

## **Impact of Parental Involvement on the English Performance of 8<sup>th</sup> Graders**

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Angela Yiseth Barrera Monroy

Sofia Beltrán Martín

Angela Patricia Rocha Albarracín

Miguel Ángel Quintana Martínez

Universidad El Bosque, School of Education Undergraduate Program in Bilingual Education

Margarita Lucelly Estrada Restrepo

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### **Abstract**

Supporting children in learning a second language, such as English, is essential as it positively impacts their motivation to develop various language skills, while the parent-child relationship fosters cognitive growth and opens opportunities for them. However, despite the numerous methods available for learning English, parents often have limited time to be actively involved in their children's education. This study, titled 'Parental Involvement Impact on Students' English Performance in 8th Grade at Laureano Gómez School,' examines the influence of parental involvement on the academic performance of eighth-grade students in English.

This research aims to analyze parental involvement as a decisive factor for academic success especially in English learning. A case study approach was used within the English classroom to determine the impact of parental involvement on eighth-grade students' engagement in learning a second language at Laureano Gómez School. Using a mixed-method approach involving interviews, questionnaires, and observations, the study identified three main categories: assistance tools for English learning, perceptions of parental involvement, and perceptions of English as a subject. The main conclusion is, most of the parents do support their children in the motivational aspect, nevertheless, there is a lack of involvement in the support area, as they don't have time to dedicate themselves in aspects like to school activities, reflecting a poor English academic performance from their children.

**Keywords:** Academic Engagement, English as a Second Language, Parental Involvement, Perceptions.

## Resumen

Apoyar a los niños en el aprendizaje de una segunda lengua, como el inglés, es esencial, ya que repercute positivamente en su motivación para desarrollar diversas destrezas lingüísticas, al tiempo que la relación padres-hijos fomenta el crecimiento cognitivo y les abre oportunidades. Sin embargo, a pesar de los numerosos métodos disponibles para aprender inglés, los padres suelen disponer de poco tiempo para implicarse activamente en la educación de sus hijos. Este estudio, titulado 'Parental Involvement Impact on Students' English Performance in 8th Grade at Laureano Gómez School', examina la influencia de la implicación de los padres en el rendimiento académico de los alumnos de octavo curso de inglés.

Esta investigación tiene como objetivo analizar la participación de los padres como un factor decisivo para el éxito académico, especialmente en el aprendizaje del inglés. Se utilizó un enfoque de estudio de caso dentro del aula de inglés para determinar el impacto de la participación de los padres en el compromiso de los estudiantes de octavo grado en el aprendizaje de un segundo idioma en la Escuela Laureano Gómez. Utilizando un enfoque de método mixto que incluyó entrevistas, cuestionarios y observaciones, el estudio identificó tres categorías principales: herramientas de ayuda para el aprendizaje del inglés, percepciones de la participación de los padres y percepciones del inglés como asignatura. La principal conclusión refiere, la mayoría de los padres sí apoyan a sus hijos en el aspecto motivacional, sin embargo, existe una falta de involucramiento en el área de apoyo, ya que no tienen tiempo para dedicarse en aspectos similares a las actividades escolares, reflejando un bajo rendimiento académico en inglés por parte de sus hijos.

**Palabras Clave:** Responsabilidad Académica, Inglés Como Segunda Lengua, Involucramiento Familiar, Percepciones

## Chapter I: Introduction

The global growth of bilingualism has been increasingly prominent in recent years. This growth is linked to Colombia's 2018 national plan, which aims to promote bilingualism across the population. Prior to 2018, Colombia, like other Latin American countries, adopted language policies to spread English as a foreign language. Guerrero (2008) noted that this was the primary strategy to address the population's insufficient knowledge of English and promote bilingualism.

Some perspectives on these educational plans highlight negative aspects. As Cárdenas, cited in Fandiño-Parra et al. (2012), suggests, it is important to examine whether the country meets the necessary conditions for successful bilingualism implementation. This is due to insufficient English teaching hours, inadequately trained teachers, a lack of resources, and limited opportunities for authentic communication in the classroom. (Fandiño-Parra, Bermúdez-Jiménez, & Lugo-Vásquez, 2012). At times, these policies lack coherent implementation and development (Gómez Sará, 2017). This lack of cohesion between policy and classroom application negatively impacts student performance.

While these factors affect student outcomes, parental involvement—through support, motivation, and guidance—also plays a significant role in student performance. This research focuses primarily on examining the role of parental involvement in shaping students' academic engagement in English.

Parents play a fundamental role in a child's development, as education begins at home. Parental involvement in activities such as homework support can significantly enhance the child's learning process (Ceka & Murati, 2016). This implies that a student's academic performance is influenced by the relationship they share with their parents, as a supportive home environment can foster better academic outcomes.

Students' English performance can improve based on the level of parental involvement in their academic lives. According to Đurišić and Bunijevac, student success can depend heavily

on the role parents play in their children's academic lives. Parents should actively participate in activities such as homework, school conferences, and all other aspects of the academic process (Durisic & Bunijevac, 2017). This project aims to analyze the role of parents in supporting their children's English learning, as well as students' perceptions of their parents' involvement in the process of acquiring a foreign language. This research will examine the impact of parental involvement on eighth-grade students at Laureano Gómez School, addressing the gap in the literature regarding parental support for academic activities. Additionally, the study will address how parents' limited time, often due to work commitments, hinders their ability to actively support their children's second language learning. Furthermore, this project aims to provide insights for future researchers looking to implement strategies to enhance parental engagement in their children's school environment.

