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**PARENTAL ATTITUDES TOWARDS
FOREING LANGUAGE LEARNING
AND THEIR REFLECTIONS ON
STUDENT SUCCESS IN EFL**

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ABSTRACT

The main focus of this study is to investigate attitudes and behaviours of parents towards learning of a foreign language. Relating to this subject we investigated parental reflections on their children's learning of a foreign language. Relatively, parents level of education, differences between mothers and fathers were considered as an effective factors in their attitudinal variations. How the success of the student effected from parents' attitudes is an important part of this project.

In Chapter I, background to the problem was stated. Some authorities opinions were used to support the problem. In Chapter II, review of related literature was stated to enlarge the opinions relating the subject of this research. In Chapter III, the research method, selection of subjects, preparation of the questionnaire, data analysis and methodological assumptions were stated to describe the way of this research. In Chapter IV, analysis of results were stated. In this section, the main topics of the problem which includes the purposes of the study were analyzed according to parents level of education, differences between parents and the success of the student. In Chapter V, discussion, main conclusion of the results and suggestions for future studies took place. References and the questionnaire, computer outputs were added as an appandices.

ÖZET

Bu araştırmanın temel amacı, anne ve babaların yabancı dile ilişkin tutum ve davranışlarının neler olduğunu ve bu tutumlarını çocuklarının yabancı dil eğitimine nasıl yansıttıklarını incelemektir. Ebeveynlerin tutum ve davranış farklılıkları, yabancı dile ilişkin tavırlarının çocuklarının yabancı dil dersindeki başarısını etkileyip etkilemediği sorusu bu çalışmanın araştırma basamaklarını oluşturmaktadır.

Birinci bölümde; araştırmanın oluşturuluş nedenine ve faydalanılan görüşlere yer verilmiştir. İkinci bölümde; konu ile ilgili görüşler genişletilmiştir. Üçüncü bölümde; araştırmanın yöntemi, örneklem grubunun seçilmesi, anketin hazırlanışı, sonuçların değerlendirilmesi ve araştırma ile ilgili varsayımlar yer almıştır. Dördüncü bölümde; sonuçlar, anne ve babaların yabancı dile ilişkin tutumlarındaki farklılaşma, eğitim düzeylerine göre yabancı dile karşı tavırları, bu tavır ve tutumlarının öğrenci başarısı üzerindeki etkisi, basamaklarında incelenmiştir. Beşinci bölümde; tartışma ve ilgili olarak amaçlar bölümünde belirlenen yedi kategorideki amaçların sonuçlarının özeti, ilerideki çalışmalara ışık tutabilecek önerilere yer verilmiştir. Kullanılan kaynaklar ve ekler de son bölümde yer almıştır.

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CHAPTER I

INTRODUCTION

BACKGROUND TO THE PROBLEM

There are many reasons for learning a foreign language. Learning a foreign language has a very important function in one's everyday life. Rapid technological developments force people to learn different languages in order to achieve international communication. Cultural and commercial relations have become stronger and more intensive than they were in the past. Thus, nations especially the developing ones, give utmost importance to foreign language teaching.

In Turkey foreign language teaching has penetrated nearly all levels of education. The general thought on foreign language learning in schools is that foreign language learning in our country is not effective, adequate and not at the desired level, thus failure is inevitable as a result.

Brown (1980) discusses both teaching and learning by raising some questions. First he asks "WHO?". Who does the learning and teaching? Who is the learner? Where does he come from? What is his level of education and what is his socio-economic level? Who are his parents? What is his native language? What is his intellectual capacity. What sort of personality does he have? These and hundreds of other questions could be asked. These questions, if addressed carefully, focus attention on some of the curial variables affecting both the learner's success in mastering a foreign language and the teacher's capacity to enable the learner to achieve that mastery. Then he asks "WHEN?". When does foreign language learning take place? Common observations tell us that children

are better language learners than adults. Is this true? If so, why does the age of learning make a difference? Next he asks; "WHERE?". Where a foreign language can be learning effectively and adequately? How might the sociopolitical conditions of a particular country affect the outcome of the learners mastery of the languages? How do general intercultural contrasts and similarities affect the learning process? Finally he asks "WHY?". Why is the learner attending to learn a foreign language? What is the learners purpose? What kind of motivation does he have? He says that "these questions have been asked in very global terms to give one an inkling of the diversity of problems that can be posed in the quest for understanding the principles of languages learning and teaching". (Brown 1980;3)

Doğan (1981) shares the same views about the importance of student features for ineffective learning - teaching processes and making educational programmes more acceptable. According to him, deficiency in learning - teaching activities is the result of undetermination of student features sufficiently.

Determination of students needs and clarifying effective factors of success is important. Because increasing students success depends on these factors. Success and failure are shaped with everything around the student. He is in close interaction with people. He is affected by how people think and how they behave. Especially his parent's behaviours are important on his educational attitude.

It is a fact that, for personality development and educational direction, family is the first effective social factor. It turns out to be a fact that school is not the only institution for education. Thus, the student and his success could not be considered as separated from his family and his environment.

Tezcan (1981) found a relationship between parent's educational level and their children's school success. He argues that; there are important differences among families in terms of their attitudes towards their children and their social position. A study carried out by ÜSYM about the affects of parents' educational level on student success showed that the parent's educational level and the student's

success are related. The more educated parents raise the more successful students (ÜSYM, 1978). The same observation showed that 50 % of poor student's parents are illiterate people.

Schumann (1980) in his article talks about the more affective aspects of foreign language teaching. Several factors have been considered important. Among them are the method of instruction, age, aptitude, and certain affective variables such as attitude motivation and empathy. The investigation of the first three factors generally has not been fruitful. To emphasize that he says "Research into the effectiveness of various instructional methodologies have shown "No method to be superior to any other" (Smith and Berger, 1968). While aptitude certainly plays a role in foreign language learning (1980:222). Examination of the last three factors, attitude, motivation and empathy, may provide fruitful insights into the complex problem of success in learning a foreign language. The learner's positive or negative attitudes towards the target language can either enhance or inhibit its acquisition. This is also true for the people within the immediate environment of the foreign language learner. It seems to be a relatively important question of how parents influence their children towards studying a foreign language.

The parents' view towards the target language and their negative feelings about the speakers of that language could make the student believe the uselessness of learning the language in question. Thus, parents' favorable and unfavorable feelings towards a foreign language and its speakers may affect the student indirectly (Ekmekçi 1979:29).

For example, parents who feel unable to learn a foreign language who have low self-esteem often project their feelings onto their children. If the model is poor, learning of a foreign language can be seen by children as unattractive and very difficult.

Valdman (1966) says that school is the first social factor on a child's education after the home. The teacher becomes the first measure outside the home. Thus, parents and teachers in most cases efficiently change student behaviour. The parents' contact with the teacher is important for communicating information concerning the social, emotional and the educational progress of the child. Parents' support, interest,

behaviour, and attitude towards the student are inseparable factors in a child's education.

Parental support is an important aid for a child's educational direction. Parents can develop the confidence of the child by encouraging good study habits, checking their homework, being interested in their class activities etc. They can also develop their interest by giving some written materials such as books, magazines, and other learning materials, and they can encourage the student by being a model themselves with their attitudes and behaviours. Because a child's self concept, his attitudes, values, and beliefs interact with his environment. In general, a child's social direction, including their educational life space, is influenced by interaction with significant individuals who are mostly their mothers, fathers and their teachers.

Varış (1978) points out that realizing decreasing and increasing factors of success is vitally important for stating educational programmes. Research has shown that education is influenced by social, cultural, political, and economic factors in which the family continue. Both teaching and education show local, national and international peculiarities. Ekmekçi (1980) states that parent, teacher, manager, and in general society's attitudes have greatly influenced one's success.

When we connect these parental influences with school experiences, which include teaching and educational life, the student encounters some conflicts. This could affect the student success in one way or the other. If we take into consideration the student and his environment it is easy to see the interaction of the family, teacher, society, and the school. They have been direct or indirectly affecting each other in a child's education. Creating the most meaningful educational programmes and teaching-learning environments depends on these dimensions.

PROBLEM:

The main focus of this study is as follows: "Is there an interaction between parents' attitudes and student success in foreign language learning at school"

PURPOSE OF THE STUDY:

The purpose of this study is to find out an answer to the problem stated above by asking the following questions.

- A. What is the general attitude of parents towards learning a foreign language?
- i. Do parents want their children to learn a foreign language?
 - * Is there a difference between mothers and fathers in desiring their children to learn a foreign language?
 - * Is there a relationship between the parents' level of education and their desire for their children to learn a foreign language?
 - ii. According to the parents does the age of learning have any importance.
 - iii. Do parents become a model to their children contributing to the learning process of a foreign language?
 - iv. In language education, is the parents' priority on the native language or the foreign one in their children's education.
 - v. Do the parents consider as one of the purpose of learning a foreign language at school, creating communication among countries and developing our country's international relations with other countries.
- B. What is the importance of the parents' own experience in the learning process a foreign language, of their children?

- i. Do the attitudes of parents' towards foreign language learning reflect their preceding experiences?
 - ii. How positive are the attitude of parents towards learning a foreign language?
 - iii. What are the attitudes of parents against their previous experiences and the opportunity of learning a foreign language?
- C. How is the interaction between the parents and children?
- i. What is the role of parents who don't know a foreign language in encouraging their children to learn a foreign language?
 - ii. Is direct or indirect parental support an important factor in orienting their children?
 - * Are there any differences between mothers and fathers in respect of orienting?
 - * Is the educational level of parents' related to the orienting their children?
 - * Is the success of a student affected by this orienting?
 - iii. How does the birth order of the foreign language learner affect his learning?
- D. How is the parental support towards children who are learning a foreign language?
- i. What is the attitude of parents towards their children's success in their foreign language classes?
 - * Are there any differences between mothers and fathers in respect of their attitudes?
 - * Does the student's success relate with the attitudes of his parents?
 - ii. How do parents behave towards the student in his failure in foreign language class?

* Are there any differences between mothers' and fathers' in respect of their attitudes and behaviours?

* Is there any relationship between parents level of education and their attitudes?

iii. What is the attitude of parents towards children's success in learning a foreign language?

E. What is the attitude of parents towards learning a foreign language?

i. What is the attitude of parents towards the people who know or are being taught a foreign language?

* Are there any differences between mothers' and fathers' in respect of their attitude?

* Does the attitude of parents related with their educational level?

ii. What is the attitude of parents towards people who do not need to know a foreign language for their job?

iii. How is the attitude of parents towards one who knows or is learning a foreign language?

iv. How important do parents consider the learning of a foreign language?

F. How is the interaction of the parents with the school and teachers?

i. Do parents meet frequently with the foreign language teacher of their children?

ii. Are there any differences between mothers and fathers in the frequency of meeting with the foreign language teacher?

* Is there any relation between the educational level of parents and the frequency of meeting?

* Is there any relation between the frequency of meeting with the foreign language teacher and the success of children?

iii. How often do parents attend the parents' day meeting?

* Is there any difference between mothers and fathers attending the parents' day meeting?

* Does the parents' educational level determine their attending the parents' day meeting?

* Does the parents' frequency of attending the parents' day meeting affect the success of the student?

G. How is the attitude of parents towards preparing the teaching environment and supporting the student in learning a foreign language?

i. To what degree do the parents give importance to the learning environment in foreign language learning?

ii. Do parents tend to choose the school that their children will attend based on its level of foreign language education? Do they pay attention when choosing school?

* Are there any differences between mothers and fathers in choosing school?

* Does choosing the school according to its level of foreign language education related with the parents' level of education?

iii. Do parents contribute to their childrens' learning a foreign language by providing learning activities at home?

* Are there differences between mothers and fathers in leading a hand?

* Is the educational level of parents an effective factor in providing the teaching learning environment?

iv. How do parents inspire their children to learning a foreign language?

* Is there any difference between a mother and father in regard to inspiring children to learn a foreign language?

- * Is there any relationship between a parents' level of education and their encouragement of their children?
 - * Is there any relationship between the success of student and these inspiration?
- v. At what level are the parents interested in their children's learning of a foreign language?
- * Are there any differences between mothers' and fathers' levels of interest towards their childrens' foreign language education?
 - * Does their interest affect the success of the student?
 - * Is there any relationship between parents' level of education and their interest levels towards their children's foreign language class?
- vi. How is the parents' interest regarding the student's foreign language homework?
- * Are there any differences between a mothers' and fathers' interests in their children's foreign language homework?
 - * Is the success of the student affected by his parent's interest towards his foreign language homework?
 - * Does a parents' level of education effect their interest towards their children's homework?

IMPORTANCE

This study is important to give us an idea about how parents effect their children and how this relates to a student's learning process and to the success of his education.

It is assumed that this study will be a guide for further investigations into the problems which are special to learners of a foreign language.

LIMITATIONS

This study is based on research conducted in Eskişehir. It consisted of a survey which encompassed randomly selected mothers and fathers of third grade students, from randomly selected six secondary schools. A total of 357 people participated in the project.

