The Role of Parental Involvement on Language Development of Turkish EFL Learners[*]

Aile katılımlı çalışmaların İngilizceyi yabancı dil olarak öğrenen Türk öğrencilerin dil gelişimindeki rolü

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ABSTRACT: The purpose of this study was to investigate the feasibility of parent-centered collaborative learning in English language teaching and to sort out the strategies and techniques that might help and contribute students' language learning process. This qualitative case study examines how parental involvement can play a crucial role in the improvement of EFL learners' academic and social background in English classes. This study was carried out in a primary school with 5 students from fourth grades English classes and their parents, 7 teachers including 1 native English teacher, 4 Turkish English teachers, the head of the language department and a student counselor at a primary school in Istanbul, Turkey. In order to obtain qualitative data, semi-structured interviews, observations, records of students' projects/homework assignments. The findings of the study revealed that parents are powerful partners in one's language development and learning process by contributing academic attainment in terms of sociolinguistic perspectives.

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

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Öz: Bu çalışmanın amacı İngiliz Dili Eğitiminde ebeveyn katılımlı, ortak çalışmaya dayalı öğrenmenin uygulanmasını inceleyen ve bu süreçte öğrencilerin öğrenme sürecine katkı sağlayabilecek yöntem ve tekniklerin ortaya çıkartılmasına olanak sağlamaktır (Bozuk anlaşılmaz tümce) Türkiye'de özel bir ilköğretim okulunun İngilizce derslerinde uygulanan vaka incelemesi, aile katılımlı çalışmaların öğrencilerin akademik, kişisel ve sosyal gelişimlerinde nasıl önemli bir rol aldığını incelemeyi hedefler(Tümcenin düzeltilmesi gerekli). Bu çalışma, İstanbul'da özel bir ilköğretim okulunun 4. Sınıflarından 5 öğrenci ve aileleri, İngilizce bölüm başkanı, Rehberlik Danışmanı, Yabancı İngilizce Öğretmeni ve 4 Türk İngilizce Öğretmeni tarafından yürütülmüştür. Çalışmada niteliksel veri elde etmek adına, yarı yapılandırılmış görüşme, gözlemler ve öğrencilerin proje ve ödev kayıtlarından oluşan üç ölçek kullanılmıştır. Aynı zamanda, bu araştırma Epstein (2001) tarafından oluşturulan aile katılımlı çalışmanın, iletişim, evde öğrenme, ebeveynlik, karar alma ve gönüllülükten oluşan 5 alt başlığına yönelik incelemeler yapılmıştır. Çalışmanın bulguları çocukların dil gelişiminde ve öğrenme sürecindeki hem etkileşimsel hem sosyal kazanımları üzerinde ebeveynlerin uzun süreli ve güçlü bir yer etkiye sahip olduğunu toplum dilbilimsel açılardan değerlendirmeler de yaparak ortaya koymaktadır.

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

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Introduction

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

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

The ultimate goal of the this qualitative longitudinal study was to investigate the impacts of parental involvement on Turkish English Language Learners' language skill and development in a private primary school setting in Istanbul, Turkey. Besides, it intends to plan and to apply the tasks and homework assignments which help to involve parents in students' learning process and collaborative learning. This study consisted of three steps followed by interviews with former teachers and the parents as dependent variables, class observations including video recordings, collection of artifacts and texts.

The following research questions guided this study:

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

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

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

Literature Review

Family plays a pivotal role in the process of language development as well as supporting learners' cognitive development. Vygotsky believes that the first step of learning begins with parents and namely they are the first teacher shaping one's cognitive and social development. Inefficient connection between a child and parent might cease fostering and constructing of new knowledge (as cited in Folks, 2015). According to social constructivist theory, children build new knowledge via experiences and parents are the key to building that knowledge and shaping it through relevant practices. One's academic performance at school depends on the quality of education yet; this quality gets power when the parents are involved and support connection between home and school.

Epstein's Model of Parental Involvement

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

- **Type 1-** Parenting: it helps and guides parents to improve their child's cognitive skills and to support learning at home within a positive environment at any age student and academic level.
- **Type 2-** Communicating: A type of communication way of reaching parents who effectively ensure his or her child's academic success according to learner's individual needs considering learning styles as well.
- **Type 3-** Volunteering: It supports parent and teacher collaborative work at home and supporting projects and homework as a part of the school community.