The document is structured to first present the statement of the problem, which addresses the lack of parental involvement in English language learning at Laureano Gómez School and its impact on students' academic performance. The research objectives and aims focus on identifying the impact of parental involvement, followed by the rationale for the research question, supported by authors like Meza, Castañeda, and Hurtado, who establish a connection between parental involvement and students' performance in English. The paper then explores four key concepts—parental involvement, academic engagement, English as a second language, and perceptions—as the foundation for addressing the research question and achieving the main objective.

The formulation of the research questions helped identify the central issue of the project and demonstrated its alignment with topics explored in prior studies. The research then outlines the data collection procedures, including participant selection and the use of three methods: interviews, questionnaires, and observations, to explore parental involvement and student perceptions. Data analysis was conducted using the triangulation method to ensure the validity

of the collected responses. The analysis led to the creation of categories that integrated the data, helping to identify patterns supporting the thesis statement.

Finally, the research conclusion discusses how student performance at Laureano Gómez School is influenced by the level of parental involvement. The research shows that parents employ various methods to support their children's learning, depending on the child's proficiency level in English. The analysis revealed a low percentage of parental involvement, largely due to parents lacking the necessary preparation to guide their children in English-related activities. As a result, researchers found that students often lack someone who can help them resolve doubts or complete their activities. However, most students indicated that they did receive motivational support from their parents. While these conversations helped engage students in English, parents lacked strategies to help their children overcome difficulties in the subject.

### **Statement of the Problem**

As pre-service teachers in Laureano Gómez school, we evidenced the low performance and participation that students have in the English class, as most of them do not show any kind of interaction or interest in acquiring a new language. This lack of interest is related to the level of parental involvement in the educational process, however, the students who are encouraged by their parents through different activities for their English Learning have better performance in their English classes (Poyraz, 2017). Taking this into account, this research supports that parental involvement positively influences students' academic performance.

The identified problem refers to the parental involvement impact on students' English performance in 8th grade in Laureano Gómez School. Often, low parental involvement reflects a less favorable learning environment and low student motivation. According to Obaki the environment of the class is usually affected because of the student's behavior, as the parents neglect to recognize behavioral problems at the early stages of their childhood, thus, the children present in their academic process with a low set of skills (Obaki, 2017).

Parental involvement is sometimes reflected in the participation and engagement of students in the English class; therefore, students establish more interactions in their English language learning. Likewise, they achieve a better development of their English skills and learning in general (Chavez, Adalia, & Joebert, 2023). This concern is relevant to the context of the students of Laureano Gomez, since if this problem is improved, the students will have a better learning of the second language, ensuring first of all that they can communicate adequately in contexts other than Spanish. In addition to this, it is beneficial for the school that its students excel in their second language, because it denotes the connection between teachers, students and parents. In addition to this, the students' future employment will be improved by having foreign language skills.

Considering this, it is necessary to analyze how parental involvement impacts different aspects, taking into account different forms of parental involvement, such as emotional support, homework supervision, and communication with teachers, influencing academic performance and active participation of students in class, to identify strategies to improve these factors.

### **Research Question**

To what extent does parental involvement impact 8th-grade students' engagement and performance in learning English at Laureano Gomez School?

### **General Objective**

To determine the impact of parental involvement on the engagement and academic performance of 8th-grade students in learning English as a second language at Laureano Gomez School.

### **Specific Objectives**

1. To assess the current level of parental involvement in students' English learning process through surveys, interviews, and academic performance data.
2. To evaluate the perceptions of eighth-grade students regarding the influence of their parents in their English learning process through questionnaires and interviews.

3. To identify effective parental involvement practices that enhance student performance in English through case studies, classroom observations, and parent-teacher interviews.

### **Rationale**

The level of English taught in Colombian schools is an important topic to discuss in our research. The influence of parents in the education of their children is fundamental, as it contributes to their academic success (Meza, López Salazar, & Alcázar Berrío, 2023). As shown in this research, out of 92 families, 25.3% were illiterate, 31.5% of them had a primary school education, 19.6% of them had incomplete secondary school education and 23.6% had a complete secondary school education. Therefore, this did not allow students to receive the suitable training at home by parents due to the low level of education, especially in English. This suggests that achieving English learning objectives requires active parental involvement. However, this research highlights some challenges parents face in supporting their children.

This research seeks to identify the impact of parents' role in the English language learning of eighth-grade students in Laureano Gómez School. Some of the attitudes and skills are benefited by the encouragement of parents and students in academic activities (Hurtado Torres & Castañeda-Peña, 2016). It is important to highlight the motivation and interest that parents provide their children to overcome challenges that English may present. As well as how to generate a shared learning alongside the parents, that encourages communication and enhances what perceptions that students may have from the collaboration that their parents provide.

This study helps to observe how parental involvement impacts the lack of motivation in Laureano Gómez School. According to Johnson & Brown (2020) child encouragement is based on the context of parental environment, due to parents currently being modern, they can shape the behavior of a kid. Taking this into account, students in 8th grade are in a stage in which they feel independent. As pre-service teachers, we have observed they need someone who can be

their guide and correct their mistakes that are presented not only in academic features but also in students' personal lives.