DEFINITIONS

Learning: "Learning is a relatively permanent change in behavioral tendency and is the result of reinforced practice". (Kimble and Garmezy 1963; 133, Principle of General Phonology 2nd Ed. NewYork, The Ronal Press Co.)

Motivation in EFL: Motivation is the willingness of a person to learn a language, his reasons for giving time and effort to the learning task, and his perception of the benefit he will gain from doing so. In motivation there are wants, desires, and interest. Strevens (1978; 185) (Çetin, canan, The Role of Motivation in I.L. learning, Flirtation of Motivation with success 1983 M.ET.Ü. PP:3).

Attitude: Attitudes refer to the stands the individual upholds and cherishes about objects, issues, persons, groups, or institutions, The influences on a person's attitudes may be "a way of life"; economic, political or religious institutions; family, school, or government (Carolyn – Muzaffer Sherif 1965: 4)

Affective Variables: Schumann's paper discusses affective variables in greater depth and relates them to the learner's age. He points out several variables: positive or negative attitudes towards the speakers of the target language on the part of the learner and the learner's parents, the learner's preference for his own culture over that of the target culture, the learner's motivation (integrative or instrumental), whether the learner has an "emphatic" personality, etc. Croft, (1980 PP:177).

Educational Environment: The surrounding where educational activities occur; knowledge transportation through teaching and learning process; made up of consisting of the elements of the staff, devices, instruments, establishments of the organization with which the student communicates into (Alkan, 1979:6).

CHAPTER II

REVIEW OF RELATED LITERATURE

For a time the reason for failure in foreign language learning was directly related to the habits that the learner had previously acquired in his native language. But recent research indicates that failure in foreign language learning is not only due to transport from native language. This case brought up the need to expose the other reasons which are important in foreign language study.

Schumann (1980) says that all normal people achieve proficiency in their first language, but many have great problems and variations in the degree in learning a foreign language. He talks about factors important in foreign language learning. These are: method of instruction, age, aptitude, and other certain effective variables such as attitude, motivation and empathy.

Gardner (1974) have developed a model (Fig. 1) which considers the social milieu, in which the second language is acquired; individual differences in intelligence, aptitude and motivation; and the second language learning context (Whether the language is learned with or without instruction).

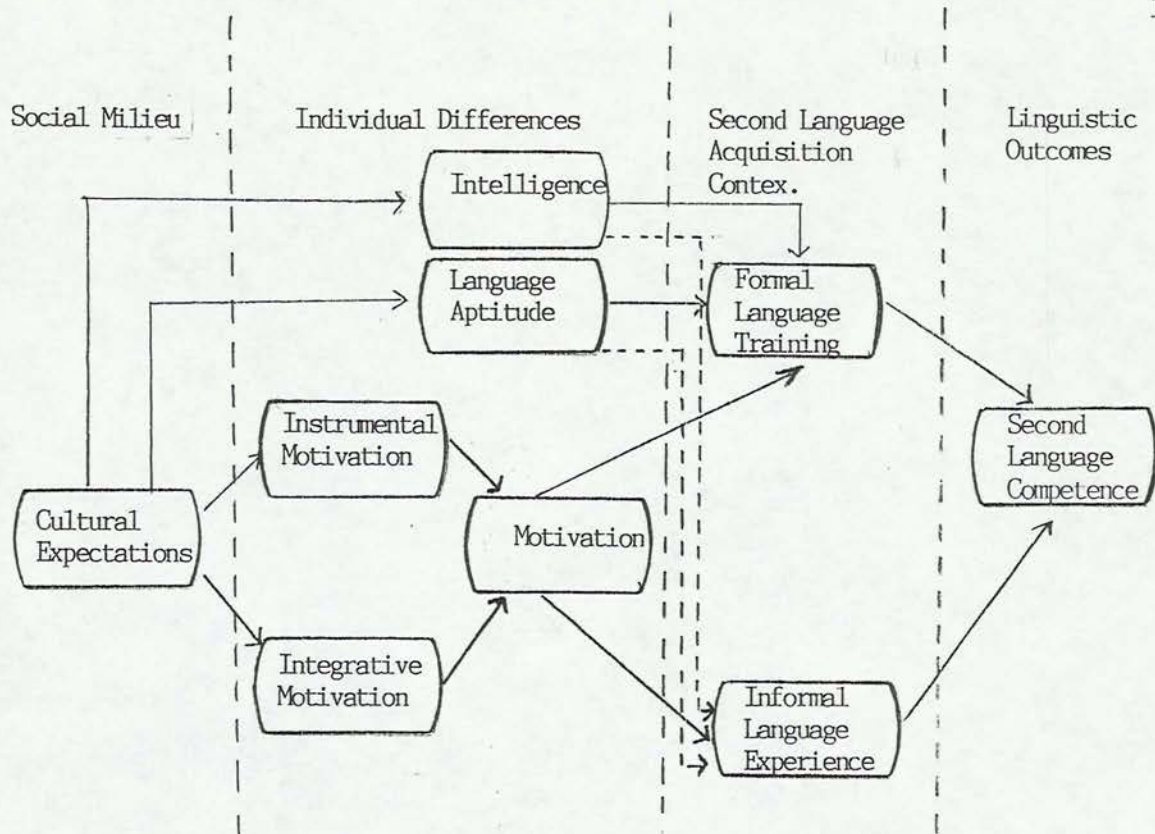


Figure 1: Schematic Representation of Theoretical Model (From Gardner et al. 1974).

Based on this model Schumann (1980) put forward some ideas; the social milieu involves the cultural expectation of the learner's community concerning the speakers of the target language. Such expectations involve positive or negative values in another community. If the learner's community held positive values toward the target community the acquisition of the language will be enhanced. On the other hand if they have negative feelings about the target language, they feel that learning that language is either unnecessary or undesirable so that: its acquisition will be inhibited.

According to Schumann (1980) for children the most influential cultural expectations come from their parents. In this regard Gardner talked about active and passive roles of parents in directing their children's educational process. In the active dimension the parent may encourage the child to do well in his language classes, helping him with his homework and by taking an interest in his success. Parents talk to children about either his negative feelings toward the foreign language or about the value of learning that language. In the passive dimension

they promote the students' language learning by noticing his progress. They are aware of whether or not he does his homework, praises his success, and in general encourages him to learn. Among the individuals differences in language learning this model considers intelligence, aptitude, and motivation. Motivational factors, both instrumental and integrative, are the products of social milieu which are the major construction of motivation.

Croft (1980), on the work of Lambert and Gardner, notes two types of motivation - integrative and instrumental:

An integratively oriented learner is interested in learning a second language in order to meet and communicate with valued members of the target language community. A learner with instrumental orientation is one who has little interest in the language but who speaks the target language. Generally, he wants to learn the language for self-oriented or utilitarian reasons such as getting ahead in his occupation or gaining social recognition from his own peer group (Croft 1980: 178).

Intelligence and aptitude operates independently of attitude and motivation in regard to achievement in a second language. "Gardner (1974, Reading No:1, P:4) points out that one can go a long way on either aptitude or motivation, but one can go even further with both. In addition, intelligence and aptitude appear to have the greatest influence on language learning through formal instruction rather than through direct exposure to the target language environment" (Croft 1980 P:232).

It should be noted that affective influences on foreign language learning such as unfavourable parental attitudes towards the target language can influence a child's acquisition of the foreign language.

Gülmez (1982) says that for effective learning progress, the student should be committed to learning a foreign language and encouraged to learn. These subgroups are determined to achieve these factors.

* needs of success

* favourable attitude towards the teacher

- * interest in learning a foreign language
- * a favorable attitude toward the foreign culture
- * belief that his own culture is superior (ethnocentrism) and that this country is autonomous results in.

He also says that students need to successfully encouragement before begining the foreign language learning process. Factors, such as the attitudes and behaviours of parents, the level of their education, the social class in which they live, etc, strongly effect the existance and development of this feeling. Although it is known that students' attitude toward his teacher is effective in foreign language but we have not sufficient and detailed knowladge about it.

Gardner (1982) talks about the studies on attitudes and achivement in language study. He says that is has been demonstrated that attitudes influence behaviour. And attitudinal variables are related with effective variables and also influence, and proficiency in the schools language program, because they help to maintain an individuals' success level and also influences how a student approaches the language classroom situation.

Giles and Arnold (1982), say that attitudinal and motivational variables are related to achivement in a second language, and this association is independent of language aptitude. He tells why attitudes are related to achivement in foreign language. This case closely considered student's language and language aptitudes.

Dulay (1982) talks about learning conditions as an effective factor in learning. He says "Environmental one (conditions) that apparently limit the spoce and quality of second language learning include (1) the absence of peers who speak the language natively and (2) severally limited and often artificial conditions under which the language may be learned, such as two hours a week spent largely memorizing vocablary or dialogues, doing audiolinoul drills, answering unreal questions, or trying to stimulate conversation with speakers who themselves are not proficient in the language" (Dulay 1982:109). He goes on to say that; these unfortunate conditions invariably exist in the foreign language context because the target language is not the

language used for everyday communication is such situations.

Oskomp (1977) talks about parental influence over a child's behaviour and attitude. He says that a child's attitudes are largely shaped by his own experience with the world, but this usually begins by explicit teaching and implicit modeling by parental attitudes. Thus, many childhood attitudes are probably a combination of the child's own experience and what he has heard his parents say, or seen, them do. He concludes his opinion like that. A plausible alternative view is that these children learn by copying their parents attitudes and behaviour.

Friedman and Meltzer (1973) stated that "the parent as a model for learning, exerts powerful influence on the child's ability to learn in school. When the model is a poor one, learning difficulties can result". They also claim that any person important to the child can serve as a role model. They also say that "most theories advanced to explain the relationship between the psychological climate of the home and the child's behaviours describes the parent's personality as it influences the parent-child relationship". Friedman-Mellzer (1973:66).

According to Carolyn and Scheriff (1965), the individuals' attitudes are formed primarily in interaction with others whom he is attached emotionally, psychologically.

Friedman (1973) wrote about these kind of influences on children's behaviour. According to him, negative feelings resulting from the families' previous experience with a teacher, a school, or the "educational system" are picked up and acted on. He says that: "The parent may identify with the children's resentful feelings toward school and may condone the unacceptable behaviour. "I had trouble with my teacher, too" may be stated by the parent in combination with a half-hearted apology for the child's actions, and partially disguised pride that the child is following in his footsteps". (Friedman 1973 PP:69)

Roudledge and Paul (1966) talked about favourable parental attitudes. According to them parental attitudes greatly effect a child's progress at school. The most common and apparently objective measure of parental interest is the frequency of his visits to the school. The

frequency of visits to the school indicates the level of parental interest and it also measures the level of the parent's social competence and assurance. They also say that parents who visit the school often and hope for their children's success in general give a boost to their children's educational progress. They also agree that at all social levels, children tend to be more successful in their education if their parents discuss their progress and their future with the teacher.

Valdman (1966) agreed that parents are an inseparable part of the life - space of the elementary school. They explain it in that way because much of the skills develop from effectively working with the parents. The reason for that, is the teacher also communicates information concerning the social, emotional, and psychological developmental status of the child communication with the teacher is a very significant part in a child's school life space. The teacher is the first measure outside the home.

Routledge and Paul (1966) impart the research of Kent and Davis in Cambridgeshire as an example to show the relationship between discipline in the home and intellectual development among primary school children. According to the research "Normal Parents" were tolerant, patient, but firm, making reasonable demands on the child realistically related to his abilities, interests, and needs. On the other hand, the "unconcerned parents" were indifferent to the child's progress. They have no ambition for his success. They are content if he is kept out of trouble and few demands are made upon them. The effective home was the "demanding" home. The parents set high standards for their child beginning an early age. They reward infrequently and without generosity. Approval and affection are conditional upon achievement. And they say that the poor development of the abilities in the children coming from the "unconcerned" class is due to the lack of encouragement given them by their parents.

Anthony (1970) says that parenthood is a position in social structure. And each position is defined in terms of a set of expectations. For example those generally more articulate and better educated are expected to have more influence in the progress of their children than

parent in the working class. Generally, more upper-middle class parent's expect to exert more direct influence on their children's schooling than do working-class parents. That is, the structure of the society is one such persuasive shaping factor.

Blumberg (1972) talks about opportunities in life. According to him the role of education in the social class system of modern society is changing. And it has always been true that opportunities in life are shaped by social background, especially the social situation of one's family. He says that education is a determining factor in one's occupation, income, and one's social class position. Socio-economic level or socio-educational levels effect interest and aspiration for after an education. The most important of these background differences is the socio-educational level of family. The parents themselves, illeterate or nearly so, can do little to add to their children's education. When the family income is very low the family needs to budget their money based on the number of children in school up to a certain age. They start to repeat the life of their parents. He says broadly, children from the lower class do not show much interest in education nor opportunity to obtain it as those from upper strata because of lowered motivation and financial pressure.

