



# UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN EL ARTE Y LA COMUNICACIÓN  
ENGLISH LANGUAGE CAREER

## TITLE

“THE INCLUSION OF THE STUDENTS’ FAMILY PARENTS AND THE USE AND PRACTICE OF THE ENGLISH LANGUAGE WITH STUDENTS OF FIRST AND SECOND YEARS OF BACHILLERATO AT “UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA”.

Thesis previous to obtain the Bachelor's degree in Sciences of Education, English Language Specialization

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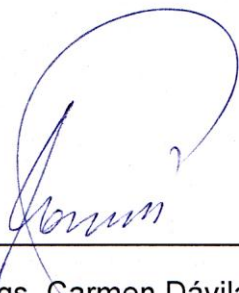
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**DRA. MGS. CARMEN ENITH DÁVILA VEGA, PROFESSOR OF THE  
UNIVERSIDAD NACIONAL DE LOJA**

### **CERTIFIES:**

That the present research work entitled "THE INCLUSION OF THE STUDENTS' FAMILY PARENTS AND THE USE AND PRACTICE OF THE ENGLISH LANGUAGE WITH STUDENTS OF FIRST AND SECOND YEARS OF BACHILLERATO AT "UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA", under the responsibility of the undergraduate **Franklin Orlando Sánchez Ordóñez**, has been thoroughly revised and fully analyzed; therefore I authorize its presentation for the corresponding legal requirements.

Loja, May 22<sup>nd</sup>, 2014



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Dra. Mgs. Carmen Dávila Vega

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## **THE AUTHOR**

## **DEDICATION**

I dedicate this thesis work to God, to my mother and to my siblings.

To God, because he has been with me in every single step that I have given, taking care and giving me strength to continue.

To my mother Zoila Ordóñez, who along my life has ensured my welfare and education being my support at all times, making a hard effort and depositing her entire confidence in every challenge that was presented to me, without hesitation in a single moment in my intelligence and ability. It is for her that I am what I am now. I love her with my life.

I also dedicate this work to my siblings and relatives in general because they have supported and have given me unconditionally strength to overcome obstacles and challenges throughout m life, sharing with me good and bad times, joys and sorrows.

**Franklin Orlando Sánchez Ordóñez**

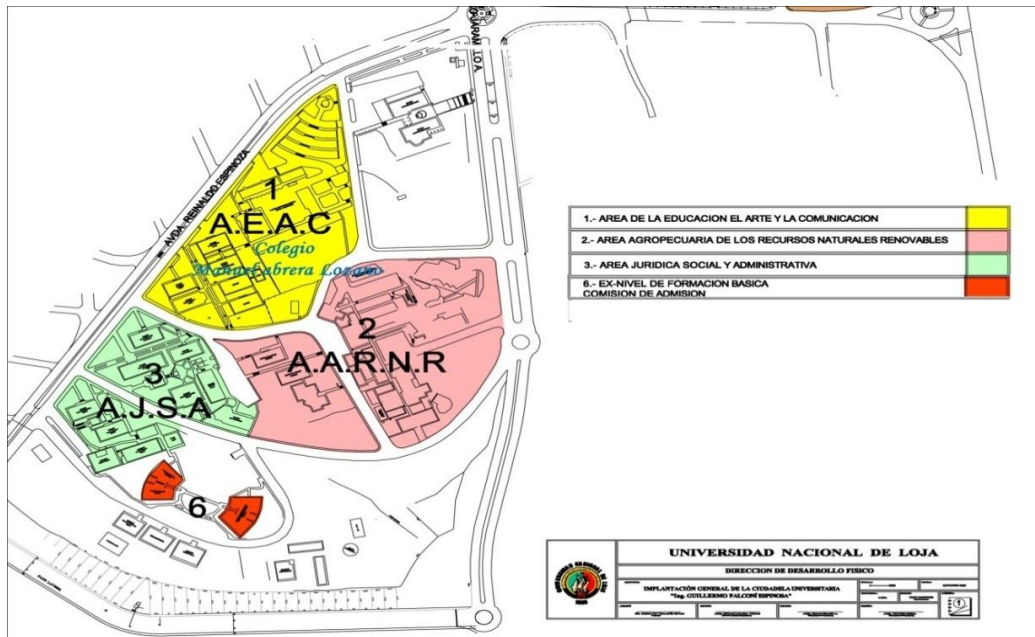
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# MAPA GEOGRÁFICO Y CROQUIS



## SITIO DE LA INVESTIGACIÓN





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## **a. TITTLE**

“THE INCLUSION OF THE STUDENTS’ FAMILY PARENTS AND THE USE AND PRACTICE OF THE ENGLISH LANGUAGE WITH STUDENTS OF FIRST AND SECOND YEARS OF BACHILLERATO AT “UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA”.

## **b. RESUMEN**

El trabajo de investigación titulado: “LA INCLUSIÓN DE LOS PADRES DE FAMILIA DE LOS ESTUDIANTES Y EL USO Y PRÁCTICA DEL IDIOMA INGLÉS CON LOS ESTUDIANTES DEL PRIMER Y SEGUNDO AÑO DE BACHILLERATO DE LA “UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA”, tiene como objetivo conocer la contribución de los padres de familia en el uso y práctica del Idioma Inglés.

Los métodos utilizados para desarrollar ésta investigación fueron el científico, inductivo, deductivo, analítico y sintético; para recopilar la información se aplicó una encuesta a 3 profesores, 280 estudiantes y 280 padres de familia. Los resultados fueron presentados en cuadros estadísticos, luego fueron analizados para verificar las hipótesis planteadas.

Los resultados determinaron que los maestros no están incluyendo a los padres en el uso y práctica del idioma inglés, porque no consideran importante incluirlos, y porque desconocen éste idioma, pero pueden ayudar a crear buenos hábitos de estudio.

## **SUMMARY**

The research work titled “THE INCLUSION OF THE STUDENTS’ FAMILY PARENTS AND THE USE AND PRACTICE OF THE ENGLISH LANGUAGE WITH STUDENTS OF FIRST AND SECOND YEARS OF BACHILLERATO AT “UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA”, has the objective of finding out the contribution of parents in the use and practice of the English language.

The used methods to develop this research were the scientific, inductive, deductive, analytic and synthetic; to collect the information a survey was applied to 3 teachers, 280 students and 280 parents. The results were presented in statics charts, then, they were analyzed to verify the stated hypotheses.

The results determined that teachers are not including the parents in the use and practice of English language, because they do not consider important their inclusion, since parents are not able to use this language, but they can help to create good study habits.

## **C. INTRODUCTION**

Nowadays, English is still the most important language in the world because it allows people to communicate worldwide in order to carry out an endless amount of human activities such as: business, studies, sports, entertainment, etc.; therefore, Ecuador's Minister of Education has established that English language be a mandatory subject taught in schools and high schools of our educational system.

But the teaching-learning process of this foreign language has been affected by several factors that have not allowed for satisfactory results and caused learners to not have a good command of the language, even studying the language for more than 10 years in schools and high schools. One of the factors that does not permit a successful learning of English is the lack of involvement of parents in the education of their children. This involvement is even poorer in the use and practice of the English language. Another major problem that influences the learning of the English language, is that teachers do not consider neither look the way to involve the students' parents in the use and practice of the English, since this subject must be practiced constantly in the educational institutions and through parents' cooperation. Consequently this problem is reflected in the weakness that students have in their English knowledge, as well in their low grades. On the other hand some students come to school unmotivated and uninterested in learning this subject.

In order to simplify the best solution to the general problem, two specific sub-problems have been set. The first one states that if the inclusion of the students' parents is considered by teachers in the use and practice of the English language. The second one embraces how teachers involve parents in the use and practice of the English language.

In order to guide the development of this research work, the researcher has proposed to determine whether teachers are considering the inclusion of parents to strengthen the use and practice of the English language with their children; and to identify the way that teachers involve parents in the use and practice of the English language.

For this reason, the author of this research work has decided to investigate about this main issue in order to find out the support that parents can bring their children in the use and practice of this foreign language in the Unidad Educativa Anexa a la Universidad Nacional de Loja, with 1<sup>st</sup>, and 2<sup>nd</sup> Year students of Bachillerato, during the 2012-2013 academic period.

In agreement to the main problem of this research work, the general hypothesis states that the inclusion of the students' parents contributes to the use and practice of the English language of the students of First and Second Years of Bachillerato at "Unidad Educativa Anexa a la Universidad Nacional de Loja", 2012-2013 academic period.

The main methods that help to carry out this research work were the scientific, inductive and deductive, which were used to describe the main problems of the researched object and gave the elements to contrast the evidence. The analytic and synthetic methods served to analyze and interpret the main results. Likewise, it was essential to consider the application of the survey technique through the instrument of a questionnaire that allowed the researcher to collect the necessary data to carry out this research.

The presentation of the written report of this research work involves different stages that are indicated as follows. First, the Summary in which the most essential description of the research work is synthetized. Then, the Introduction presents a global view of what the whole research is about. After that, it has the Review of the Literature that provides a thorough briefing of the consulted theoretical resources. Next, the Materials and Methods stage that describes the methodology used to obtain and process the information of the researched object, which was represented and analyzed in the Results section. Then, this report has the Discussion of the established hypotheses. After that, it presents the Conclusions and Recommendations that were given according to the results. Finally, this report concludes with the Bibliography.

## **d. LITERATURE REVIEW**

### **FAMILY AND EDUCATION**

Henderson & Berla (1994) state that when schools work together with families to support learning, children tend to succeed not just in school, but throughout life. They also say that in fact, the most accurate predictor of a student's achievement in schools is not income or social status, but the extent to which that student's family is able to:

- Create a home environment that encourages learning.
- Express high (but not unrealistic) expectations for their children's achievement and future careers.

Henderson & Berla (1994), also suggest that when schools support families to develop these two conditions, children from low-income families and diverse cultural backgrounds approach the grades and test scores expected for middle-class children. They also are more likely to take advantage of a full range of educational opportunities after graduating from high school. Even with only one or two of these conditions in place, children do measurably better at school.

The studies have documented these benefits for students:

- Higher grades and test scores
- Better attendance and more homework done
- Fewer placements in special education
- More positive attitudes and behavior
- Higher graduation rates
- Greater enrollment in postsecondary education

Besides state that families have a benefit, too. Parents develop more confidence in the school. The teachers they work with have higher opinions of them as parents and higher expectations of their children, too. As a result, parents develop more

confidence not only about helping their children learn at home, but about themselves as parents. Furthermore, when parents become involved in their children's education, they often enroll in continuing education to advance their own schooling.

Finally, the authors mention that schools and communities also profit. Schools that work well with families have:

- Higher teacher morale
- Higher ratings of teachers by parents
- More support from families
- Higher student achievement
- Better reputations in the community

When parents are involved in their children's education at home, their children do better in school. When parents are involved at school, their children go farther in school, and the schools they go to are better.

Parental educational involvement has been widely studied as one of the most important predictors of school success, not just in the United States, but in other countries as well (Davies, 1993; Smit & Driessen, 2007), suggesting that this is not a phenomenon restricted to the U.S. While some research suggests that parental involvement has the greatest impact on the academic success of younger children, the majority of the literature supports the contention that children of all ages with involved parents tend to have higher attendance, achievement levels, and more positive attitudes toward school (Henderson & Mapp, 2002; Hill & Tyson, 2009).

However, several recent meta-analytic studies have found that different types of parent involvement (e.g., homework involvement) have different relationships to



achievement (Patall, Cooper, & Robinson, 2008). And, furthermore, that parents' involvement changes as their children move through the school system. Thus, it is important to study specific types of parental involvement, since its impact on achievement tends to be variable (Hill & Tyson, 2009).

Based on this framework, it is possible to argue that despite one's level of formal education or linguistic proficiency, a parent can be significantly involved in supporting a child's educational success in a variety of ways. For example, parents can monitor their children's bedtimes, access to television and video games, or structure their child's homework schedule. They can also provide opportunities for visiting the library or accessing homework assistance in the community.

#### **4.2.1 THE ROLE OF PARENTS IN THE EDUCATION OF THEIR CHILDREN**

Parents play a critical role in their children's education. There has been growing interests in parents' role and influence in education in recent times. Internationally the emphasis is increasingly on parental and community involvement as a strategy to make education more effective (Klaassen & Smit, 2001; Slegers & Smit, 2003).

Epstein (1995) maintains that children perform better at all levels, have more positive attitudes towards school and expect more from school if their parents are concerned and enthusiastic about it and involved in their children's schooling. This is proved by a lot of research: giving parents opportunities to participate in their children's education positively influences both the cognitive development and performance of learners and their parents' attitudes towards school (Driessen, Smit & Slegers, 2005). Accordingly closer integration of the activities of schools, parents and local communities is advocated so as to eliminate the widespread phenomenon of separation between the school and the outside world.

Epstein (1995) offers a useful and widely applied classification of six types of parental participation:

- a) **Parenting:** Helping all families establish home environments that support children as students and helping schools understand families.
- b) **Communicating:** Designing and conducting effective forms of two way communication about school programs and children's progress.
- c) **Volunteering:** Recruiting and organizing help and support for classrooms, school functions and student activities.
- d) **Learning at Home:** Providing information, ideas and opportunities to families about how to help students at home with academic decisions, homework, and curriculum-related activities.
- e) **Decision-making:** Including families in various aspects of school governance.
- f) **Collaborating with Community:** Strengthen and support schools, students and their families, and from schools, families and students to support the community.

#### 4.2.2 MOTIVATIONS OF PARENTAL INVOLVEMENT IN CHILDREN'S LEARNING

A growing body of research supports the view that parents' attitudes, behaviors, and activities related to children's education influences students' learning and educational success. Specifically, many studies have indicated strong positive correlations between parental involvement in their child's learning and academic achievement, better behavior, accountability, social skills, and attendance (Epstein, 2001; Henderson & Mapp, 2002; Hill & Craft, 2003).

Additionally, Jeynes (2005) found that the positive correlation was stable

across racial groups and gender. At the preschool level, several studies show long-term benefits of parental involvement, such as children being retained in grades less frequently and demonstrating greater reading improvement.

Furthermore, parents also gained from their involvement. Their understanding and interaction with their children were improved as they became involved in the children's education (Castro et al.). Therefore, parental involvement creates a win-win situation for parents and their children.

Parents' motivations to be involved in their children's learning evolved in three themes:

- (a) parents need to develop relationships;
- (b) parents need to influence their children's learning; and
- (c) education is the key for children to achieve success.

### **4.2.3 BENEFITS OF PARENTAL ENGAGEMENT**

Parental engagement has a large and positive impact on children's learning. Parental involvement in the form of 'at-home good parenting' has a significant positive effect on "children's achievement and adjustment even after all other factors shaping attainment have been taken out of the equation. In the primary age range the impact caused by different levels of parental involvement is much bigger than differences associated with variations in the quality of schools. The scale of the impact is evident across all social classes and all ethnic groups (Desforges 2003).

The evidence about the benefits of parents being involved in their

children's education in general, and their children's literacy activities in particular, is overwhelming. Research shows that parental involvement in their children's learning positively affects the child's performance at school in both primary and secondary schools, leading to higher academic achievement, greater cognitive competence, greater problem-solving skills, greater school enjoyment, better school attendance and fewer behavioral problems at school. Similar impacts have also been identified with regards to literacy practices, including:

- Early reading experiences with their parents prepare children for the benefits of formal literacy instruction. Indeed, parental involvement in their child's reading has been found to be the most important determinant of language and emergent literacy (Wade & Moore, 2000).
- Involvement with reading activities at home has significant positive influences not only on reading achievement, language comprehension and expressive language skills, but also on pupils' interest in reading, attitudes towards reading and attentiveness in the classroom (Rowe, 1991).
- Parental involvement in their child's literacy practices is a more powerful force than other family background variables, such as social class, family size and level of parental education (Flouri & Buchanan, 2004).
- Research also shows that the earlier parents become involved in their children's literacy practices, the more profound the results and the longer-lasting the effects (Jordan, Snow & Porsche, 2000).
- Although parental involvement has the greatest effect in the early years, its importance to children's educational and literacy outcomes continues into the teenage and even adult years.

- Finally, the National Reading Campaign promotes reading for pleasure throughout the whole community to demonstrate the varied ways in which reading can inspire and sustain people to develop their skills, with a focus on those most in need.

The benefits of parental involvement extend beyond the realm of literacy and educational achievement. Studies show that children whose parents are involved show greater social and emotional development (Allen & Daly, 2002), including more resilience to stress, greater life satisfaction, greater self-direction and self-control, greater social adjustment, greater mental health, more supportive relationships, greater social competence, more positive peer relations, more tolerance, more successful marriages, and fewer delinquent behaviors (Desforges & Abouchaar, 2003).

#### **4.2.4 INCLUSION OF PARENTS IN THE LEARNING OF THE ENGLISH LANGUAGE**

Parents also play an important role in the areas of language and literacy development in which they can substantially influence development prior to and during children's years of formal schooling (Henderson & Mapp, 2002). Although parents can positively influence children's learning, not all families provide the same level or type of support at home. Researchers have shown inconsistencies in the levels and types of parents' involvement depending on economic, cultural, and linguistic factors. Children who live in poverty and are culturally and linguistically diverse have been found to receive fewer language experiences necessary to build a strong vocabulary (Hart & Risely, 1995), fewer of the school-style literacy activities in their homes that support reading performance and on national learning assessments, these children underperform their peers who are raised at higher income levels (Perie, Grigg, & Donahue, 2005).

Given the inconsistencies in parent involvement and the importance of parent involvement for children's education, researchers and educators have sought ways to promote parent involvement for all families. Researchers have demonstrated that parent involvement for school-aged children is most influenced by classroom teachers (Anderson & Minke, 2007; Dauber & Epstein, 1993), yet home-school partnerships are often complicated by differing expectations between teachers and families about their roles in children's education.

In order to find ways to foster parent involvement, some researchers have examined the effectiveness of providing professional development and support for practicing teachers and families to increase communication and sharing between the home and school (Comer & Haynes, 1991; Dauber & Epstein, 1993).