This research is based on facts that through the observation of our practice classes, also according to the analysis, contribute to identifying an effective parent's involvement in their classes. When parents support their children's learning, they tend to have better school performance given that they are more aware of their children, their homework and supervise their activities, providing more solid learning, as they feel inspired to improve their performance and explore new areas of knowledge (Meza, López Salazar, & Alcázar Berrío, 2023). Our research wants to provide factors that have an impact on the English classes of the eighth-grade students of Laureano Gomez school, in the learning of English with the motivation of their parents to identify the aspects that can affect the level of involvement by their parents.

## **Chapter II: Theoretical Framework**

This theoretical framework contains the main concepts that will be the body of this research. These concepts help the reader understand and interpret the theory related to the parental involvement impact on students' English performance in 8th grade in Laureano Gómez School. The first part of the theoretical framework is about the importance of benefits that bring *Parental involvement* in the student's performance at school, specifically in English class.

Secondly, it will show how some researchers have an opinion about the impact of *Academic engagement* in the students' English classes and how it allows them to stand out or improve their performance. The third concept is *English as a second language*, in which it will be explained how it is understood by some researchers. Finally, the fourth concept is about *Perceptions*, it will be defined by some experts in academic and psychological areas and will show the relationship with the topic presented in this project. All these concepts are tools for the reader to have a better understanding of this research.

## Parental Involvement

Parental involvement is perceived differently by teachers and parents, largely depending on their respective environments, such as home or school settings (Myers-Young, 2018).

Despite these contextual differences, parental involvement is commonly defined as the relationship between parents and teachers. In accordance with Epstein et al. (2018) he exposes in their model about parental involvement, referring to cooperation and communication that have with students-children, as fundamental bases in the meaning of parental involvement.

Teachers often view parental involvement as the commitment and participation of parents in both school activities and home support (Anderson, 2019). Parents often perceive involvement as ensuring their children attend school and assisting with homework when possible, reflecting minimal engagement in school activities Johnson & Brown (2020) Theorists define parental involvement as related to the partnerships between parents-children and school-home (Lloyd-Smith & Baron, 2010). Mainly, this term is related to the parental patterns that parents use in their homes and the importance that they give their children's education.

Parental participation has long been recognized as critical to student success, as parents historically played a key role in establishing educational foundations for their children at home Smith et al. (2021). It is essential to highlight that a child's schooling often begins at home, as Cole (2017) explains. Parents establish patterns that foster children's interest and participation in school (Cole, 2017.) .When parents provide consistent support and active involvement at home, students tend to achieve better academic outcomes (Anthony & Ogg, 2019). For that reason, in this research, it is key to identify the impact of 8th-grade students' engagement and performance in learning English at Laureano Gomez School following the behavior of parents in their homes, or in what way they promote this interest for their children's school including English

## Academic Engagement

For this paper, some definitions of academic engagement will be given. First, "*Academic engagement happens when students dive deep into learning activities, are mentally and emotionally absorbed by study materials, and often interact with peers.*" (Amerstorfer & Freiin von Münster-Kistner, 2021). This means that academic engagement can be referred to as how much the students engage in their learning journey by doing different projects or tasks actively; Academic engagement also requires support from teachers, peers, and parents to help students achieve deeper involvement in learning activities Johnson & Brown (2020). According to Wilder (2020) after-school activities and strong connections between students and teachers are essential for fostering engagement and improving learning outcomes

The notion of Academic Engagement is viewed as students who are more engaged in their educational activities, score better on their standardized tests, and are also able to complete their stay in school (Collier, 2016). Effective academic engagement leads to better performance in terms of grades, ultimately contributing to higher completion rates Smith et al. (2021). As well, academic engagement involves problem-solving, reasoning, and the exchange of knowledge between students, parents, and teachers Anthony & Ogg (2019). It implies that academic engagement is built upon many aspects regarding some singular qualities of the students, the teacher, and their environment.

Academic engagement reflects students' capacity to take an active interest in learning, complete tasks, and apply acquired knowledge through homework and projects (Valenzuela et al., 2019). This takes the engagement of the students to a greater level of achievement, as they can put everything they learn in the classroom into more tangible assignments or proposals in their schools.

Additionally, more authors stated academic engagement as to the commitment of the students when they feel a sense of belonging and identification at school. For this reason, they can actively participate in school projects to keep obtaining good results (Appleton, Christenson,

& Furlong, 2008). This suggests that students must feel a sense of belonging within their school community, which fosters participation and contributes to positive academic outcomes."

Johnson & Brown (2020)

Furthermore, (Skinner, Wellborn, & Connell, 2016) state another definition of academic engagement. It refers to the action or resolution and perseverance of the students in terms of schoolwork, this goes within the scope of their emotional being when they are in their classrooms doing learning activities. This means that if a student wants to perform well in their school, they need to keep constant active action within the school, meaning that they need to have a good relationship with their emotions as they translate into their performance in the classroom.

This definition is relevant to our research as it aligns with findings that academic engagement is closely linked to the level of support parents provide, including help with homework and active participation in their children's education (Amerstorfer & Freiin von Münster-Kistner, 2021)

### **English as a Second Language**

English as a second language is a term that refers to the secondary language spoken by a person whose native language is not English and who is in the process of learning it (Nuriska, 2021). English has a global and individual importance where it strengthens international communication, participation, and understanding of texts at a global level, thus broadening the vision of the importance of English.

