talking with my children by using please, thank you.	4,61	,618	100	67	28	4	1	0
26	I spend a few minutes daily with each child, talking and listening with patience and love.	4,60	,586	100	64	33	2	1	0
27	I praise my child for real effort and good attitudes about school work.	4,50	,644	100	57	37	5	1	0
28	I pick a time when my children will study each evening; I don't let them wait until just before bedtime	3,87	1,060	100	32	38	18	9	3
29	I try to do some of my own "homework" while my child studies, such as bill paying, reading, and writing.	3,57	1,121	100	21	39	21	14	5

According to Table 6, the majority of the answers given to the items in this section, which includes items 19 to 29, are in the direction of "always", "often", and “sometimes". The items with the highest percentages, respectively, are: 25, 26, 27, 21, 23, 20, 24, 28, 19, 22, and 29. Item 25 "I show and model courtesy when talking with my children by using please, thank you", to which 67% of the participants answered "always" and 32% "often" and "sometimes" revealed that the participants care about the rules of courtesy in their communication with their children. At the same time, item 22 ” I make daily study time a “family value,” something each child does with or without homework assignments from school.”, to which 40% of the participants answered "sometimes", "rarely" and "never", revealed that the participants did not make regular studying time a family value for their children.

Descriptive Statistics for Research Question 2

In this section, in order to answer the second research question, the demographic factors in the first part of the questionnaire and the answers given by the participants in the second part were compared.

Table 7

The effect of age factor on parent involvement

Age	N	Mean	SD	F	P
24-33	48	4,0352	,39442	1,168	,315
34-42	41	3,9041	,54120		
43+	11	4,0909	,47237		
Total	100	3,9876	,46894		

The ages of the parents and their answers to the questionnaire questions were analyzed by ANOVA and when Table 7 was examined, no significant difference was found for the relationship between these two(P=0,315>0,05). This indicates that the age factor does not have any effect on the involvement of parents in their children's English education.

Table 8

The effect of education level factor on parent involvement

	N	Mean	SD	F	P
Primary school	3	3,6207	,37931	,880	,498
Secondary school	1	3,7586	.		
High school	20	4,0931	,63574		
Associate degree	11	4,0063	,30758		
Bachelor's degree	53	3,9414	,43547		
Master degree	12	4,1092	,42889		
Total	100	3,9876	,46894		

In Table 8, it is clear that the differences in education levels of participants do not make a significant difference in the involvement of the parents in their children's English education(P=0,498>0,05). In this case, regardless of the education level of the participants, their attitudes towards English education remain the same.

Table 9

The effect of the profession factor on parent involvement

	N	Mean	SD	F	P
Housewife	8	4,1034	,57671	1,253	,291
Civil servant	19	3,9927	,39360		
Private sector employment	24	4,0776	,46333		
Self-employment	9	3,6475	,76908		
Teacher	36	3,9914	,39578		
None	4	3,9224	,21695		
Total	100	3,9876	,46894		

According to Table 9, the fact that the participants are in different occupational groups has no effect on the involvement of the parents in their children's English education (P=0,291>0,05). In this questionnaire question, the profession of teachers was

not included in the state or private sector institutions, and teacher parents were asked to be marked separately. It was desired to observe whether the teaching profession would make a difference in parent involvement. However, looking at the results, it is apparent that it is not much different from other occupational groups in this regard.

Table 10

The effect of parents' English level on parent involvement

	N	Mean	SD	F	P
Beginner	17	3,8458	,42829	3,009	,022
Intermediate	47	4,0396	,43416		
Upper-intermediate	15	4,0391	,50878		
Advance	17	4,0953	,32222		
None	4	3,3276	,90030		
Total	100	3,9876	,46894		

The English levels of the participants were analyzed in Table 10, and according to this, the English level of the parents has a significant effect on the involvement of the parents in their children's English education. (P=0.022>0.05). When we look at the means to find out which level creates the significant difference, it is seen that the level with the highest mean is "advanced". This means that the parents with improved English are more involved in their children's English education.

As a result, it is seen that there is no significant effect on parent involvement in all factors except English level. This shows that the participants are generally aware of the importance of English education, but due to the insufficient level of English of the participants, they are not more involved in their children's English education compared to those who know English well.

Qualitative Results of the Study

In order to investigate the last research question (RQ3) of this thesis, the participation of 10 parents who volunteered among the survey participants in English education and their perceptions in this direction were examined through interviews. The interview consists of 4 main open-ended questions (see Appendix B). First of all, the responses given by the parents in the interviews were analyzed under 3 main themes:

parents' contribution to their children's English education, homework involvement, and parent-child relationship. Accordingly, the themes, codes and frequencies are shown in

Table 11

General responses given by the parents in the interviews

Themes	Codes	F
Parents' contribution to their children's English education	Songs	6
	Flashcards	3
	Videos	5
	Course	2
Homework involvement	Communication with teacher	4
	Research on the internet	5
	Helping with parents' own knowledge	4
	Enabling the child to find a solution on his/her own	5
	Playing game	3
Parent-child relationship	Speaking	3
	Helping his/her homework	6

Parents' Contribution to Their Children's English Education

Parents think that they make a reasonable contribution to their children's English education. They stated that they somehow support their children in learning English, regardless of their good English level. For example, interviewee 5 who is an English teacher talked about how he supported his child in learning English at an early age as follows:

"During the day, I contribute to her learning the English language by talking about daily things together, watching the things we will watch in English, reading small storybooks, and occasionally doing dictation because he has some difficulties in writing. I say, he writes. But we generally work on watching and listening."