According to Opal Dunn (2013), for the most part, it is parents who teach their young children to speak their home language. Throughout the first two years of life, it is often the mother's voice and her special way of talking, called 'parentese', that teaches young children about language and how to talk.

Parents, even with a basic knowledge of English, can successfully support their young child learning English by re-using and adjusting many of these same parentese techniques.

Parents may worry about their accent in English. Young children have a remarkable ability to alter their accent to match the English of their surroundings. Young children need to feel 'I can speak English' and 'I like

English' and their parents' support can help them achieve this from their first lessons.

For Opal Dunn, there are some advantages of beginning early with parents' support in the learning of English:

- Young children are still using their individual, innate language-learning strategies to acquire their home language and soon find they can also use these strategies to pick up English.
- Young children have time to learn through play-like activities. They pick up language by taking part in an activity shared with an adult. They firstly make sense of the activity and then get meaning from the adult's shared language.
- Young children have more time to fit English into the daily program. School program tend to be informal and children's minds are not yet cluttered with facts to be stored and tested. They may have little or no homework and are less stressed by having to achieve set standards.
- Children who have the opportunity to pick up a second language while they are still young appear to use the same innate language-learning strategies throughout life when learning other languages. Picking up third, fourth, or even more languages is easier than picking up a second.
- Young children who acquire language rather than consciously learn it, as older children and adults have to, are more likely to have better pronunciation and feel for the language and culture. When monolingual children reach puberty and become more self-conscious, their ability to

pick up language diminishes and they feel they have to consciously study English through grammar-based programs.

Opal Dunn also holds that the language-learning environments are very helpful; young children find it more difficult to pick up English if they are not provided with the right type of experiences, accompanied by adult support using 'parentese' techniques.

- Young children need to feel secure and know that there is some obvious reason for using English.
- Activities need to be linked to some interesting everyday activities about which they already know, e.g. sharing an English picture book, saying a rhyme in English, having an 'English' snack.
- Activities are accompanied by adult language giving a running commentary about what is going on and dialogues using adjusted parents language.
- English sessions are fun and interesting, concentrating on concepts children have already understood in their home language. In this way children are not learning two things, a new concept as well as new language, but merely learning the English to talk about something they already know.
- Activities are backed up by specific objects, where possible, as this helps understanding and increases general interest.



Also, reading is very important. Children who can already read in their home language generally want to find out how to read in English. They already know how to decode words in their home language to get meaning from text and, if not helped to decode in English, may transfer their home language-decoding techniques and end up reading English with the home language accent.

Before they can decode English, young children need to know the 26 alphabet letter names and sounds. As English has 26 letters but on average 44 sounds (in standard English), introducing the remaining sounds is better left until children have more experience in using language and reading.

Beginning reading in English goes easily if young children already know the language they are trying to read. Many children work out by themselves how to read in English if they have shared picture books with adults or learned rhymes, as they are likely to have memorized the language. Reading what they know by heart is an important step in learning to read as it gives children opportunities to work out how to decode simple words by themselves. Once children have built up a bank of words they can read, they feel confident and are then ready for a more structured approach.

To sum up; children need to feel that they are making progress. They need continual encouragement as well as praise for good performance, as any success motivates. Parents are in an ideal position to motivate and so help their children learn, even if they have only basic English themselves and are learning alongside their young children.

By sharing, parents can not only bring their child's language and activities into family life, but can also influence their young children's attitudes to

language learning and other cultures. It is now generally accepted that most lifelong attitudes are formed by the age of eight or nine.

#### **4.2.5 HOW TO INVOLVE PARENTS IN THE USE AND PRACTICE OF ENGLISH LANGUAGE**

In accordance with the Centers for Disease Control and Prevention (2012), although relatively little is known about what factors motivate parents to become engaged in their children's education, the primary motivation for parents to become involved appears to be a belief that their actions will improve their children's learning and well-being. Therefore, school staff should demonstrate to parents how their children's health and education can be enhanced by their engagement in school activities. In addition, parents tend to be more involved if they perceive that school staff and students both want and expect their involvement.

To increase parent engagement in schools, must make a positive connection with parents. Schools should also provide a variety of activities and frequent opportunities to fully engage parents. Schools can sustain parent engagement by addressing the common challenges of getting and keeping parents engaged.

#### **4.2.6 STRATEGIES TO INVOLVE PARENTS IN THE USE AND PRACTICE OF THE ENGLISH LANGUAGE.**

According with the Centers for Disease Control and Prevention (2012), among the main strategies that establishes to involve parents in the use and practice of the English language are:

- Provide parenting support. School staff can build parents' leadership, decision-making, and parenting skills to support the development of positive attitudes and behaviors among students and help build healthy home and school environments.
  
- Communicate with parents. Schools should establish clear communication channels between parents and school staff. Examples of ways school staff can enhance communication with parents:
  - Use a variety of communication methods, such as flyers, memos, banners, signs, door hangers, newsletters, report cards, progress reports, post cards, letters, monthly calendars of events, Web sites and Web boards, text messaging, and e-mail messages.
  
  - Use a variety of verbal and face-to-face communication methods, such as **phone calls home**, automated phone system messages, parent-teacher conferences, meetings, school events, radio station announcements, local access television, television public service announcements (conversations at school, and regular parent seminars.
  
  - Provide open lines of communication for receiving comments and suggestions from parents and build the school's capacity to route this information to the intended persons. Establish multiple mechanisms for gathering opinions from parents, students, and teachers, such as on-site suggestion boxes, annual parent surveys, random-sample parent phone surveys, parent/teacher focus groups, and school-sponsored parent blogs.
  
  - Establish regular meetings with parents to discuss school issues and children's behavior, grades, and accomplishments.

- Create opportunities at school for parents to share important aspects of their culture, needs, and expectations related to the health of their children.
- Encourage parents to be part of decision making at school. Schools can include parents as participants in school decisions, school activities, and advocacy activities through the Parent Teacher Association (PTA) or Parent Teacher Organization (PTO), and other school groups and organizations.

#### **4.2.7 ACTIVITIES TO INVOLVE PARENTS AND CHILDREN IN THE USE AND PRACTICE OF ENGLISH LANGUAGE**

The Centers for Disease Control and Prevention (2012) mention that all parents can be helpful in their children's literacy development, regardless of their language, education, or literacy level. Parents who speak little or no English can contribute to their children's education in valuable ways. English language learners may benefit when they develop solid literacy skills in their first language before learning to read in a second one. Through Spanish, they are developing key language and literacy skills that may enable them to become excellent readers in English.

And according to Mora (2007) even if your students' parents cannot read, there are many ways they can develop their children's oral language skills and support their literacy efforts. Here are a few ideas that Mora (2007) mentions:

##### **Storytelling**

In Hispanic families, oral storytelling is often more of a natural activity than reading a bedtime story together. By telling stories, parents are developing

their children's vocabulary and oral language skills. Parents can also encourage children to add to stories or make up their own.

### **"Read" wordless picture books**

Wordless picture books tell stories through pictures. This can be a fun way for parents and children to sit down together with books and talk about stories. Children can learn how stories progress, make predictions, and develop a love for books.

### **Say rhymes and sing songs**

Rhymes, songs, and chants can develop oral language skills such as intonation and word stress.

### **Make frequent trips to the public library**

Try coordinating an informal "field trip" to your closest public library with parents (and possibly children) early in the school year.

### **Engage in meaningful conversation**

For oral language development, it is important that parents engage their children in meaningful conversation. Whether at the dinner table or at the grocery store, parents can ask children questions that require more than a simple yes or no answer.

### **Watch educational children's television programs together**

There are a number of wonderful children's television programs that promote English language and literacy development. This can be a great way for both parents and children to learn English together.

If your English Language Learners' parents are fully literate in Spanish, there are many ways they can help their children learn to read. First of all, they can do everything in the section above. In addition, they can:

### **Read books in Spanish**

Just as English-speaking parents can read books with their children in English, Spanish-speaking parents can read books with their children in Spanish. If some parents are not accustomed to reading with their children, introduce them to children's books and model different ways they can read together.

### **Read bilingual books**

Bilingual books are a great way for English language students and their parents and family to enjoy books together. In addition, they can both improve their reading skills along the way.

### **Homework help**

If parents do not speak English, they may feel powerless when it comes to helping their children with homework. Let parents know that there are a variety of ways they can help:

#### ***Direct help***

There are probably many ways that parents can offer direct homework help, whether it's teaching numbers and letters, practicing reading, or helping with projects. Keep parents abreast of your classroom activities and homework, and point out specific ways that they can help out from home.

### ***Keep in touch***

Parents can keep in touch with teachers to make sure their children are finishing their homework. They can ask their children if they have any homework and make sure they set aside enough time to do it.

### **Provide good workspace**

Let parents know how important it is for children to have a clean, quiet work space to read or do their homework. Even if it is a simple table and chair, children will concentrate better with a defined place to study.

### **Find a tutor**

If parents cannot directly help with homework, encourage them to locate a tutor to help their children and answer any questions. Often times there are volunteer tutoring programs at local elementary schools, high schools, libraries, and after-school programs. An aunt, uncle, neighbor, or older sibling might also be able to help. (Mora, 2007)

## **4.1 USE AND PRACTICE OF THE ENGLISH LANGUAGE**

### **4.1.1 USE OF THE ENGLISH LANGUAGE**

Mora (2007) says that English-language learners are students who have acquired their primary listening and speaking skills in a language other than English. They require support and attention to their unique needs. In addition to language acquisition, English-language learners are asked to merge their cultures, backgrounds, and experiences with those of their new environment in order to achieve academic success.

In order to correctly target instruction and expectations, it is important to recognize the different levels of language acquisition.

- Students in the **preproduction**, or beginning, stage of English-language development respond nonverbally and display limited comprehension of the new language when spoken. They observe the language of their peers and rely heavily on pictures and objects to comprehend and to communicate.
- In the **early production** stage of language development, students express some needs using basic words and simple phrases. They continue to manipulate objects in order to communicate, but they begin to understand some words and phrases in the new language, especially if there is pantomiming, role-playing, and/or picture support.
- The third stage of language acquisition is speech emergence, in which students begin to participate in everyday conversations about familiar topics. Although their language production may not be grammatically correct, they begin to produce longer and more complete phrases using known, high-frequency words. The errors that they make, both receptive and productive, often interfere with comprehension.
- In the fourth stage, intermediate fluency, the student engages in ordinary conversations and uses more complex phrases and sentences. Most of the errors that are made do not hinder comprehension. Students begin to participate in literacy activities in the classroom, and use strategies to construct meaning from the printed page.
- In the final stage, advanced fluency, students produce language that is comparable to that of a native speaker. They are able to actively participate in all areas of instruction and to use academic language to negotiate meaning. They are also able to use multiple strategies to construct meaning from print.



#### **4.1.2 ATTENDING LEARNER'S ENGLISH-LANGUAGE NEEDS DURING LITERACY INSTRUCTION.**

Cary (1997) holds that there is no “magic potion” to distribute to our students to help them understand the complexities of our language and culture. In order to address the needs of English-language learners, as well as all students, it is vital that we implement a quality comprehensive literacy program in every classroom.

We sometimes hear the statement, “I am the math (or science, or art) teacher. I don’t teach reading and writing.” Every teacher must be a teacher of literacy. The following list contains some of the strategies that should be used within a comprehensive literacy program to more effectively target the needs of the ELL student:

##### **Oral Language Development**

- Utilizing explicit teacher talk
- Thinking aloud during instructional activities
- Modeling; utilizing peer models
- Retelling
- Dramatizing, pantomiming
- Providing books on tape
- Sharing poetry
- Singing
- Encouraging peer discussions, such as sharing stories and experiences

##### **Read-Alouds**

- Carefully selecting quality books in a variety of genres

- Encouraging students to interact and respond to texts
- Modeling phrasing
- Modeling that reading is fun

### **Shared Reading**

- Carefully selecting or preparing enlarged texts
- Demonstrating key concepts
- Following up with books made by students

### **Small-Group Reading Instruction**

- Carefully selecting texts to target students' vocabulary development
- Assessing authentically and frequently

### **Independent Reading**

- Allowing students to explore and self-select books at her/his independent reading levels
- Helping student understand what makes a book “easy” or “hard”

### **Think-Alouds**

- Carefully planning lessons and marking spots where think-alouds will be beneficial
- Modeling reading and writing strategies
- Modeling problem-solving strategies with new vocabulary

### **Shared Writing**

- Teaching explicit writing strategies

- Demonstrating revision, editing, elaboration, and conventions
- Creating text for students to read independently

### **Process Writing (Writers' Workshop)**

- Conferencing with students individually
- Allowing writers to self-select topics
- Collecting individual assessment information in portfolios

### **Independent Writing**

- Providing time for practice, response, and reflection

### **Phonemic Awareness/Phonics**

- Providing instructional opportunities throughout all literacy practices
- Introducing spelling patterns
- Studying high-frequency words in context

#### **4.3.1 INSTRUCTIONAL SPECIFIC ACTIVITIES TO SUPPORT THE USE AND PRACTICE OF THE ENGLISH LANGUAGE.**

According to Cary 1997, there are some instructional specific activities to reinforce the use and practice of the English language of students and that must be taken into account in order to learners understand and learn the English subject. The main instructional activities are:

- Instead of just giving directions to students, specifically model what you expect them to do. In other words, show them how to accomplish the task and give an example of exactly how the final product should look.

- Provide sufficient response time for ELL students. They are hearing what you say in English, and they may need to think of the words in their native language to truly process what has been said. Then they will decide on a response in their native language, adapt that response to English, think about the response to make sure that it makes sense, and finally respond. It often takes years of exposure to the English language before a student can bypass the translation steps and truly “think in English.”
- Be conscious about explaining and/or pantomiming synonyms, idioms, and figures of speech. All languages contain these puzzlements, and they need to be explicitly taught, not avoided, if students are going to acquire the English language. “Imagine not providing students with idioms. In terms of language acquisition, we might really upset students’ applecart, put them behind the eight ball, and keep them in the dark ‘til the cows come home. They could find themselves up a creek without a paddle and paying through the nose because we didn’t want to talk straight from the hip and give them language that was the real McCoy, language that could help them go the distance and bring home the bacon through thick and thin” (Cary, 1997).
- Observe your students carefully. If you are not sure whether they understand, it is a good idea to paraphrase, summarize, or use synonyms to aid their comprehension. You can also check for comprehension by asking students to turn to a partner and explain or retell, to respond in a journal, or to give you a signal to let you know if they understand.
- Use a variety of concrete items, drawings, or photographs to teach all content area concepts. Abstract ideas are very difficult for ELL students, who need to be thoughtfully supported as they move from the concrete to the abstract.

- Make sure that assessments actually provide information to ascertain strengths and weaknesses and target areas of instructional need. The best way to do this might not be traditional paper and pencil assessments, but oral assessments and other more informal, authentic measures to actually show what students have learned. We must also keep in mind that what we hear and see from students is not necessarily a true indication of what they know.
- Keep expectations high, but reasonable. ELL students should not be considered “slow learners.” Typical ELL students make frequent spurts of extremely rapid growth, as their English oral language, literacy skills, and strategies progress. The experts tell us, however, that it may take several years of instruction in English for language learners to arrive at the same level of language acquisition as native English speakers.
- Integrate ELL students’ cultural experiences and background knowledge into the learning environment. They can be an excellent source for information about their home country, and it is important to celebrate diversity.
- Allow ELL students to work in small groups, some of which are homogeneously grouped, while others are heterogeneous and contain students that can model for their peers. Interaction and discussion should be permitted in both groups.
- Choose vocabulary words carefully and provide explicit instruction, allowing opportunities for students to practice the use of these words.
- Pair these students with a “reading buddy,” a “writing buddy,” and/or a “language buddy,” a supportive partner who can model language and

literacy. The ELL student can also be a literacy buddy for a younger student as they both begin to step into English literacy.

- Find a way to communicate with parents. Perhaps there is someone who can translate notes into the native language or someone who can translate at parent/teacher conferences. Some parents may resist interacting with the school for a variety of personal reasons, but most have immigrated to a new country to give their children a better chance at success than they had (CARY, 1997).

## **e. MATERIALS AND METHODS**

### **MATERIALS**

For the development of this research work it was necessary the use of the following materials: books, dictionaries, magazines, computer, printer, Cd, paper, copies, flash memory and Internet.

### **METHODS**

The methods that helped the development of this research work were:

- **Scientific method**

This method was used during the entire investigative process in order to achieve valid information through reliable instruments, as it is a standard sequence to ask and answer to a question. This pattern allowed the researcher to go from the starting point to the end point with the confidence to obtain valid knowledge.

- **Inductive Method**

This is the most usual scientific method, which is characterized by its four basic stages: observation and recording of all the facts: the analysis and classification of facts. It allowed comparing the information obtained in the field with the theoretical support, to establish relationships that existed between the students and their families, and their impact on student academic achievement.

- **Deductive Method**

This method contributed to the extraction of consequences and conclusions, since it goes from the general to the particular. In other words, from the complex to the simple. With the use of the deductive method was possible to deduce the final conclusions from supposed enunciated called premises.

- **Analytical and Synthetic Method**

It helped analyze the data obtained in the research. This method also served to analyze the main results that were got through the instruments applied in the fieldwork and which helped prove the stated hypothesis. It also was helpful to analyze the theoretical references that supported the verification of the same ones.

## **TECHNIQUES AND INSTRUMENTS**

In order to collect the necessary information to carry out this research project, the survey was given through the instrument of the questionnaire to teachers, students and parents in order to know the influence that the involvement of parents could have in the use and practice of the English language.

## **PROCEDURES**

- **Tabulation**

Once the survey was given, the tabulation of the obtained information was done in the field researched. This means adding all the answers of the indicators for each question until the percentages were obtained from all the instruments applied.



- **Organization**

The data was organized in general charts tab to get a panoramic view of the problem, and then broken down into statistical tables for each question on all instruments.