In this way, ESL implies the meaning of acquiring different skills when learning English, including verbal participation, functional reading, and creative writing to better acquire a second language, as well as recognizing the need to understand the unique characteristics of the English language (Carrasquillo, 2013). These skills are fundamental because they allow effective communication in English, and these skills are the basis for parents of 8th-grade students at Laureano Gomez School to understand the importance of a second language and to

be immersed in active participation and accompaniment with the students where they can express themselves confidently and securely.

According to (Ndim Ebuta & Ekpo-Eloma, 2018). It can be evidenced that the learning of English as a second language in students varies in different ways, in this case when parents are interested in the different learning activities at home and are committed to the performance of their children allows them to improve the learning of children, this parental involvement is positively related to their academic performance in the English language ESL in this way motivate the teaching of children with the second language.

Finally, English helps students acquire useful tools to understand new challenges around the world and expand their cognitive thinking to acquire more awareness of the world about important facts and global knowledge for future projections (Palomo Blázquez, 2018). For this reason, parents of 8th-grade students at the Laureano Gomez School must understand the tools mentioned above to enhance the level of English of their children, supporting them in the process so that it becomes part of a meaningful learning process of which children and parents are a part.

### **Perceptions**

The concept of perception refers to the perspective and interpretation of a certain topic. For each area, there are definitions. In the first case, it is the definition based on the dictionary. Perception is commonly defined by the *Longman Dictionary of Contemporary English* as 'the way you think about something, or your idea of what it is like English as "a) the way you think about something and your idea of what it is like; b) the way that you notice things with your senses of sight, hearing, etc.; c) the natural ability to understand or notice things quickly" (Longman, n.d.). These definitions help illustrate how Laureano Gómez students perceive the impact of their parents' role in their English language learning process.

Perceptions are forms to understand situations or topics that are being presented in our environment. According to our experiences, some positions can be established in relation to all

kinds of circumstances. Johnson & Brown (2020) define perception as the process by which individuals organize and interpret sensory impressions to give meaning to their environment.. It means that all the students will interpret differently the support that their parents provide them to learn English. To some of them, it is valuable, unfortunately for others, it might not be relevant because they have not received it.

Perception serves as a tool to understand students' thinking, recognizing that not all students share the same relationship with their parents Anthony & Ogg (2019).According to Hoffman & Miller (2020), students view their parents as playing a direct role in fostering attitudes and skills that influence academic achievement.. Likewise, students create a perception of their skills development depending on their parents' support and the time they invest with them. According to the students' answers, we identify the impact that parental involvement brings to the academic performance in an English class.

Perceptions of parental involvement vary depending on the population being studied. Smith et al. (2021) showed students', teachers', and parents' parental involvement perceptions. In the list, some of the most important: are Teaching in my child's class from time to time, giving a helping hand when needed, visiting school once a week, and awareness of school violence issues.The questionnaire revealed that teachers, students, and parents shared similar views on parental involvement, associating it with academic achievement and psychological well-being. It means that they have a similar perception of the performance of parental involvement. For them, parental involvement is linked with academic achievement, psychological performance, and students' attention.

Finally, the concept of perception is a way of interpreting sensations and situations that happen in our surroundings and allows us to have a posture depending on the theme. According to Smith et al. (2021) a general student's perception of parental role is related to the scaffolding of new concepts and improvement of learning. In this project, 'perceptions' is a key

concept that highlights the varying opinions students hold regarding their parents' role in supporting their academic progress

### **Chapter III: Literature Review**

#### **Parental Involvement in Academic Achievement**

The study “*Involucramiento Parental en Estudiantes con y sin Necesidades Educativas Especiales Durante El Covid-19*” conducted by Isidora Zañartu in Chile in 2022 showed the connection that parents have with their children in all academic aspects (Zañartu Villagra, 2022). This project was made during the pandemic time when schools were closed, and parents had more of an approach with the students to motivate them to achieve their responsibilities at school. The objective of the study was to examine parental involvement during the pandemic, considering factors such as stress, quarantine, and virtual classes. To achieve and show this objective, the author sent an invitation to some students’ parents to participate in an interview and a measure about their involvement and engagement that they had with their children.

At home, parents were generally more willing to assist their children due to the increased time spent together during the pandemic. There was a chart created by Zañartu (Zañartu Villagra, 2022) in which there was a score that showed the involvement of the parents. This approach inspired the development of a similar descriptive chart in our study, scoring students based on criteria such as responsibility, behavior, and the teacher-student relationship. This study provides insight into students' motivation in the classroom, particularly in relation to their responsibilities at school, as evidenced in the findings. It can be compared with the students’ performance evidenced in our observations, in which they do not demonstrate enough responsibility and also Anthony & Ogg (2019) Students lack sufficient parental accompaniment and motivation

The 2016 study by Mónica Bohórquez, titled *Envolvimiento Familiar y Desempeño Escolar en Estudiantes de Familias no Nucleares*. The main objective of the study is to demonstrate how family involvement influences students' behavior in school. The general

objective of this research is to create a characterization between the familiar involvement and the performance in general that the student has at school. The study used semi-structured interviews and two questionnaires: one for students from nuclear families and one for non-nuclear families. At the end of the data collection, there was a census in which there were 41 students who received the interview and the questionnaire.