CHAPTER III

THE RESEARCH METHOD

As this study is a case study in order to ascertain parents' attitudes and behaviours towards a foreign language and their reflections on students success, different groups of parents' attitudes are observed by means of using a questionnaire.

METHOD

In this chapter, selection of subjects, preparation of the questionnaire, data analysis, and methodological assumptions are included for discussing the methodological steps of this study.

SELECTION OF SUBJECTS

Subjects are the parents of the students who are attending third classes of secondary school. The six schools where subjects' children attend were randomly selected to represent socio-economic patterning of Eskişehir town centre. Randomly selected students at these schools were asked to deliver the questionnaires to their parents and return them to their teachers after they were answered. 480 questioner sheets were sent but some parents either did not answer the questioner or did not send it back. Thus, a total of 357 subjects (194 mothers and 163 fathers) participated in this study.

Distribution of parents is summarized in Figure I,

Selected Secondary School	No. Parents
1. Atatürk Ortaokulu	50
2. Tunalı Ortaokulu	54
3. Mehmetçik Ortaokulu	73
4. Süleyman Çakır Lisesi	60
5. Anadolu Lisesi	60
6. Yakın Doğu Özel Lisesi	60
TOTAL	357

Figure I: Distribution of Parents According to the School Their Children Attend.

PREPARATION OF THE QUESTIONNAIRE

In order to carry out this research, first, a draft questionnaire was prepared and 20 parents were asked to answer this form. The questions were discussed with these parents and some of the questions were eliminated or rephrased. Following changes on the draft copy, the final copy was duplicated and sent to the parents.

The questionnaire consisted of a total of 37 questions (Appendix 1).

The first 10 involved general questions to get a better idea about the subjects (e.g. their educational backgrounds, their level of foreign language etc).

The remaining 27 questionnaire items were designed to find answers to the questions set in order to meet the purpose of this study. These questions can be grouped as below:

1. The general attitude of parents towards learning a foreign language.
2. Parent's experience in learning a foreign language.

3. The interaction between parents and children.
4. Parent's support of their children in learning a foreign language.
5. The attitude of parent's towards learners of a foreign language.
6. The interaction of parents with the school and the teacher.
7. Parents' attitudes towards preparing learning environments

Data Analysis

Once the questionnaires were returned the data gathered was fed into a personal computer and processes-Data was analyzed by using percentages of distribution and where over was required. The significant of distribution was tested by using Chi-square with 0.05 level of confidence.

Methodological Assumptions

It is assumed that,

- * Both mothers and fathers answered the questioner without effecting each other.
- * All parents answered the questionnaire sincerely.

CHAPTER IV

ANALYSIS OF RESULTS

In this section the data gathered from parents will be analysed. The questions on the questionnaire are categorized and analyzed according to the purposes set forth in the first section of this study.

General features of the parents involved in this study are summarized in the following tables.

The first table (Table I) indicates the parents' level of education.

Table 1

Parents' Level Of Education

Level of Education	No. of Parents	%
Primary School	159	45
Secondary School	104	30
University	81	23
Illiterate	5	2
TOTAL	349	100

As can be observed from Table I, most of the parents have primary school education only 23 % are welleducated people. 43 % of parents' graduated from primary school.

Table 2 and Table 3 show the number of parents who know a foreign language and the foreign language levels of these parents respectively.

Table 2

The Number Of Parents Who Know a Foreign Language

Number of parents Who know a F. L. as they observed	No. of Parents	%
YES	129	35
NO	227	65
TOTAL	356	100

Parents' level of foreign language level can be seen as in Table 3.

Table 3

Parents' Foreign Language Level

Parents' F.L. level as they claim	No. of Parent	%
Little	33	26
Average	65	50
Well	31	24
TOTAL	129	100

As it can be seen in Table 2, the great number of parents claimed that they do not know a foreign language. But some of the parents who answered, "YES" (their numbers were 129) they described themselves as in Table 3. If their level of foreign language knowledge were (average) or 'well' they accepted themselves as people who know a foreign language. On the other hand parents who accept their foreign language level as 'little' they accepted themselves in the group of parents who know a foreign language. If they did not know a foreign language they answered the question 'NO' (their numbers were 227).

Table 4 shows the parents information about their childrens foreign language average success in the first three years at secondary school. The results can be seen as in the following table.

Table 4

The Result Of Average Success Of The Students In Foreign Language Class Within The First Three Years At Secondary School.

Students' average F.L. grades within the First Three Years	No. of Students	%
1 - 4	29	8
5 - 6	146	41
7 - 8	128	36
9 - 10	54	15
TOTAL	357	100

As can be seen in that table, most of the students were at the average and upper-average levels. This situation is the general success level of secondary schools in our country. Interestingly enough, the number of student who failed in foreign language class were lower than the number of successful students. This case may be linked to the foreign language education strategy. It requires not giving the lower grades as

much as possible, in order to make the student more eager to learn a foreign language.

Table 5, shows the diversity of students who were either going to an institution or they were taking a course for learning a foreign language as an activity for learning a foreign language.

Table 5

The Results of The Students Who Are Going To An Institution Or Taking A Course For Learning A Foreign Language.

Students who are going to an institution or they're taking a course for learning a F.L. as their parents' claim	No. of Students	%
Yes, they attend an institution for learning a F.L.	19	5
No, they don't attend a institution	335	95
Yes, they take a course	7	2
No, they don't take course	345	98
TOTAL	354	100

As it is seen in that table, most of the students either do not go to any institution or they do not take a course for learning a foreign language as an out of school learning activity. It is assumed that their attending or their taking a course for learning a foreign language depends on their parents attitudes towards learning a foreign language. This may be directly related to the parents' level of education, or to their economic level.

Table 6, shows the number of people in the family who know or they are still learning a foreign language, as the parents claimed. Number of people includes both themselves and their childrens.

Table 6

The Results Of The Number Of People In The Family Who Know Or They're Still Learning a Foreign

Number of people in the family who knows or they're still learning a F.L. as the parents claim	No. of Person	%
1 Person	58	16
2 People	155	44
3 People	101	28
4 People	40	11
5 People	3	1
TOTAL	357	100

As can be observed in this table generally two or three people know or are learning foreign language. These numbers were supposed to include their children and one of the parents, mother or father. On the other hand we see the number and its percentage belonging to answer of "4 people" gives an idea about whether or not they are well educated parents, that in these families generally both mother and father either at the 'average' level or at the 'well' level know a foreign language. The rate of 16 % obviously shows that parents do not know a foreign language. Only one of their children is being taught a foreign language at school.

In Table 7, parents indicated the kind of school in which their children are being educated. The diversity of the students can be seen in the following table.

Table 7

Diversity of The Schools, as Parents Claim That Their Children Attend.

School that the Students are attending as their parent's claim	No. of Students	%
* Public-Secondary Schools	237	67
* Private High School	61	17
* Anadolu High School	57	16
TOTAL	355	100

This table shows the general diversity of the schools and the students who attend these schools. It can be also given as a pattern for general diversity of the students in our country who are attending these schools. The last two of the schools in Table 7, need to meet some specific requirements to be able attended. But public-secondary schools are open to every student. Thus their level of foreign language education is probably expected between average and at the upper average level.

In table 8, parents described the importance of knowing a foreign language for their work situation. Diversity of the relationship between the parents work place and whether or not their job requires the knowing of a foreign language can be seen in table below.

Table 8

The Results of Parents Need To Know a Foreign Language At Work

Parents indicated their need to know a Foreign Language at work	No. of Parents	%
* Directly related with my work.	19	6
* Not related with my work.	37	11
* Sometimes it is needed.	98	29
* Never necessary.	183	54
TOTAL	357	100

In that table the results show that for most of the parents, their rate is 54 %, a foreign language is never necessary for their work. This case can be linked to the social positions of the parents relatively.

A. GENERAL ATTITUDES OF PARENTS TOWARDS LEARNING A FOREIGN LANGUAGE.

This subject was discussed with 5 questions in the questionnaire.

I. The first question was "Do the parents want their children to learn a foreign language?"

* The first question was observed according to the differences between mothers' and fathers' in terms of their willingness towards their children's learning a foreign language.

Table 10, summarizes the differences between mothers and fathers willingness towards learning a foreign language. The diversity of the parents can be seen in that table.

Table 10

The Results of Differences Of Mothers-Fathers In Willingness Towards Learning Of a Foreign Language.

Q:"According to you do your children learning of a F.L. necessary?	Certainly necessary	Not as necessary but it is better to learn.	Necessary for me but I leave the decision to him	Never Necessary	Total
Mother	121 119.3	8 9.1	55 55.4	2 2.2	186
Father	101 102.7	9 7.9	48 47.6	2 1.8	160
Total	222	17	103	4	346

In that table chisquare is calculated as $\chi^2=0.37$ degrees of freedom as $df=2$ and the table value is calculated as $\chi^2=5.991$ at the 0.05 confidence level. Since the table value is higher than the chisquare value we accept the null hypothesis. As a result we can say that; there is no differences between mothers and fathers in terms of their willingness towards their children's learning of a foreign language.

- ii. The second question was "According to parents is the age of the student important in learning of a foreign language. This question was observed as in table 9. Diversity of the parents can be seen in that table.

Table 11

The Results Of The Imporance Of Learning Age For Parents'

Q: "According to you, what is the relationship between the age and learning of a F.L.?"	No. of Parents	%
It is better to start in Childhood	214	64
It is learning more conciously in adolasence	20	6
It is better to learn when it is needed.	55	16
No relation with age	48	14
TOTAL	357	100

Parents agreed on the idea that children are better learners than adults and learning is easier during childhood. 16 % and 14 % of parents thought that a foreign language can be learn when it is needed and this case is not related with age.

- iii. The third question was "Do parents serve as a model for their childrens learning of a foreign language?" Distribution of parents' answers can be seen in the following table.

Table 12

The Results Of Parents Modelling For Their Childrens Learning Of a F.L.

Q: "Do you really want your children to learn a foreign Language?"	No. of Parent	%
I wish very much and I try to be a good model	129	36
It's not important to me thus it does not interest me	18	5
Their desire is more important than my desire.	206	58
No	4	1
TOTAL	357	100

As can be seen, parents were not very insistent that their children learn a foreign language. They desire it, but they leave the decision to their children. Their desires do not always come first in their children's education the rate of this case was observed as 58 %. And 36 % of parents wish very much their children's learning of a foreign language and they try to be a good model for them. For 5 % of parents learning of a foreign language is not very important thing.

- iv. The fourth question was "What do parents think about the distinction in education of native and foreign language?"

In Table 13, diversity of parents' answers towards the distinction for native or foreign language, can be seen in the following table.

Table 13

The Results Of Parents Opions Towards Education Of Native And Foreign Language.

Q: "According to you, should Turkish education come first"	No. of Parents	%
Yes, Turkish education is more important	64	19
Foreign language education is more important	12	4
Both of them are important	254	77
TOTAL	330	100

As it is seen parents are aware of the importance of language education. To them native and foreign language education should not be considered as seperated. Both native and foreign language is important in a child's language education.

- v. The fifth question was "Do parents accept that one of the reason for learning a foreign language is to develop international relationships with other countries"

In Table 14, we can see the diversity of the parents' thoughts towards the aim of learning a foreign language at school in the following table.

Table 14

The Results Of Parents Opinions Towards The Aim Of Learning a F.L. At School.

Q: To you does learning a F.L. have a part in improving our country's interaction in politic and economic fields with other countries.

	No. of Parents	%
YES	307	86
NO	17	5
No idea	33	9
TOTAL	357	100

As it is seen by parents the learning of a foreign language has many functions in society. International benefits also determine the reason for learning a foreign language. It shows that parents are aware of the importance and the function of learning a foreign language.

B. IMPORTANCE OF PARENTS' FOREIGN LANGUAGE EXPERIENCES IN LEARNING OF A FOREIGN LANGUAGE.

This subject was discussed with three questions in the questionnaire.

- i. The first question was "Does the attitude of parents towards foreign language learning relate with their previous experience?"

In Table 15, we can see the diversity of the parents indications regarding their previous experiences in learning a foreign language as in the following table.

Table 15

The Results Of Parents Experience In Learning a F.L.

Q: "How was your previous experiences in learning of a F.L.?"	No. of Parents	%
My childhood memories were bad but I was able to learn	30	8
My memories were bad and I was not able to learn	21	6
My memories were good and I was able to learn	70	20
My memories were good but I was not able to learn	48	13
I don't remember	188	53
TOTAL	188	53

Relating to the above observations it is better to test these following questions and their results;

- i. The second question was "How positive are the attitudes of parents' towards the learning a foreign language?"

In Table 16, we can see the diversity of the parents' attitudes towards the learning of a foreign language, as in the following table.

Table 16

The Results Of The Parents' Interest Towards The Learning Of a Foreign Language.

Q: "How is / was your interest towards a foreign language?"	No. of Parents	%
* I was always interested in a F.L.	75	22
* I enjoyed but I never worked on it	94	27
* Once long age I tried to learn but not any more	86	25
* I never tried to learn and I am not interested in learning	91	26
TOTAL	356	100

iii. The third question was "What are the attitudes of parents' regarding their previous experience learning a foreign language and what are their attitudes towards an opportunity of learning a Foreign language?"