Likewise, interviewee 1, who is a housewife, stated that although her English level is not very good, she contributes to her child's English education as follows:

"When he asks a question, if I have knowledge about the subject, I try to help, if I do not have knowledge about the subject, I make sure that he gets information by

researching it through the internet or with auxiliary books, and then by measuring how much he understands the subject. By doing research in this way, I try to help their subjects or send him to the course; we get help from the course."

However, interviewee 4 thinks that she does not contribute much to her child's English education.

"I did not contribute to my child's English education, until now I only had him do his homework. I supported a little, but I don't think I gave much education. I don't think I contributed much to his education."

Homework involvement

All of the parents stated that they help their children with their homework, whether they have their own knowledge about their children's homework or not, by encouraging their children to find a solution on their own, by searching the internet or by contacting the teacher and getting help. The following quotation of interviewee 3 is just one of those who lead their child on homework:

"I get him to repeat the lessons, especially through the publications that run parallel to the schools, such as "Okulistik". I make him watch the re-video of the subject that he is stuck on retrospectively and solve the trial tests. I encourage him and help him reach this solution anyway. Other than that, I don't do much for his homework. As parents, we don't interfere much with their homework. I'm just helping him understand."

Another (interviewee 7) expresses the same issue as follows:

"*First of all, I encourage her to investigate and find a solution. I let her find solutions online or from her own resources. If she still can't do it, I contact her teacher and ask her for help with the homework."*

The following quotation of the interviewee 4 is the expression of a parent who directly supports her child's homework with her own knowledge:

"I help him with his homework, for example, if he does not have vocabulary, I help him with vocabulary in English, I tell the meanings of words he does not know. Because he is too small right now, he cannot look it up in the dictionary."

Parent - child relationship

According to the responses of the parents, most of them are in close contact with their children about education. Some (interviewee 10) wanted to teach English by playing games with their children.

"We were playing games with him. For example, if he didn't know a word, I was showing a flash card, then I was turning the back of the card, he was trying to know the word, we were racing like this."

Some (interviewee 5) helped her learn English vocabulary by watching something with her and with visual materials.

"I taught my child when she reached the end of the first 6 months of infancy, by opening English educational cartoons, showing them the English of the newly learned words from here, giving the English names of the toys, the sounds they make, etc., by making use of more visual materials."

Some of them (interviewee 8) wanted their child to learn English by talking to their child because of his good level of English.

"I speak to him in English. Since I know English, I also make him read English books. And I ask what you understand. I make him watch English videos."

The following quotation contains the words of the same parent about encouraging their child to learn English:

"I explain that because English is a universal language and one of the biggest valid languages worldwide, job opportunities will be more for him when he knows the English language. I say that knowing the English language will be important when he has a profession in the future. At the same time, I also had my child talk to teachers on some platforms like Cambly, etc to encourage him to be comfortable with English"

4. DISCUSSION AND CONCLUSION

In this section, the findings of the research questions were discussed in detail and compared with similar studies in the literature.

Discussion for the Research Question 1

Considering both the questionnaire results and the interviews, parents indicate that they participate in their children's English education frequently. In line with my findings, Akkök(1999) also states in his study that parents in many countries such as Canada, England and Germany are willing to participate in their children's education. The fact that the study was conducted in preschool and elementary school is an important factor for this. Aslanargun (2007) states that the level of communication between students and families is directly related to the quality of communication between child and family in the preschool period. Based on this, pre-school and primary school parents were chosen as participants in my study.

In examining the levels of studies on parental involvement in education, it is found that studies on parental involvement are mainly examined at the preschool education level and then at the elementary education level. In the "Pre-School Education Program" issued by the Ministry of National Education in 2006, the importance of school-family collaboration and family involvement is emphasized, noting that children who grow up in programs with family involvement acquire lasting and positive characteristics. It was also highlighted that children can more easily transfer the skills they acquire to their daily lives (Çakmak, 2010). According to this program developed by the Ministry of National Education, it was found that family participation in education became more important and studies on this topic increased. For this reason, the importance of family participation in preschool education was recognized and studies were conducted on this issue. Moreover, children in the younger age group need external support, i.e. support from the family, from the moment they enter the formal education process. It can be concluded that this external support is important when considering both intellectual developmental characteristics and affective characteristics. This is because it will not be easy for a child entering the academic learning process for the first time to process his or her experiences in school and to get used to school discipline. In order for these processes to be managed in a healthy way, the experiences he or she has in the school environment should be supported both mentally and emotionally. As children progress,

their resistance to such situations increases. So, these reasons could be the reason why the studies on parents' involvement in education are conducted mainly in preschools and elementary schools.