This research by Bohórquez (Bohórquez Torres, 2016) was a tool of some short ideas to complete the use of the instruments that we used. To ensure comprehensive research, we conducted two semi-structured interviews that allowed us to gather better data from students Creswell & Poth (2018). Because semi-structured interviews assisted to inquire more about the student asking spontaneous questions according to their answers. Besides, the second interview was for their parents to know their perception and the accompaniment they had with their children. Likewise, we had a contrast with the students' and parents' answers (in questionnaires) to see how involved they were in the process of the students. Finally, this research provided us with the possibility to link parental involvement with the behavior that the students present in the classes, that is why this project demonstrates the influence that parents have according to their children's performance.

The national study *Influence of Family in Second Language Learning*, conducted by Ana María Serna in Medellín, Colombia in 2016. It showed us some perceptions that parents have about their participation in academic aspects. Beyond that, they gave us the students' thinking about what is involvement and the willingness to be involved in topics related to school. This research also used the questionnaire to compare parents' and students' answers. The main objective is to contextualize second language learning with such socio/effective factors of the individual development as family considers the following categories of the analysis that can help to answer the research questions about the role of the family in the second language learning process and the socio-effective elements it implies. Serna employed a chart in which students

selected one of three options to explain why they believed learning a second language was important.

The author gave us a strategy to divide the answers given by the students. In the appendix, Serna made some diagrams in which there was a quantity of students who answered each option on each question (Serna Sánchez, 2016). The author showed the percentage and the option answered by the students. In our case, the idea of diagrams, we used it to find some categories reflected in the interview. We selected the most repetitive words, and we created a diagram to see what category is the one that most affects the students in terms of parental involvement. We compared the students' responses from the interviews and identified the most important categories to include in our analysis diagram. Besides, the research contributed to our study in terms of students' perceptions, because we noticed that there is an impact in the students' minds regarding to the parental involvement they have, likewise, we decided to create the category named perceptions toward English as a subject in which we realized what students think about the subject and their parental involvement relationship.

Moreover, in the research project titled: *The Role that Parents and Family Support Play in the EFL Learning Process of 9th Grade Students in a Private School in Cali*, shows the job that parents and family support have regarding the learning process of English subjects (Chávez González, 2018). The objective of this study was to identify the parental support that involves the EFL student's learning process and its possible effects on their academic performance. He used focus groups, semi-structured interviews, and talks as collection methods. For this research semi-structured interviews were used.

The results showed that talking to the parents was key to obtaining high school performance results. Autonomy was mentioned, as the parents needed to let the students work on their own. Also, parents that provide more supervision led to better grades, and lastly, valuable moral support as being present was enough to help their children. Finally, Chavez stated that parental support is indeed significant in the student's performance even though there

was no concrete evidence that the absence of the parents meant a low performance of the students (Chávez González, 2018). This research is significant to this study because it helped this research to narrow down the use of semi-structured interviews as a tool for the data collection process

Likewise, MINJ presented research called "*Parental Involvement and its Perceived Impact on Children's Achievement*" to find out the associations between parental involvement in school and children's academic achievement (Minj, 1999). Their previous data collection process followed, asking permission from the school, signing the consent form from the parents, and discussing the research with the parents, and the students separately. The results indicated that most of the 65% of the overall population that responded to a survey did not participate in the school meetings in the school, resulting in low involvement. Yet, they also reported that they were aware of the importance of parental involvement.

As shown before, this research allowed this group of preservice teachers to follow a similar process prior to the data collection within the research (surveys, Interviews), as some questions from the surveys made for the parents were made in a frequent manner.

Furthermore, Rentería in his research "*Participación de la Familia en el Aprendizaje de Inglés*" describes a study about family participation in the English language learning (Rentería, 2017). This research was done with 16 students from the ages of 13 to 17, from public and private schools, and the final sample was down to 6 students chosen by convenience sampling. The students manifested that their parents were not involved directly in their learning process.

This motivated Rentería to initiate a proposal so the students could learn more vocabulary by being supported by their parents (Rentería, 2017). To do this, pre and post-questionnaires, KET exams, and journals made by teachers and students of reflection as data collection methods were designed. The data was analyzed with the Grounded Theory and revealed improvements in the acquisition of new vocabulary with the help of an innovative

methodology that allows them to interact with their families and practice their English level outside of the classroom. For this research, pre- and post-questionnaires were applied.

The results obtained by Rentería were that motivation generated by interaction, and good communication have positive effects on the learning process of the students (Rentería, 2017). Besides this, it reinforces the family interactions using this as an excuse to get close between parents and students, as spaces for learning outside of the classroom were generated, meaning that the parents were more informed of their children's activities. This is meaningful to this research, as the preservice teacher used questionnaires to nourish the data collection process.