- **Graphic Representation**

Once the tabulation was done in a general way, and elaborated the statistical tables, the researcher continued to the graphing EXCEL by the computer system, in this way there was a global view of the magnitude of the problem.

- **Interpretation**

Once prepared the statistical tables and graphs, the next step was the interpretation of the results to define the status of the problem.

- **Hypotheses Verification**

With the statistical results as the product of the field research the researcher carried out their confrontation to determine the influence that parents involvement has on the use and practice of the English language.

- **Conclusions and Recommendations**

After verifying the assumptions, the conclusions were drawn according to the situation of the problems found; then recommendations were given as

alternative of solution to the problematic that influences the development of the receptive skills of the English language.

## POPULATION

The population was conformed by all the students of the First and Second Years of Bachillerato of the of the “Unidad Educativa Anexa a la Universidad Nacional de Loja”, who in total were 280, in the same way and in the same amount, all parents were taking into account. The population of teachers was only 3; therefore, all of them were also considered for the application of the surveys.

The distribution of the students per parallels is specified in the following chart:

GROUPS	No. STUDENTS	No. TEACHERS.	No. PARENTS
1 <sup>st</sup> Year of Bach. “A”	35	1	157
1 <sup>st</sup> Year of Bach. “B”	33		
1 <sup>st</sup> Year of Bach. “C”	35		
1 <sup>st</sup> Year of Bach. “D”	35	1	
1 <sup>st</sup> Year of Bach. “E”	19		
2 <sup>nd</sup> Year of Bach. “E”	11	1	123
2 <sup>nd</sup> Year of Bach. “A”	29		
2 <sup>nd</sup> Year of Bach. “B”	28		
2 <sup>nd</sup> Year of Bach. “C”	26		
2 <sup>nd</sup> Year of Bach. “D”	29		
<b>TOTAL</b>	<b>280</b>	<b>3</b>	<b>280</b>

## f. RESULTS

### TEACHERS, STUDENTS AND PARENTS' SURVEY

#### HYPOTHESIS ONE:

The inclusion of parents by teachers reinforce the use and practice of the English language of the students of First and Second Years of Bachillerato at "Unidad Educativa Anexa a la Universidad Nacional de Loja".

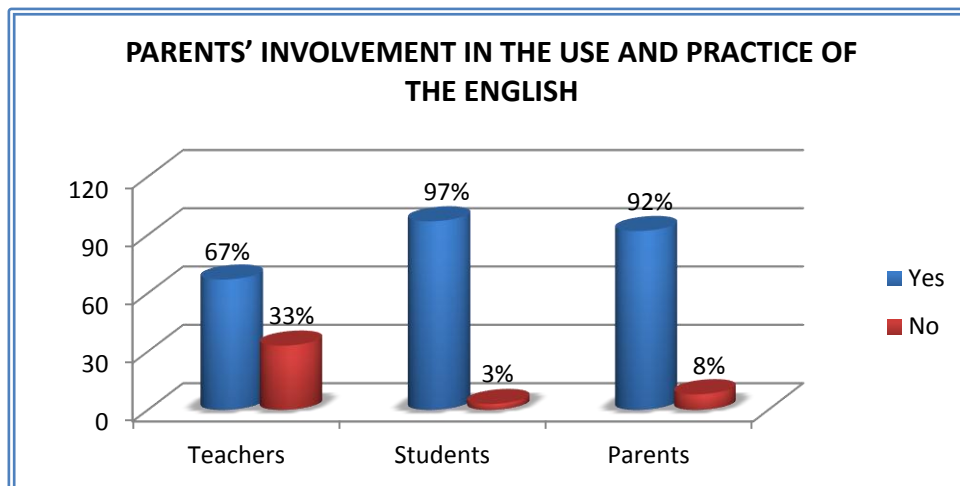
#### 1. Do you think that the involvement of parents strengthen the use and practice of the English language? Why?

##### a) Chart 1

PARENTS' INVOLVEMENT IN THE USE AND PRACTICE OF THE ENGLISH	Teachers		Students		Parents	
	f	%	f	%	F	%
Yes	2	67	272	97	258	92
No	1	33	8	3	22	8
<b>Total</b>	<b>3</b>	<b>100</b>	<b>280</b>	<b>100</b>	<b>280</b>	<b>100</b>

**Source:** Teachers, students and parents of Unidad Educativa Anexa a la Universidad Nacional de Loja  
**Researcher:** Franklin Orlando Sánchez Ordóñez

##### b) Graph 1



### c) Logical Analysis

These results demonstrate that more than half of teachers and almost all the students and parents agree that the involvement of parents strengthen the use and practice of the English language. The identification of this important contribution of parents in the development of students' language skills is very grateful. According to Henderson & Berla (1994), the participation of parents in the education of their children is vital to obtain successful learning outcomes; also, parents help to develop good study habits and to use and practice a foreign language.

In accordance to The Center for Disease Control and Prevention (2012) parents who speak little or no English help their children to develop literacy skills that may enable them to become excellent readers and writers in English.

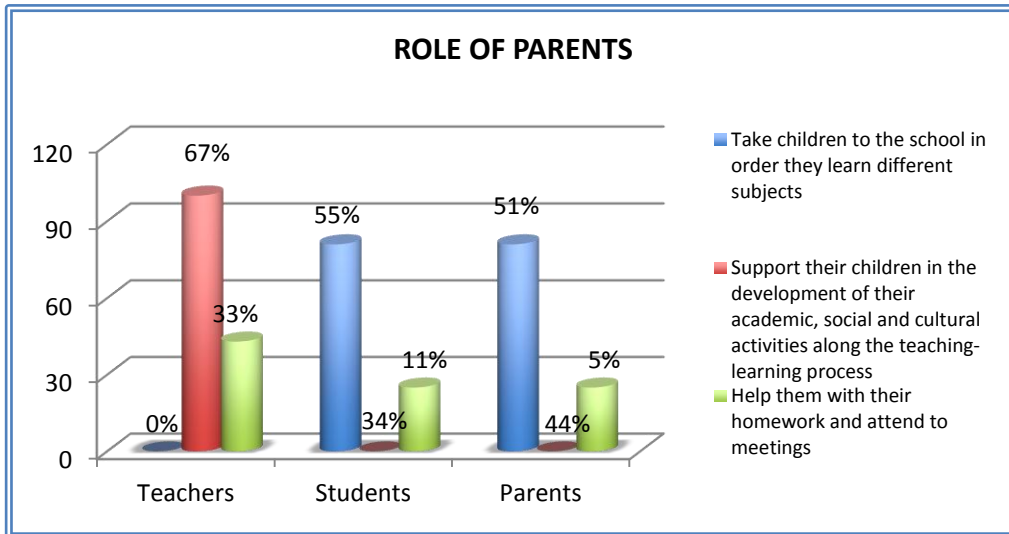
## 2. What is the role of parents in the education of their children?

### a) Chart 2

ROLE OF PARENTS	Teachers		Students		Parents	
	f	%	f	%	f	%
Take children to the school in order to they learn different subjects	0	0	153	55	144	51
Support their children in the development of their academic, social and cultural activities along the teaching-learning process	2	67	95	34	122	44
Help them with their homework and attend to meetings	1	33	32	11	14	5
<b>TOTAL</b>	<b>3</b>	<b>100</b>	<b>280</b>	<b>100</b>	<b>280</b>	<b>100</b>

**Source:** Teachers, students and parents of United Educative Annex a la Universidad Nacional de Loja  
**Researcher:** Franklin Orlando Sánchez Ordóñez

## b) Graph 2



## c) Logical Analysis

These results show that more than half of teachers have a clear idea of what the role of parents is, which is, the parents' support in the development of their children's academic, social and cultural activities along the teaching-learning process. However, more than half of students and parents are not aware of the role of parents in the education of their children, they think that this role consists in just taking them to school in order to learn different subjects. A very few amount of teachers, parents and students think that the role of parents is to help children with their homework and to attend meetings.

As it can be noticed, parents, students and a small number of teachers do not have clear the real role that parents have in the education of their children, which affects their performance not only in the use and practice of English language skills but also in the whole teaching-learning process that is carried out by the educational center the students attend. According to Epstein (1995), this is proved by a lot of research: giving parents opportunities to participate in their children's education positively influences both the cognitive

development and performance of learners and their parents' attitudes towards school.

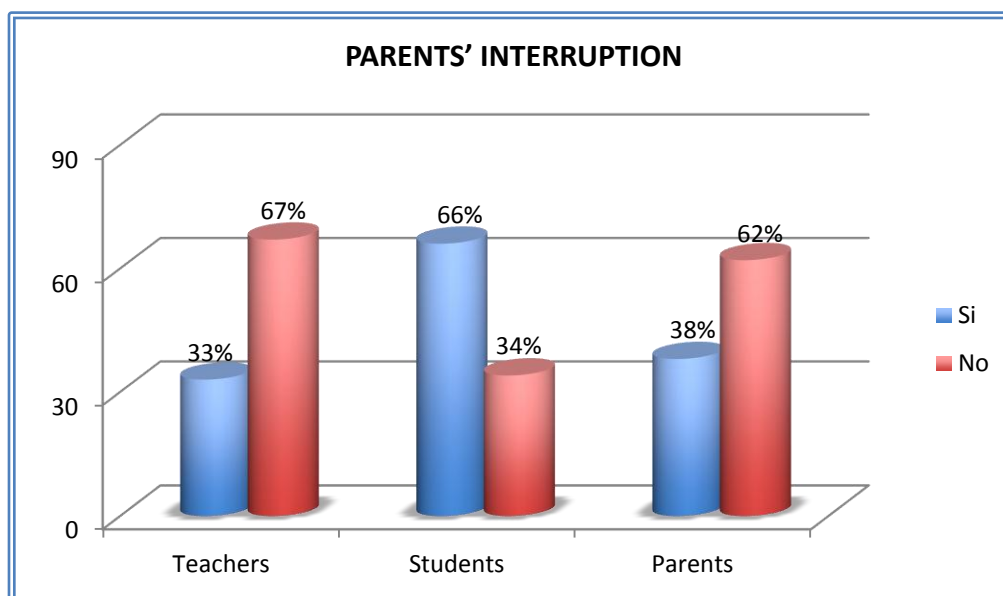
**3. Do parents interrupt the normal development of the teaching-learning process of the English language when they try to be part of it? Why?**

**a) Chart 3**

PARENTS' INTERRUPTION	Teachers		Students		Parents	
	f	%	f	%	f	%
Si	1	33	186	66	105	38
No	2	67	94	34	175	62
<b>TOTAL</b>	<b>3</b>	<b>100</b>	<b>280</b>	<b>100</b>	<b>280</b>	<b>100</b>

**Source:** Teachers, students and parents of Unidad Educativa Anexa a la Universidad Nacional de Loja  
**Researcher:** Franklin Orlando Sánchez Ordóñez

**b) Graph 3**



**c) Logical Analysis**

In the graph it can be seen that more than the half of teachers and parents think that parents do not interrupt the teaching-learning process of the

English language when they try to be part of it. On the other hand more than half of the students think that their parents interrupt this process.

According to these results, it can be seen that half past of teachers and parents on one hand think that parents help to improve the development of the learning process; but, on the other hand, many students and do not agree. According to Center for Disease Control and Prevention (2012), parents help to increase the development of the teaching-learning process of the English language through their involvement in the academic activities that their children have to carry out.

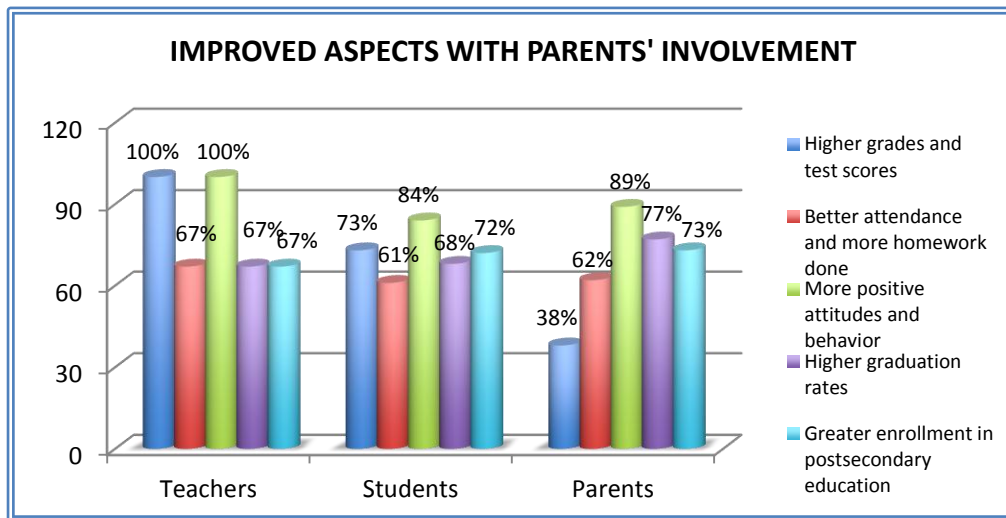
**4. Which of the following aspects do you think could be improved with the involvement of parents in the education of their children?**

**a) Chart 4**

IMPROVED ASPECTS WITH PARENTS' INVOLVEMENT	Teachers		Students		Parents	
	f	%	F	%	F	%
Higher grades and test scores	3	100	203	73	234	84
Better attendance and more homework done	2	67	172	61	218	79
More positive attitudes and behavior	3	100	236	84	249	93
Higher graduation rates	2	67	189	68	216	77
Greater enrollment in postsecondary education	2	67	201	72	205	73

**Source:** Teachers, students and parents of Unidad Educativa Anexa a la Universidad Nacional de Loja  
**Researcher:** Franklin Orlando Sánchez Ordóñez

**b) Graph 4**



**c) Logical Analysis**

The results show that all teachers and many students agree that the involvement of parents can contribute to getting *higher grades and test scores*. More than half of teachers, students and parents considered *better attendance and more homework done*. All teachers and almost all students and parents coincide on *more positive attitudes and behavior*. More than half of teachers, students and parents indicated *higher graduation rates*. Finally, more than half of teachers, students and parents agree on *greater enrollment in postsecondary education* as the improved aspect with greater parent involvement.

These scores demonstrate the importance of parents' involvement to improve different aspects in the education of their children, such as better grades, positive attitude and behavior and better attendance at school. According to Jaynes (2006) parental engagement has a large and positive impact on children's learning and helps to improve their performance at school in both primary and secondary schools.



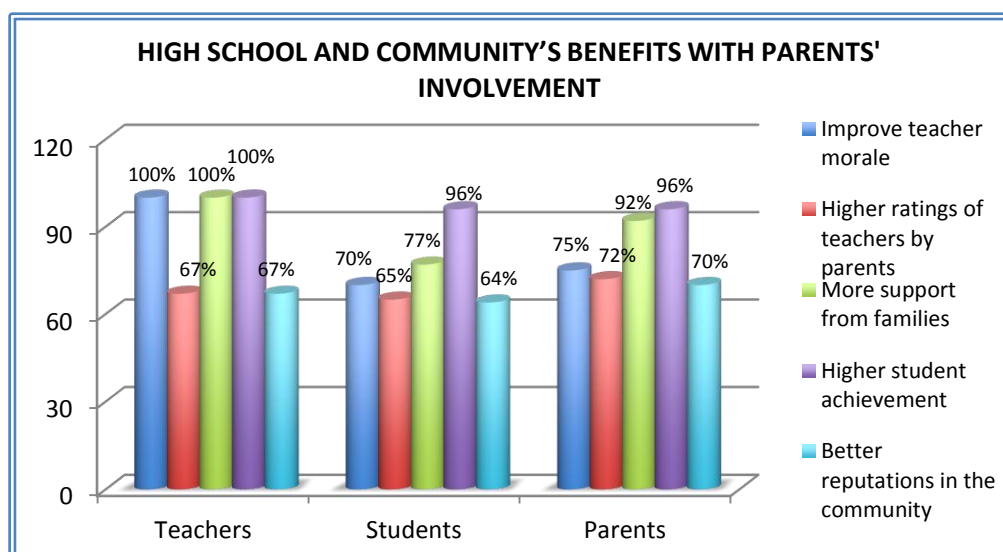
**5. How the involvement of parents in the education of their children could benefit the high school and community?**

**a) Chart 5**

HIGH SCHOOL AND COMMUNITY'S BENEFITS WITH PARENTS' INVOLVEMENT	Teachers		Students		Parents	
	f	%	f	%	f	%
Improve teacher morale	3	100	197	70	211	75
Higher ratings of teachers by parents	2	67	183	65	201	72
More support from families	3	100	216	77	257	92
Higher student achievement	3	100	268	96	269	96
Better reputations in the community	2	67	178	64	195	70

**Source:** Teachers, students and parents of Unidad Educativa Anexa a la Universidad Nacional de Loja  
**Researcher:** Franklin Orlando Sánchez Ordóñez

**b) Graph 5**



**c) Logical Analysis**

According to the results, all teachers and many students and parents agree that the involvement of parents in the education of their children benefits the school and community in *improving teacher morale*. In the same way, all teachers, many students and almost all parents coincide with the option that

*more support from families* is beneficial. All teachers, and almost all students and parents agree with *higher student achievement*.

These results demonstrate that students, teachers and parents of the researched institution consider that the involvement of parents benefit not only students and family but also to the educational institution and the community. According to Henderson & Bertha (1994), when schools work together with families to support learning, children tend to succeed not just in schools, but throughout life. Besides this positive relationship between school and family helps build a better society and community, where the school helps solve the community problems and the community helps schools to develop a better teaching-learning process.

## 6. What motivations do parents have to be involved in the use and practice of the English language with their children?