On the other hand, the number of negative answers parents give to a question in the study is high. Based on the results, it can be said that parents do not directly take the role of the teacher in their children's work, and when their children have difficulties with homework, they only support and assist their children. Unlike Mahmood's study, some qualitative data also support this conclusion. The majority supports this finding, while some qualitative findings are consistent with the above study. By enabling the student to find his own solution, he/she acquires problem-solving skills, metacognitive skills, and affective skills related to emotions and senses. These findings are consistent with the study of Kalaycı and Öz (2018).

When parents encourage their children to learn, let them repeat the course, help and guide them, it contributes positively to their children's success. The way to do this is to learn from the school what is learned in school, what needs to be learned, what tools are needed, and what needs to be done to help (Gümüşeli, 2004).

Discussion for the Research Question 2

In this study, no significant influence of factors such as parents' age, occupation, and educational level on parents' involvement in their children's English language learning was found. However, when examining the literature, studies have shown that parents' educational level influences parental involvement and expectations of success for their children. The higher the parents' educational level, the more they contributed to school activities, supported their children in problem solving, and had high expectations for their success (Englund et al., 2004, McNealJr., 2001, Okpala et al., 2001, Salıcı-Ahioğlu, 2006, Trivette & Anderson, 1995, Zellman, 1998). This study was conducted in private schools, and 96% of the participants who preferred these schools were working parents, and 76% had associate, undergraduate, or master's degrees. These features could be the reason why the above-mentioned factors do not make a significant difference between parents in their involvement in education because they have similar features.

On the other hand, demographic characteristics such as age, occupation and education level do not have a statistically significant effect on parental involvement which is similar to the findings of many studies while Erdener and Knoeppel's (2018)

findings indicates that these factors have an impact on parent involvement. This means that regardless of age, profession and education, parents give importance to their children's English education and show their support by involving the education.

Among the factors whose effects were investigated, only the English level of the parents made a significant difference in their involvement in their children's English education. Baeza(2012) mentions in his study that the lack of English language skills is an obstacle for parents to participate in their children's education. Families should give their children the importance they need to learn a foreign language and encourage them to do so. They should do this by explaining the benefits of learning a foreign language and by using materials such as books, music, etc. that promote learning a foreign language. In this way, students' desire to learn a foreign language will be increased by the thought that learning a foreign language will be beneficial to them, and this will ensure their motivation. A motivated student will be more willing to participate in the foreign language course, which will increase his academic success. Thus, involving the family in the educational process facilitates the student's motivation and naturally increases the academic success of the English course. Although parents are aware of it, their English level also affects their involvement in their children's education. The reason for this could be that the parent who can speak English well believes that this will be of additional benefit to their child, because the parent who cannot speak English will not understand their child's homework and will not be able to help them much in this regard.

Discussion for the Research Question 3

Families, who are at the forefront of the child's greatest supporters in education, should encourage the child to learn a foreign language and cooperate with teachers by showing the necessary interest in school. When teachers are aware of the student's motivation to learn a foreign language, they can more easily find the right way to motivate the student. Family involvement has a positive effect on academic achievement (Argon & Kıyıcı, 2012). The results of the interviews conducted for this research question (RQ3) demonstrate that parents encourage their children to learn English and provide them with the necessary support. It can be concluded that the parents are aware that English is an international language and that it is necessary to speak English in most private business institutions. Similar to Baeza's study, it was found that parents encourage their children to learn English by telling their children that

English language skills will provide them with many good job opportunities in the future. At the same time, it is clear that parents contribute to their children's English education mostly by using songs and videos, according to the findings of the interviews. This reveals that parents are active and conscious in using today's technology for the education of their children.

In addition, the findings show that parents tend to take teacher guidance for their involvement in their children's English education. For example, they want to be in contact with the teacher on issues such as getting homework help or sharing information about their children. These findings are also similar to the study of Kalaycı and Öz (2018). This reveals that parents trust the knowledge of teachers and want to act within their guidance.

On the other hand, when their children have difficulties in their homework, they resort to internet research. This indicates that they think that their own knowledge will be insufficient and they try to reach information by using technology.

On the other hand, when their children have difficulties in their homework, they resort to internet research. This indicates that they think that their own knowledge will be insufficient and they try to reach information by using technology.

Conclusion

This study was conducted to investigate Turkish parents' involvement in the English education of their children aged 3-7 years. It also aimed to investigate their perceptions on the subject. The present study revealed that Turkish parents attach importance and involve in their children's English education, with a questionnaire applied to 100 parents. It was found that parents only involve more in their children's English education when their English level increases. In addition, these parents indicated in the interviews that they closely support their children in learning English. This research was supported by a semi-structured interview. Finally, parents with low English proficiency also emphasized the importance of English language learning for their children and that they try to support their children in this regard.