In addition to the previously mentioned data collection, it is important to acknowledge the significance of parental participation in their children's education Wilder (2020). For that reason, this research called "*The Purpose of Parents: School Personnel Perceptions of the Role of Parents in Secondary Schools*" includes the value of having good engagement by parents in school. This engagement serves as the primary means of communication between school and home Smith et al. (2021). The 2019 study, conducted in England, aimed to understand how school leaders (teachers) were concerned about implementing strategies to improve parental engagement

The study demonstrated that effective parental participation leads to positive outcomes in children's academic achievement Anthony & Ogg (2019). The study also highlighted a gap between the practices attributed to parental engagement and those observed in schools, as noted by Hoffman & Miller (2020) They exposed that school leaders are not interested in proposing empowering parents to enhance their involvement in their children's school

Therefore, this practice helps us identify what are the gaps that exist in other countries in the same educational context. Additionally, understanding the dynamics of the parent-school-child relationship helps us, as teachers, to identify ways to improve this connection for better student outcomes De Houwer (2021).

Regarding the value that exists in the relationship between parents and children now in this research called *“Parental school support and academic performance in students from Boyacá, Colombia”* it mentions academic performance results. Not only looking for the relation of parents and children as well, but also the positives or negatives results of this. The study employed interviews and quantitative questionnaires to identify gaps in parental involvement and explore the reasons behind these gaps Creswell & Poth (2018). Besides, this study had as an objective analyze the importance of the parent's support in a student's performance in a specific case in Santa Rosa de Viterbo (Boyacá).

The study proposes that children's education is not solely the responsibility of teachers and schools but must also include the active involvement of parents and the family environment (Tamayo Jiménez et al., 2023). For this reason, it is essential to look into the relationship that parents bring to their children's education, and in this case they did a comparison between two schools in Boyacá.

This study implemented a quantitative approach to summarize the responses of the interviewees Creswell & Poth (2018) The researchers interviewed 444 students, and used a questionnaire to validate parental support. The results showed a positive influence on academic performance for students who received more parental support.

The use of questionnaires and interviews helped identify the most effective data collection methods for this study Creswell & Poth (2018). Besides, it is important to look for different tools in our specific case of a group of students to collect the necessary information to have valid results that demonstrate the importance of parental involvement and support as in this case.

Earlier, the research discussed the positive and negative effects of parental involvement in a case study conducted in Boyacá. Now, in this occasion it highlights the fundamental part of parental involvement on the children's academic results, across different contexts, including academic performance, setting boundaries, and providing emotional support Anthony & Ogg

(2019). As a result of this, it can determine a comprehensive growth related also with the strengthening of academic success based on the relationship between parental involvement.

The objective of this research called "*Las competencias parentales y la escuela de madres, padres y cuidadores en un colegio de la localidad de Suba en Bogotá*" is to identify the necessary instruments and tools for evaluating parental involvement in a public school in Bogotá. Besides, in this point it mentions different diagnoses to use to examine specifically the parental level, one such tool is the Parenting Scale Positive (EPP), which allows researchers to analyze positive parental practices in the cognitive, social, and emotional development of children Delgado (2023). This scale was created by a research team in Spain, and they wanted to implement a reliable tool which investigates parental involvement.

As well as this first tool, this research helps us show different ways to explore parental involvement and investigate the results which must be valid and reliable. In this research, it also can appreciate the observation grids, school counseling referral form, convention color codes on the texts of the referrals made by the teachers to school orientation form.

The main idea to use these mentioned instruments as a group of tools is because they obtained a complete prospect of social, emotional, and educational comprehension of children in relation with parental involvement. Finally, this research helps us also as a guide to implement the correct instruments that must give us reliable information in a correct data collection that can support effectively the necessity of parental involvement in children's academic and social life.

Subsequent to this, Kalayci carry out the following research "*Parental Involvement In English Language Education: Understanding Parents' Perceptions*" in 2018 in this one talks about very important factors when we talk about the parental involvement in the learning of a second language, in this case the appreciations of Turkish parents about their support and participation in the academic performance of the English subject were analyzed. (Kalaycı & Öz, 2018)

Kalayci (Kalaycı & Öz, 2018) chose a population of children and their parents from 1st to 4th grade of a private elementary school in Ankara, Turkey. He designed a survey by Mahmoud that aimed to find out the level of participation, identify the perceptions of their parents (Mahmoud, 2018). This consisted of questions related to: the relationship of teachers, the nature of academic help with the subject matter in their homes, indirect help for the children and was based on the parents' demographic characteristics. It was important to take this data into account for our research since it indicated important variables that we considered in the surveys we applied.

Kalayci designed a semi-structured interview to gather parents' opinions on the subject, their children's performance, and the importance of parental support. The results of this study contributed to our research by highlighting variables like those in our study, particularly regarding the behavior of parents and their children's English learning.

The study concluded that both educational and psychological factors must be considered to fully understand the influence of parental involvement on academic performance Anthony & Ogg (2019). This research was fundamental to our study as it identified key factors such as the school context and demographic characteristics that influence second language learning.

Following this, Sandoval conducted a study titled *Percepciones de Padres de Familia Acerca del Involucramiento Parental en la Clase de Inglés de Estudiantes de Grado Noveno de la Institución Educativa Rafael Pombo del Municipio de Cerrito, Valle del Cauca* (Sandoval Zambrano, 2020) The objective of this study was to analyze parents' perceptions of their involvement in English classes, using Dr. Joyce Epstein parental involvement model as framework; this research was based on the qualitative method where surveys and questionnaires were conducted to identify the types of involvement that exist.