- **Type 4-** Learning at home: Activities that promote parent-child collaboration help children to learn and practice what has been done in class, as an extension home activity.

- **Type 5-** Decision Making: parent and teacher have meetings to negotiate or define the problems in order to improve the child's learning and to ask for suggestions for the needs.

- **Type 6-** Collaborating with the community: this framework utilizes programs and activities which serve for fostering parent-school partnership.

As aforementioned above, Epstein's (2001) parental involvement framework 1 and 2 focuses on setting and developing a healthy relationship between family and child by reconnecting parents to become involved in school.

Previous Research in Parental Involvement

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

In response, curriculum and activities define parents' role in child's education by limiting deep involvement in classes. However, there are different types of parents affecting child's attitudes and participation to English classes negatively because of limited sources and allocated time. In fact, most of them are lacking in knowledge of English Language and cultural biases as a factorial analysis but mostly they volunteer to support their child's language learning in their own way of learning and style which results in prejudgment and retroactive inhibition.

Theoretically, most of the parents have difficulty in answering "how" to help their child in language classes even though they do have enough knowledge in English language. In addition, they have high expectations for success without having active teaching roles. As Cooper and Lindsay (2000) emphasized, homework tasks needs to be

supported by active instruction since it might cause false outcomes such as overlapping input, negative transfers, fossilization. Furthermore, limited time, effort, budget and skill resources can provide less support and it is also an opaque fact that parents need to be taught how to be involved in their child's language learning at each age level.

Parent-Teacher Collaborative Language Teaching Strategies

As an essential paradigm, collaborative learning in EFL/ESL classrooms supported by constructivist theory, works well with students' learning navigation. It is not disputable that parents are the signal of constructing knowledge and when parents and teachers come together, they could progress and work to reach students' success in academic life (Dooly, 2008).

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

Methodology

Research Design

This study used a qualitative case study as the research design. It is adopted as a longitudinal qualitative case study because the nature of the problem brings about "an intensive description and analysis of a phenomenon or social unit" (Merriam, 2002, p. 8) that needs to be studied thoroughly.

All the instruments (parent/former teacher interviews, class observations, collection of artifacts and texts) to collect data in this research are aimed to find out how parental involvement affects students' performances in language skills and to what extent parental involvement increase students' responsibility in homework tasks and projects while defining and sorting out teaching strategies involving parent-teacher collaboration.

Setting and Participants

The research is conducted at a private primary school and the target school is one of the branches in the district and houses 140 students only in the first 4 years (primary school) by having 7 classes A-H. The school is one of the prestigious private schools of Turkey. The population for this study was the parents of 4th grade students whose first

language was not English in the district to serve as the setting of the case study. However, as a requirement of a meaningful and effective case study 5 parents were chosen using nonprobability sampling to participate for this study because of school principle permits only use of certain classes and also they signed a consent form to take part in the development of this study.

Data Collection Instruments

Three instruments were applied in this study.

   Survey Data. In order to collect reliable and concrete data about the previous learning experiences of students and involvement of their parents, survey data were collected through interviews. Interview questions were asked to 3 former teachers in a specific time of date and place with pre-prepared guiding questions and a few open ended questions referring to Patton (2002) six main types of questions including experiences and behaviors, opinion and values, feelings, knowledge and sensory information. The participant teachers responded to the questions including six categories and were recorded.

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

   Interview with the 4th grade Teachers, Lesson Planners and a counselor. The main purpose of these interviews conducted by the researcher was to define the themes need to be chosen for the tasks and assignments for collaborative learning. The deputy head and the planners of 4th grade students helped to determine the types of assignments and projects sent home. The questions were asked to find out how teachers can support parental involvement and collaborative work.

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

   Data Collection Procedure

   At the beginning of the study, the researcher applied a survey data (semi-structured interview) to the former teachers to collect tangible data about the language performance of 40 4th grade students: former students and 2 newcomers. These students' academic background and the degree of their parents' involvement in students' homework, tasks and

projects were identified and documents in school's online information center database were also analyzed.

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

Data Analysis Procedure

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

Initially, video-tape records were transcribed and made descriptive analysis of data. Teachers and parents' interviews were analyzed and compared with one another in terms of recurring words, common thoughts, feelings, conflicts relevant to the research questions of this study. As following content analysis procedures, class observations were conducted by the researcher herself and field notes were recorded systematically depending on controls in validity and reliability of this study.