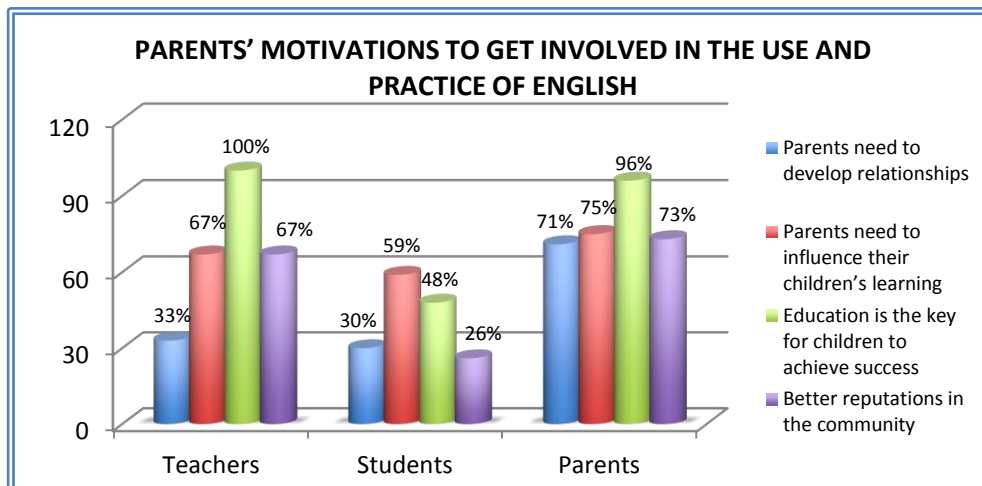
### a) Chart 6

PARENTS' MOTIVATION TO GET INVOLVED IN THE USE AND PRACTICE OF ENGLISH	Teachers		Students		Parents	
	f	%	f	%	f	%
Parents need to develop relationships	1	33	83	30	198	71
Parents need to influence their children's learning	2	67	165	59	211	75
Education is the key for children to achieve success	3	100	134	48	268	96
Better reputations in the community	2	67	78	26	204	73

**Source:** Teachers, students and parents of Unidad Educativa Anexa a la Universidad Nacional de Loja

**Researcher:** Franklin Orlando Sánchez Ordóñez.

## b) Graph 6



## c) Logical Analysis

The graph shows that more than half of teachers and students and many parents say that one of the parents' motivation to be involved in the use and practice of the English language is that *parents need to influence their children's learning*. On the other hand, all teachers, almost half of students and almost all parents agree that *education is the key for children to achieve success*.

These results show that it is obvious that the motivations that parents have to be involved in the use and practice of the English language with their children is different to the motivation that students and teachers think parents have. Therefore, the most important information gotten through this question is the fact that parents have many justified motivations to get involved with their children to help them learn and practice the English language, which is a positive aspect. According to Epstein (1995), parents' motivations to be involved in the education of their children are related to the attitudes, behaviors and activities that their children carry out in their learning process.

## HYPOTHESIS 2:

The way teachers involve students' parents encourage the use and practice of English language of the students of First and Second Years of Bachillerato at "Unidad Educativa Anexa a la Universidad Nacional de Loja.

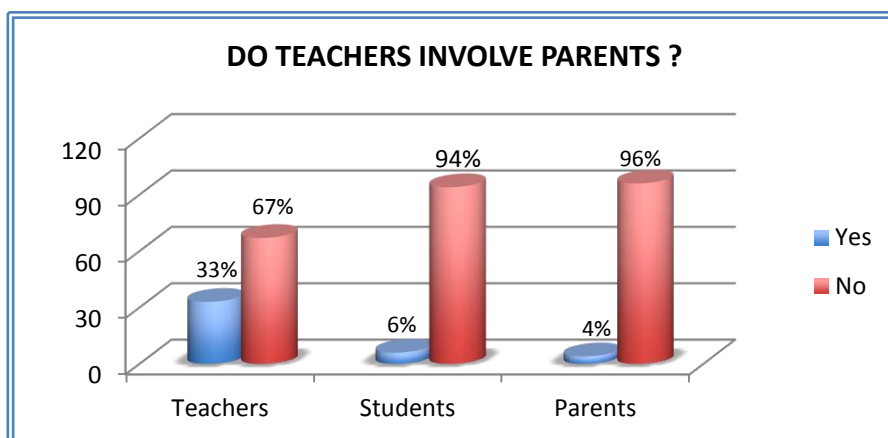
### 7. Do teachers involve parents in the use and practice of the English language? Why?

#### a) Chart 7

DO TEACHERS INVOLVE PARENTS?	Teachers		Students		Parents	
	f	%	f	%	f	%
Yes	1	33	18	6	12	4
No	2	67	262	94	268	96
<b>Total</b>	<b>3</b>	<b>100</b>	<b>280</b>	<b>100</b>	<b>280</b>	<b>100</b>

Source: Teachers, students and parents of Unidad Educativa Anexa a la Universidad Nacional de Loja  
Researcher: Franklin Orlando Sánchez Ordóñez

#### b) Graph 7



#### c) Logical Analysis

These results show that a few teachers, students and parents consider that teachers do not involve parents in the use and practice of the English language. This is because teachers do not consider the involvement of parents important in the use and practice of the English language because

they are not able to use this foreign language. According to Mora (2012), all parents can be helpful in their children's literacy development, regardless of their language, education, or literacy level; parents who speak little or no English can contribute to their children's education in valuable ways.

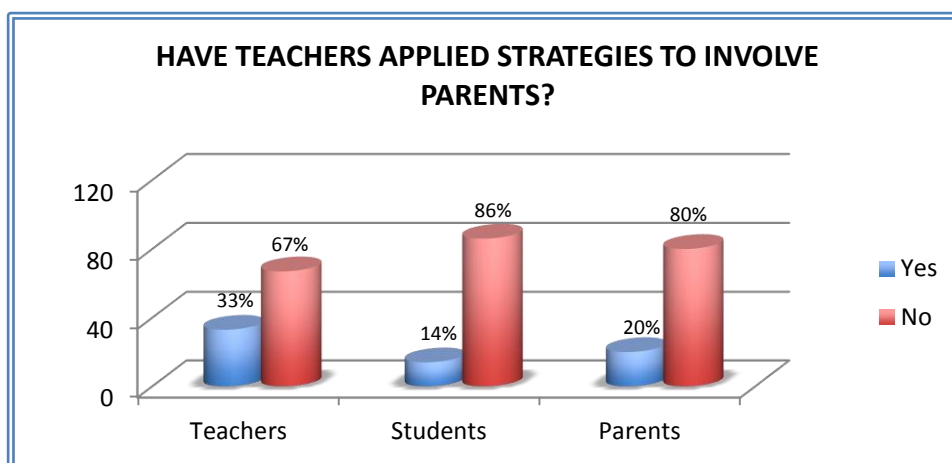
**8. Have teachers ever applied any strategy to involve parents in the use and practice of the English language with their children? Why?**

**a) Chart 8**

HAVE TEACHERS APPLIED STRATEGIES TO INVOLVE PARENTS?	Teachers		Students		Parents	
	f	%	f	%	f	%
Yes	1	33	38	14	57	20
No	2	67	242	86	223	80
<b>Total</b>	<b>3</b>	<b>100</b>	<b>280</b>	<b>100</b>	<b>280</b>	<b>100</b>

**Source:** Teachers, students and parents of Unidad Educativa Anexa a la Universidad Nacional de Loja  
**Researcher:** Franklin Orlando Sánchez Ordóñez

**b) Graph 8**



**c) Logical Analysis**

These results show that all teachers, students and parents agree that teachers have never used any strategy to involve parents in the use and practice of the English language with their children.

According to the Center for Disease Control and Prevention (2012), teachers can apply different kind of strategies to involve parents in the use and practice of the English language, such as meetings, good ways of communication, to pay attention to parents needs and interests; and supporting parents deal with their children’s academic and behavioral problems.

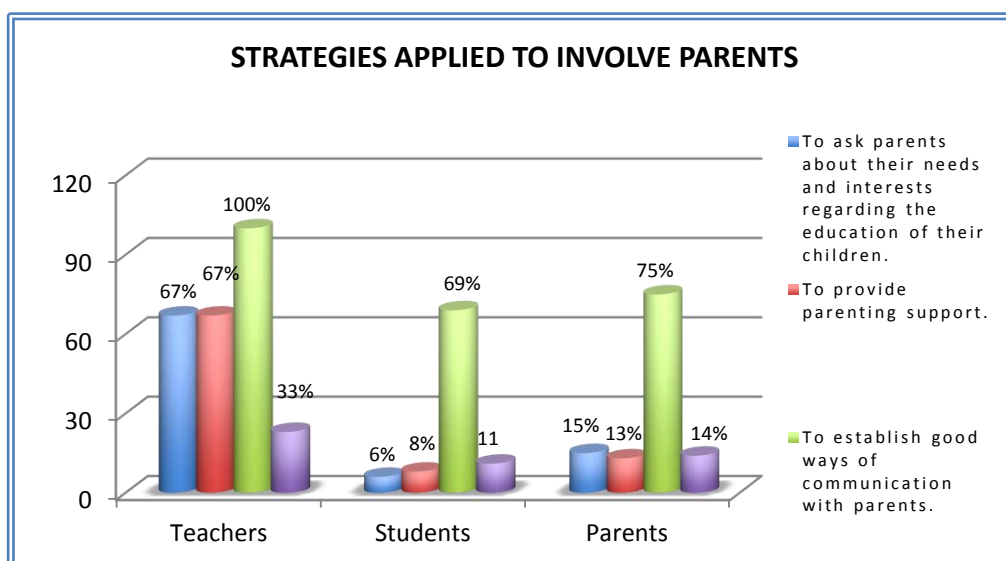
**9. Which of these strategies has the teacher applied to involve parents and children to use and practice the English language?**

**a) Chart 9**

STRATEGIES APPLIED TO INVOLVE PARENTS	Teachers		Students		Parents	
	f	%	f	%	F	%
To ask parents about their needs and interests regarding the education of their children.	2	67	17	6	42	15
To provide parenting support.	2	67	23	8	37	13
To establish good ways of communication with parents.	3	100	193	69	209	75
To provide a variety of volunteer opportunities.	1	33	31	11	39	14

**Source:** Teachers, students and parents of Unidad Educativa Anexa a la Universidad Nacional de Loja  
**Researcher:** Franklin Orlando Sánchez Ordóñez

**b) Graph 9**



### c) Logical Analysis

The graph shows that more than half of teachers, and a few students and parents have asked about parents' needs regarding the education of their children. Regarding the strategy *support that teachers provide parents*, more than half of teachers mentioned it, but only a small amount of students and parents coincide with this. The results for the strategy related to *the setting of good ways of communication between teachers and parents*, all teachers and many students and parents mention that they have adequate ways of communication such as written notes sent to parents or they have the counselor of the institution call parents by phone in order they go to the high school to tell them the problems that are happening with their children.

According to the Center for Disease Control and Prevention, the adequate application of this sort of strategy helps to involve parents in the education of their children and to support the learning of the English language.

## 10. In what way do teachers involve parents and children to the use and practice of the English language?

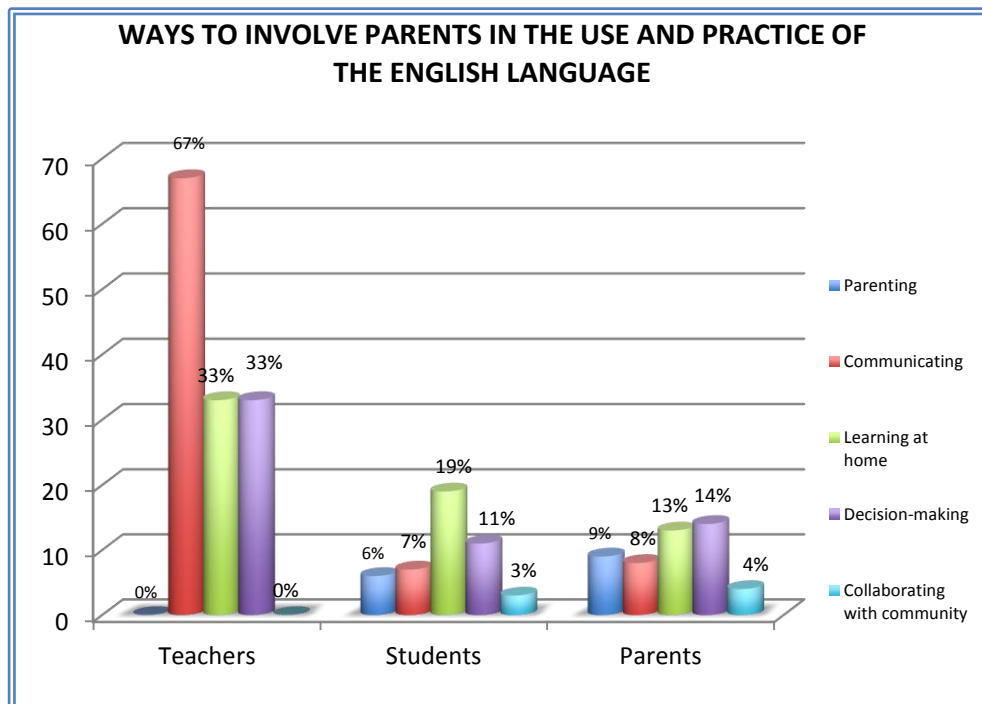
### a) Chart 10

WAYS THAT TEACHERS INVOLVE PARENTS IN THE USE AND PRACTICE OF THE ENGLISH LANGUAGE	Teachers		Students		Parents	
	f	%	f	%	F	%
Parenting	0	0	17	6	25	9
Communicating	2	67	19	7	23	8
Learning at home	1	33	52	19	36	13
Decision-making	1	33	31	11	39	14
Collaborating with community	0	0	8	3	11	4

**Source:** Teachers, students and parents of Unidad Educativa Anexa a la Universidad Nacional de Loja

**Researcher:** Franklin Orlando Sánchez Ordóñez

## b) Graph 10



## c) Logical Analysis

These results demonstrate that more than half of teachers hold that they involve parents through *communicating*, some students mention *learning at home* as a way of parents involvement, and some parents say that they are involved in *decision making*.

In accordance with the Center for Disease Control and Prevention (2012), teachers can involve parents in various activities in order to strengthen and support schools, students and their families, and from schools, families and students to support the community.



## 11. Which activities can parents and children do to use and practice the English language?

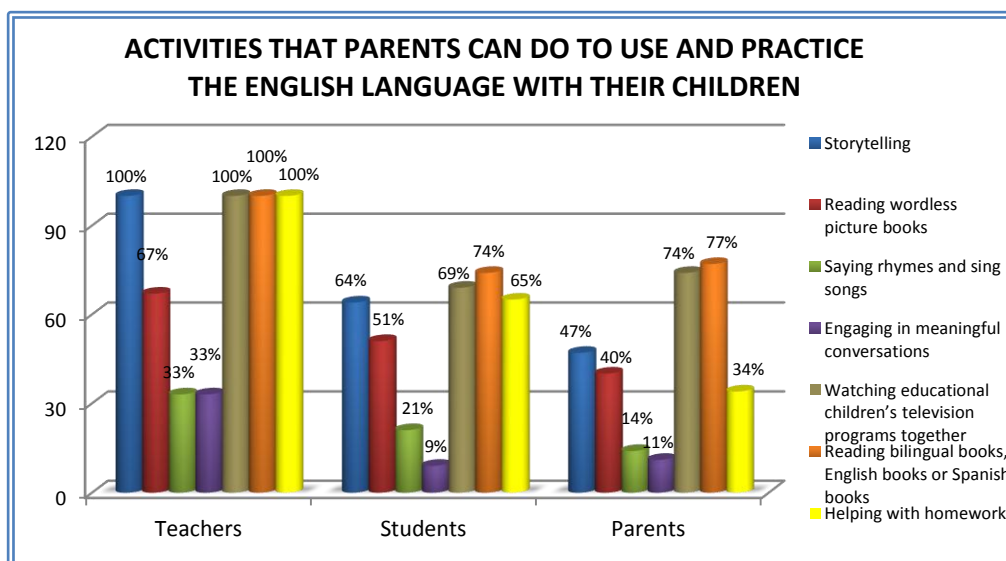
### a) Chart 11

ACTIVITIES THAT PARENTS CAN DO TO USE AND PRACTICE THE ENGLISH LANGUAGE WITH THEIR CHILDREN	Teachers		Students		Parents	
	f	%	f	%	f	%
Storytelling	3	100	178	64	132	47
Reading wordless picture books	2	67	144	51	113	40
Saying rhymes and singing songs	1	33	59	21	38	14
Engaging in meaningful conversations	1	33	24	9	31	11
Watching educational children's television programs together	3	100	192	69	208	74
Reading bilingual books, English books or Spanish books	3	100	207	74	216	77
Helping with homework	3	100	183	65	94	34

Source: Teachers, students and parents of Unidad Educativa Anexa a la Universidad Nacional de Loja

Researcher: Franklin Orlando Sánchez Ordóñez

### b) Graph 11



### c) Logical Analysis

The results related to this question show that all the teachers, more than half of the students and almost half of the parents think that *storytelling* is a good activity that parents can carry out with their children. Also, all of the teachers, more than half of the students and many of the parents agree with

the activity *watching educational children's television programs together*. In the same way, all teachers and many students and parents mention as a good activity *reading bilingual books*, and finally, all teachers, more than half of students and some parents agree with *helping with homework*.

In accordance with Mora (2007), parents can be helpful in their children's literacy development, regardless of their language, education, or literacy level. Parents can help in the control of their children's homework, reading stories, watching educational TV programs and motivating their children to use and practice the English language. English language learners may benefit when they develop solid literacy skills in their first language before learning to read in a second one.

## **g. DISCUSSION**

### **7.1 HYPOTHESIS ONE**

#### **a) Statement**

The inclusion of parents by teachers reinforce the use and practice of the English language of the students of First and Second Years of Bachillerato at “Unidad Educativa Anexa a la Universidad Nacional de Loja”.

#### **b) Demonstration**

In this hypothesis, the first variable is the inclusion of parents, and the second one is the use and practice of the English language with the students of First and Second Years of Bachillerato at “Unidad Educativa Anexa a la Universidad Nacional de Loja”.