This research employed a qualitative approach, using semi-structured interviews to gather parents' feelings about their involvement in their children's education (Creswell & Poth

(2018). These interviews helped us in our research to ask questions of this magnitude and identify understanding of perceptions in our school Laureano Gomez. Likewise, Sandoval emphasized an initial diagnosis of parents' perceptions and based on that to use a second instrument (Sandoval Zambrano, 2020). The third instrument used in this research, which also guided our study, was an interview focused on interpersonal relationships between researchers and participants Delgado (2023) It helped us to identify the type of relationship that parents have with their children when doing homework.

The survey and interview forms guided our research, and we adapted some of their questions for our own study. We analyzed their results to identify relevant findings. These forms were effective in identifying parents' perceptions and the type of involvement they had in their children's education Creswell & Poth (2018).

Finally, according to Anthony & Ogg (2019) we identified several important factors to consider, including parents' confidence in their opinions about their children's academic performance, interest in school activities, and recognition of their influence on their children's cognitive and learning processes. These are variables that we assume to take into account in our research.

The research, conducted by Ramirez & Niño at Universidad Distrital Francisco José de Caldas, focused on the implementation of educational materials for learning English at home, with an emphasis on parent-student interaction (2021). The study, conducted in Bogotá, aimed to identify the impact of implementing educational materials on families practicing homeschooling.

Ramirez & Niño found that the primary support for students in the study came from their parents, who assisted with task completion and vocabulary learning (2021). The study concluded that a successful educational process is heavily influenced by parental involvement, with parents using their own strategies and family resources to support their children's learning.

This goes in hand with Delgado (2023) that supports parental involvement and the use of family resources in an effective educational setting.

This research is valuable as it highlights various didactic resources that can be used not only in the classroom but also in other learning environments, such as the home. These resources can facilitate English learning in various spaces, including the home, and under different circumstances, supporting multiple areas of our research. As Anthony & Ogg (2019) The study emphasizes the role of parental involvement in English language learning, showing how parents support the development of English skills and underscore the importance of acquiring a second language, relaying diverse educational resources in language learning as well.

#### **Chapter IV: Research Methodology**

This chapter outlines the research methodology employed in our study, including the design, participants, and data collection methods. This research methodology includes eight key components: participants, criteria for selection, type of study, data collection procedure, and instruments used.

The first one is participants, and it is related to the population selected to analyze the study. Then, the criteria for participants selection are regarding the features that were taken into account to decide the population.

The third component is the type of study in which there is a description of case study and the association it has with the research. Also, it contains a data collection procedure that refers to the approaches that contributed to the analysis. Finally, there is a description of the instruments implemented and how important they were in this study: questionnaires, interviews and observations.

## **Participants-Criteria for Participant Selection- Type of Study - Data Collection Procedure - Instruments**

### ***Participants***

The participants for this research consisted of 15 eighth-grade students from a district school in Bogotá. At the school, they are students of English as a foreign language. Their ages range from 13 to 14 years old, they live in the Bachué district, and their socioeconomic status ranges between strata 2 and 3.

In their home environment, students typically spend limited time with their parents, who work throughout the day. As a result, shared activities during the daytime are rare. Some students attend tutoring sessions on Saturdays. Also, some students do receive certain support from their parents. But some students face challenges related to discipline and effort, which may impact their ability to achieve academic goals.

### ***Criteria for Participant Selection***

Participant selection criteria were based on observations made during our practicum, where we noted that many students did not meet basic competency standards, such as descriptions of places or people, descriptions or presentations of activities of interest were also very scarce. Initially, the intention was to include all students in the class in the analysis to achieve a balance between those with strong competencies and those struggling to meet standards. Ultimately, only 15 students demonstrated interest and responsibility by submitting the necessary permissions, and thus they were selected for the study. These 15 students were appropriate for this research since they were chosen according to their performance and thus to compare classroom performance with the results from observations, interviews, and student perceptions. This sample represents 62% of the class, as there are 24 students in total, which is a favorable percentage for the research.

Ethical considerations involved obtaining informed consent from all participants and ensuring that students were fully informed about the confidentiality of their responses from the

instruments that we applied to do the research. Participants were made aware of the research objectives and their right to withdraw from the study at any point. We reference Creswell & Poth (2018) to guide our ethical standards, knowing as researchers, we must only use this information for academic purposes, and data were anonymized to protect participants' identity.

### ***Type of Study***

A case study is a qualitative research tool used to explain phenomena within specific contexts. According to López (2013) a case study is an exploration of empirical data that is to be applied in a real-world-context, he mentions it is a practical instrument that aims to analyze in depth when the limits and edges of the research are not clear.

Alongside, Creswell & Poth (2018) mention case study as an instrument that requires multiple points of view to test, thus having an approach to the reality of the case to be studied. Therefore, in this research, the case study examines the gap in parental involvement in their children's second language learning, as observed during our teaching practicum at Laureano Gómez School.

Given that this study examines the role of parental support and its perception among students, teachers, and parents, Merriam's qualitative case study model is appropriate for this research. Merriam emphasizes understanding the process and context, which aligns with the focus on how different types of parental involvement (emotional, academic, etc.) influence the English performance (2009).