In Table 17, we can see the diversity of the parents' attitudes towards an opportunity for learning a foreign language as in the following table.

Table 17

The Results Of The Parents Attitudes Towards An Oppurtunity For Learning a F.L.

Q: "Imagine that you have a new opportunity for learning a F.L."	No. of Parents	%
* Immediately I evaluate this opportunity.	124	36
* If it is possible for me I evaluate this opportunity	142	41
* It is too late for me	62	18
* I never wanted to learn a F.L.	17	5
TOTAL	345	100

According to the results of Table 15, Table 16, Table 17, many of the parent have no previous memories that encourage or discourage them in learning a foreign language the rate 53 %, showed that this result in Table 15. But a few of them 20 % succeeded in learning a foreign language although their previous experiences were bad. In Table 16 we can see that their interest was homogenous although these results . 256 parents have sympathy but they have not seriously engeged with a foreign language. This shows that they positively approach the learning a foreign language. On the other hand their positive attitudes do not enable them to be more eager or willing for evaluating a new opportunity for learning, as it was observed in Table 17, in the rate 36 %. First of all they consider their positions based on whether they have time or if they still want to learn a foreign language, in short they approach learning of a foreign language with half-hearded desire. Their attitudes were observed in the rate 41 %. On the other hand few of them who were observed in the rate

18 % entirely had lost their desire for learning a foreign language because the time is too late for them.

C. INTERACTION OF PARENTS' AND CHILDREN

This subject was discussed with three questions in the questionnaire.

- i. The first question was "What is the role of parents' who don't know a foreign language, in encouraging their children towards learning a foreign language?"

In Table 18, diversity of the parents can be seen according to their opinions towards parental modelling in a child's education.

Table 18

The Results Of The Importance Of Parental Modelling In Children's Education.

Q: "According to you how is the expected attitudes of children towards F.L. who their parents don't know a F.L.?"	No. of Parents	%
They don't feel the need for learning a F.L. because of the lack of parental modelling	47	14
They learn if their parents' encourage them to learn	73	21
They because more willing to learning a F.L. because their parents didn't learn.	23	7
Parent F.L. knowladge lack does not effect them learning a F.L. depend on their desire	202	58
TOTAL	345	100

As it can be seen in that table, parents do not accept the effect of their foreign language knowledge on their children's learning aptitude for learning a foreign language. This case is calculated in the rate of 58 %.. For some of the parents who were in rate of 21 %, if parents encourage them to learn a foreign language they learn. But this answer does not include whether the parent knows a F.L. or they don't know. They only emphasize the importance of parental inspiration in a child's education.

- ii. The second question was "Is support given children by their parents directly or indirectly an important factor in respect of orienting the children towards the learning of a foreign language?"

In Table 19, This question was observed the diversity of the parents' differences in attitude in respect of influencing the students F.L. education. This can be seen in the following table.

Table 19

The Results Of Parents' Difference Of Opinions Towards Parental Influence In Student's Foreign Language Education.

Q:"According to you do parents have an important role in orienting their children towards learning of a F.L.?"	Education is successful thanks to parents encouragement and parent's orienting	Parents can only warn them	If parents force the children they learn	Parents have no role They learn if they will.	Total
Mother	105 107.1	38 40.2	10 8.0	35 32.7	188
Father	95 92.9	37 34.8	5 7.0	26 28.3	163
	200	75	15	61	351

In that table chisquare is calculated as $x^2=1.74$, degrees of freedom as $df=3$ and the table value is calculated as $x^2=7.815$ since the table value is higher than the chisquare value we accept the null hypothesis. That is, there is no differences between mothers and fathers in respect of influencing their children towards learning of a foreign language.

* The second question "Is support given children by their parents directly or indirectly an important factor in respect of orienting the children towards learning of a foreign language." Was observed as in Table 20, according to the relationship between parents' level of education and their way of orienting their children towards learning of a foreign language.

Table 20

The Results Of Parental Influence In Children's F.L. Education, In Respect Of Parents' Level Of Education

Q: "According to you, do parents have an important role in oreinting their children towards learning of a F.L.?"	Education becomes thanks to parents' encouraging and parents' orienting	Parents can only warn them	Parents have no role. Children learn if they will	TOTAL
Primary Sch.	78 191.05	48 35.93	30 24.53	156
Secondary School	68 62.46	17 23.49	17 16.04	102
Unv.	59 49.60	15 18.65	7 12.74	81
Illiterate	13 10.41	2 3.91	2 2.67	17
TOTAL	218	82	56	356

In that table Chisquare is calculated as $x^2 = 80.94$ degrees of freedom as, $df = 6$ and the table value as $x^2_T = 15.592$ at the 0.05 confidence level. Since the chisquare value is higher than the table value we reject the null hypothesis. As a result we can say that the parents' educational level is related to their way of orienting their children towards learning a foreign language.

* The second question is observed as in table 21. according to the students' diversity of success by the parents can be seen in that table.

Tablo 21

The Results Of Parental Role In Orienting The Student Towards a Foreign Language Education. In Respect of Student Success.

Q: "According to you do parents have an important role in orienting their children towards learning of a F.L.?"	Education is successful thanks to parent's encouraging and orienting	Parents can only wain them	If parents force, the children learn.	Parents have no role, children learn if they will	TOTAL
1-4	11 16.8	6 6.3	4 1.3	8 4.6	29
5-6	82 81.3	31 30.3	7 6.1	20 22.3	140
7-8	69 72.0	30 26.9	4 4.4	21 19.7	124
9-10	39 30.8	8 11.5	1 2.5	6 8.4	54
TOTAL	201	75	16	55	347

In this table chisquare was calculated as $x^2 = 11.46$ degrees of freedom as, $df = 9$ and table value was calculated as $x^2_T = 16.919$ at the 0.05 confidence level. Since the table value is higher than chisquare we accept the null hypothesis. That is, the success of student was not affected and not related with the orientation of parents them towards learning of a foreign language.

- iii. The third question was "What is the advantage, the number of people in family who know a F.L. in respect of effecting to those who do not know or being learning a foreign language?"

Diversity of the parents can be seen in Table 22.

Table 22

The Results Of The Effect Of Parental Modelling On Children.

Q: "According to you how do members in the family who know a F.L. effect those who do not know a F.L. or being learning a F.L.?"	No. of Parents	%
Learning of a foreign language becomes more easy and amusing	113	34
Members who do not know become more eager and they try to learn.	159	48
Family members do not affect each other	57	18
TOTAL	329	100

It can be seen that parents who were in 48 % believe that, the effect of the members who know a F.L. in the family, on the members who do not know a F.L. is positive, and 34 % of them agree that learning can be easier and more amusing.

D. IMPORTANCE OF PARENTS' SUPPORT TOWARDS CHILDREN'S LEARNING OF A FOREIGN LANGUAGE.

This subject was discussed with three questions in the questionnaire.

- i. The first question was "What is the attitude of parents towards their children's success in foreign language?"

This question was observed as in table 23 according to differences between mothers' and fathers' attitudes towards the students' success. Diversity of the parents can be seen in that table;

Table 23

The Results Of The Differences Of Mothers And Fathers' Attitudes Towards The Student Success.

Q:How is your attitude towards your children's success in F.L.?	I feel happy and I reward him.	Anyhow, I do everything I can for him to learn a F.L. He should be successful.	His success isn't a suprise because he is successful in classess	His success is the benefit of himself	Total
Mother	60 70.8	20 20.1	25 24.5	83 72.5	188
Father	70 59.2	17 16.8	20 20.5	50 60.5	157
	130	37	45	133	345

In that table chisquare is calculated as $\chi^2 = 7.03$ degrees of freedom as $df=3$ and the table value is calculated as $\chi^2 = 7.815$. Since the table value is higher than the chisquare we accept the null hypothesis. As a result we say that there is no differences between mothers and fathers in respect of their attitudes towards their children's success in foreign language class.

* The first question "What is the attitude of parents towards their children's success in foreign language." Was observed as in table 24 according to student success.

Diversity of the parents can be seen in that table.

Table 24

The Results Of Parents Attitudes And Behaviours Towards Student's Success In Respect Of Students Success In F.L. Class.

Q: "How is your attitudes towards your children's success in F.L.?"	I feel happy and reward him	Anyhow I do, everything I can for him to learn a foreign language He should be successful	His success is not a suprise because he is successful in his other closses	His success is for the benefit of himself	TOTAL
1-4	11 11.0	3 3.1	3 3.8	12 11.1	29
5-6	63 53.0	13 15.0	8 18.2	56 53.8	140
7-8	46 46.9	13 13.3	19 16.1	52 47.7	124
9-10	17 20.1	8 5.7	15 6.9	13 20.4	53
TOTAL	131	37	45	133	346

In that table chisquare is calculated as $x^2 = 23.75$ degrees of freedom, as $df=9$ and the table value is calculated as $x^2_{\alpha} = 16.919$ at the 0.05 confidence level. Since the chisquare is higher than the table value we reject the null hypothesis. That is, parents' attitudes and behaviours are not related factors towards their children's success.

* The first question was observed as in Table 25 according to parents' educational level how parents behave towards their children's success in foreign language class. Diversity of the parents can be seen in that table.

Table 25

The Results Of Parents Attitudes And Behaviours Towards Student's Success In respect Of Parents' Educational Level.

Q: "How is your attitude towards your children's success in F.L.?"	I feel happy and I reward him	Any how I do everthing I can for him learning of a F.L. so he should be success ful	His cuccess is not a suprezi because he is successful in his after classes.	His cuccess is for the benefit of himself	TOTAL
Primary School Educated	49 57.2	16 16.1	13 19.6	73 58.0	151
Elemantors School Education	39 38.9	12 10.9	14 13.3	37 39.2	102
High-Unv. Education	39 30.3	9 8.6	16 10.4	16 30.8	80
Illiterate	5 5.64	2 1.68	2 1.68	7 5.73	15
TOTAL	131	39	45	133	348

In table 7, chisquare is calculated as $x^2 = 21.16$ degrees of freedom as, $df = 9$ and the table value is calculated as $x^2_T = 16.919$ at the 0.05 confidence level. Since chisquare was higher than the table value we reject the null hypothesis. That is the parents' level of education affects their behaviours and attitudes towards the success of student.

- ii. The second question was "What is the attitude of parents towards the children who fail in learning a foreign language?"

This case was observed as in Table 26 according to the difference of mothers' and fathers' opinions towards the failure of the student in foreign language class. Diversity of the parents can be seen in that table.

Table 26

The Results Of Differences Between Mothers' And Fathers' Opinions Towards Students Who Fail In F.L. Class

Q:How is your attitude towards the children who fail in learning a F.L.?	Grades are not everything.	I shows whether he will successful or not	The student effort to learn should be increased. If he is failure it is better to stop learning.	Total
Mother	61 60.5	14 14.7	117 116.7	192
Father	50 50.5	13 12.3	97 97.2	160
Total	111	27	209	352

On that table chisquare is calculated as $\chi^2 = 0.08$, degrees of freedom as $df=2$ and the table value is calculated as $\chi^2_{\text{table}} = 5.991$. Since the table value is higher than the chisquare value we accept the null hypothesis. As a result we can say that there is no differences between mothers and fathers in terms of their attitudes towards the failure of the student in foreign language class.

* The second question "What is the attitude of parents towards the children who fail in learning a foreign language?" was observed as in Table 27. Diversity of the parents attitudes and behaviours towards the failure of student in foreign language class. In respect of parents' level of education can be seen in that table.

Table 27

The Results Of The Parents Attitudes And Behaviours Toward The Success Of Student In F.L. Class.

Q:"How is your Attitude towards the children who fail in learning a F.L?"	Grades are not everything	It shows whether he will be successful or not but his learning effort should be increased	If he is failure it is better stop learning	TOTAL
Primary Sch.	54 49.4	16 16.22	8.7 93.4	157
Secondary School	29 32.4	8 10.74	67 61.3	104
Unv.	23 25.2	9 8.26	48 47.6	70
Illiterate	5 5.27	3 1.76	8 9.97	17
TOTAL	111	36	210	357

In table 8, chisquare is calculated as $x^2 = 6.02$, degrees of freedom as, $df = 6$ and the table value as $x^2_T = 12.592$ at the 0.05 confidence level since the table value is higher than chisquare value we accept the null hypothesis, that is a parents' educational level is not related with their attitudes towards the success of a student in foreign language class.

iii. The third question was "What is the attitude of mothers and fathers towards the success and failure of student"

In Table 28, we can see the diversity of mothers' and fathers' behaviours.

Table 28

The Results Of The Differences Between Mothers And Fathers Attitudes Towards a Student's Success.