Findings

The Findings of Research Question 1

In an attempt to answer the first research question which aimed to sort out parents who were actively involved in their child's language learning and support collaborative study, data were obtained through semi-structured interviews with the former teachers. The

researcher conducted the semi-structured interview with 2 former teachers of 4th grade students. To begin with, the following reports each statement questioned during two intervals by conducting the interview.

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

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

It was inferred from the answers that the lesson plans could be designed as home tasks and projects to support parent-student interaction as well as supporting academic needs. The teachers also stressed the importance of giving feedback to parents about their child's needs in English classes and defining those academic and organizational needs comprehensively.

Moreover, the teachers mostly focused on students' spelling mistakes and homework checks since some students were ruled out and missing organizational skills. One of the teachers stated a few problems on *"meeting time and parent calls"* since their busy schedule could create some inconveniences on reaching and communicating with parents as needed. The researcher guided the second question by a probe which asks for the strategies in guiding parents' offers on supporting parent-student collaboration.

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

Table 1.

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

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

As it was shown in **Table 1** the manual word analysis was done by considering the emphasized and repeated words during the interview session. The interpretive questions also helped to get solid ideas on how parents can be involved and how teaching strategies can be supported by collaborative language learning strategies. The former teachers contributed to the study by advising strategies such as Bug Club Reading activities, Oxford Owl Online Stories to support and develop vocabulary and pronunciation skills through parent-student interaction.After the target population was defined and approved by the school principal, the sample portion of target was chosen by means of purposive sampling to represent the ELL parents in this case study. A set of 5 questions were asked to each parent in a scheduled time separately. Parents' demographic information was taken into account because of the needs and expectations of each parent who have different educational and cultural background. That's why, probes were used to guide parents to make the questions reasonable and to the point. In an attempt to identify core consistencies and meanings within subjective reality but scientific manner, the researcher applied coding by labeling relevant words in a heuristic way and reflected them in a table.

The answers of five questions guided by probes were combined and explained together to give a succinct and clear interpretation of interview results recorded for each parent after extracting objective content to examine meaning in this particular context: parental

involvement. The first two questions sought how each participant guided their child at home and any teaching material used for help in English.

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

Whereas, three female students' parents responded that their daughters like doing art and craft projects and video projects including recipes, giving instruction and so forth. Applying Devenney's a three-step approach: parent motivation, parent participation in school and parent-teacher communication were taken into consideration by coding the interview results of parent-teacher semi-structured interviews (as cited in Nguyen, 1996, p.17). The researcher first identified parents' needs for help and defined the strategies to design activities and tasks based on students' language needs in order to find out effects of parental involvement in students' English language skills. Table 2 reflects the analysis of parents' needs and expectations and learner's language attitudes succinctly below identified via semi-structured interviews.

Tablo 2.

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

Parent Needs	Expectations	Learners' Attitudes
P1 Guiding strategies	Be good at English speaking	Low-motivation
P2 Organizational Skills	Be good at tasks, projects	No responsibility/ motivation
P3 Engaging teaching activities	Being confident and extrovert	Shy/low self–esteem
P4 Limited time	Parent-teacher collaboration	Highly motivated/confident

P5 Supporting materials	More tasks, projects	Creative/task oriented

All these findings together appeared reasonable and broad understanding of parents' actual needs for effective involvement in English classes and their expectations with some shortcomings. That's why, the parents needed to be helped by the teachers to emerge their child's potential to learn and develop skills of English.

The findings of Research Question 2

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

The results of semi-structured interviews with the 4th grade teachers and lesson planners. The researcher conducted a semi-structured interview with 4 Turkish English Teachers (Lesson Planners of 4th graders) and 1 native English Teacher who were working in the same department with the target group of this study. The semi-structured interview started with a general question related to collaborative learning and involvement. The first question asked whether the teachers of 4th grade students could incorporate activities that facilitate parent interaction into the curriculum in order to support language development. The 3 teachers (80 %) gave *yes* answer to this question and 2 (20 %) of the teachers said *no*. However, the researcher asked a probe for this question to make them explain why they think that it is not possible to incorporate activities to facilitate parent interaction by questioning and clarifying whether they have any experiences or not. There were some words that explained why teachers had a negative answer on supporting parent interaction as reflected in table 3 below.

Tablo 3.