Limitations of the Study

This study has some limitations. Some of the data were collected with a quantitative research design. During data collection, a web-based questionnaire was prepared and applied for this study due to the Covid19 epidemic throughout the country. While access

to participation was easier, there was a limited ability to reach more people and collect more data. This directly impacted the research findings. In addition, due to Covid-19, the interviews for the qualitative part of the research were conducted online via Zoom. This limited eye contact, gestures, and facial expressions, and the natural atmosphere of the interview. Therefore, the participants may not have been able to express themselves clearly and sincerely.

Recommendations for Further Research

Considering the results and limitations of the current study, several suggestions can be made for further studies. First, this study was limited to the context of kindergarten and primary school. Further studies, broader contexts such as kindergarten, elementary school, secondary school, and university can be considered and more data can be collected with more participants. And the results of studies in these different contexts can be compared. In this way, more effective conclusions can be drawn by observing the differences between the effects of the findings from context to context on parental involvement.

Another recommendation is that further studies should include an equal number of participants for both genders. In this way, finding a significant difference between genders can be achieved.

Finally, in further studies, additional data collection instruments or a more detailed questionnaire and interview questions may be devised to measure parental involvement and attitudes toward this issue.

Implications

In the light of this research, language education gained at an early age will provide the child with many opportunities in the future. And in this context, the participation of parents in foreign language education, especially at an early age, is extremely important. In order to increase awareness of this, information can be given to parents about education in cooperation between parents and schools. For example, teachers can prepare a language portfolio about the student and this can be followed regularly by both parents and teachers. These portfolios can be transferred to the following years.

In addition, according to the findings, although parents are aware of the importance of involvement in education, there is a perception that due to their lack of English skills, they cannot help their children with their children's homework in English education and

cannot support them enough in this issue. In this regard, schools can give seminars to parents on how they can support their children's English education. Thus, parents should know that they can support their children to participate in English education even without sufficient English skills.

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APPENDICES

Appendix A: Ethic Committee Approval of Çağ University

T.C	
ÇAĞ ÜNİVERSİTESİ	
SOSYAL BİLİMLER ENSTİTÜSÜ	
TEZ / ARAŞTIRMA / ANKET / ÇALIŞMA İZNİ / ETİK KURUL İZİN TALEP VE ONAY TUTANAK FORMU	
ÖĞRENCİ BİLGİLERİ	
T.C. NOSU	
ADI VE SOYADI	Merve ÇOPUR
ÖĞRENCİ NO	20198056
TEL. NO.	
E - MAİL ADRESLERİ	
ANA BİLİM DALI	İngiliz Dili Eğitimi
HANGİ AŞAMADA OLDUĞU (DERS / TEZ)	Tez
İSTEKDE BULUNDUĞU DÖNEME AİT DÖNEMLİK KAYDININ YAPILIP-YAPILMADIĞI	2020 / 2021 BAHAR DÖNEMİ KAYDINI YENİLEDİM.
ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER	
TEZİN KONUSU	Türk Ebeveynlerin Erken Yaşta Dil Eğitimine Katılımını Keşfetmek
TEZİN AMACI	Türk ebeveynlerin çocuklarının erken yaşta yabancı dil olarak İngilizce öğrenmelerine katılımını incelemek.
TEZİN TÜRKÇE ÖZETİ	Çalışma Tarsus'ta bulunan 3 okulda gerçekleştirilecektir. Bu okulların okul öncesi ve ilkokul 1-2.sınıf öğrenci velilerine anket gönüllülük esasına göre uygulanacaktır. Elde edilen veriler SPSS programı ile analiz edilecek ve ebeveynlerin demografik özelliklerinin İngilizce eğitimine katılımları üzerinde bir etkisinin olup olmadığı somut bir şekilde sonuca bağlanacaktır. Daha sonra velilerle görüşme yapılacak. Bu görüşmeler kısa bir bilgilendirme ardından kayıt altına alınacaktır. Görüşme transkriptinden ortaya çıkan temalar tek tek analiz edilerek okunacak ve onlardan kodlar çıkarılacaktır. Temaları desteklemek için tekrar okunacak ve alıntılar çıkarılacak, kategorize edilecek ve yorumlanacaktır.

ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER/ KURUMLARIN ADLARI	Gökkuşağı Kreş ve Gündüz Bakımevi, Akıllı Çocuklar Kreş ve Gündüz Bakımevi, Ay Koleji, Çağ Koleji
İZİN ALINACAK OLAN KURUMA AİT BİLGİLER (KURUMUN ADI-ŞUBESİ/ MÜDÜRLÜĞÜ - İLİ - İLÇESİ)	Gökkuşağı Kreş ve Gündüz Bakımevi, Akıllı Çocuklar Kreş ve Gündüz Bakımevi, Ay Koleji, Çağ Koleji - Tarsus/ Mersin
YAPILMAK İSTENEN ÇALIŞMANIN İZİN ALINMAK İSTENEN KURUMUN HANGİ İLÇELERİNE/ HANGİ KURUMUNA/ HANGİ BÖLÜMÜNDE/ HANGİ ALANINA/ HANGİ KONULARDA/ HANGİ GRUBA/ KİMLERE/ NE UYGULANACAĞI GİBİ AYRINTILI BİLGİLER	Kurumların okul öncesi ve ilkokul 1-2.sınıf velilerine anket uygulanacaktır. Ve her kurumdan olmak üzere toplamda 10 veliye röportaj yapılacaktır.
UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN/ ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN - ÖLÇELERİN UYGULANACAĞI	Veli Katılım Anketi
EKLER (ANKETLER, ÖLÇEKLER, FORMLAR, …. V.B. GİBİ EVRAKLARIN İSİMLERİYLE BİRLİKTE KAÇ ADET/SAYFA OLDUKLARINA AİT BİLGİLER İLE AYRINTILI YAZILACAKTIR)	1) (3) Sayfa Veli Katılım Anketi. 2) (1) Sayfa Onam Formları.

ÖĞRENCİNİN ADI - SOYADI: Merve ÇOPUR	**ÖĞRENCİNİN İMZASI: Enstitü Müdürlüğünde evrak aslı imzalıdır. TARİH: 08 / 04/ 2020**

TEZ/ ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU

1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir.

2. Anılan konu İngiliz Dili Eğitimi alanı içerisine girmektedir.

1.TEZ DANIŞMANININ ONAYI	**2.TEZ DANIŞMANININ ONAYI (VARSA)**	**ANA BİLİM DALI BAŞKANININ ONAYI**	**SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN ONAYI**
Adı - Soyadı: Senem ZAİMOĞLU	Adı - Soyadı: ……...…	Adı - Soyadı: Şehnaz ŞAHİNKARAKAŞ	Adı - Soyadı: Murat KOÇ
Unvanı: ……...……...……	Unvanı: ……..…	Unvanı: ...……	Unvanı: Doç.Dr.
İmzası: Evrak onayı e-posta ile alınmıştır	İmzası:	İmzası: Evrak onayı e-posta ile alınmıştır	İmzası: Evrak onayı e-posta ile alınmıştır
… / ….. / 20....	…. / .... / 20....	..... / ..... / 20……	…. / .... / 20...

ETİK KURULU ASIL ÜYELERİNE AİT BİLGİLER

Adı - Soyadı: **Şehnaz ŞAHİNKARAKAŞ**	Adı - Soyadı: **Yücel ERTEKİN**	Adı - Soyadı: **Deniz Aynur GÜLER**	Adı - Soyadı: **Mustafa BAŞARAN**	Adı - Soyadı: **Mustafa Tevfik ODMAN**	Adı - Soyadı: **Hüseyin Mahir FİSUNOĞLU**	Adı - Soyadı: **Jülide İNÖZÜ**
Unvanı : Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : Prof. Dr.	Unvanı : Prof. Dr.
İmzası : Enstitü Müdürlüğünde evrak aslı imzalıdır.	İmzası : Enstitü Müdürlüğünde evrak aslı imzalıdır.	İmzası : Enstitü Müdürlü-günde evrak aslı imzalıdır.	İmzası : Enstitü Müdürlü-günde evrak aslı imzalıdır.	İmzası : Enstitü Müdürlü-günde evrak aslı imzalıdır.	İmzası : Enstitü Müdürlüğünde evrak aslı imzalıdır.	İmzası : Enstitü Müdürlü-günde evrak aslı imzalıdır.
…… / ….. / 20.....	…… / ….. / 20.....	… / ….. / 20.....	..… / ….. / 20.....	… / ….. / 20.....	…… / ….. / 20.....	…… / ….. / 20.....
Etik Kurulu Jüri Başkanı - Asıl Üye	**Etik Kurulu Jüri Asıl Üyesi**	**Etik Kurulu Jüri Asıl Üyesi**	**Etik Kurulu Jüri Asıl Üyesi**	**Etik Kurulu Jüri Asıl Üyesi**	**Etik Kurulu Jüri Asıl Üyesi**	**Etik Kurulu Jüri Asıl Üyesi**

OY BİRLİĞİ İLE X	**Çalışma yapılacak olan tez için uygulayacak olduğu Anketleri/Formları/Ölçekleri Çağ Üniversitesi Etik Kurulu Asıl Jüri Üyelerince İncelenmiş olup, …… / …… / 20…… - …….. / ..... / 20..... tarihleri arasında uygulanmak üzere gerekli iznin verilmesi taraflarımızca uygundur.**
OY ÇOKLUĞU İLE	

AÇIKLAMA: BU FORM ÖĞRENCİLER TARAFINDAN HAZIRLANDIKTAN SONRA ENSTİTÜ MÜDÜRLÜĞÜ SEKRETERLİĞİNE ONAYLAR ALINMAK ÜZERE TESLİM EDİLECEKTİR. AYRICA FORMDAKİ YAZI ON İKİ PUNTO OLACAK ŞEKİLDE YAZILACAKTIR.

