

# HAS DISTANCE EDUCATION INVOLVED PARENTS IN LANGUAGE LEARNING?



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20.11.2023

# STRUCTURE OF THE SPEECH

- ✓ Background of the study
- ✓ The view from the bridge
- ✓ The aim of the study
- ✓ Methodology
- ✓ Findings and discussion
- ✓ Conclusion



# BACKGROUND OF THE STUDY

- ❖ **Disruptive effects of the pandemic and natural disasters**
- ❖ **The stones laid on the path of education removed**
- ❖ **Before and after the pandemic**

# PARENTAL INVOLVEMENT

- ❖ Parent-child communication about school
- ❖ Home-supervision
- ❖ Checking homework
- ❖ Homework assistance
- ❖ Education expectations and aspirations
- ❖ Attendance and participation in school activities
- ❖ Reading with children
- ❖ Communication with schools
- ❖ Parenting style; parental attitudes toward education



(Wilder, 2014)

# RELATED RESEARCH



- ❖ The need for a change
- ❖ Post Covid practice
- ❖ Parental Involvement
- ❖ Effects of Covid 19
- ❖ Covid 19 and education
- ❖ Teachers' views

# THE VIEW FROM THE BRIDGE



- ❖ The pandemic, the lockdown
- ❖ Overnight, parents as facilitators
- ❖ The physical classrooms replaced by virtual classes.
- ❖ The shift in role of the parent from the maternal responsibility to adapting home

# HOMESCHOOLERS

- ❖ The need to “observe, guide, and encourage” their children to adapt to the new condition,
- ❖ Children did not “own” the responsibility of learning.

# THE AIM OF THIS STUDY IS TO FOCUS ON



- ❖ the effects of the pandemic on the parents' part and their attitudes towards these unpredicted events
- ❖ the challenges they had with the advent of distance education
- ❖ the solutions parents provided to compensate for the language learning courses



# METHODOLOGY



- ❖ Twenty parents appointed through purposive sampling procedure
- ❖ An open-ended questionnaire
- ❖ A small scale focus group
- ❖ Face to face interview

# FINDINGS

- ❖ Practical solutions parents found
- ❖ Involvement as for language teaching, which can be generalized to other disciplines.

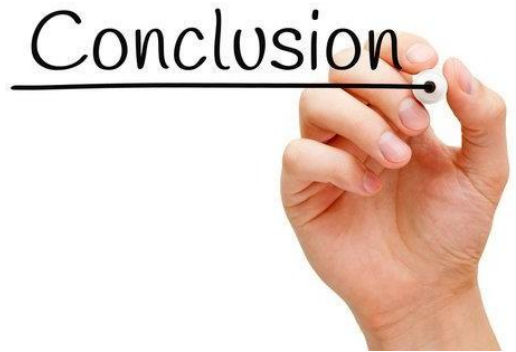
# FINDINGS

- ❖ 99 % parents women
- ❖ Before the pandemic, web-based learning, teachers with a central role, formal schooling enough
- ❖ Parents as facilitators
- ❖ The first reactions: shock, hopelessness, anxiety, fear

# FINDINGS

- ❖ Lockdown and parents as teachers
- ❖ Teaching or taking extra help
- ❖ Digital resources and books available
- ❖ Children's attitude
- ❖ Teachers' comments after the lockdown
- ❖ No measures in action, just some plans

# CONCLUSION



- ❖ Natural disasters and illnesses as catalysts for
- ❖ More autonomy
- ❖ Practical solutions
- ❖ Parental involvement
- ❖ ICT use
- ❖ Plans needed
- ❖ Measures

# REFERENCES

Wilder, S. (2014) effects of parental involvement on academic achievement: a meta-synthesis, educational review, 66:3, 377-397, DOI: [10.1080/00131911.2013.780009](https://doi.org/10.1080/00131911.2013.780009)



Thank  
you!