To prove this hypothesis the researcher used the same questions of the survey for teachers as well for the students; these questions were the numbers: ONE, TWO, THREE, FOUR, FIVE, and SIX.

Question ONE was made with the purpose of finding out if the involvement of parents strengthens the use and practice of the English language; the results show that 67% of teachers, 97% of students and 92% of parents answered affirmatively, this indicates that all of them consider that parents involvement strengthen the use and practice of this foreign language.

Questions TWO was about the role of parents in the education of their children, where 67% of teachers hold that their role is to support their

children in the development of their academic, social and cultural activities along the teaching-learning process; while 55% of students and 51% of parents said that parent's role is to take children to the school in order they learn different subjects; therefore, teachers are aware of parents' role; but not parents and students.

Question THREE had the purpose of determining if parents interrupt the normal development of the teaching-learning process of the English language when they try to be part of it. 67% of teachers and 66% of students said no, while 62% of parents said that they interrupt this process. It can be deduced that only parents think that they interrupt the development of the teaching-learning process of the English language, which limits their involvement in the use, and practice of this language.

Question FOUR asked about the aspects that can be improved, 100% of teacher hold that the involvement of parents help to get higher grades, test scores and more positive attitudes and behaviour; while 84% of students and 89% of parents agree with the aspect of more positive attitudes and behaviour; which means that parents' involvement help to improve the use and practice of the English language.

Question FIVE had the purpose of finding out the way in which the involvement of parents in the education of their children benefit the high school and community. The results gotten show that 100% of teachers think that parents' involvement help to improve teacher's morale, to have more support from families and to get a higher student achievement; 96% of parents and students agree on the benefit of getting higher student achievement; therefore, teachers, students and parents affirm that this involvement is beneficial not only for the students but also for the families and the community.

Question SIX inquired about the motivations that parents could have to get involved in the use and practice of the English language with their children, where 96% of parents and 100% of teachers said that parents involvement could be encouraged by the fact that the education is key for children to achieve success, which means that parents involvement is important to motivate the use and practice of the English language.

### **c) Demonstration**

After having analyzed the obtained results and the respective demonstration of the questions applied in the survey to teachers, students and parents, the researcher **accepts** the first hypothesis because the results showed above have proved that the involvement of parents reinforce the use and practice of the English language of the students of First and Second Years of Bachillerato at “Unidad Educativa Anexa a la Universidad Nacional de Loja” Academic period 2012-2013

## **7.2 HYPOTHESIS TWO**

### **a) Statement**

The way teachers involve students' parents encourage the use and practice of English language of the students of First and Second Years of Bachillerato at “Unidad Educativa Anexa a la Universidad Nacional de Loja Academic period 2012-2013.

### **b) Demonstration**

The second hypothesis of the present research work has two variables: the first one is the way teachers involve parents; and the second one is the use and practice of the English.

This hypothesis has been proved through the questions: SEVEN, EIGHT NINE, TEN and ELEVEN.

Question SEVEN had the intention of finding out if teachers involve parents in the use and practice of the English language; 96% of parents, 94% of students and 67% of teachers mentioned that parents are not taken into account; which demonstrates that the teachers do not involve parents in the use and practice of this foreign language.

Question EIGHT asked if the teachers have ever applied some strategies to involve parents in the use and practice of the English language; 86% of students, 80% of parents and 67% of teachers answered that teachers do not apply suitable strategies; therefore, teachers are not involving appropriately parents and children in the use and practice of the English language.

Question NINE was asked to find out if teachers have ever applied one of the strategies suggested to involve parents in the use and practice of the English language. 100% of teachers, 69% of students and 75% of parents affirm that teachers have established good ways of communication; this strategy is very useful; however, it can be noticed that other strategies are misused, which affects the involvement of parents in the use and practice of the English language.

In question TEN, the researcher asked about the way that teachers involve parents and children in the use and practice of the English language; the results indicate that 67% of teachers consider the “communication”, these results demonstrate that only teachers hold to have used one way of communication while students and parents are not agree with them; therefore, it can be concluded that teachers are not involving parents in the acquisition of the English language of their children.

Question ELEVEN asked about the activities that parents and children can do to use and practice the English language; here, 100% and 64% of students agree on “storytelling”; 69% of students mention “saying rhymes and singing songs”; 100% of teachers, 74% of students and 77% of parents agree on “watching educational children’s television programs together”; almost with a similar percentage, 100% of teachers, 74% of students and 77% of parents mention “reading bilingual books”; and finally, 100% of teachers and 65% of students are agree with “helping with homework”. These results demonstrate that there are several activities that can be used by parents to help their children to use and practice the English language; however, most of them are unknown and misused by parents.

### **c) Decision**

Based on the obtained results and after a logical analysis of the questions, the researcher **rejects** the second hypothesis, because the way teachers involve parents does not encourage the use and practice of the English language of the students if the First and Second Years of Bachillerato at Unidad Educativa Anexa a la Universidad Nacional de Loja, academic period 2012-2013.

## **h. CONCLUSIONS**

Once finished the present research work and have analyzed the results, the following conclusions are presented:

- ✚ Parents, teachers and students agree on the importance of parents' involvement in the education of their children; however, parents do not support the use and practice of the English language, because they do not know this foreign language neither strategies and activities to practice it.
  
- ✚ Parents are not aware of their role in the education of their children, they think that their responsibility is only to take their children to school to learn different subjects.
  
- ✚ Teachers do not involve parents in the use and practice of the English language because they do not consider important parent's involvement since they are not able to use this foreign language.
  
- ✚ The form that teachers involve parents do not encourage students to use and practice the English language since teachers do not apply suitable strategies and only use one way, it is communicating, and which is used to communicate children's performance and behavior.



## **i. RECOMMENDATIONS**

- ✚ Parents should support their children in the use and practice of the English language in spite of not being able to speak this foreign language; they can help their children to develop good study habits, strengthen reading and writing skills, and monitor the accomplishment of their homework; in order to achieve this, parents should pay more attention to children's needs and weaknesses; they also should follow teachers and authorities' suggestions and attend to school meetings and workshops.
  
- ✚ Authorities and teachers of the institution should carry out meetings to increase parents' awareness on their role in the education of their children and the benefits that their support can bring not only to their children but also to the institution and the community. Teachers should encourage parents to support and strengthen their children's knowledge at home, through the supervision in the fulfillment of all of their academic obligations. Also there must be academic engagements subscribed by the teachers, parents and students, in order to achieve the improvement of students with low academic performance.
  
- ✚ Teachers should involve parents in the use and practice of the English language with their children through the application of different strategies; for example throughout verbal and face-to-face communication methods, phone-calls to home, parent-teacher conferences, school events, radio/television announcements; and, establishing good ways of communication, such as: flyers, memos, banners, signs, newsletters, report cards, letters, monthly calendars of events, web sites, text messaging and e-mail messages.
  
- ✚ Teachers should organize workshops, English clubs, or make brochures to share with parents practical advice about the way they can get involved in the Education of their children and the activities they can carry out in order to motivate the use and practice the English language; some activities that can be implemented are storytelling, reading wordless picture books, watching

educational children's TV programs, reading bilingual books or helping children with their homework.

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## k. ANNEXES



1859

# UNIVERSIDAD NACIONAL DE LOJA

*ÁREA DE LA EDUCACIÓN EL ARTE Y LA COMUNICACIÓN*

ENGLISH LANGUAGE CAREER

## RESEARCH PROJECT

TEME:

**“THE INCLUSION OF THE STUDENTS’ FAMILY PARENTS AND THE USE AND PRACTICE OF THE ENGLISH LANGUAGE WITH STUDENTS OF FIRST AND SECOND YEARS OF BACHILLERATO AT “UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA”.**

This project previous to obtain the Bachelor’s degree in Sciences of Education, English Language Specialization

**AUTHOR**

Franklin Orlando Sánchez Ordóñez

**LOJA – ECUADOR**

2013

**a. THEME**

“THE INCLUSION OF THE STUDENTS’ FAMILY PARENTS AND THE USE AND PRACTICE OF THE ENGLISH LANGUAGE WITH STUDENTS OF FIRST AND SECOND YEARS OF BACHILLERATO AT “UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA”.

## **b. PROBLEM STATEMENT**

### **BACKGROUND**

The current thesis project intends to set up the inclusion of the family and the use and practice of the English language with students of 1<sup>st</sup> and 2<sup>nd</sup> years of Bachillerato to improve the learning of the English language at “Unidad Educativa Anexa a la Universidad Nacional de Loja”, so firstly, it is necessary to give an overview about the mentioned academic institution.

Unidad Educativa Anexa a la Universidad Nacional de Loja” was created on September 28<sup>th</sup> 1970 as a center of teaching practice. Thenceforth, this academic institution helps the community with an extension which is called “Motupe”. The institution is forming trained students with scientific and technical knowledge in the usage of the English Language at different levels of education such as: Beginning, Basic and Bachillerato.

This institution is working hard to accomplish the expectations of the society. “Unidad Educativa Anexa a la Universidad Nacional de Loja” is trying to get enough Didactic Resources to improve the learning of English Language. On the other hand, the institution develops academic activities according to the programmers of the country in order to improve the teaching-learning process.

Nowadays this Institution has a main authority which is the Dr. Rolando Elizalde Cordova; but the teachers’ staff is not enough. There are 5 English teachers in total. Also, it has a students’ population of 1182. Finally, it is really important to

point out that this institution offers five specializations: Natural Sciences, Social Studies, Practical Activities, Arts and Sports.

## **MISSION**

The mission is to train competent students of General Basic Education and Bachillerato, with a high grade of competitiveness and humanity; and, knowledge and learning to contribute as a center of teaching practice.

## **VISION**

The vision is the learning of values, social justice, conservation and development of the environment; also, dignity, freedom, responsibility, and so forth. For this, the institution has teachers of high quality and with a good infrastructure in order for the development of the human being.

The name of the “Manuel Cabrera Lozano” high school was changed by “Unidad Educativa Experimental Anexa a la Universidad Nacional de Loja”. Dr. Miriam González Serrano, Zonal Coordinator of Education, Zone 7, by agreement No. 002-20-07-11 authorized the conformation and operation of this “Unidad Educativa” in the city and province of Loja, in its three educational levels: Beginner, Elementary and Secondary Education, from the year 2011 – 2012.

## **Generalities**

Education and society go together in advance or reverse of the development of our towns, so, when talking about the current situation of education in Ecuador,



we must take into account as a reference to the social reality, economic and political of the country.

If we consider to the Ecuadorian society as a structure basically established from the same independence of Gran Colombia and the education as a fundamental part of our society in which it forges the social, economic and politics conditions, which allows advancing in the process of the development, in order to achieve a better quality of life.

It can say that the Ecuadorian education has corresponded different protagonists roles from its beginning until the entrance of new millennium, in reason of which its going defining the constitution, laws, rules, regulations and legal-social life of the educational institutions.

At the same time our country is involved in a deep economic crisis, which affects to all countries of the world and therefore to the Latin American countries, affecting in its economic, political and moral aspects, and further evidence educational crisis, which is further aggravated by power groups, imposing its monopoly bourgeoisie.

## **CURRENT SITUATION OF THE RESEARCH**

One of the deficiencies of the teaching-learning process is that the teaching professionals do not use social interaction, including and developing families learning, and of quality. Like teaching resources, they pretend that the learners can understand the information, to create simple structures, to identify key

concepts, to build individuality, as the exchange within their own homes, through cooperative work. However it is a resource that little is considered in the educational environment.

One of the problems of current education is that teachers in large part minimize the importance of family interaction within the English language learning, as didactic technique, which does not allow them to develop in a better way the class of this language.

Teachers unknown that applying techniques in their class, didactics, with regard to the family, has generated the development of knowledge, but they are limited to using the traditional method, based on the expositive and verbalist class, within classes.

The teaching resources used by the teachers do not have the function of facilitators for the understanding of the English language, which are orthodox, boring and des-contextualized resources. Teachers do not innovate and they are limited only to the board, abstract thoughts, readings, memorization and rigid discipline, in a way that the students cannot coupling to the process by considering boring and uninteresting nor motivation. They attend classes only for calendar scheduling rather than training, through the interaction that involves directly to the family.

The budget allocated for the educational is meager and unjust. The government continues to neglecting the problems of financing and infrastructure that threaten the education especially Fiscal education. Consequently, there are

underpaid teachers, classrooms in deteriorating conditions and anti-pedagogical. There is no budget to undertake programs and competitions educational for the strengthening of the learning.

Teachers of the English language, have not conceptual, philosophical, scientific fundamentals to develop durable and practical learning. Does not work out fully the cognitive, procedural, axiological, evaluative programming, because they have didactic limitations and that creates the disorder and subsequently most unfortunate consequences as incomprehension of the contents facing a social and familiar reality.

The lack of inclusion of the family within the use and practice of the English language does not help to the teachers to have a support for improving the education, being one of the main weaknesses of the English language teaching-learning process of not involving to the students' family parents, in order to reinforce the learning of itself.

Teachers do not take into account the students' previous knowledge, to in basis of these, to construct the learning of the English. Within this concrete problem, the researcher has selected as the subject of the research study the following problem: "The Inclusion of the Students' Family Parents and the Use and Practice of the English Language with students of first and second years of Bachillerato of "Unidad Educativa Anexa a la Universidad Nacional de Loja" in the Academic period 2012-2013"

## **RESEARCH PROBLEM**

What is the role of the students' parents in the use and practice of the English language with the students of the First and Second Years of Bachillerato at "Unidad Educativa Anexa a la Universidad Nacional de Loja".

## **DELIMITATION OF THE RESEARCH**

- **TEMPORAL**

The present thesis project will be developed in the present academic period 2012-2013

- **SPATIAL**

This project is going to be carried out in the "Unidad Educativa Anexa a la Universidad Nacional de Loja", which is functioning at the Universidad Nacional de Loja, located in Reynaldo Espinoza main avenue and Pío Jaramillo Avenue.

- **OBSERVATION UNITS**

The researcher has considered for this thesis project the following personal elements: Students of first and second years of Bachillerato at "Unidad Educativa Anexa a la Universidad Nacional de Loja" Academic period 2012-2013; the Students' family parents of first and second years of Bachillerato; and their English teachers.

## ✓ SUBPROBLEMS

- Is the inclusion of the students' parents considered by teachers in the use and practice of the English language of the students of the First and Second Years of Bachillerato at "Unidad Educativa Anexa a la Universidad Nacional de Loja" academic period 2012-2013?
- How teachers involve parents in the use and practice of the English language of students of First and Second Years of Bachillerato at "Unidad Educativa Anexa a la Universidad Nacional de Loja", academic period 2012-2013?

## c. JUSTIFICATION

It is necessary to research to develop professional skills of the specialty and as consequence the development of proven scientific knowledge, showing its utility for the social development in the educational field and the English language learning. This research is important because it allows investigating: “THE INCLUSION OF THE STUDENTS’ FAMILY PARENTS AND THE USE AND PRACTICE OF THE ENGLISH LANGUAGE WITH STUDENTS OF FIRST AND SECOND YEARS OF BACHILLERATO AT “UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA” ACADEMIC PERIOD 2012-2013”

The present project is justified because it intendeds that the teachers of English language know and use the teaching techniques both theoretical and practical to develop the fundamental macro skills in students, under the application of inclusion of the family environment.

Since *the scientific* point, the intentionality of the research work is marked and visualized in probing the educational reality, the use of human and social resources, to improve the quality of learning received, assimilated and practiced by the students of the “Unidad Educativa Anexa a la Universidad Nacional de Loja”, so, it is necessary to gather information which will support the research project.

The problem, purpose of this research and from *social* scope this research intends to promote significant changes in teachers and students, or their family and social means within English language learning and in all instances of educational work, to improve the quality of teachers and students, these contribute to the personal and social transformation of the country.

It is feasible the development of this research because with regard to the theme it counts with the enough general and specific literature in all areas, in addition, it is available with the theoretical and operational fundamentals of the research.

The results will have a beneficial contribution to the *institution* of the area of the English language since this research leads to the purpose of improve the education in this field and provide both teachers and students guidelines and recommendations to improve; in this way also the preparation in the investigative-educational field, will strength the researcher's skills and will predispose to people to offer an education of excellence.

Finally, this thesis project is a requirement for *researcher* in order to obtain the Licentiate's degree in Science of Education, English Language specialization; and at the same time, this research will support the improvement of the quality of the teaching-learning process of the English language in the institution where it will be carried out.

#### **d. OBJECTIVES**

## **GENERAL OBJECTIVE**

To know the contribution of the students' parents in the use and practice of the English language with the students of the First and Second Years of Bachillerato at "Unidad Educativa Anexa a la Universidad Nacional de Loja", academic period 2012-2013.

## **SPECIFIC OBJECTIVES**

- To determine whether teachers are considering the inclusion of parents to strengthen the use and practice of the English language with the students of First and Second Years of Bachillerato at "Unidad Educativa Anexa a la Universidad Nacional de Loja", academic period 2012-2013.
- To identify in what way teachers involve parents in the use and practice of the English language with the students of First and Second Years of Bachillerato at "Unidad Educativa Anexa a la Universidad Nacional de Loja", academic period 2012-2013.

## **e. THEORETICAL FRAME**



## 5.1 FAMILY AND EDUCATION

When schools work together with families to support learning, children tend to succeed not just in school, but throughout life. They also say that in fact, the most accurate predictor of a student's achievement in schools is not income or social status, but the extent to which that student's family is able to:

- Create a home environment that encourages learning.
- Express high (but not unrealistic) expectations for their children's achievement and future careers.

Henderson & Berla also suggest that when schools support families to develop these three conditions, children from low-income families and diverse cultural backgrounds approach the grades and test scores expected for middle-class children. They also are more likely to take advantage of a full range of educational opportunities after graduating from high school. Even with only one or two of these conditions in place, children do measurably better at school.<sup>1</sup>

The studies have documented these benefits for students:

- Higher grades and test scores
- Better attendance and more homework done
- Fewer placements in special education
- More positive attitudes and behavior

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<sup>1</sup> HENDERSON, A., & BERLA, N. (1994). A new generation of evidence: The family is critical to student achievement. Washington, USA: Danforth Foundation.