Q:How is your attitude towards the success and failure of student in F.L. class?	I encourage him in his success and failure	When he fails, I don't worry about him. He can take care of his own affairs himself	I always want him to study more but I never show my feelings	Total
Mother	112 106.4	14 16.9	66 68.9	192
Father	83 88.6	17 14.1	66 57.3	160
TOTAL	195	31	126	352

In that table chisquare is calculated as $x^2=2.00$, degrees of freedom as $df=2$ and the table value is calculated as $x_2^T = 5.991$, at the 0.05 confidence level. According to these results, since the table value is higher than the chisquare value we accept the null hypothesis. That is, there is no differences between mothers and fathers in terms of their attitudes toward the success and failure of student in foreign language class.

E. ATTITUDES OF PARENTS TOWARDS THE LEARNING OF A FOREIGN LANGUAGE

This subject was discussed with third questions in the questionnaire.

- i. The first question was "What is the attitude of parents towards learning or knowing a foreign language?"

* The first question was observed as in Table 29, according to differences between mothers and fathers attitudes towards learning a foreign language. Diversity of the parents can be seen in the following table.

Table 29

The Results Of Parents Attitudes Towards Learning A Foreign Language In Respect Of The Reason Of Its' Learning.

Q:According to you what are the purposes of people who learn a F.L.	A good job and income	To learn the culture of that target language speaker	It make well educated person	It does not need any purpose to learn	Total
Mother	37 41.5	45 44.8	77 75.4	35 32.2	194
Father	39 34.5	37 37.2	61 62.6	24 26.8	161
TOTAL	76	82	138	59	355

In that table chisquare is calculated as $\chi^2 = 1.69$ degrees of freedom as $df = 3$ and the table as $\chi^2_T = 7.185$, at the 0.05 confidence level. We accept the null hypothesis. That is, there is no differences between mothers and parents in terms of their attitudes towards learning or knowing a foreign language.

* The first question was observed as in Table 30 according to the parents' level of education, how their attitudes are towards learning a foreign language. We can see the diversity of the parents.

Table 30

The Results Of Parents' Attitudes Towards The Reason Of Learning Of A Foreign Language.

Q: "According to you what are the purposes people who learn a F.L.?"	A good job and income	To learn the culture of that target language speaker	It Makes a well educated person	It does not serve any purpose to learn	Total
Primary School	28 34.0	40 36.2	56 60.9	33 26.0	157
Secondary	25 22.7	23 24.2	40 40.7	17 17.4	105
High-Unv.	19 17.5	14 18.7	40 31.4	7 13.4	80
Illiterate	4 3.22	6 3.47	2 5.58	3 2.51	5
TOTAL	76	83	138	60	357

In that table chisquare is calculated as $x^2 = 15.38$, degrees of freedom as, $df=9$ and the table value is calculated as $x_{T}^2 = 16.919$ at the 0.05 confidence level. With these results we accept the null hypothesis. That is parents' attitudes towards a foreign language, in respect of the learning reason, are not related with their educational level.

- ii. The second question was "What are the attitudes of parents towards the people whose employment does not necessitate the need to know a foreign language?"

This question was observed as in Table 31. Diversity of the parents can be seen in that table.

Table 31

The Results Of Parents Attitudes Towards F.L. Knowledge For Employment.

Q:"According to you if the people whose employment does not necessitate the need to know a F.L, shouldn't they learn a F.L?"	No. of Parents	%
Yes, I agree with that idea	49	14
A person's job does not effect his desine for learning a F.L.	297	86
TOTAL	356	100

86% of parents belive that a person's job does not effect his desire for learning a foreign language.

F. INTERACTION OF PARENTS WITH THE SCHOOL AND THE TEACHER

This subject was discussed with two questions in the questionnaire.

- i. The first question was "How often do parents meet with the foreign language teacher of their children?"

* This question was observed as in Table 32 according to the parents' educational level, how frequently parents meet with their children's foreign language teacher. Diversity of the parents can be seen in that table.

Table 32

The Results Of Parents Meeting Frequency Whit F.L. Teacher.

Q: "How often do you meet with your children's F.L. teacher?"	Visit as often as possible	Once for each term	When the teacher calls or if it's very necessary.	I still never meet	TOTAL
Primary School Educated	10 14.2	32 32.5	48 40.4	65 56.8	155
Secondary School Educated	9 9.8	38 28.4	20 26.3	34 37.0	101
Unv. Educated	12 7.3	25 22.5	20 20.9	23 29.3	80
Illiterate	2 1.5	4 4.5	4 4.18	6 5.8	16
TOTAL	33	99	92	128	352

In Table 12, chisquare is calculated as, $\chi^2 = 17.42$ degrees of freedom as $df=9$ and the table value is calculated as $\chi^2_T = 19.919$ at the 0.05 confidence level. These results show that there is no interaction between the parents' educational level and their frequency of meeting with their children's foreign language teacher.

* The first question "How often do parents meet with the foreign language of their children" was observed as in Table 33 according to the differences between mothers and fathers attitudes towards meeting with their children foreign language teacher. Diversity of the parents can be seen in that table.

Table 33

The Results Of Mothers and Fathers Frequency Of Meeting With Foreign Language Teacher Of Their Children.

Q:How often do you meet your children F.L. Teacher?	Visit as often as possible	Once for each term	When the teacher calls or if it is very necessary	I still never meet	Total
Mother	21 17.3	57 52.9	42 49.2	68 68.6	188
Father	11 14.7	41 45.1	49 41.8	59 58.4	160
TOTAL	32	98	91	127	348

In that table chisquare is calculated as $x^2=4.69$ degrees of freedom as $df=3$ and the table value is calculated as $x^2_T = 6.251$ at the 0.05 confidence level. Since the table value higher than table value we accept the null hypothesis. That is, there is no differences between mothers and fathers in terms of their attitudes towards meeting with their children foreign language teacher.

* The first question was observed as in Table 34, the interaction between the frequency of meeting with the foreign language teachers and the success of student. Diversity of the parents can be seen in that table.

Table 34

The Results Of The Interaction Between Parents Meeting Frequency with The Foreign Language Teacher And The Success Of The Student.

Q:"How often do you visit you children's F.L. teacher?"	Visit as often as possible	Once for each term	When the teacher calls or if it is very necessary	I still never meet	TOTAL
1-4	1 2.8	5 8.2	5 7.2	19 10.7	30
5-6	12 12.6	49 40.0	36 37.1	45 52.2	142
7-8	10 11.0	29 34.9	38 32.4	42 45.6	124
9-10	9 4.7	15 14.9	12 13.9	17 19.5	53
TOTAL	31	98	91	128	349

In table 34, chisquare is calculated as $\chi^2 = 20.85$ degrees of freedom as $df=9$, and the table is calculated as $\chi^2_T = 16.919$ at the 0.05 confidence level. With these results we reject the null hypothesis. That is, there is an interaction between the success of the student and parents meeting frequency with the foreign language teacher.

- ii. The second question was "How often do parents attend parents' day meeting?"

This question was observed as in table 35, for showing diversity of the parents frequency of attending parents' day meetings in terms of the parents level of education

Table 35

The Results Of Parents Attending Parents' Day Meeting

Q: "How often do you attend parents' day meeting"	I attend every meeting	If I have time I attend	I go if I have to	I never attend	TOTAL
Primary School Educated	53 52.5	39 42.9	22 20.3	39 37.9	153
Elementary School Edc.	46 34.6	25 27.9	10 13.4	20 25.0	101
High. Unv. Edc.	17 27.4	30 22.1	10 10.6	23 19.8	80
Illiterate	4 5.15	3 4.16	5 1.97	4 3.69	15
TOTAL	120	97	46	86	349

In table 35 chisquare is calculated as $x^2 = 18.92$ degrees of freedom as, $df=9$ and the table value is calculated as $x^2_T = 16.919$. These results showed that there is an interaction between the parents level of education and their frequency of attending parents' day meetings.

* The second question was observed as in Table 36, showing the diversity of the parents according to their differences between

mothers and fathers in terms of attending the parents' day meetings.

Table 36

The Results Of Mothers And Fathers Differences Towards Attending Parent's Day Meetings.

Q:How often do you attend the parents' day meeting	I attend all meeting	If I have time I attend	I never attend	I attend if I have to	Total
Mother	73 63.4	47 51.6	24 24.7	42 46.2	186
Father	45 54.6	49 44.4	22 21.3	44 39.8	160
TOTAL	118	96	46	86	346

In table 36 chisquare is calculated as $x^2=4.86$, degrees of freedom as $df=3$ and the table value is calculated as $x^2_T=6.251$ at the 0.05 confidence level. Since the table value is higher than the chisquare value we accept the null hypothesis. That is, there is no difference between mothers and fathers in terms of their attitudes towards attending parents' day meeting.

* Second question "How often do parents attend parents' day meeting?" was observed as in Table 37, according to parents' attending parents' day meeting and its effect on the success of the student. Diversity of the parents can be seen in that table.

Table 37

The Results Of Parents Attending Parents' Day Meeting And The Success Of The Student.

Q: "How often do you attend the parent's day meetings?" Success between	I attend every meeting	If attend if I have time	I attend if I have to	I never attend	TOTAL
1-4	6 7.7	9 9.1	4 4.1	10 8.2	29
5-6	50 35.7	34 43.9	22 21.0	34 39.3	140
7-8	5 21.2	37 26.0	14 12.5	27 23.3	83
9-10	17 13.8	16 16.9	6 8.1	15 15.2	54
TOTAL	78	96	46	86	306

In table 37, chisquare is calculated as $\chi^2 = 28.55$ degrees of freedom as, $df = 9$ and the table value is calculated as $\chi^2_{\alpha} = 16.919$ at the 0.05 confidence level. These results showed that there is an interaction between parents' attending parent's day meeting and the success of the student.

G. ATTITUDES AND BEHAVIOURS OF PARENTS TOWARDS PREPARING LEARNING ENVIRONMENTS IN RESPECT OF SUPPORTING THE STUDENT IN FOREIGN LANGUAGE LEARNING.

This subject was discussed with six questions in the questionnaire.

- i. The first question was "To what degree do parents give importance to the learning environment in the learning of a foreign language?"

This question was observed as in Table 38 we can see the diversity of the parents in that table.

Table 38

The Results Of Parents Attitudes Towards Learning Environment.

Q:"According to you where do people effectively learn a F.L?"	No. of Parents	%
In private Course	54	15
In secondary or high schools	55	16
Abroad with native speakers	48	14
It can be learned anywhere	189	55
TOTAL	346	100

These results showed that parents do not think a special place is necessary for learning a foreign language. For most of them learning desire is the most important thing than choosing the learning environment (who were in 55 %).

- ii. The second question was "For parents, is the school's level of foreign language education important and do they tend to consider choosing the school according to its level of foreign language education?"

These questions were observed as in Table 40. We can see the diversity of the parents in that table.

Table 39

The Results Of Parents Attitudes Towards Choosing The School

Q:"For you is important the level of F.L. education of the school that your children will attend?"	No. of Parents	%
1. Yes, its level of F.L is important	292	83
No, its level of F.L not important	58	13
2. Yes I paid attention to this feature	266	73
No I didn't pay attention to this feature.	80	23
TOTALS	350 346	100

According to these results parents indicated that school as a learning environment, its level of foreign language education is important. And also they give importance towards the feature of the school that their children will attend.

* The second question was observed in Table 40 parents' diversity can be seen in that table according to the differences between mothers and fathers attitudes for choosing the school according to its level of foreign language education.

Table 40

The Results Of Parents Preference Of Choosing The School According To Its Level Of Foreign Language Education, That Their Children Will Attend

Q:Do you choose your children's school according to its level of F.L. education?	Yes	No	Total
Mother	163 159.3	28 31.7	191
Father	129 132.7	30 26.3	159
	292	58	350

In that table chisquare is calculated as $x^2=1.11$, degrees of freedom as $df=1$ and the table value is calculated as $x^2_T = 3.841$ at the 0.05 confidence level since the table value higher than the chisquare value we accept the null hypothesis. That is there is no differences between mothers and fathers attitudes in terms of choosing their children's school according to its foreign language education.

* The second question "For parents, is the school's level of foreign language education important and do they tend to consider chosing the school according to its level of foreign language education?" was osserved according to differences between mothers and fathers attitudes for choosing the school according to its level of foreign language education. Diversity of the parents can be seen in that table.

Table 41

The Results Of Parents Educational Level And Their Preference For Choosing The School

Q: "Do you choose your children's school according to its level of F.L education?"	YES	NO	TOTAL
Primary School Edc.	121 128.7	36 26.0	157
Elementary School Edc.	86 66.8	18 18.93	104
High - Univ. Edicilated	75 66.8	6 14.74	81
Illiterate	10 12.26	5 2.73	15
TOTAL	292	59	357

In that table chisquare is calculated as $x^2 = 8.88$ degrees of freedom as $df=3$, and the table value is calculated as $x^2_T = 7.185$ at the 0.05 confidence level. That is, there is an interaction between parents educational level and their preference for choosing the school that their children would attend according to its level of foreign language education.

As we can see in both tables according to the parents the teaching of a foreign language is important and parents' educational levels are not a determinatory factor on this subject.