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

Question 1				
Positive	F	Negative	F	Total
Supportive parents	3	Over involved parents	1	
	3	Misleading	1	

Participating Autonomous learners	2	Wrong Strategies	3	
	5	Fear of losing interest	1	
Developing language skills	13		6	19
Total	68 %		32 %	100%

As summarized above, the most frequent words captured by the researcher interview log was coded by main points highlighted during the interview. The 32 % of the negative wordings included the negative effects of over-involved parents such as misleading and using wrong strategies while involving parents to English classes. The questions were asked what the teachers thought about parents' support and how it was possible to apply tasks/projects to involve parents in child's home-schooling. The teachers of 4th grade students and lesson planners were required to reflect their pedagogical perspective on parents' involvement in English classes. As it was addressed and emphasized in teachers-planners' comments for **question 3**, most common reflections were based on supporting students' language development by parental involvement and designing lessons to support students' learning at home by parent help and guidance. The interviewees stated their anxieties from parents' reactions and over control on the schools' teaching system and curriculum when they worked alone with their child. That's why, they reflected that supporting parents pedagogically might increase the success in the students' language learning process. The last question asked the teachers' suggestions and experiences in order to involve parents who do not have any English language background. That's why interviewee's suggestions and recommendations on this question were valuable and strategic to support effective parent-student collaborative learning. The teacher interviewee reflected and shared their ideas by answering "*Yes*" and the table 4 below illustrates the notes of the interview log and reports the teachers' suggestions to promote parents who do not know English into collaborative learning activities at home.

Tablo 4.

The Report of Results in Teachers Semi-Structured Interview Log

	Respondents' comments	Researcher's notes
Interviewee #1	Teaching target vocabulary through games	Words in the jar activity

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

Results of semi-structured interview with a counselor

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

The answers of first, second, and third questions were combined and explained together since they required similar type of responses from the counselor regarding to the parents' attitudes toward their child's school performance and their involvement. The first question asked the counselor what experiences she had with the 3rd grade students and their

parents. It can be inferred from the responses that parents' involvement was high last year comparing to the 4th grade students of this year. The counselor stated that this was because of parents' sensibility on their child's age-related problems and needs in self-control development. As a response for the second and the third question, the counselor gave two words which had positive meanings such as "participating, controlling, and volunteer". It can be inferred from the positive wordings in the interview, the attitudes of the parents were positive toward involving child's homework and tasks.

As it was stated above, the counselor responded the questions 1-3 considering the pedagogical and behavioral outcomes of parents' involvement in school. For the last question, the counselor tried to emphasize the school's policy on parent-teacher interaction and being consistent with the strategies to be followed among the other teachers of the student. Hence, the counselor believed that it was crucial to keep tracking students' participation and observing the needs before reporting them to the parents in a direct way.

Results of parent-teacher checklist

Tablo 5.

The chronology of parent meetings for collaborative learning activities

Chronology of Parent meetings		Activities
21. 09. 15	Parent Interviews	Planning-Collaborative Strategies
07.10. 15	Setting Purposes	Setting purposes-Analyzing Needs
14.10.15	Projects	Giving Tasks- Talking about organizational skills
27.10.15	Evaluation	Performance analysis-feedback
05.11.15	Skill Development	Vocabulary Revision Reading Stories-Book Report
19.11.15	Collaborative Learning	Giving Instructions- "Recipe" video recording
26.11.15	Collaborative Learning	Junior Teacher Project-language skill development
08.12.15	Giving strategies	Parent-teacher collaboration

15.12.15	Keeping Diary	Focusing on the structure, daily routines, sharing experiences
23.12.15	Keeping Diary	Parent-student Collaborative Learning Tasks (Course book
05.01.16	Task-based projects	Units)
13.01.16	Task-based projects assessment	Evaluation of Skill Development