- Higher graduation rates
- Greater enrollment in postsecondary education

Besides, families have a benefit, too. Parents develop more confidence in the school. The teachers they work with have higher opinions of them as parents and higher expectations of their children, too. As a result, parents develop more confidence not only about helping their children learn at home, but about themselves as parents. Furthermore, when parents become involved in their children's education, they often enroll in continuing education to advance their own schooling.<sup>2</sup>

Finally, Henderson & Berla mention that schools and communities also profit. Schools that work well with families have:

- Improve teacher morale
- Higher ratings of teachers by parents
- More support from families
- Higher student achievement
- Better reputations in the community

When parents are involved in their children's education at home, their children do better in school. When parents are involved at school, their children go farther in school, and the schools they go are better.

Parental educational involvement has been widely studied as one of the most important predictors of school success, not just in the United States,

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<sup>2</sup> HENDERSON, A., & BERLA, N. (1994). A new generation of evidence: The family is critical to student achievement. Washington, USA: Danforth Foundation.

but in other countries as well, suggesting that this is not a phenomenon restricted to the U.S.<sup>3</sup> While some research suggests that parental involvement has the greatest impact on the academic success of younger children, the majority of the literature supports the contention that children of all ages with involved parents tend to have higher attendance, achievement levels, and more positive attitudes toward school.<sup>4</sup>

However, several recent meta-analytic studies have found that different types of parent involvement (e.g., homework involvement) have different relationships to achievement (Patall, Cooper, & Robinson, 2008) and, furthermore, that parents' involvement changes as their children move through the school system. Thus, it is important to study specific types of parental involvement, since its impact on achievement tends to be variable.<sup>5</sup>

Based on this framework, it is possible to argue that despite one's level of formal education or linguistic proficiency, a parent can be significantly involved in supporting a child's educational success in a variety of ways. For example, parents can monitor their children's bedtimes, access to television and video games, or structure their child's homework schedule. They can also provide opportunities for visiting the library or accessing homework assistance in the community.

### **5.2.1 THE ROLE OF PARENTS IN THE EDUCATION OF THEIR CHILDREN**

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<sup>3</sup> DAVIES, D. (1993). Benefits and barriers to parent involvement. New York, USA: SUNY.

<sup>4</sup> HENDERSON, A. &. (2002). A new wave of evidence: The impact of school, family, and community connections on student achievement. Texas, USA: Publisher SEDI.

<sup>5</sup> HILL, N. E., & TYSON, D. F. (2009). Parental involvement in middle school: A meta-analytic assessment of the strategies that promote achievement.

Parents play a critical role in their children's education. There has been growing interests in parents' role and influence in education in recent times. Internationally the accent is increasingly on parental and community involvement as a strategy to make education more effective (Klaassen & Smit, 2001; Slegers & Smit, 2003).<sup>6</sup>

Epstein (1995), maintains that children perform better at all levels, have more positive attitudes towards school and expect more from school if their parents are concerned and enthusiastic about it and involved in their children's schooling. This is borne out by a lot of research: giving parents opportunities to participate in their children's education positively influences both the cognitive development and performance of learners and their parents' attitudes towards school. Accordingly closer integration of the activities of schools, parents and local communities is advocated so as to eliminate the widespread phenomenon of separation between the school and the outside world.<sup>7</sup>

Despite the importance attached to parental involvement in education, the actual nature of that involvement is by no means clear. The term is used to indicate diverse parental activities, ranging from conscious involvement with their children's learning and well-

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<sup>6</sup> SMIT, F., & DRIESSEN, G. (2007). Parents and schools as partners in a multicultural, multireligious society. Netherlands: Publisher: Journal of Empirical Theology

<sup>7</sup> EPSTEIN, Jocey (1995). School/family/community partnerships: Caring for the children we share. Phi Delta Kappan Magazine. New York - USA.

being at school to parents' evenings organized by the school and formal participation in school boards and participation councils. In addition there appear to be different 'practices', experiments and experiences arising from the various forms of parental participation in schools.<sup>8</sup>

Epstein (1995) offers a useful and widely applied classification of six types of parental participation:

- 1) **Parenting:** Helping all families establish home environments that support children as students and helping schools understand families.
- 2) **Communicating:** Designing and conducting effective forms of two way communication about school programs and children's progress.
- 3) **Volunteering:** Recruiting and organizing help and support for classrooms, school functions and student activities.
- 4) **Learning at Home:** Providing information, ideas and opportunities to families about how to help students at home with academic decisions, homework, and curriculum-related activities.
- 5) **Decision-making:** Including families in various aspects of school governance.
- 6) **Collaborating with Community:** Strengthen and support schools, students and their families, and from schools, families

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<sup>8</sup> SMIT, F., & DRIESSEN, G. (2007). Parents and schools as partners in a multicultural, multireligious society. Netherlands: Publisher: Journal of Empirical Theology

and students to support the community.<sup>9</sup>

## **5.2.2 MOTIVATIONS OF PARENTAL INVOLVEMENT IN CHILDREN'S LEARNING**

A growing body of research supports the view that parents' attitudes, behaviors, and activities related to children's education influences students' learning and educational success. Specifically, many studies have indicated strong positive correlations between parental involvement in their child's learning and academic achievement, better behaviors, accountability, social skills, and attendance.

Additionally, Jeynes (2005) found that the positive correlation was stable across racial groups and gender. At the preschool level, several studies show long-term benefits of parental involvement, such as children being retained in grades less frequently and demonstrating greater reading improvement.<sup>10</sup>

Furthermore, parents also gained from their involvement. Their understanding and interaction with their children were improved as they became involved in the children's education (Castro et al.). Therefore, parental involvement creates a win-win situation for parents and their children.

Parents' motivations to be involved in their children's learning

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<sup>9</sup> EPSTEIN, Jocey (1995). School/family/community partnerships: Caring for the children we share. Phi Delta Kappan Magazine. New York - USA.

<sup>10</sup> JEYNES, W. H. (2005). A meta-analysis of the relation of parental involvement to urban elementary school student academic achievement. Urban Education.

evolved in three themes:

- (a) parents need to develop relationships;
- (b) parents need to influence their children's learning; and
- (c) education is the key for children to achieve success.

### **5.2.3 BENEFITS OF PARENTAL ENGAGEMENT**

Parental engagement has a large and positive impact on children's learning. Parental involvement in the form of 'at-home good parenting' has a significant positive effect on "children's achievement and adjustment even after all other factors shaping attainment have been taken out of the equation. In the primary age range the impact caused by different levels of parental involvement is much bigger than differences associated with variations in the quality of schools. The scale of the impact is evident across all social classes and all ethnic groups.<sup>11</sup>

It is therefore a priority to identify interventions that are effective in supporting parental involvement, particularly those parents who are either not significantly involved in their children's education or who are not involved at all.

The evidence about the benefits of parents being involved in their children's education in general, and their children's literacy activities in particular, is overwhelming. Research shows that parental

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<sup>11</sup> DESFORGES, C. and A. ABOUCHAAR (2003). The Impact of Parental Involvement, Parental Support and Family Education on Pupil Achievement and Adjustment: A Literature Review, Department of Education and Skills.

involvement in their children's learning positively affects the child's performance at school in both primary and secondary schools, leading to higher academic achievement, greater cognitive competence, greater problem-solving skills, greater school enjoyment, better school attendance and fewer behavioral problems at school. Similar impacts have also been identified with regards to literacy practices, including:

- Early reading experiences with their parents prepare children for the benefits of formal literacy instruction. Indeed, parental involvement in their child's reading has been found to be the most important determinant of language and emergent literacy. Furthermore, parents who introduce their babies to books give them a head start in school and an advantage over their peers throughout primary school (Wade & Moore, 2000).
- Involvement with reading activities at home has significant positive influences not only on reading achievement, language comprehension and expressive language skills, but also on pupils' interest in reading, attitudes towards reading and attentiveness in the classroom (Rowe, 1991).
- Parental involvement in their child's literacy practices is a more powerful force than other family background variables, such as social class, family size and level of parental education, while



reading enjoyment is more important for children's educational success than their family's socio-economic status.

- Research also shows that the earlier parents become involved in their children's literacy practices, the more profound the results and the longer-lasting the effects. Additionally, of all school subjects, reading has been found to be most sensitive to parental influences. In turn, success in reading is a gateway to success in other academic areas as well.
- Although parental involvement has the greatest effect in the early years, its importance to children's educational and literacy outcomes continues into the teenage and even adult years. For example, Feinstein and Symons (1999) found that parental interest in their child's education was the single greatest predictor of achievement at age 16.
- Finally, the National Reading Campaign promotes reading for pleasure throughout the whole community to demonstrate the varied ways in which reading can inspire and sustain people to develop their skills, with a focus on those most in need. There is ample evidence that parents who promote the view that reading is a valuable and worthwhile activity have children who are motivated to read for pleasure (Baker & Scher, 2002).

The benefits of parental involvement extend beyond the realm of

literacy and educational achievement. Studies show that children whose parents are involved show greater social and emotional development (Allen & Daly, 2002), including more resilience to stress, greater life satisfaction, greater self-direction and self-control, greater social adjustment, greater mental health, more supportive relationships, greater social competence, more positive peer relations, more tolerance, more successful marriages, and fewer delinquent behaviors.<sup>12</sup>

It is therefore important that parents and carers are aware of the significant contribution they can make to their children's learning by providing a stimulating environment around language, reading and writing as well as supporting at home the school's literacy agenda, both during the early years as well as the primary and secondary years of schooling.

#### **5.2.4 INCLUSION OF PARENTS IN THE LEARNING OF ENGLISH LANGUAGE**

Parents also play an important role in the areas of language and literacy development in which they can substantially influence development prior to and during children's years of formal schooling (Henderson & Mapp, 2002). Although parents can positively influence children's learning, not all families provide the same level or type of support at home. Researchers have shown inconsistencies in the levels and types of parent involvement depending on economic,

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<sup>12</sup> DESFORGES, C. and A. ABOUCHAAR (2003). The Impact of Parental Involvement, Parental Support and Family Education on Pupil Achievement and Adjustment: A Literature Review, Department of Education and Skills.

cultural, and linguistic factors. Children who live in poverty and are culturally and linguistically diverse have been found to receive fewer of the language experiences necessary to build a strong vocabulary, fewer of the school-style literacy activities in their homes that support reading performance and on national learning assessments, these children underperform their peers who are raised at higher income levels.

Given the inconsistencies in parent involvement and the importance of parent involvement for children's education, researchers and educators have sought ways to promote parent involvement for all families. Researchers have demonstrated that parent involvement for school-aged children is most influenced by classroom teachers, yet home-school partnerships are often complicated by differing expectations between teachers and families about their roles in children's education.

In order to find ways to foster parent involvement, some researchers have examined the effectiveness of providing professional development and support for practicing teachers and families to increase communication and sharing between the home and school. Although there is more research on practicing teachers, a limited number of researchers have begun looking at the role of teacher preparation in parent involvement.<sup>13</sup>

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<sup>13</sup> KATZ, L., & BAUCH, J. (1999). The peabody family involvement initiative.

According to Opal Dunn (2013), for the most part, it is parents who teach their young children to speak their home language. Throughout the first two years of life, it is often the mother's voice and her special way of talking, called 'parentese', that teaches young children about language and how to talk.<sup>14</sup>

Parents, even with a basic knowledge of English, can successfully support their young child learning English by re-using and adjusting many of these same parentese techniques.

Parents may worry about their accent in English. Young children have a remarkable ability to alter their accent to match the English of their surroundings. Young children need to feel 'I can speak English' and 'I like English' and their parents' support can help them achieve this from their first lessons.

For Opal, there are some advantages of beginning early with parents' support in the learning of English:

- Young children are still using their individual, innate language-learning strategies to acquire their home language and soon find they can also use these strategies to pick up English.
- Young children have time to learn through play-like activities. They pick up language by taking part in an activity shared with an adult.

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<sup>14</sup> OPAL, D. (1998). *Help Your Child with a Foreign Language: Teach a Foreign Language Naturally and Easily from Home*. Publisher: Berlitz Guides.

They firstly make sense of the activity and then get meaning from the adult's shared language.

- Young children have more time to fit English into the daily program. School program tend to be informal and children's minds are not yet cluttered with facts to be stored and tested. They may have little or no homework and are less stressed by having to achieve set standards.
- Children who have the opportunity to pick up a second language while they are still young appear to use the same innate language-learning strategies throughout life when learning other languages. Picking up third, fourth, or even more languages is easier than picking up a second.
- Young children who acquire language rather than consciously learn it, as older children and adults have to, are more likely to have better pronunciation and feel for the language and culture. When monolingual children reach puberty and become more self-conscious, their ability to pick up language diminishes and they feel they have to consciously study English through grammar-based programs. The age at which this change occurs depends greatly on the individual child's developmental levels as well as the expectations of their society.

Oppal also holds that the language-learning environments are very helpful; young children find it more difficult to pick up English if they are not provided with the right type of experiences, accompanied by adult support using 'parentese' techniques.

- Young children need to feel secure and know that there is some obvious reason for using English.
- Activities need to be linked to some interesting everyday activities about which they already know, e.g. sharing an English picture book, saying a rhyme in English, having an 'English' snack.
- Activities are accompanied by adult language giving a running commentary about what is going on and dialogues using adjusted parentese language.
- English sessions are fun and interesting, concentrating on concepts children have already understood in their home language. In this way children are not learning two things, a new concept as well as new language, but merely learning the English to talk about something they already know.
- Activities are backed up by specific objects, where possible, as this helps understanding and increases general interest.

Also reading is very important, children who can already read in their home language generally want to find out how to read in English. They already know how to decode words in their home language to get meaning from text and, if not helped to decode in English, may transfer their home language-decoding techniques and end up reading English with the home language accent.

Before they can decode English, young children need to know the 26 alphabet letter names and sounds. As English has 26 letters but on average 44 sounds (in standard English), introducing the remaining sounds is better left until children have more experience in using language and reading,

Beginning reading in English goes easily if young children already know the language they are trying to read. Many children work out by themselves how to read in English if they have shared picture books with adults or learned rhymes, as they are likely to have memorized the language. Reading what they know by heart is an important step in learning to read as it gives children opportunities to work out how to decode simple words by themselves. Once children have built up a bank of words they can read, they feel confident and are then ready for a more structured approach.

To sum up; children need to feel that they are making progress. They need continual encouragement as well as praise for good performance, as any success motivates. Parents are in an ideal position to motivate and so help their children learn, even if they have only basic English themselves and are learning alongside their young children.

By sharing, parents can not only bring their child's language and activities into family life, but can also influence their young children's

attitudes to language learning and other cultures. It is now generally accepted that most lifelong attitudes are formed by the age of eight or nine.

#### **5.2.5 HOW TO INVOLVE PARENTS IN THE USE AND PRACTICE OF ENGLISH LANGUAGE**

Although relatively little is known about what factors motivate parents to become engaged in their children's education, the primary motivation for parents to become involved appears to be a belief that their actions will improve their children's learning and well-being. Therefore, school staff should demonstrate to parents how their children's health and education can be enhanced by their engagement in school health activities. In addition, parents tend to be more involved if they perceive that school staff and students both want and expect their involvement.

To increase parent engagement in school health, schools must make a positive connection with parents. Schools should also provide a variety of activities and frequent opportunities to fully engage parents. Schools can sustain parent engagement by addressing the common challenges to getting and keeping parents engaged.

Parent engagement is not a linear process, and the separation between strategies to connect with parents, engage them in school health activities, and sustain their engagement is not always distinct or



discrete. For example, strategies used to connect with parents might overlap with those used to sustain their involvement, and schools might need to reconnect with parents throughout the school year.

Each school is unique, and it is not possible to develop one prescribed plan for parent engagement that is appropriate for all schools. The actions suggested in this document are not listed in order of priority and are not intended to be an exhaustive list. Some of the actions are small changes in school processes that can be done in the short term with relative ease, whereas others might be much broader, longer-term goals that require administrative or budgetary changes. Individual schools and school districts should determine which actions are most feasible and appropriate, based on the needs of the school and parents, school level (elementary, middle, or high school), and available resources. Schools should also evaluate their efforts to increase parent engagement in school health to learn which actions have the greatest impact.<sup>15</sup>

#### **5.2.6 STRATEGIES TO INVOLVE PARENTS IN THE USE AND PRACTICE OF THE ENGLISH LANGUAGE**

- Ensure the school or school district has a clear vision for parent engagement that includes engaging parents in school health activities.

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<sup>15</sup> CENTERS FOR DISEASE CONTROL AND PREVENTION. Parent engagement. Strategies for involving parents in school health. Atlanta – USA. 2012.

- Ensure that school staff members have the ability to connect with parents and support parent engagement in school health activities.
  
- Ask parents about their needs and interests regarding the health of their children and how they would like to be involved in the school's health activities, services, and programs.
  
- Provide parenting support. School staff can build parents' leadership, decision-making, and parenting skills to support the development of positive health attitudes and behaviors among students and help build healthy home and school environments.
  
- Communicate with parents. Schools should establish clear communication channels between parents and school staff. Examples of ways school staff can enhance communication with parents:
  - Use a variety of communication methods, such as flyers, memos, banners, signs, door hangers, newsletters, report cards, progress reports, post cards, letters, monthly calendars of events, Web sites and Web boards, text messaging, and e-mail messages.
  
  - Use a variety of verbal and face-to-face communication methods, such as phone calls to home, automated phone

system messages, parent-teacher conferences, meetings, school events, radio station announcements, local access television, television public service announcements (conversations at school, and regular parent seminars).