- iii. The third question was "Do parents help their children to contribute to their learning by providing learning activities at home such as written materials in foreign language?"

* This question was observed as in table 42 according to the differences in attitude between mothers' and fathers', in providing learning activities for their children to encourage learning a foreign language. Diversity of the parents can be seen in that table.

Table 42

The Results Of Parents Differences In Attitude In Providing a Learning Environment.

Q: "Do you have written materials in F.L at home such as books, magazines etc?"	Yes	No	Total
Mother	142	45	187
	141.6	45.4	
Father	117	38	155
	117.4	37.6	
	259	83	342

In that table chisquare is calculated as $\chi^2 = 0.01$, degrees of freedom as $df=1$ and the table value is calculated as $\chi^2_T = 2.706$, at the 0.05 confidence level. Since the table value is higher than the table value, we accept the null hypothesis. That is, there is no differences in attitude between mothers and fathers in providing learning activities for their children to encourage learning a foreign language.

* The third question "Do parents help their children to contribute to their learning activity by providing learning activities at home such as written materials in foreign language?" was observed as in Table 43, with the results of parents educational level and their contribution to their children by providing learning activities at home. Diversity of the parents can be seen in that table.

Table 43

The Results Of Parents Attitudes Providing Learning Environments

Q: "Do you have written materials in F.L at home such as books magazines etc?"	YES	NO	TOTAL
Primary School Educated	104 116.0	49 37.0	153
Secondary-High School Educated	79 78.8	21 24.2	100
Unv. Educated	69 58.4	8 18.6	77
Illiterate	8 9.85	5 3.14	13
TOTAL	260	83	343

In that table chisquare is calculated as $x^2 = 15.11$ and degrees of freedom as $df = 3$, the table value is calculated as $x^2_T = 7.85$, at the 0.05 confidence level. These results showed that; there is an interaction between the parents' educational level and providing learning environments for their children to encourage learning a foreign Language.

- iv. The fourt question was "How do parents inspire their children to study and learning a foreign language?"

This questions was observed as in Table 44 according to the differences between the inspirations given by fathers and mothers. Diversity of the parents can be seen in that table.

Table 44

The Results Of Parents Inspirations For Their Children's Studying a F.L.

Q:My attitudes towards my children who are being learning a F.L. is like that	I always emphasize the importance of succeeding in learning a F.L.	I wish they spend much more time on studying a F.L. than	I wish they would study more important classes	I'm not insistant on his learning a F.L.	It is enough that he passes that class	Total
Mother	101 98.2	34 34.9	12 14.2	33 34.9	12 9.8	192
Father	79 81.8	30 29.1	14 11.8	31 29.1	6 8.2	160
	180	64	26	64	18	352

In that table chisquare is calculated as $x^2=2.26$, degrees of freedom as $df=4$ and the table value is calculated as $x^2_T = 9.488$ at the 0.05 confidence level. Since the table value is higher than the chisquare value we accept the null hypothesis that is, there is no differences between mothers and fathers about their inspirations to their children for studying and learning a foreign language.

* The fourth question was observed as in table 45 the interaction between the parents' educational level and their inspirations to their children for studying and learning a foreign language. Diversity of the parents can be seen in that table.

Table 45

The Results Of Parents Inspirations For Their Children's Learning a Foreign Language And Parents Educational Level.

Q: "My attitudes towards my children who are being learning a F.L, is like learning that"	I always emphasize the importance of a foreign language	I wish they would spend a little bit more time in F.L class.	I wish they would study more important classes	I'm not insistant It's enough that he pass that class	TOTAL
Primary School Educated	73 80.5	10 28.5	13 11.6	50 38.04	155
Secondary High School Educated	51 52.8	19 18.7	8 7.6	25 24.96	103
High-Unv. School Education	46 41.0	23 14.5	5 5.9	7 19.62	81
Illiterate	9 9.57	3 3.38	2 1.48	5 4.90	19
TOTAL	181	64	28	87	357

In this table, chisquare is calculated as $x^2 = 27.33$, degrees of freedom as $df = 4$ and the table value is calculated $x^2_T = 9.488$ at the 0.05 confidence level. These results showed that the parents' level of education is related to their inspirations towards language.

* The fourth question was observed as in table 46. Diversity of the parents can be seen, according to their inspirations for study and learning a F.L. and effects of these inspiration on the success of the student.

Table 46

The Results Of Parents' Inspirations And The Student Success

Q: "My attitude towards my children who are being learning a F.L is like that!"	I always emphasize as F.L	I wish they would spend a little bit more time than on the other classes	I wish they would study more important classes than F.L.	I'm not insistent on his learning a foreing language	TOTAL
1-4	14 14.0	3 5.0	4 2.0	5 2.0	26
5-6	76 74.0	25 26.2	7 10.6	29 26.2	137
7-8	61 64.3	26 22.7	10 9.2	22 22.7	119
TOTAL	181	64	26	64	335

In table 48 chisquare is calculated as $x^2 = 3.61$ degrees. of freedom as, $df = 9$ and table value is calculated as $x^2_T = 16.919$ at the 0.05 confidence level. These results showed that parents' inspirations do not effect the student's success.

- v. The fifth question was "To what level are the parents interested in forèign language learning of their children?"

* This question was observed as in Table 47. Diversity of the parents can be seen according to the differences between mothers' fathers' in terms of their attitudes towards their children's foreign language class.

Table 47

The Results Of Parents Interest Towards Their Children's Foreign Language Class

Q:My interest towards my children's F.L. class is like that:	I'm closely interested in his F.L. class	His teacher interest is enough	I interested in his F.L. class when he needs help	I interested in his F.L. class when he is failing	Total
Mother	62 62.7	55 50.7	68 67.6	7 10.9	192
Father	53 52.3	38 42.3	56 56.4	13 9.1	160
Total	115	93	124	20	352

In that table chisquare is calculated as $\chi^2=3.90$ degrees of freedom as $df=3$ and table value is calculated as $\chi^2_{\text{table}}=7.815$, at the 0.05 confidence level. Since the table value is higher than the table value we accept the null hypothesis. There is no differences between mothers and fathers in terms of their interests towards their children's learning of a foreign language.

* The fifth question was observed in Table 48, according to the relationship between parents' educational level and their interest towards their children's foreign language class Diversity of the parents can be seen in that table.

Table 48

The Results Of Parents Interest Level Towards Foreign Language Class In Respect Of Their Educational Level.

Q: "My interest towards my children's F.L. class is like that:"	I'm cldselly interested in his F.L. class	His teacher's interest is enough	When he needs help or when he fails, I show an interest.	Total
Primary school educated	47 51.6	47 41.4	63 64.30	157
Secondary school Educated	36 33.8	28 27.1	39 42.18	103
Unv. Educated	29 26.3	14 21.1	37 42.18	80
Illiterate	4 4.58	4 3.67	6 5.73	14
TOTAL	116	93	154	354

In that table chisquare is calculated as $x^2 = 4.99$, degrees of freedom as $df = 6$, the table value is calculated $x^2_T = 12.592$. At the 0.05 confidence level, These results indicated that there is no interaction between parents' educational level and their interest towards their children's foreign language class.

* The fifth question was observed as in table 49, according to parents' attitudes towards their children's foreign language class and their effects on the success of the student Diver-
sity of the parents can be seen in the following table.

Table 49

The Results Of Parents Interest Level Towards Their Children's F.L. Class And The Student Success

Q: "My interest towards my children's F.L. class in like that:"	I'm closely interested in his F.L. class	His teacher's interest is enough	I show an interest when he needs help	I show an interest when he is failing	TOTAL
1-4	9 9.5	9 7.6	2 10.2	2 1.6	29
5-6	52 47.0	35 37.7	50 50.2	6 8.1	143
7-8	39 42.1	34 33.7	46 45.0	9 7.3	128
9-10	16 17.4	15 14.0	19 18.6	3 3.0	53
TOTAL	116	93	124	20	253

In that table chisquare is calculated as $x^2 = 2.63$ degrees of freedom as $df = 9$, and the table value is calculated as $x^2_T = 16.919$, at the 0.05 condifence level. Thus, we accept the null hypothesis. That is, there is no interaction between parents' interest towards their children's foreign language class and the student success.

- vi. The sixth question was "What are the attitudes and behaviours of parents towards their children's homework for their foreign language class?"

* This question was observed as in Table 50, according to the differences in attitude of the parents towards their children's homework in respect of the parent's educational level. Diversity of the parents can be seen in that table.

Table 50

The Results Of Parents Interest Towards Their Children's Homework In F.L. Class According To Parents' Educational Level.

Q: "My interest towards my children's homework in F.L. class is like that:"	I always make sure he does his homework	Sometimes I show an interest his homework	I only ask whether or not he has done it	I don't check on him. This is his responsibility	TOTAL
Primary School Educated	23 28.0	36 33.4	55 47.1	43 48.5	103
Secondary School Educated	20 18.4	19 21.9	29 30.9	35 31.8	103
Unv. Educated	15 43.3	20 17.0	16 24.0	29 24.9	80
Illiterate	5 2.66	2 3.25	6 4.67	2 4.60	15
TOTAL	63	77	106	109	355

In that table chisquare is calculated as $\chi^2 = 12.51$, degrees of freedom as $df = 9$, and the table value is calculated as $\chi^2_T = 16.919$, at the 0.05 confidence level. Thus, we accept the null hypothesis. That is, there is no interaction between the parent's educational level and their interest towards their children's homework for their foreign language class.

* The sixth question was observed as in Table 51, attitudes of the parents towards their children's homework for their foreign language class and the effect on the student's success. Diversity of the parents can be seen in the following table.

Table 51

The Results Of Parents Attitudes Towards Their Children's Homework In Respect Of Effecting Student Success.

Q:"My interest towards my children's homework is like that:"	I always make sure he does his homework	Sometimes I show an interest in his homework	I only ask whether or not he has done his homework	I don't check on him. This is his own responsibility	TOTAL
1-4	6 5.2	11 6.2	8 8.7	9 9.0	29
5-6	28 25.5	33 30.4	47 42.9	35 44.2	143
7-8	22 22.8	22 27.2	41 38.4	43 39.5	128
9-10	7 9.5	9 11.3	15 15.9	22 16.4	53
TOTAL	63	75	106	109	353

In this table chisquare is calculated as $\chi^2 = 15.01$, degrees of freedom as $df=9$, and the table value is calculated as $\chi^2_{\text{I}} = 16.919$ at the 0.05 confidence level. These results showed that there is no interaction between parents' attitudes towards their children's foreign language homework and the student success in foreign language class.

* The sixth question was observed as in Table 52, according to the differences between mothers and fathers attitudes towards their children's foreign language homework. Diversity of the parents can be seen in the following table.

Table 52

The Results Of The Differences Of Mothers And Fathers Attitudes Towards Their Children's F.L. Homework

Q:My interest towards my children's F.L. homework is like that	I always make sure he does his homework	Sometimes I show an interest	I only ask whether or not he has done it	I don't chem on him. This is his responsibility	Total
Mother	34 34.4	36 40.9	62 57.8	60 58.9	192
Father	29 28.6	39 34.1	44 48.2	48 49.1	108
Total	69	75	106	108	352

In that table chisquare is calculated as $x^2=2.01$ degrees of freedom as $df=3$ and the table value is calculated as $x^2_T = 7.815$, at the the 0.05 confidence level. Since the table value is higher than the chisquare value we accept the null hypothesis. That is there is no difference between mothers and fathers in terms of their interests towards their children's foreign language homework.

CHAPTER V

DISCUSSION AND SUGGESTIONS

DISCUSSION

Much of the research is done investigating the effective factors in language learning. But some problems still remain. One such area concerns the parents; Interaction between the members of the family causes one to be willing and successful or a failure in studying a foreign language.

In foreign language study people either want to learn or they have to learn that target language. In both cases a learner's attitude and his behaviour is affected by interaction with the people around him. In the learning process there are affective variables, which are stated in Schumann's paper. There are affective factors such as a student's interest in the language study, attitudes towards the teacher and the target language speakers and culture, and the student parent's attitudes towards their learning a foreign language, affects the students' success intensively.

In my study I started out by assuming that the parental reflections towards the student's foreign language study were important. Thus, in my questionnaire the questions asked are used to learn parents attitudes and behaviours towards the student's learning a foreign language, and their opinions about the learning the foreign language.

Parents' general attitudes towards a foreign language and its education have an effect on their willingness for their children to learning a foreign language. Also they accept the importance of the learning age,

the best age for them is early in a child's life. According to the parents modelling is an important factor but, the learners' desire is more important. According to them people can serve as a model to teach each other but the modelling does not always affect a person's interest intensively. Parents do not make a distinction between the importance of native and foreign language in language education. A great amount of them believe in the necessity of learning both languages. It shows that they are not conservative in the learning a language. In light of their attitudes, they encourage their children to learn both languages adequately and sufficiently. On the other hand learning a foreign language satisfactorily is necessary for participating in improving the country's relations with political, economic, and cultural fields in other countries. It shows that parents are aware of the social function of learning a foreign language.