Appendix B: Ethics Committee Request

T.C.
ÇAĞ ÜNİVERSİTESİ
Sosyal Bilimler Enstitüsü

Sayı : E-23867972-050.01.04-2100002906 19.04.2021
Konu : Bilimsel Araştırma ve Yayın Etiği
Kurulu Kararı Alınması Hakkında

REKTÖRLÜK MAKAMINA

İlgi: 09.03.2021 tarih ve E-81570533-050.01.01-2100001828 sayılı Bilimsel Araştırma ve Yayın Etiği Kurulu konulu yazınız.
İlgi tarihli yazınız kapsamında Üniversitemiz Sosyal Bilimler Enstitüsü bünyesindeki Lisansüstü Programlarda halen tez aşamasında kayıtlı olan **Ayzıt Asena Meydan, Ezgi Aytok, Merve Çopur, Meryem Aslan, Zeliha Dilek Acet** isimli öğrencilerimize ait tez evraklarının "Üniversitemiz Bilimsel Araştırma ve Yayın Etiği Kurulu Onayları" alınmak üzere Ek'lerde sunulmuş olduğunu arz ederim.

Doç. Dr. Murat KOÇ
Sosyal Bilimler Enstitüsü Müdürü

Ek : 5 Adet öğrenciye ait tez evrakları listesi.

Appendix C: Ethics Committee Approval

T.C.
ÇAĞ ÜNİVERSİTESİ
Rektörlük

Sayı : E-81570533-044-2100003294 01.05.2021
Konu : Bilimsel Araştırma ve Yayın Etiği
Kurul İzni Hk.

SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : 19.04.2021 tarih ve E-23867972- 050.01.04-2100002906 sayılı yazınız.

İlgi yazıda söz konusu edilen Ayzıt Asena MEYDAN, Ezgi AYTOK, Merve ÇOPUR, Meryem ASLAN, Zeliha Dilek ACET isimli öğrencilerin tez evrakları Bilimsel Araştırma ve Yayın Etiği Kurulunda incelenerek uygun görülmüştür.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Ünal AY
Rektör

Appendix D: Consent Form of Conducting Questionnaires and Interviews (Çağ University)

T.C.
ÇAĞ ÜNİVERSİTESİ
Sosyal Bilimler Enstitüsü

Sayı : E-23867972-044-2100003339 04.05.2021
Konu : Merve ÇOPUR'un Tez Anket İzni

DAĞITIM YERLERİNE

İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında kayıtlı Merve ÇOPUR isimli öğrencimiz, **"Türk Ebeveynlerin Erken Yaşta Dil Eğitimine Katılımını Keşfetmek"** konulu tez çalışmasını Üniversitemiz öğretim üyesi **Dr. Öğr. Üyesi Senem ZAİMOĞLU** danışmanlığında halen yürütmektedir. Adı geçen öğrenci tez çalışmasında **Gökkuşağı Kreş ve Gündüz Bakımevi, Akıllı Çocuklar Kreş ve Gündüz Bakımevi, Ay Koleji ile Çağ Kolejinde öğrenim gören okul öncesi ve ilkokul 1. ve 2.sınıf öğrencilerin velilerini** kapsamak üzere kopyası Ek'lerde sunulan anket uygulamasını yapmayı planlamaktadır. Üniversitemiz Etik Kurulunda yer alan üyelerin onayları alınmış olup, gerekli iznin verilmesi hususunu bilgilerinize sunarım.

Prof. Dr. Ünal AY
Rektör

Appendix E: Official Permission from Akıllı Çocuklar Kindergarten

10.05.2021

ÇAĞ ÜNİVERSİTESİ SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE

YENİCE

Üniversitenizde İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında öğrenci olan Merve ÇOPUR'un "Türk Ebeveynlerin Erken Yaşta Dil Eğitimine Katılımını Keşfetmek" konulu tez çalışmasında okulumuzda öğrenim gören okul öncesi öğrencilerinin velilerini kapsayan Ek'te sunulan anketin uygulanması için gerekli izinlerin verildiğini bilgilerinize sunarım.

Enstitü Müdürlüğünde evrak aslı imzalıdır.

Merve ÇOPUR

Akıllı Çocuklar Kreş ve Gündüz Bakımevi

Kurum Müdürü

Appendix F: Official Permission from Gökkuşağı Kindergarten

11.05.2021

ÇAĞ ÜNİVERSİTESİ SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE

YENİCE

Üniversitenizde İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında öğrenci olan Merve ÇOPUR'un "Türk Ebeveynlerin Erken Yaşta Dil Eğitimine Katılımını Keşfetmek" konulu tez çalışmasında okulumuzda öğrenim gören okul öncesi öğrencilerinin velilerini kapsayan Ek'te sunulan anketin uygulanması için gerekli izinlerin verildiğini bilgilerinize sunarım.

Enstitü Müdürlüğünde evrak aslı imzalıdır.