As it shown above, table 5 illustrates the weekly setting of parent-teacher meetings and the activities that were practiced to enhance parental involvement and to develop English language skills of participants. Looking at table 8 closer, the order of activities, which were designed after getting feedback of 4th grade teachers in the interview sessions, can be seen in detail. In order to increase understanding of the case, the researcher observed the students' performances in tasks and projects presented in classes and analyzed the process keeping records of each task/project. The results of the observations for the first video project indicated that parents' collaboration on the project named "Giving Instruction: Recipes" project had positive outcomes on revising the common phrases that used in recipes. Instead, the student E handed in the project as a hard copy with an excuse letter from the parent. Therefore, the teacher believed that the involvement of the parents still has a positive impact on the students' participation and compensation for the missing tasks. The results of the checklist analyses could not be categorized but each analysis indicated an effective evaluation of the students' instructional improvement. The most common grammatical error of the students were in the usage of *"will and be going to"* as a target structure of the course book. In the light of similar studies (Santos, 1999; Wiese, 2010; Marsh, 2011; Lau-Smith, 2001), training the parents for collaborative learning contributed the students' oral and written production in English classes in identifying "will and be going to" in the tasks referring to the outcome of the English lesson plan. The students were able to make sentences to talk about *"future plans"* and *"future arrangements* as well as decreasing the number of the mistakes done such as *"I will going", I am go to", "I am going to"* instead of using *"I am going to go"*.

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

practiced by the students. The parents developed positive attitudes towards parent-teacher collaboration based on the students' tasks and homework assignment.

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

The Findings of Research Question 3

The last research question of this case study had a purpose to sort out the teaching strategies to involve parent-teacher collaboration in the target private elementary school's settings. In order to meet both parents and students' needs in the involvement process, classroom observations were held and the researcher kept track of reports during the evaluation and summative analysis of weekly performances of 5 4th grade students.

The results of classroom observations and field notes

Five students from classes B and D were observed weekly in order to track and assess their performances after the implementation of parent-student collaborative activities at home. Throughout 12 weeks of implementation of collaborative learning activities with the help of parent partnership, students' needs in language were analyzed via classroom observations and results were reflected on each variable's language e-portfolio. In table 6 below, the researcher reflected the results of students' task/project performances in the shade of the field notes including verbal descriptions, observer's comments based on language skill needs and developments.

Tablo 6.

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

N	Language needs	Observer comments (OC) on language development
	Parts of Speech, auxiliary	Repetition of target structures needed,

S1	verb "to be"	adjective, noun and verbs needed to be practiced through collaborative tasks.
S2	Word patterns, spelling, auxiliary verbs	Writing book reports and giving feedback by checking spelling and word patterns, increasing class participation, tasks based on reading projects.
S3	Using common and simple phrases, confusing usage of target structures, overgeneralization of rules: irregular verbs	Writing diaries to practice target structures, irregular verb games (parent-student collaborative learning), and word chunk games.
S4	Finding useful information in a text, writing a paragraph	Reading strategies: Scanning and skimming text, Oxford Owl Online Reading activities
S5	Giving short and simple descriptions of events, using appropriate language in given contexts	Video projects based on giving instructions, using simple sentences, using transition words; First, second, then.

As it was summarized above in table 6, the researcher synthesized the results of class observations and field notes written from twelve weeks of implementation. It provided different instructional activities for each participant according to their needs in English classes and the tasks/projects were given them after informing parents on specific tasks and strategies in weekly meetings. In the table 6 above, the S1's instructional need was on the usage of "verb to be" in simple sentences and observer comments (OC) reflected the strategy that was followed by the parent in a collaborative way. As seen above, the S2 had some common errors in the use of "the word patterns and spelling" and the "Oxford Owl Online Reading" activities were developed for that need in order to practice word patters; -ed/ -ing forms and spelling. In the following table, S3 had overgeneralization of the past verbs and their –ed forms. As it was occurred in similar study in Marsh (2011), providing educational and fun activities could foster parental involvement and support learning. Likewise, the results of the *"keeping a diary"* project

were quite fruitful for revising *"the past simple; irregular and regular verbs"*. On the one hand, this activity facilitated the parents' social interaction with their child by supporting learning. Also, overgeneralization of adding regular –ed suffix to the base forms of "write, see, eat" instead of the irregular forms, was corrected through the diary activity after the parent-student collaboration which was significant in terms of the study results. For S4 performance in the table 9, the results of the tasks based on "Oxford Owl Online stories" were consistent with the students' performance in reading tasks practiced in the English classes. As previously mentioned in Daza and Garavito' study (2009), the results of the activity supported that the parent-teacher collaborative learning enhanced the interaction and increased shared experiences with their children in terms of reading fun stories together.

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

Discussion of Findings

Discussion of findings of RQ1

The findings indicated that parents' sociocultural background and education play an important factor defining the level of involvement for parent-school collaboration. In-depth analysis, the parents' sufficient time, low level of English, and lack of alternative strategies to support language development were identified in terms of sorting out the problems affecting students' performances in language skills.