As an effective factor, parents' experiences in foreign language study, even if they have no significantly effected memory, either it was good or bad, if the level of their interest was low, their attitudes are under the effect of their preceding attitudes. For example, even if they enjoyed but couldn't engage in learning a foreign language, if they have an opportunity to learn, at present, they are not so eager or willing to evaluate this opportunity. It means that parents experiences in the past, more or less, affect their attitudes against the events.

In children's education parental orientation, and sometimes compelling the student is necessary on the part of the parent. In some cases mothers and fathers have different opinions for their children's education. In parental orientation differences in attitudes should not be at the extreme points in respect of the children. Because differences may easily encounter the children very significant conflicts. As it is known the parents for personality development are the first effective social factor. This also shows a real that school is not the only institution for education. In other words attitudes and behaviours of parents towards their children educational life should be settled by the parents. For instance they both communicate more with the teachers and they visit the school more frequently to ascertain the student's

educational process and his problems. But in this study results showed that there is no differences between mothers and fathers in their attitudes, as an effective factor for the success of the children. But this topic is not included and not analysed in detail in this study.

The interaction between the parents and children inevitably reflect on the children's life directly or indirectly. Parents educational level is assumed to be an effective factor, but is it really like that? According to the results of our investigation a parents' way of preparing their children for their educational life is related with their own educational level. And also, their attendance of parent's day meetings, their encouragement towards their children for learning a foreign language a parents willingness towards learning a foreign language themselves or related to their educational level.

A student's success is directly influenced by the parents attitudes and behaviours. A parents' favourable attitudes toward a students' success and their learning achievements, for instance parents favourable and unfavourable attitudes, greatly effects the student's success. At this point we can see that the parents' meeting with their childrens foreign language teacher is an affective factor on a student success. The cooperation with teachers and the school contributes to the student's educational direction. Contact with the teacher is important because he is the first measure outside the home of the student's social, emotional and psysical educational status.

Briefly, we may gradually arrive at a better understanding of language learning and teaching concerning the learners home environment as effective factors for their success and their educational achievements.

In this study the main conclusions are these;

1. Parents general attitudes towards learning a foreign language showed that; a parents educational level determine their willingness towards their children's learning of a foreign language. They believe that the best learning age is during childhood. Regarding the importance of parental modelling they agree that modelling is important but the children's desire for learning is the most important factor. In language education, parents do not make any distinction between native and foreign language. For them both of them should be taught equally. They also agree that learning a foreign language at school does not only serve the school's educational program but also benefits the nation.

2. A parents previous experiences in the learning of a foreign language have effected their attitudes towards the learning a foreign language. Many of them haven't any significant memory so their preceding experiences are not effective on their attitudes, but on the other hand even though they feel sympathy towards a foreign language, they are not so eager to learn a foreign language. Their present attitudes lean towards not learning a foreign language.

3. Results regarding the interaction of parents with children showed that; parents do not always influence their children. For instance, their lack of a foreign language does not effect the student's desire. Parents do not accept this kind of cause-effect relationship on the other hand parents agree on that parents are an effective factor on the student's educational direction. Students needs parental orientation. This can be done by either warning or compelling the student. The results showed that the parents educational level determined the way of orienting their children. But, parental orienting is not effective on the success of the student. And also interaction among the members of the family may direct a person towards learning any kind of subject or this interaction can effect the person negatively.

4. Results of the importance of parents support towards children's learning of a foreign language showed that attitudes of parents towards the student's success are not related. Parents do not show differences in their attitudes. At the same time parents' educational levels do not determine their attitudes. And the results demonstrated that parents' attitudes and behaviours are not related factor on his success.
5. Attitudes of parents towards learning of a foreign language do not show differences between mothers and fathers. Their attitudes towards learning a foreign language is not related with their educational level. For most of the parents, a person's job does not effect his desire for learning a foreign language. They believe that studying a foreign language firstly needs willingness and endure.
6. The results regarding the interaction of parents with school showed that educational level of parents is not related with their frequency of meeting with the foreign language teacher. Attitudes of mothers and fathers are not different each other. The parents' frequency meeting with the foreign language teacher and the success of the student are directly related. And also, results showed that parents' attending the parents' day meeting is related with their level of education. The students' success is affected by the parents' attitudes towards his school life.
7. Regarding the parents attitudes towards choosing a good learning environment for their children, the results showed that, according to parents, in order to learn a foreign language, the learning environment is not important. People learn in every situation if they really want to learn. But they give importance to choosing of the school according to its level of foreign language education. And parents do not show a difference toward choosing the school. Their choosing the school is not related with their own educational level. But the results showed that there is a relationship between the parents education and providing a good learning environment for their children.

As another learning environment, parents' inspirations towards their children for learning a foreign language showed these results; mothers' and fathers' attitudes are the same and the parents level of education is related with their way of inspiring their children. But the success of the student is not related with their inspiration.

On the other hand, a parent's interest toward the student's foreign language class shows the similarity between mothers and fathers. The student's success is not related with his parent's interest towards his foreign language class and his success also is not related with this factor.

The other results showed that the parents level of education does not determine their attitudes towards their children's foreign language homework and the student's success is not related to the parents interest in their homework, parents attitudes are not different each other in respect of their attitudes towards their children's homework.

SUGGESTIONS FOR FUTURE STUDIES

- * As an effective factor parental interaction can be studied in order to investigation why mothers' and fathers' attitudes are different, and also how their attitudes effect their children's attitudes.

- * Attitudes of learners can be investigated.

- * Learner's opinions about parental guidance and support in F.L. can be investigated.

- * A more controlled and detailed study on the influence of parental attitude on F.L. learner success can be carried out.

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1. Anketi cevaplayan kişi : ANNE 0 BABA 0
2. Eğitim Durumunuz,
 a- İlkokul
 b- Ortaokul-Lise
 c- Yüksek okul
 d- Üniversite
 e- Okur yazar,
 f- Okur yazar değil
3. Yabancı dil biliyormusunuz?
 Evet Hayır
 0 0
4. Yabancı dil bilgi düzeyiniz?
 a- Az b- Orta c- İyi
5. Çocuğunuzun Ortaokul 1-2-3 de İngilizce dersinden aldığı notların ortalaması nedir?
 a- 1 - 4 arası
 b- 5 - 6 "
 c- 7 - 8 "
 d- 9 - 10 "
6. Çocuğunuz yabancı dil öğrenmek için dershaneye gidiyor mu?
 Evet Hayır
 0 0
7. Çocuğunuz yabancı dil dersinden özel ders alıyor mu?
 Evet Hayır
 0 0
8. Çocuğunuzun devam ettiği okul türü nedir?
 a- Normal Ortaokul-Lise
 b- Özel Lise
 c- Anadolu Lisesi
9. Hane halkından kaç kişi yabancı dil biliyor veya öğreniyor durumda?
 Anne 0 Çocuklar :.....(Rakamla belirtiniz)
 Baba 0
10. Yabancı dil iş yaşamınızda gerekli oluyor mu?
 a- İşine doğrudan ilgili
 b- İşinle ilgili değil
 c- Arada gerekli oluyor.
 d- Hiç gerekli değil.

11. Çocuğunuzun yabancı dil öğretmeni ile ne sıklıkta görüşüyor sunuz?
- Olabilirdiğince sık
 - Her dönem bir defa
 - Öğretmen çağırırsa yada gerekli olduğunda
 - Daha hiç karşılaşmadık
12. Okul Aile birliği toplantılarına katılır mısınız?
- Her toplantıya giderim
 - Vaktim müsait olduğunda giderim
 - Mecbur kalırsam giderim
 - Hiç katılmam
13. Sizce çocuğunuzun yabancı dil öğrenmesi gerekli mi?
- Kesinlikle gerekli
 - Gerekli değil ama öğrensin
 - Bence gerekli ama kendi kararını kendisi versin
 - Hiç gerekli değil
14. Yabancı dil öğrenme fırsatı yakaladığınızı düşünün
- Bu fırsatı hemen değerlendiririm.
 - Durumum uygunsa değerlendiririm.
 - Artık benim için çok geç.
 - Hiçbir zaman yabancı dil öğrenmek istemedim ki?
15. Yabancı dil ile aranız nasıl ?
- Her zaman ilgi duydum ve ilgilendim?
 - İlgi duydum ama hiç ilgilenmedim?
 - Bir zamanlar ilgileneiyordum artık ilgilenmiyorum.
 - Hiç ilgilenmedim ve uğraşmadım.
16. Sizce yabancı dil nerede öğrenilir?
- Özel Kurslarda.
 - Ortaokul yada Lisede
 - Sadece yurt dışında o dili konuşanlar arasında öğrenilir.
 - İstenilen her yerde öğrenilebilir.
17. Yabancı dil öğrenmenin yaş ile ilişkisi sizce nedir?
- Erken yaşta başlamak gerekir.
 - Yetişkinken yabancı dil daha başarılı ve bilinçli bir şekilde öğreniliyor.
 - İhtiyaç duyulan yaşta öğrenilse daha iyi olur.
 - Bence yaş ile hiç bir ilişkisi yok.

8. Yabancı dil öğrenme çabalarınızdaki anılarınız nasıldır?
- Anılarım kötü fakat başardım.
 - Anılarım kötü ve sonuçta da başaramadım.
 - Anılarım iyi ve başardım.
 - Anılarım iyi ama başaramadım.
 - Hiç anım yok.
9. Çocuğunuzun gideceği Ortaokul yada Liseyi seçerken, o okulun verebileceği yabancı dil eğitim olanaklarını da düşünerek mi seçersiniz?
- | | |
|------|-------|
| Evet | Hayır |
| 0 | 0 |
0. Çocuğunuzun okulunu seçerken buna dikkat ettiniz mi?
- | | |
|------|-------|
| Evet | Hayır |
| 0 | 0 |
1. Yabancı dil bilmek yada öğrenmek kişiye sizce ne kazandırır, yada ne için öğrenilmelidir?
- İyi bir iş ve para.
 - O dili konuşan insanların dil, din ve kültürlerini öğrenmek ve değişik insanları tanıyabilmek için.
 - İyi eğitilmiş bir kişi olmasını sağlar.
 - Mutlaka bir amacın yada kazancın olması gerekmez, sadece öğrenmiş olmak için de öğrenilebilir.
2. Evinizde yabancı dilde yazılmış basılı malzeme (Kitap, dergi v.s.) buluyor musunuz?
- | | |
|------|-------|
| Evet | Hayır |
| 0 | 0 |
3. Çocuklarınızın yabancı dil öğrenmesini ister misiniz?
- Çok isterim ve onlara her bakımdan örnek olmaya çalışırım.
 - Bana göre çok önemli olmadığı için fark etmez.
 - İsterim fakat kendilerinin istemesi daha önemli.
 - Hayır.
4. Yabancı dil bilmeyi gerektirmeyen iş sahibi kişiler için yabancı dil önemli değildir düşüncesine katılıyor musunuz?
- Katılıyorum işinde kullanmayacaklar öğrenmesin.
 - Yapılan iş yabancı dil bilmeyi veya öğrenmeyi engellemez, bu fikre katılmıyorum.

APPENDIX A

Sizce yabancı dil öğrenmek nedir?

- a- Bir dil bir insan, iki dil iki insan sözünü doğrular.
- b- Lüks ve zaman kaybıdır.
- c- Paralı insanların uğraştığı bir şeydir.

Her kişi yabancı dil öğrenmeli midir?

- a- Evet
- b- Hayır
- c- İsteyen öğrenmeli.
- d- Gerekliliğine ve işe yarayacağına inanan öğrenmeli.

Yabancı dil bilmeyen ailelerin çocukları sizce yabancı dile karşı nasıl bir tavır alırlar?

- a- Ana baba onlara örnek olmadığı için onlar da öğrenmeye gerek duymazlar.
- b- Ana baba teşvik ederse öğrenirler.
- c- Ana baba bilmediği için öğrenmeye daha istekli olurlar.
- d- Ana babanın bilmemesi çocuklarının da öğrenmemesine neden değildir. Bu onların isteğine bağlıdır.

Yabancı dil öğrenmede çocuğu yönlendirme bakımından aile önemli bir faktördür mü?

- a- Eğitim ailenin yönlendirmesi ve teşvik etmesiyle olur.
- b- Aile sadece öğrenmeleri için uyarıda bulunabilir.
- c- Aile zorlarsa çocuk öğrenebilir.
- d- Ailenin rolü hiç yoktur, çocuk isterse öğrenir.

Yabancı dil bilen kişiler oldukça, bilmeyenlerin veya öğrenmeye çalışanların davranışı sizce ne olur?

- a- Yabancı dil öğrenmek daha zevkli ve kolaydır.
- b- Bilmeyenler de heveslenir, öğrenmeye çalışır.
- c- Evdekiler birbirini fazla etkilemez, herkezi bildiği gibi davranır.