Esin ÇOPUR

Gökkuşağı Kreş ve Gündüz Bakımevi

Kurum Müdürü

Appendix G: Official Permission from Ay College Primary School

ÇAĞ ÜNİVERSİTESİ SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE

YENİCE

Üniversitenizde İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında öğrenci olan Merve ÇOPUR'un "Türk Ebeveynlerin Erken Yaşta Dil Eğitimine Katılımını Keşfetmek" konulu tez çalışmasında okulumuzda öğrenim gören okul öncesi ve ilkokul 1.sınıf öğrencilerinin velilerini kapsayan Ek'te sunulan anketin uygulanması için gerekli izinlerin verildiğini bilgilerinize sunarım.

Enstitü Müdürlüğünde evrak aslı imzalıdır.

Şenay ÇOPUR

Ay Koleji İlkokulu Kurum Müdürü

Appendix H: Parent Involvement Questionnaire

Değerli katılımcı,

Bu anket bir veli olarak çocuklarımızın İngilizce eğitimine katılmaya yönelik bakış açınızı ve katılma süreci ile ilgili fikirlerinizi öğrenmek amacıyla tasarlanmıştır. Anketin ilk bölümünde bazı demografik bilgilerinizi almaya yönelik sorular, ikinci bölümde ise çocuklarımızın eğitim sürecine katılımınızla ilgili görüşler sizlere sunulmuştur.

Bu bölümlerde size yöneltilen sorularda doğru veya yanlış cevaplar bulunmamaktadır. Sizlerden alınan bilgiler tamamen gizli tutulacak ve kimlik bilgileriniz açığa çıkarılmayacaktır. Bu yüzden sorulara vereceğiniz içten ve samimi cevaplarınız bu çalışmanın sağlıklı sonuçlar verebilmesi için çok önemlidir. Katkılarınız için şimdiden teşekkür ederim.

Bölüm 1

Bu bölümdeki sorulara kısa cevaplar veriniz.

1. Yaşınız: _____
2. Cinsiyetiniz: ◯ kadın ◯
3. Eğitim durumunuz:

ilkokul ◯ lise ortaokul ön lisans ◯ lisans yüksek lisans doktora

4. Mesleğiniz: _____
5. İngilizce düzeyiniz: _____
6. Çocuklarınızın sayısı: _____
7. Burada bahsettiğiniz çocuğunuzun;
    a. yaşı: _____
    b. sınıfı: _____
    c. doğum sırası: _____
    d. cinsiyeti: ◯ kız ◯ erkek

Bölüm 2

Bu bölümde verilen ifadelere ne ölçüde katıldığınızı anlamları verilen numaralarla derecelendiriniz. Lütfen tek bir cevap veriniz. Bütün soruları cevaplamaya özen gösteriniz.

1. Asla 2. Nadiren 3. Bazen 4. Çoğunlukla 5. Her zaman

No	Madde	Asla	Nadiren	Bazen	Çoğunlukla	Her zaman
1.	Öğretmenlerle diyalog halindeyimdir.	①	②	③	④	⑤
2.	Çocuğum bir ödevi yapmadığında veya sınavdan kötü not aldığında öğretmenler beni arar.	①	②	③	④	⑤
3.	Çocuğumun okula karşı tutumundan ve çalışma alışkanlıklarından öğretmenini haberdar ederim.	①	②	③	④	⑤
4.	Çocuğumun ihtiyacı olduğu alanlarda ona nasıl yardım edebileceğimi öğretmenine sorarım.	①	②	③	④	⑤
5.	Çocuğumun anlamasına katkıda bulunacak herhangi bir bilgiyi öğretmeniyle paylaşırım.	①	②	③	④	⑤
6.	Belirli alanlarda eksiği bulunması durumunda çocuğuma ek (özel) ders aldırırım.	①	②	③	④	⑤
7.	Çocuğum için bir şey yaptığında öğretmenini takdir ederim.	①	②	③	④	⑤
8.	Çocuğumun ödevlerinde sorun yaşaması durumunda danışacağım ilk kişi öğretmenidir.	①	②	③	④	⑤
9.	Öğretim stratejilerimin öğretmenlerin stratejileriyle paralel gittiğinden emin olurum.	①	②	③	④	⑤
10.	İngilizce bir kelimede zorluk yaşaması durumunda çocuğuma Türkçe anlamını söylerim.	①	②	③	④	⑤
11.	Metni çocuğuma okutup ona Türkçe tercümesini söylerim.	①	②	③	④	⑤
12.	Çocuğum değerlendirme sorularında cevap veremediğinde onun için cevaplarım.	①	②	③	④	⑤
13.	Çocuğuma yönergeleri Türkçe veririm.	①	②	③	④	⑤
14.	Çocuğumu yalnız çalışması için cesaretlendiririm. Eğer yardım isterse dinler ve rehberlik ederim, cevapları vermem.	①	②	③	④	⑤