- Provide open lines of communication for receiving comments and suggestions from parents and build the school's capacity to route this information to the intended persons. Establish multiple mechanisms for gathering opinions from parents, students, and teachers, such as on-site suggestion boxes, annual parent surveys, random-sample parent phone surveys, parent/teacher focus groups, and school-sponsored parent blogs.
- Establish regular meetings with parents to discuss school health issues and children's behavior, grades, and accomplishments.
- Create opportunities at school for parents to share important aspects of their culture, needs, and expectations related to the health of their children.
- Provide a variety of volunteer opportunities. Involving parent members as school volunteers can enrich health and physical education classes, improve the delivery of health services, and help create safe and healthy environments for students. To maximize

parent engagement, schools should offer a variety of ways for parents to become involved.<sup>16</sup>

- Encourage parents to serve as mentors, coaching assistants, monitors, chaperones, and tutors for school health activities.
- Invite parent volunteers to lead lunch-time walks, weekend games, and after-school exercise programs in dance, cheerleading, karate, aerobics, yoga, and other activities that show their skills and talents.
- Enlist parent volunteers to staff school facilities after school hours, allowing for community access to safe facilities for physical activity.
- Enlist volunteers to coordinate phone call reminders to parents of their volunteer commitments, provide training, and organize volunteer activities and recognition events.
- Support learning at home. Schools can also engage parents and students in health education activities at home. Engaging parents in homework assignments or other health activities at home can increase the likelihood that students receive consistent messages at home and in school. Examples of ways school staff can enhance learning at home:

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<sup>16</sup> CENTERS FOR DISEASE CONTROL AND PREVENTION. Parent engagement. Strategies for involving parents in school health. Atlanta – USA. 2012.

- Train teachers to develop family-based education strategies that involve parents in discussions about health topics with their children (e.g., homework assignments that involve parent participation) and health promotion projects in the community.
- Identify health promotion projects in the community that could involve parents. For example, invite family members to participate in physical activities at school or in the community, such as runs or walkathons.
- Encourage students to teach their parents about health and safety behaviors they learn in school (e.g., the importance of hand washing and of using seat belts and helmets).
- Ask parents to engage their children in health-related learning experiences, such as cooking dinner and packing lunch together, shopping for healthy foods, and reading labels on over-the-counter medicines.
- Host discussions about how parents can support healthy behaviors at home. Such discussions might be held at open houses and back-to-school nights, at parent meetings, and during parent-teacher conferences.
- Encourage parents to be part of decision making at school. Schools can include parents as participants in school decisions, school

activities, and advocacy activities through the Parent Teacher Association (PTA) or Parent Teacher Organization (PTO), school health council, school action teams to plan special health-related events, and other school groups and organizations. In addition, parents can serve on school committees or in leadership positions to assist with school decisions in developing school health policies, emergency/crisis/safety plans, health and safety messages, health curricula, food and beverage selections for school breakfasts and lunches, health services and referral procedures, and other plans and programs.

Examples of ways school staff can engage parents in decision making for schools:

- Involve students, parents, and community members in helping the school make decisions that improve the health and well-being of students through parent organizations (such as PTA/PTO), school health councils, school action teams, and other school groups and organizations.
  
- Involve parents in decisions when developing school health policies, emergency and safety plans, and health and safety messages; selecting health-related curricula or foods and beverages for school breakfasts and lunches; establishing health services and referral procedures; and other plans and programs.

- Create policies that institutionalize parent representation on decision-making groups, such as school health councils.
- Enlist parents in identifying school health and safety priorities (e.g., issues such as vandalism, violence, tobacco use, and drug and alcohol use).
- Involve parents in choosing health and physical education curricula with the help of tools such as the Health Education Curriculum Analysis Tool and the Physical Education Curriculum Analysis Tool (PECAT)
- Collaborate with the community. Schools can seek help with engaging parents in school health programs and activities from the community. In particular, schools can coordinate information, resources, and services from community-based organizations, businesses, cultural and civic organizations, social service agencies, faith-based organizations, health clinics, colleges and universities, and other community groups that can benefit students and families. By working with community organizations, schools can help parents obtain useful information and resources from these organizations and give parents access to community programs, services, and resources. In addition, schools, parents, and students can contribute to the community through service.<sup>17</sup>

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<sup>17</sup> CENTERS FOR DISEASE CONTROL AND PREVENTION. Parent engagement. Strategies for involving parents in school health. Atlanta – USA. 2012.

## **5.2.7 ACTIVITIES TO INVOLVE PARENTS AND CHILDREN IN THE USE AND PRACTICE OF ENGLISH LANGUAGE**

All parents can be helpful in their children's literacy development, regardless of their language, education, or literacy level. Parents who speak little or no English can contribute to their children's education in valuable ways. English language learners may benefit when they develop solid literacy skills in their first language before learning to read in a second one. Through Spanish, they are developing key language and literacy skills that may enable them to become excellent readers in English.

Even if your students' parents cannot read, there are many ways they can develop their children's oral language skills and support their literacy efforts. Here are a few ideas:<sup>18</sup>

### **Storytelling**

In Hispanic families, oral storytelling is often more of a natural activity than reading a bedtime story together. By telling stories, parents are developing their children's vocabulary and oral language skills. Parents can also encourage children to add to stories or make up their own.

### **"Read" wordless picture books**

Wordless picture books tell stories through pictures. This can be a fun way for parents and children to sit down together with books and talk

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<sup>18</sup> MORA, Pat. Empowering ELL Parents & Families at Home. Colorin Colorado Web site. WETA Learning Media. USA - 2007.



about stories. Children can learn how stories progress, make predictions, and develop a love for books.

### **Say rhymes and sing songs**

Rhymes, songs, and chants can develop oral language skills such as intonation and word stress.

### **Make frequent trips to the public library**

Try coordinating an informal "field trip" to your closest public library with parents (and possibly children) early in the school year.

### **Engage in meaningful conversation**

For oral language development, it is important that parents engage their children in meaningful conversation. Whether at the dinner table or at the grocery store, parents can ask children questions that require more than a simple yes or no answer.

### **Watch educational children's television programs together**

There are a number of wonderful children's television programs that promote English language and literacy development. This can be a great way for both parents and children to learn English together.

If your ELLs' parents are fully literate in Spanish, there are many ways they can help their children learn to read. First of all, they can do everything in the section above. In addition, they can:

### **Read books in Spanish**

Just as English-speaking parents can read books with their children in English, Spanish-speaking parents can read books with their children in Spanish. If some parents are not accustomed to reading with their children, introduce them to children's books and model different ways they can read together.

### **Read bilingual books**

Bilingual books are a great way for ELL students and their parents and family to enjoy books together. In addition, they can both improve their reading skills along the way.

### **Homework help**

If parents do not speak English, they may feel powerless when it comes to helping their children with homework. Let parents know that there are a variety of ways they can help:

***Direct help:*** There are probably many ways that parents can offer direct homework help, whether it's teaching numbers and letters, practicing reading, or helping with projects. Keep parents abreast of your classroom activities and homework, and point out specific ways that they can help out from home.

***Keep tabs:*** Parents can keep in touch with teachers to make sure their children are finishing their homework. They can ask

their children if they have any homework and make sure they set aside enough time to do it.

### **Provide good workspace**

Let parents know how important it is for children to have a clean, quiet work space to read or do their homework. Even if it is a simple table and chair, children will concentrate better with a defined place to study.

### **Find a tutor**

If parents cannot directly help with homework, encourage them to locate a tutor to help their children and answer any questions. Often times there are volunteer tutoring programs at local elementary schools, high schools, libraries, and after-school programs. An aunt, uncle, neighbor, or older sibling might also be able to help.<sup>19</sup>

## **5.2 USE AND PRACTICE OF THE ENGLISH LANGUAGE**

### **5.2.1 USE OF THE ENGLISH LANGUAGE**

English-language learners are students who have acquired their primary listening and speaking skills in a language other than English. They require support and attention to their unique needs. In addition to language acquisition, English-language learners are asked to merge their cultures, backgrounds, and experiences with those of their new environment in order to achieve academic success.

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<sup>19</sup> MORA, Pat. Empowering ELL Parents & Families at Home. Colorin Colorado Web site. WETA Learning Media. USA - 2007.

In order to correctly target instruction and expectations, it is important to recognize the different levels of language acquisition.

- Students in the **preproduction**, or beginning, stage of English-language development respond nonverbally and display limited comprehension of the new language when spoken. They observe the language of their peers and rely heavily on pictures and objects to comprehend and to communicate.
- In the **early production** stage of language development, students express some needs using basic words and simple phrases. They continue to manipulate objects in order to communicate, but they begin to understand some words and phrases in the new language, especially if there is pantomiming, role-playing, and/or picture support.
- The third stage of language acquisition is speech emergence, in which students begin to participate in everyday conversations about familiar topics. Although their language production may not be grammatically correct, they begin to produce longer and more complete phrases using known, high-frequency words. The errors that they make, both receptive and productive, often interfere with comprehension.
- In the fourth stage, intermediate fluency, the student engages in ordinary conversations and uses more complex phrases and sentences. Most of the errors that are made do not hinder comprehension. Students begin to participate in literacy activities in

the classroom, and use strategies to construct meaning from the printed page.

- In the final stage, advanced fluency, students produce language that is comparable to that of a native speaker. They are able to actively participate in all areas of instruction and to use academic language to negotiate meaning. They are also able to use multiple strategies to construct meaning from print.

### **5.2.2 ATTENDING LEARNER’S ENGLISH-LANGUAGE NEEDS DURING LITERACY INSTRUCTION.**

There is no “magic potion” to distribute to our students to help them understand the complexities of our language and culture. In order to address the needs of English-language learners, as well as all students, it is vital that we implement a quality comprehensive literacy program in every classroom.

We sometimes hear the statement, “I am the math (or science, or art) teacher. I don’t teach reading and writing.” Every teacher must be a teacher of literacy. The following list contains some of the strategies that should be used within a comprehensive literacy program to more effectively target the needs of the ELL student:

#### **Oral Language Development**

- Utilizing explicit teacher talk
- Thinking aloud during instructional activities

- Modeling; utilizing peer models
- Retelling
- Dramatizing, pantomiming
- Providing books on tape
- Sharing poetry
- Singing
- Encouraging peer discussions, such as sharing stories and experiences

### **Read-Alouds**

- Carefully selecting quality books in a variety of genres
- Encouraging students to interact and respond to texts
- Modeling phrasing
- Modeling that reading is fun

### **Shared Reading**

- Carefully selecting or preparing enlarged texts
- Demonstrating key concepts
- Following up with books made by students

### **Small-Group Reading Instruction**

- Carefully selecting texts to target students' vocabulary development
- Assessing authentically and frequently

## **Independent Reading**

- Allowing student to explore and self-select books at her independent reading levels
- Helping student understand what makes a book “easy” or “hard”

## **Think-Alouds**

- Carefully planning lessons and marking spots where think-alouds will be beneficial
- Modeling reading and writing strategies
- Modeling problem-solving strategies with new vocabulary

## **Shared Writing**

- Teaching explicit writing strategies
- Demonstrating revision, editing, elaboration, and conventions
- Creating text for students to read independently

## **Process Writing (Writers' Workshop)**

- Conferencing with students individually
- Allowing writers to self-select topics
- Collecting individual assessment information in portfolios

## **Independent Writing**

- Providing time for practice, response, and reflection

## **Phonemic Awareness/Phonics**

- Providing instructional opportunities throughout all literacy practices
- Introducing spelling patterns
- Studying high-frequency words in context

### **5.2.3 INSTRUCTIONAL SPECIFIC ACTIVITIES TO SUPPORT THE USE PRACTICE OF THE ENGLISH LANGUAGE.**

- Instead of just giving directions to students, specifically model what you expect them to do. In other words, show them how to accomplish the task and give an example of exactly how the final product should look.
- Provide sufficient response time for ELL students. They are hearing what you say in English, and they may need to think of the words in their native language to truly process what has been said. Then they will decide on a response in their native language, adapt that response to English, think about the response to make sure that it makes sense, and finally respond. It often takes years of exposure to the English language before a student can bypass the translation steps and truly “think in English.”



- Be conscientious about explaining and/or pantomiming synonyms, idioms, and figures of speech. All languages contain these puzzlements, and they need to be explicitly taught, not avoided, if students are going to acquire the English language. “Imagine not providing students with idioms. In terms of language acquisition, we might really upset students’ applecart, put them behind the eight ball, and keep them in the dark ‘til the cows come home. They could find themselves up a creek without a paddle and paying through the nose because we didn’t want to talk straight from the hip and give them language that was the real McCoy, language that could help them go the distance and bring home the bacon through thick and thin.”<sup>20</sup>
- Observe your students carefully. If you are not sure whether they understand, it is a good idea to paraphrase, summarize, or use synonyms to aid their comprehension. You can also check for comprehension by asking students to turn to a partner and explain or retell, to respond in a journal, or to give you a signal to let you know if they understand.
- Use a variety of concrete items, drawings, or photographs to teach all content area concepts. Abstract ideas are very difficult for ELL students, who need to be thoughtfully supported as they move from the concrete to the abstract.
- Make sure that assessments actually provide information to ascertain

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<sup>20</sup> CARY, S. Second language learners. Benchmark Education Company. New York. USA. 1997

strengths and weaknesses and target areas of instructional need. The best way to do this might not be traditional paper and pencil assessments, but oral assessments and other more informal, authentic measures to actually show what students have learned. We must also keep in mind that what we hear and see from students is not necessarily a true indication of what they know.

- Keep expectations high, but reasonable. ELL students should not be considered “slow learners.” Typical ELL students make frequent spurts of extremely rapid growth, as their English oral language, literacy skills, and strategies progress. The experts tell us, however, that it may take several years of instruction in English for language learners to arrive at the same level of language acquisition as native English speakers.
- Integrate ELL students’ cultural experiences and background knowledge into the learning environment. They can be an excellent source for information about their home country, and it is important to celebrate diversity.
- Allow ELL students to work in small groups, some of which are homogeneously grouped, while others are heterogeneous and contain students that can model for their peers. Interaction and discussion should be permitted in both groups.

- Choose vocabulary words carefully and provide explicit instruction, allowing opportunities for students to practice the use of these words.
- Pair these students with a “reading buddy,” a “writing buddy,” and/or a “language buddy,” a supportive partner who can model language and literacy. The ELL student can also be a literacy buddy for a younger student as they both begin to step into English literacy.
- Find a way to communicate with parents. Perhaps there is someone who can translate notes into the native language or someone who can translate at parent/teacher conferences. Some parents may resist interacting with the school for a variety of personal reasons, but most have immigrated to a new country to give their children a better chance at success than they had.<sup>21</sup>

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<sup>21</sup> CARY, S. Second language learners. Benchmark Education Company. New York. USA. 1997

## **HYPOTHESES**

### **6.1. GENERAL HYPOTHESIS**

- The inclusion of the students' parents contributes to the use and practice of the English language of the students of First and Second Years of Bachillerato at "Unidad Educativa Anexa a la Universidad Nacional de Loja", academic period 2012-2013.

### **6.2. SPECIFIC HYPOTHESES**

- The inclusion of parents by teachers reinforce the use and practice of the English language of the students of First and Second Years of Bachillerato at "Unidad Educativa Anexa a la Universidad Nacional de Loja" Academic period 2012-2013.
- The way teachers involve students' parents encourage the use and practice of English language of the students of First and Second Years of Bachillerato at "Unidad Educativa Anexa a la Universidad Nacional de Loja Academic period 2012-2013.

## **f. METHODOLOGY**

### **7.1. DESIGN OF THE RESEARCH**

This research work is considered not experimental due to its location in the socio-educational scope with a descriptive trend. To carry out this work the researcher will make use of some methods and for the gathering of the information needed the survey technique will be applied.

### **7.2. METHODS, TECHNIQUES AND INSTRUMENTS**

#### **METHODS**

The activities that will be carried out to be successful will require following the right track that allows discovery and achieve goals with minimal effort and maximum possible accuracy, mainly when a scientific research will be carried out it will need to follow a rigorous methodology. For the different aspects of the study the researcher will apply several methods, techniques and tools that will serve to collect empirical data.

- **Scientific method**

This method will be used as the overall strategy of the entire investigative process, since this set of steps previously set by a discipline, in order to achieve valid knowledge through reliable instruments, as it is a standard sequence to ask and answer to a

question, this pattern allows researchers go from the starting point to the end point with the confidence to obtain valid knowledge.

This method will be used as a general strategy that will guide the entire process, making of its laws and categories the epistemological and methodological support of the research.

This method will help the researcher to rebuild relationships and specific properties of the phenomenon under study and also will allow closing to the scientific knowledge that is the result of the dialectical interaction of the knowing subject with the object of knowledge.

- **Inductive Method**

This is the most usual scientific method, which is characterized by its four basic stages: observation and recording of all the facts: the analysis and classification of facts, the inductive derivation of a generalization from the facts and the contrast. One way to apply the inductive method is to propose, starting from repeated observation of objects or events in the same contour, a conclusion for all objects or events of the research.

It will allow compare the information obtained in the field with the theoretical support, and to establish relationships that will exist between the students and their families, and their impact on student academic achievement.

- **Deductive Method**

This method will contribute in the extraction of consequences and conclusions, since it goes from the general to the particular, in other words from the complex to the simple. With whose help will be possible to deduce final conclusions, from supposed enunciated called premises.

- **Analytical Method**

This research method consists of the dismemberment of a whole, decomposing it into its parts or fundamental elements. The analysis is the observation and examination of a particular event, it is necessary to know the nature of the phenomenon or object that is studied to understand its essence. This method will allow knowing more to the study object, which may explain, make analogies; understand better its behavior and establish new theories. Also, this method will allow carrying out the analysis and interpretation of empirical information.

- **Synthetic Method**

This method follows a process of reasoning that tends to reconstruct a whole from disaggregated elements by analysis, it tries consequently to make an orderly disaggregation and brief summary; it should be understood that the synthesis is mental processing, which has a goal the complete understanding of the essence of what is already known in all parts and particularities.

## **TECHNIQUES AND INSTRUMENTS**

In order to collect the necessary information to carry out this research project, the technique of the survey will be applied through the instrument of the questionnaire to teachers, students and parents in order to know the influence that the involvement of parents could have in the use and practice of the English language.