In other words, these issues could be defined as the impacts of parents' sociocultural and education backgrounds to students' academic development. Similarly, Jeynes (2011) stressed that there were a number of reasons how these linkages existed in parental involvement. That's the reason, most of the less educated parents might not have benefited by parent schooling programs (as cited in Jeynes, 2011; Epstein, 2011).

Furthermore, the findings of the current study support Folk's (2015) study on the view of specific types of parental involvement which has a significant relationship to student performance in English classes. Of the other types of parental involvement,

volunteering was the most strongly related type to students' language development rather than parenting and decision making. To conclude based on those findings, it could be signified that volunteering in parental involvement is a key to understand the role of parental expectations and needs in defining the collaborative learning strategies.

Discussion of findings of RQ2

From the perspective of Vygotsky's social constructivist approach (1962), parents play a pivotal role in supportive cognitive development of children and the role of parents are significant to make the learning real and relevant with the learning experiences of them. Hence, students need their parents' help in their first language and guidance in second language in order to enable them constructing meaning in tasks and projects in language classes. That is, bridging parental involvement is influential in supporting and increasing students' responsibility in homework tasks and projects in English classes.

On the other hand, weekly parent meetings shed some light on this case study and the salience of such study is undeniable as well. Indeed, parents need to be cognizant of what necessary skills required for their child's development in English classes. These findings are in the same line with Daza and Garavito's (2009) study on bridging the gap between school and home. In their study, they found out that there should be different strategies developed by the teachers so that parents could interact and learn together by transforming the relationship into the classroom teaching.

Discussion of Findings of RQ3

From the perspectives of collaborative learning, the results of the teaching strategies involving parent-teacher collaboration were in the same line with Epstein, Herick and Coates' (1996) study. Furthermore, the collaborative learning projects based on "Oxford Owl Online Stories" yielded valuable outcomes on students' reading comprehension and writing skills as well as revising grammar structures and minimizing the errors mostly occurred in word spelling. To sum up, these outcomes of the parental involvement on the students' writing and reading skills development are the indicators of defining effective strategies over the 4th grade ELLs' improvement, which is parallel with Larsen's (2006) study and Garcia's (2011) study. Corresponding the student's ideas as like in the similar study in Daza& Garavito's (2011) study, the parents should have a strong relationship with their children in order to establish collaboration and to interact for learning together.

In essence, as compared and evidenced by the other case studies of Moyer (2011) and Smothermon (2003), the teaching strategies developed for parental involvement not only supported students' language development but also the teachers of English. This study also supports that the effective parent involvement play important role in foreign language development of young learners and collaborative learning strategies work well even with the Non-English Speaking parents.

Conclusion

The results demonstrated that the parent-teacher collaborative teaching strategies and parental involvement had positive developmental outcomes over the students' English language skills through communicative tasks and organizational skills. There is a significant change in students' participation in English classes and parents' behavior towards school's education system.

The research also indicated how lesson planners and program developers of English language classes could contribute to parents' involvement in language learning and yielded little fruit even the parents who did not have English language background or who had less. Therefore, this parental involvement project and given strategies may not be generalizable to the other students' success in English classes but it may help to develop more strategies and empower parent-student interaction since parental involvement yields fruitful outcomes on the students' development in classes by means of developing the sense of responsibility in homework tasks and building confidence in English speaking.

The study also emphasized the importance of cognitive development of English language learners through social constructivism by Vygotsky (1979) and the critical importance of culture and social context supported by parents who are in charge of parent schooling. Whereas, parental involvement mechanism impacting fruitful change by maximizing students' potential skills, social-emotional learning and cognitive knowledge in the academic field, it also reveals positive attitude bringing with personal development in the context of social settings. To illustrate, in the event of family support components with the most effective programs and interventions accelerate students' learning process promoting their performance at school environment and the positive effect of direct parental involvement on students drastically encourage their learning skills as a conceptual tool to improve their strategies and methods (Daza & Garavito, 2009).

To conclude, there is still a great deal of research that needs to be undertaken on parental collaboration and parent schooling regarding the aspects of parents' educational

background and attitudes on school's education system. However, as it was observed in this study, there are still possible ways of promoting a good parent-teacher partnership in language classes by means of volunteering and collaborating. To the extent that this is true that parents' family structure and academic expectations from the school can often affect the amount of time the parents spend with their child and the quality of time being involved in school activities.

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