15.	Çocuğumun başarısızlık ve bıkkınlık belirtilerini izler, mola vermesine müsaade eder ve onunla zorlandığı konular hakkında konuşurum.	①	②	③	④	⑤
16.	Çocuğum öncelikle, daha verimli ve uyanık olduğunda, zor alıştırmaları yapmasını isterim. Böylece kolay olan alıştırmalar daha hızlı bitecektir.	①	②	③	④	⑤
17.	Günlük ödevlerini bilmek için çocuğumun ajandasını her gün kontrol ederim.	①	②	③	④	⑤
18.	Ödev ve sınavları takip etmek için diğer ebeveynlerle iletişim gruplarına katılırım.	①	②	③	④	⑤
19.	Öğretme stratejilerini geliştirmekle ilgili fikirleri tartışmak ve önerilerde bulunmak için öğretmenler toplantısına katılırım.	①	②	③	④	⑤
20.	Çocuğumun; arkadaş, yaptığı aktivite vb. dünyasını anlamak için zaman harcarım.	①	②	③	④	⑤
21.	Öğrenmenin ailesel bir aktivite olduğu yerlere çocuğumla beraber giderim.	①	②	③	④	⑤
22.	Ödev konusu olsun veya olmasın her gün “aile değerleri” çalışma saati yaparım.	①	②	③	④	⑤
23.	Ev ortamının cazip ve motive edici olduğundan emin olurum.	①	②	③	④	⑤
24.	Yemek, uyku, ödev ve oyun saati gibi düzenli aile rutinleri kurarım.	①	②	③	④	⑤
25.	Çocuğumla konuşurken “lütfen, teşekkürler” gibi ifadeler kullanarak onlara nezaket gösterir ve örnek olurum.	①	②	③	④	⑤
26.	Çocuğumla; onu sevgi ve sabırla konuşup dinleyerek günde birkaç dakika geçiririm.	①	②	③	④	⑤
27.	Okul çalışmalarındaki çabalarından ve iyi davranışlarından dolayı çocuğuma övgüde bulunurum.	①	②	③	④	⑤
28.	Her akşam çocuğumun ne zaman ders çalışacağını belirler ve çalışmak için uyku saatine dek beklemesine müsaade etmem.	①	②	③	④	⑤
29.	Çocuğum ders çalışırken ben de fatura ödemek, okumak veya yazmak gibi kendi “ödevlerimi” yapmaya çalışırım.	①	②	③	④	⑤

Appendix I: Interview Questions

1. How do you contribute to your child's English language education?
2. What do you do to support your child when he / she has difficulty with his / her homework?
3. How often do you meet with your child's teacher?
4. How do you encourage your child to learn the English language?

Appendix J: Informed Consent Form for the Interview

ÇAĞ ÜNİVERSİTESİ

SOSYAL BİLİMLER ENSTİTÜSÜ

ETİK KURULU

BİLGİLENDİRİLMİŞ ONAM FORMU

Bu formun amacı katılmanız rica edilen araştırma ile ilgili olarak sizi bilgilendirmek ve katılmanız ile ilgili izin almaktır.

Bu kapsamda "Türk Ebeveynlerin Erken Yaşta Dil Eğitimine Katılımını Keşfetmek" başlıklı araştırma "Merve ÇOPUR" tarafından **gönüllü katılımcılarla** yürütülmektedir. Araştırma sırasında sizden alınacak bilgiler gizli tutulacak ve sadece araştırma amaçlı kullanılacaktır. Araştırma sürecinde konu ile ilgili her türlü soru ve görüşleriniz için aşağıda iletişim bilgisi bulunan araştırmacıyla görüşebilirsiniz. Bu araştırmaya **katılmama** hakkınız bulunmaktadır. Aynı zamanda çalışmaya katıldıktan sonra çalışmadan **çıkabilirsiniz.** Bu formu onaylamanız**, araştırmaya katılım için onam verdiğiniz** anlamına gelecektir.

Araştırmayla İlgili Bilgiler:

Araştırmanın Amacı: Türk ebeveynlerin çocuklarının erken yaşta yabancı dil olarak İngilizce öğrenmelerine katılımını incelemek.

Araştırmanın Yürütüleceği Yer: Tarsus

Çalışmaya Katılım Onayı:

Katılmam beklenen çalışmanın amacını, nedenini, katılmam gereken süreyi ve yeri ile ilgili bilgileri okudum ve gönüllü olarak çalışma süresince üzerime düşen sorumlulukları anladım. Çalışma ile ilgili ayrıntılı açıklamalar yazılı ve sözlü olarak tarafıma sunuldu. Bu çalışma ile ilgili faydalar ve riskler ile ilgili bilgilendirildim.

Bu araştırmaya kendi isteğimle, hiçbir baskı ve zorlama olmaksızın katılmayı kabul ediyorum.

Katılımcının (Islak imzası ile***)

Adı-Soyadı:

İmzası***:

Araştırmacının

Adı-Soyadı: Merve ÇOPUR

İmzası: Enstitü Müdürlüğünde evrak aslı imzalıdır.