## **PROCEDURES**

### **Tabulation**

Once applied the survey, the tabulation of the obtained information will be done in the field researched; this means adding all the answers of the indicators for each question until the percentages will be obtained from all the instruments applied.

### **Organization**

Data is organized in general charts tab to get a panoramic view of the problem, and then broken down into statistical tables for each question on all instruments.

### **Graphic Representation**

Once the tabulation is done in a general way, and elaborated the statistical tables, the researcher will proceed to the graphing EXCEL by the computer system, in this way there will be a global view of the magnitude of the problem.



### **Interpretation**

Once prepared the statistical tables and graphs, the next step will be the interpretation of the results to define the status of the problem.

### **Hypotheses Verification**

With the statistical results as the product of the field research the researcher will proceed to their confrontation to determine the that parents involvement has on the influence of the English language, this will verify the hypotheses rose.

### **Conclusions and Recommendations**

After verifying the assumptions, the conclusions will be drawn according to the situation of the problems found; then recommendations will be given as alternative of solution to the problematic that influences the development of the receptive skills of the English language.

## **POPULATION**

The population is conformed by all the students of the First and Second Years of Bachillerato of the of the “Unidad Educativa Anexa a la Universidad Nacional de Loja”, who in total are 280, in the same way all parents will be taking into account. The population of teachers is only 3, therefore, all of them will also be considered for the application of the surveys.

The distribution of the students per parallels is specified in the following chart:

<b>GROUPS</b>	<b>No. STUDENTS</b>	<b>No. TEACHERS.</b>	<b>No. PARENTS</b>
1 <sup>st</sup> Year of Bach. "A"	35	1	157
1 <sup>st</sup> Year of Bach. "B"	33		
1 <sup>st</sup> Year of Bach. "C"	35		
1 <sup>st</sup> Year of Bach. "D"	35	1	
1 <sup>st</sup> Year of Bach. "E"	19		
2 <sup>nd</sup> Year of Bach. "E"	11		
2 <sup>nd</sup> Year of Bach. "A"	29	1	123
2 <sup>nd</sup> Year of Bach. "B"	28		
2 <sup>nd</sup> Year of Bach. "C"	26		
2 <sup>nd</sup> Year of Bach. "D"	29		
<b>TOTAL</b>	<b>280</b>	<b>3</b>	<b>280</b>



## **h. BUDGET AND FINANCE**

### **ORGANIZATION AND MANAGEMENT OF THE RESEARCH**

#### **RESOURCES**

- **HUMAN**

The resources that will be part of this Thesis project are:

- ✓ Student in charge of investigation: Franklin Orlando Sánchez.
- ✓ Students of: 1<sup>st</sup> and 2<sup>nd</sup> Years of Bachillerato at “Unidad Educativa Anexa a la Universidad Nacional de Loja.
- ✓ English teachers of 1<sup>st</sup> and 2<sup>nd</sup> Years of Bachillerato at “Unidad Educativa Anexa a la Universidad Nacional de Loja.
- ✓ Students’ parents of the students of 1<sup>st</sup> and 2<sup>nd</sup> Years of Bachillerato at “Unidad Educativa Anexa a la Universidad Nacional de Loja.

- **MATERIALS**

The main materials for the research work are:

- ✓ Bibliographic acquisition (Internet)
- ✓ Office supplies
- ✓ Text rise (copies, paper, etc.)
- ✓ Publishing
- ✓ Thesis project edition (computer, transportations, etc.)
- ✓ Binding of the thesis project
- ✓ Unforeseen, (printings, etc.)

- **BUDGET**

<b>MATERIALS</b>	<b>COST</b>
1. Bibliographic acquisition (Internet)	\$ 500
2. Office supplies	\$ 300
3. Text rise (copies, paper, etc.)	\$ 200
4. Publishing	\$ 100
5. Thesis project edition (computer, transportations, etc.)	\$ 200
6. Binding of the thesis project	\$ 150
7. Unforeseen, (printings, etc.)	\$ 150
<b>TOTAL</b>	<b>\$ 1,600.00</b>

- **FINANCING**

The financing of the expenses derived from the present work will be assumed completely by the researcher

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## ANNEXES



**UNIVERSIDAD NACIONAL DE LOJA**  
**ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN**  
**ENGLISH LANGUAGE DEPARTMENT**

### TEACHERS' SURVEY

*Dear teacher:*

*The present survey has the purpose of gathering information to carry out a research work about the inclusion of students' parents in the use and practice of the English language. Therefore, your answers and opinions will be very important for the development of this research.*

#### **HYPOTHESIS 1:**

The inclusion of parents by teachers reinforce the use and practice of the English language of the students of First and Second Years of Bachillerato at "Unidad Educativa Anexa a la Universidad Nacional de Loja" Academic period 2012-2013

**1. Do you think that the involvement of parents strengthen the use and practice of the English language?**

Yes ( ) No ( )

Why?.....  
.....

**2. What is the role of parents in the education of their children?**

- Take children to the school in order they learn different subjects. ( )
- Support their children in the development of their academic, social and cultural activities along the teaching-learning process. ( )
- Help them with their homework and attend to meetings. ( )

**3. Do parents interrupt the normal development of the teaching-learning process of the English language when they try to be part of it?**



Yes ( ) No ( )

Why?.....  
.....

**4. Which of the following aspects do you think could be improved with the involvement of parents in the education of their children?**

- Higher grades and test scores ( )
- Better attendance and more homework done ( )
- More positive attitudes and behavior ( )
- Higher graduation rates ( )
- Greater enrollment in postsecondary education ( )

**5. How the involvement of parents in the education of their children could benefit the high school and community?**

- Improve teacher morale ( )
- Higher ratings of teachers by parents ( )
- More support from families ( )
- Higher student achievement ( )
- Better reputations in the community ( )

**6. What motivations do parents have to be involved in the use and practice of the English language with their children?**

- Parents need to develop relationships. ( )
- Parents need to influence their children's learning. ( )
- Education is the key for children to achieve success. ( )
- Parents challenge their children to use the English language ( )

**HYPOTHESIS 2:**

The way teachers involve students' parents encourage the use and practice of English language of the students of First and Second Years of Bachillerato at "Unidad Educativa Anexa a la Universidad Nacional de Loja Academic period 2012-2013.

**7. Do you involve parents in the use and practice of the English language?**

Yes ( ) No ( )

Why?.....  
.....

**8. Have you ever applied any strategy to involve parents in the use and practice of the English language with their children?**

Yes ( ) No ( )

Why?.....  
.....

**9. Which of these strategies have you applied to involve parents and children to use and practice the English language?**

- To ask parents about their needs and interests regarding the education of their children.
- To provide parenting support.
- To establish good ways of communication with parents. (memos, banners, signs, newsletters, websites, text messages, e-mails messages; etc.
- To provide a variety of volunteer opportunities.

**10. In what way do you involve parents and children to the use and practice of the English language?**

- Parenting:** Helping families establish home environments that support children as students and helping schools understand families.
- Communicating:** Designing and conducting effective forms of two-way communication about school programs and children's progress.
- Volunteering:** Recruiting and organizing help and support for classrooms, school functions and student activities.
- Learning at home:** Providing information, ideas and opportunities to families about how to help students at home with academic decisions, homework, and curriculum-related activities.
- Decision-making:** Including families in various aspects of school governance.
- Collaborating with community:** Strengthen and support schools, students and their families, and from schools, families and students to support the community.

**11. Which activities can parents and children do to use and practice the English language?**

- Storytelling.
- Reading wordless picture books.
- Saying rhymes and sing songs.
- Engaging in meaningful conversations.
- Watching educational children's television programs together
- Reading bilingual books, English books or Spanish books.
- Helping with homework

"THANK YOU FOR YOUR COLLABORATION"



**UNIVERSIDAD NACIONAL DE LOJA**  
**ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN**  
**ENGLISH LANGUAGE DEPARTMENT**

**STUDENTS' SURVEY**

*Dear student:*

*The present survey has the purpose of gathering information to carry out a research work about the inclusion of students' parents in the use and practice of the English language. Therefore, your answers and opinions will be very important for the development of this research.*

**HYPOTHESIS 1:**

The inclusion of parents by teachers reinforce the use and practice of the English language of the students of First and Second Years of Bachillerato at "Unidad Educativa Anexa a la Universidad Nacional de Loja" Academic period 2012-2013

**1. Do you think that the involvement of your parents strengthen the use and practice of the English language?**

Yes ( ) No ( )

Why?.....  
.....

**2. What is the role of parents in the education of their children?**

- Take children to the school in order they learn different subjects. ( )
- Support their children in the development of their academic, social and cultural activities along the teaching-learning process. ( )
- Help them with their homework and attend to meetings. ( )

**3. Do parents interrupt the normal development of the teaching-learning process of the English language when they try to be part of it?**

Yes ( ) No ( )

Why?.....  
.....

**4. Which of the following aspects do you think could be improved with the involvement of your parents in your education?**

- Higher grades and test scores ( )
- Better attendance and more homework done ( )
- More positive attitudes and behavior ( )
- Higher graduation rates ( )
- Greater enrollment in postsecondary education ( )

**5. How the involvement of your parents in your education could benefit the high school and community?**

- Improve teacher morale ( )
- Higher ratings of teachers by parents ( )
- More support from families ( )
- Higher student achievement ( )
- Better reputations in the community ( )

**6. What motivations could your parents have to get involved in the use and practice of the English language with you?**

- Parents need to develop relationships. ( )
- Parents need to influence their children's learning. ( )
- Education is the key for children to achieve success. ( )
- Parents challenge their children to use the English language ( )

**HYPOTHESIS 2:**

The way teachers involve students' parents encourage the use and practice of English language of the students of First and Second Years of Bachillerato at "Unidad Educativa Anexa a la Universidad Nacional de Loja Academic period 2012-2013.

**7. Does your teacher involve your parents in the use and practice of the English language?**

Yes ( ) No ( )

Why?.....  
.....

**8. Has your teacher ever applied any strategy to involve your parents in the use and practice of the English language with you?**

Yes ( ) No ( )

Why?.....  
.....

**9. Which of these strategies has your teacher applied to involve your parents in the use and practice of the English language?**

- To ask parents about their needs and interests regarding the education of their children.
- To provide parenting support.
- To establish good ways of communication with parents. (memos, banners, signs, newsletters, websites, text messages, e-mails messages; etc.
- To provide a variety of volunteer opportunities.

**10. In what way does your teacher involve your parents and you to use and practice of the English language?**

- **Parenting:** Helping families establish home environments that support children as students and helping schools understand families.
- **Communicating:** Designing and conducting effective forms of two-way communication about school programs and children’s progress.
- **Volunteering:** Recruiting and organizing help and support for classrooms, school functions and student activities.
- **Learning at home:** Providing information, ideas and opportunities to families about how to help students at home with academic decisions, homework, and curriculum-related activities.
- **Decision-making:** Including families in various aspects of school governance.
- **Collaborating with community:** Strengthen and support schools, students and their families, and from schools, families and students to support the community.

**11. Which activities can parents and children do to use and practice the English language?**

- Storytelling.
- Reading wordless picture books.
- Saying rhymes and sing songs.
- Engaging in meaningful conversations.
- Watching educational children’s television programs together
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- Helping with homework

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**UNIVERSIDAD NACIONAL DE LOJA**  
**ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN**  
**ENGLISH LANGUAGE DEPARTMENT**

***PARENTS' SURVEY***

*Dear parents:*

*The present survey has the purpose of gathering information to carry out a research work about the inclusion of students' parents in the use and practice of the English language. Therefore, your answers and opinions will be very important for the development of this research.*

**HYPOTHESIS 1:**

The inclusion of parents by teachers reinforce the use and practice of the English language of the students of First and Second Years of Bachillerato at "Unidad Educativa Anexa a la Universidad Nacional de Loja" Academic period 2012-2013

**1. Do you think that your involvement strengthen the use and practice of the English language?**

Yes ( ) No ( )

Why?.....  
.....

**2. What is the role of parents in the education of their children?**

- Take children to the school in order they learn different subjects. ( )
- Support their children in the development of their academic, social and cultural activities along the teaching-learning process. ( )
- Help them with their homework and attend to meetings. ( )



**3. Do you consider that you interrupt the normal development of the teaching-learning process of the English language when you try to be part of it?**

Yes ( ) No ( )

Why?.....  
.....

**4. Which of the following aspects do you think could be improved with your involvement in the education of your children?**

- Higher grades and test scores ( )
- Better attendance and more homework done ( )
- More positive attitudes and behavior ( )
- Higher graduation rates ( )
- Greater enrollment in postsecondary education ( )

**5. How your involvement in the education of your children could benefit the high school and community?**

- Improve teacher morale ( )
- Higher ratings of teachers by parents ( )
- More support from families ( )
- Higher student achievement ( )
- Better reputations in the community ( )

**6. What motivations could you have to get involved in the use and practice of the English language with your children?**

- Parents need to develop relationships. ( )
- Parents need to influence their children's learning. ( )
- Education is the key for children to achieve success. ( )
- Parents challenge their children to use the English language ( )

**HYPOTHESIS 2:**

The way teachers involve students' parents encourage the use and practice of English language of the students of First and Second Years of Bachillerato at "Unidad Educativa Anexa a la Universidad Nacional de Loja Academic period 2012-2013.

**7. Do the teachers involve you in the use and practice of the English language?**

Yes ( ) No ( )

Why?.....  
.....

**8. Have the teachers ever applied any strategy to involve you in the use and practice of the English language with your children?**

Yes ( ) No ( )

Why?.....  
.....

**9. Which of these strategies have the teachers applied to involve you and your children to use and practice the English language?**

- To ask parents about their needs and interests regarding the education of their children.
- To provide parenting support.
- To establish good ways of communication with parents. (memos, banners, signs, newsletters, websites, text messages, e-mails messages; etc.
- To provide a variety of volunteer opportunities.

**10. In what way do teachers involve you and your children to use and practice the English language?**

- Parenting:** Helping families establish home environments that support children as students and helping schools understand families.

- **Communicating:** Designing and conducting effective forms of two-way communication about school programs and children’s progress.
- **Volunteering:** Recruiting and organizing help and support for classrooms, school functions and student activities.
- **Learning at home:** Providing information, ideas and opportunities to families about how to help students at home with academic decisions, homework, and curriculum-related activities.
- **Decision-making:** Including families in various aspects of school governance.
- **Collaborating with community:** Strengthen and support schools, students and their families, and from schools, families and students to support the community.

**11. Which activities can you and your children do to use and practice the English language?**

- Storytelling.
- Reading wordless picture books.
- Saying rhymes and sing songs.
- Engaging in meaningful conversations.
- Watching educational children’s television programs together
- Reading bilingual books, English books or Spanish books.
- Helping with homework

“THANK YOU FOR YOUR COLLABORATION”

## MATRIX OF CONSISTENCY

**THEME:** "THE INCLUSION OF THE STUDENTS' FAMILY PARENTS AND THE USE AND PRACTICE OF THE ENGLISH LANGUAGE WITH STUDENTS OF FIRST AND SECOND YEARS OF BACHILLERATO AT "UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA" ACADEMIC PERIOD 2012-2013"

PROBLEM	OBJECTIVES	HYPOTHESIS	VARIABLES	INDICATORS
<b>Main Problem</b>	<b>General Objective</b>	<b>General Hypothesis</b>		
What is the role of the students' parents in the use and practice of English language with the students of First and Second Years of Bachillerato at "Unidad Educativa Anexa a la Universidad Nacional de Loja", academic period 2012-2013?	To know the contribution of the students' parents in the use and practice of the English language with the students of First and Second Years of Bachillerato at "Unidad Educativa Anexa a la Universidad Nacional de Loja", academic period 2012-2013.	The inclusion of the students' parents contributes to the use and practice of the English language of the students of First and Second Years of Bachillerato at "Unidad Educativa Anexa a la Universidad Nacional de Loja", academic period 2012-2013.		
<b>Sub problems</b>	<b>Specific Objectives</b>	<b>Specific Hypothesis</b>		
Is the inclusion of the students' parents considered by teachers in the use and practice of the English language of the students of the First and Second Years of Bachillerato at "Unidad Educativa Anexa a la Universidad Nacional de Loja, academic period 2012-2103?	To determine whether teachers are considering the inclusion of parents to strengthen the use and practice of the English language with the students of First and Second Years of Bachillerato at "Unidad Educativa Anexa a la Universidad Nacional de Loja", academic period 2012-2013.	The inclusion of parents by teachers reinforce the use and practice of the English language of the students of First and Second Years of Bachillerato at "Unidad Educativa Anexa a la Universidad Nacional de Loja" Academic period 2012-2013.	The inclusion of the students' family parents	
How teachers involve parents in the use and practice of the English language of the students of First and Second Years of Bachillerato at "Unidad Educativa Anexa a la Universidad Nacional de Loja, academic period 2012-2013?	To identify in what way teachers involve parents in the use and practice of the English language with the students of First and Second Years of Bachillerato at "Unidad Educativa Anexa a la Universidad Nacional de Loja, academic period 2012-2013.	The way teachers involve students' parents encourage the use and practice of English language of the students of First and Second Years of Bachillerato at "Unidad Educativa Anexa a la Universidad Nacional de Loja Academic period 2012-2013.	The use and practice of the English language	
				<p><b>Family and education</b></p> <ul style="list-style-type: none"> <li>• The role of parents in the Education of their children</li> <li>• Motivations of parental involvement.</li> <li>• Benefits of parental engagement.</li> <li>• The inclusion of parents in the learning of English Language</li> <li>• How to involve parents in the use and practice of the English language.</li> <li>• Strategies to involve parents in the use and practice of the English language.</li> <li>• Activities to involve parents and children in the use and practice of the English language</li> </ul> <p><b>Use and practice of the English language</b></p> <ul style="list-style-type: none"> <li>• English Language needs</li> <li>• Activities to support the use and practice of the English language.</li> <li>• How to involve parents in the use and practice of the English language.</li> <li>• Strategies to involve parents in the use and practice of the English language.</li> </ul>

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