Çocuğunuzun yabancı dil başarısı karşısında,

- a- Çok sevinirim ve onu ödüllendiririm.
- b- Ben zaten onun yabancı dil öğrenebilmesi için her şeyi yapıyorum; bu yüzden mutlaka başarmalıdır.
- c- Zaten diğer dersleri de iyi, başarısı sürpriz olmaz.
- d- Başarması kendi yararına.

Sizce dil eğitiminde kendi dilimizin eğitimi yabancı dil eğitiminden çok daha önce gelmeli ve yabancı dil eğitimine daha az mı önem verilmelidir?

- a- Evet Türk dili daha önemlidir.
- b- Her ikisi de önemlidir.
- c- Yabancı dil daha önemlidir.

2. Yabancı dil öğrenmekte olan çocuğuma,
- Başarmasının önemini her fırsatta vurgularım.
 - Diğer dersleri de önemli ama yabancı dile biraz daha fazla zaman ayırması için uyarırım.
 - Daha önemli derslerle ilgilenmesini isterim.
 - Kendi haline bırakırım, öğrenmesi için ısrar etmem.
 - Geçerli notu alabileceği kadar öğrenmesini yeterli bulurum.
3. Yabancı dil öğrenen çocuğunuzun yabancı dil dersi ile,
- Yakından ilgilenirsiniz.
 - Öğretmenin ilgilenmesini yeterli bulursunuz.
 - Yardım istediğinde ilgilenirsiniz.
 - Zayıf not aldığı anda ilgilenirsiniz.
4. Çocuğunuzun yabancı dil ev ödevlerini kontrol ediyor musunuz?
- Devamlı ev ödevlerini yapmasını sağlıyorum.
 - Bazen ilgileniyorum.
 - Sadece yapıp yapmadığını soruyorum.
 - Bu onun sorumluluğu bu nedenle kontrol etmem.
5. Yabancı dil dersinden düşük not alan öğrenci hakkında ne düşünürsünüz?
- Not herşey demek değildir.
 - Başarıp başaramayacağını belli eder.
 - Düşük ise öğrenemeyecek demek değildir, öğrenme çabası arttırılmalıdır.
 - Zayıf not alacağına öğrenmesin daha iyi.
6. Çocuğunuzun yabancı dil başarı veya başarısızlığında,
- Her iki durumda da destek olurum.
 - Başarısızlığında üzülmem, bir şey yapmam, kendi başının çaresine bakabilir diye düşünürüm.
 - Her zaman daha çok çablaşmasını isterim, ne sevdiğimi ne de üzüldüğümü belli ederim.
7. Sizce yabancı dil öğrenme ülkemizin diğer ülkelerle politik ve ekonomik ilişkilerini geliştirmesine (turistlerle iletişim kurmak vs.) katkıda bulunmak amacını taşır mı?
- Evet
 - Hayır
 - Fikrim yok

5a (1-4)

	a	b	c	d	e
11	0	5	5	19	
12	6	9	4	10	
28	11	6	4	8	
30	11	3	3	12	
32	14	3	4	5	3
33	9	9	9	2	
34	6	11	3	9	

5c (7-8)

	a	b	c	d	e
11	10	29	38	47	
12	5	37	14	27	
28	69	30	4	21	
30	40	13	19	52	
32	61	26	10	22	9
33	39	34	46	9	
34	22	22	41	43	

APPENDIX B

5b (5-6)

	a	b	c	d	e
11	12	49	36	45	
12	50	34	22	34	
28	82	31	7	20	
30	63	13	8	56	
32	76	25	7	29	6
33	52	35	50	6	
34	28	33	47	35	

5d (9-10)

	a	b	c	d	e
11	9	15	12	17	
12	17	16	6	15	
28	39	8	0	6	
30	17	8	15	13	
32	30	10	5	8	0
33	16	15	19	3	
34	7	9	15	22	

APPENDIX C (CONTINUED)

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		a	b	c	d	e	f
SORU	2	100	56	12	14	2	4
SORU	3	57	136		0	8	0
SORU	4	156	25	12	0		
SORU	5	15	78	73	28		
SORU	6	8	186				
SORU	7	5	187				
SORU	8	130	33	30			
SORU	9	30	88	52	23	1	
SORU	10	7	8	34	125		
SORU	11	21	57	42	68		
SORU	12	73	47	24	42		
SORU	13	121	8	55	2		
SORU	14	67	75	36	8		
SORU	15	30	64	35	57		
SORU	16	27	34	20	105		
SORU	17	117	8	9	48		
SORU	18	14	10	38	24	108	
SORU	19	163	28				
SORU	20	153	37				
SORU	21	37	45	77	35		
SORU	22	142	45				
SORU	23	69	13	110	2		
SORU	24	28	162	0			
SORU	25	177	3	8			
SORU	26	86	12	59	31		
SORU	27	21	37	15	115		
SORU	28	105	38	10	35		
SORU	29	57	89	35			
SORU	30	60	20	25	83		
SORU	31	23	8	143			
SORU	32	101	34	12	33	12	
SORU	33	62	55	68	7		
SORU	34	34	36	62	60		
SORU	35	61	14	114	3		
SORU	36	112	14	66			
SORU	37	171	2	18			

CEVAPLARA GORE % AGIRLIKLAR

SORU	2	53	30	6	7	1	2
SORU	3	28	68	0	0	4	0
SORU	4	81	13	6	0	0	0
SORU	5	8	40	38	14	0	0
SORU	6	4	96	0	0	0	0
SORU	7	3	97	0	0	0	0
SORU	8	67	17	16	0	0	0
SORU	9	15	45	27	12	1	0
SORU	10	4	5	20	72	0	0
SORU	11	11	30	22	36	0	0
SORU	12	39	25	13	23	0	0
SORU	13	65	4	30	1	0	0
SORU	14	36	40	19	4	0	0
SORU	15	16	34	19	31	0	0
SORU	16	15	18	11	56	0	0
SORU	17	64	4	5	26	0	0
SORU	18	7	5	20	12	56	0
SORU	19	85	15	0	0	0	0
SORU	20	81	19	0	0	0	0
SORU	21	19	23	40	18	0	0
SORU	22	76	24	0	0	0	0
SORU	23	36	7	57	1	0	0
SORU	24	15	85	0	0	0	0
SORU	25	94	2	4	0	0	0
SORU	26	46	6	31	16	0	0
SORU	27	11	20	8	61	0	0
SORU	28	56	20	5	19	0	0
SORU	29	31	49	19	0	0	0
SORU	30	32	11	13	44	0	0
SORU	31	13	5	82	0	0	0
SORU	32	53	18	6	17	6	0
SORU	33	32	29	35	4	0	0
SORU	34	18	19	32	31	0	0
SORU	35	32	7	59	2	0	0
SORU	36	58	7	34	0	0	0
SORU	37	90	1	9	0	0	0

APPENDIX C

BABALARIN GENEL TOPLAMI

		a	b	c	d	e	f
SORU	2	59	48	24	31		1
SORU	3	72	91	0			
SORU	4	104	40	19			
SORU	5	14	68	55	26		
SORU	6	11	149				
SORU	7	3	158				
SORU	8	107	28	27			
SORU	9	28	67	49	17	2	
SORU	10	12	29	64	58		
SORU	11	11	41	49	59		
SORU	12	45	49	22	44		
SORU	13	101	9	48	2		
SORU	14	57	67	26	9		
SORU	15	45	30	51	34		
SORU	16	27	21	28	84		
SORU	17	97	12	46			
SORU	18	16	11	32	24	80	
SORU	19	129	30				
SORU	20	113	43				
SORU	21	39	37	61	24		
SORU	22	117	38				
SORU	23	60	5	96	2		
SORU	24	21	135				
SORU	25	145	10	1			
SORU	26	83	7	41	26		
SORU	27	26	36	8	87		
SORU	28	95	37	5	20		
SORU	29	56	70	22			
SORU	30	70	17	20	50		
SORU	31	40	4	111	2		
SORU	32	79	30	14	31	6	
SORU	33	53	38	56	13		
SORU	34	29	39	44	48		
SORU	35	50	13	95	2		
SORU	36	83	17	60			
SORU	37	142	15	15			

CEVAFLARA GORE % AGIRLIKLAR

SORU	2	36	29	15	19	0	1
SORU	3	44	56	0	0	0	0
SORU	4	64	25	12	0	0	0
SORU	5	9	42	34	16	0	0
SORU	6	7	93	0	0	0	0
SORU	7	2	98	0	0	0	0
SORU	8	66	17	17	0	0	0
SORU	9	17	41	30	10	1	0
SORU	10	7	18	39	36	0	0
SORU	11	7	26	31	37	0	0
SORU	12	28	31	14	28	0	0
SORU	13	63	6	30	1	0	0
SORU	14	36	42	16	6	0	0
SORU	15	28	19	32	21	0	0
SORU	16	17	13	18	53	0	0
SORU	17	63	8	30	0	0	0
SORU	18	10	7	20	15	49	0
SORU	19	81	19	0	0	0	0
SORU	20	72	28	0	0	0	0
SORU	21	24	23	38	15	0	0
SORU	22	75	25	0	0	0	0
SORU	23	37	3	59	1	0	0
SORU	24	13	87	0	0	0	0
SORU	25	93	6	1	0	0	0
SORU	26	53	4	26	17	0	0
SORU	27	17	23	5	55	0	0
SORU	28	61	24	3	13	0	0
SORU	29	38	47	15	0	0	0
SORU	30	45	11	13	32	0	0
SORU	31	25	3	71	1	0	0
SORU	32	49	19	9	19	4	0
SORU	33	33	24	35	8	0	0
SORU	34	18	24	28	30	0	0
SORU	35	31	8	59	1	0	0
SORU	36	52	11	38	0	0	0
SORU	37	83	9	9	0	0	0

ANNE+BABALAR GENEL TOPLAM

		a	b	c	d	e	f
SORU	2	159	104	36	45	2	5
SORU	3	129	227	0	0	8	0
SORU	4	260	65	31	0	0	0
SORU	5	29	146	128	54	0	0
SORU	6	19	335	0	0	0	0
SORU	7	8	345	0	0	0	0
SORU	8	237	61	57	0	0	0
SORU	9	58	155	101	40	3	0
SORU	10	19	37	98	183	0	0
SORU	11	32	98	91	127	0	0
SORU	12	118	96	46	86	0	0
SORU	13	222	17	103	4	0	0
SORU	14	124	142	62	17	0	0
SORU	15	75	94	86	91	0	0
SORU	16	54	55	48	189	0	0
SORU	17	214	20	55	48	0	0
SORU	18	30	21	70	48	188	0
SORU	19	292	58	0	0	0	0
SORU	20	266	80	0	0	0	0
SORU	21	76	82	138	59	0	0
SORU	22	259	83	0	0	0	0
SORU	23	129	18	206	4	0	0
SORU	24	49	297	0	0	0	0
SORU	25	322	13	9	0	0	0
SORU	26	169	19	100	57	0	0
SORU	27	47	73	23	202	0	0
SORU	28	200	75	15	55	0	0
SORU	29	113	159	57	0	0	0
SORU	30	130	37	45	133	0	0
SORU	31	63	12	254	2	0	0
SORU	32	180	64	26	64	18	0
SORU	33	115	93	124	20	0	0
SORU	34	63	75	106	108	0	0
SORU	35	111	27	209	5	0	0
SORU	36	195	31	126	0	0	0
SORU	37	313	17	33	0	0	0

CEVAPLARA GÖRE % AĞIRLIKLAR

SORU	2	45	30	10	13	1	2
SORU	3	35	62	0	0	6	0
SORU	4	73	18	9	0	0	0
SORU	5	8	41	36	15	0	0
SORU	6	5	95	0	0	0	0
SORU	7	2	98	0	0	0	0
SORU	8	67	17	16	0	0	0
SORU	9	16	43	28	11	1	0
SORU	10	6	11	29	54	0	0
SORU	11	9	28	26	36	0	0
SORU	12	34	28	13	25	0	0
SORU	13	64	5	30	1	0	0
SORU	14	36	41	18	5	0	0
SORU	15	22	27	25	26	0	0
SORU	16	16	16	14	55	0	0
SORU	17	64	6	16	14	0	0
SORU	18	8	6	20	13	53	0
SORU	19	83	17	0	0	0	0
SORU	20	77	23	0	0	0	0
SORU	21	21	23	39	17	0	0
SORU	22	76	24	0	0	0	0
SORU	23	36	5	58	1	0	0
SORU	24	14	86	0	0	0	0
SORU	25	94	4	3	0	0	0
SORU	26	49	6	29	17	0	0
SORU	27	14	21	7	59	0	0
SORU	28	58	22	4	16	0	0
SORU	29	34	48	17	0	0	0
SORU	30	38	11	13	39	0	0
SORU	31	19	4	77	1	0	0
SORU	32	51	18	7	18	6	0
SORU	33	33	26	35	6	0	0
SORU	34	18	21	30	31	0	0
SORU	35	32	8	59	1	0	0
SORU	36	55	9	36	0	0	0
SORU	37	86	5	9	0	0	0