### ***Approach***

This study utilizes a mixed-methods approach to examine the impact of parental involvement on students' English language performance. Fifteen 8th-grade students from Laureano Gómez School were selected based on their low English performance, observed during the researchers' practicum. Data collection methods include questionnaires, interviews, and classroom observations, ensuring a comprehensive analysis of both qualitative and quantitative data. The mixed-methods approach involves collecting and analyzing both

qualitative and quantitative data within a single study to provide a more comprehensive understanding of the research problem (Creswell & Guetterman, 2018). This research method provides us with both; statistical and analytical information, making the understanding of the data obtained from the processing effortless to interpret.

Likewise, this research requires a lot of data collection and in this case, it was carried out with questionnaires, interviews, and observation, these were the instruments that allowed us to answer our research question. Tamayo & Tamayo (2001) describe observation as a technique used to corroborate data in research. They also presented interviews as a widely used instrument and of great benefit for research, since in fieldwork the majority of data in fieldwork is gathered through interviews, whether conducted individually or collectively. In such a way, the data obtained in this research based on these instruments helped us to collect good data.

Hernández, Méndez, and Mendoza (2014) argue that integrating both qualitative and quantitative approaches provides more reliable results. For this reason, with the instruments used, we were able to collect testimonies of the students and their parents, having both reliable points of view, and creating direct contact with them (Hernández et al, 2014). Therefore, this method is suitable for our research because, through the analysis of the questionnaires and the experiences gained through the interviews, it will allow us to explore all the factors that influence the learning of English as a foreign language.

The mixed-methods approach allows for a more pragmatic and practical analysis, offering multiple perspectives for data collection and interpretation. As mentioned by two authors, It incorporates both objective and subjective perspectives, offering a balanced view that can account for both biased and impartial data (Creswell & Guetterman, 2018). Creswell's contribution is fundamental to this research, as it supports our ability to remain impartial in the analysis of students' and parents' perceptions made with students and parents regarding the perceptions of them. The mixed methods approach also enabled us to assess students' English

proficiency based on their responses, as well as the time parents spent assisting with school assignments.

### ***Data Collection Procedure***

The quantitative method was essential in simplifying data collection, enabling us to gather numerical information and analyze trends, patterns, and impacts of parental involvement in English learning. According to Garbarino & Holland (2009), this method is effective in producing clear, numerical results, making it easier to identify participation levels in the questionnaires.

In contrast, the qualitative method provided richer context by detailing the data collected through interviews and observations, complementing the quantitative findings. In this case the interviews and observations, understanding the experiences of parents and students, as well as those of the English teacher, since her participation was crucial in providing further insight into the data obtained. In qualitative methods, results are presented in textual form, providing a deeper understanding of the data (Garbarino & Holland, 2009). For that reason, a general perspective on the support that parents have with their children was identified in a quantitative way, however, in a qualitative way a deeper context of the same data was provided where the gap that exists and for that reason its low level in the English subject was identified.

Students at Laureano Gómez School were aware of each step they were taking during the procedure of this research. With this, we collected the information on which this research was based. In this way, the following data was obtained by the data collection where parents and students participated, their academic performance, and the perception concluded from the instruments, these tools were used for data collection.

Qualitative research plays a critical role in this study. According to Aspers & Corte (2019), qualitative research creates meaningful distinctions through community analysis. The theoretical framework and population data allowed us to interpret the impact of parental involvement on student performance. Those mentioned interpretations are related to the

research question, therefore, qualitative research assists this research to identify the measure of the accompaniment and the motivational features that exist with the children and how it impacts in their performance.

This research emphasizes a thorough analysis of the population, utilizing both theoretical frameworks and statistical methods. A quantitative approach was employed to collect and analyze data in this study. According to Goertzen (2017), quantitative research involves analyzing data in numerical form. Regarding the information given by the researcher, this approach enabled us to organize numerical data and examine the percentage of students affected by parental involvement in their academic performance while learning English.

### ***Instruments***

Three instruments were used to assess the impact of parental involvement from different perspectives: questionnaires, interviews, and observations. The instruments gathered both qualitative and quantitative data, providing a comprehensive analysis of parental involvement. There were questions that allowed us to identify the real perceptions that students in Laureano Gómez had in terms of the support of their parents. These three instruments ( see Appendix C, D, and E) were selected to offer a broader analysis of the research question. They had a contribution because according to the implementation, the instruments allowed us to identify the impact of parental involvement on student performance by analyzing the participants' diverse responses.

The validity and reliability of the instruments were ensured through pilot testing and the use of established, validated questionnaires from prior studies. The questionnaire consisted of 17 multiple-choice questions and 2 Likert scale questions, aimed at evaluating students' perceptions of parental involvement. Semi-structured interviews offered deeper insights into parental involvement, while five classroom observation sessions were conducted to examine student behavior and engagement

## **Questionnaire**

The questionnaire, consisting of 17 questions, was one of the most effective instruments for identifying the impact of parental involvement on students' performance. The questions were designed to specifically identify categories of repercussions stemming from a lack of parental involvement. According to Malhotra (2006), the objective of a questionnaire is a tool that allows us to identify the needs of a population, which are then transformed into questions that participants answer. That is why the multiple-choice format implemented was employed to collect information on parental involvement and the time parents spend with their children.

Multiple-choice questions were chosen to give students more flexibility in selecting the options that best reflected on their experiences. Brame (2013) notes that multiple-choice questionnaires not only seek correct answers but also aim to reveal the opinions of respondents, taking into account this, most of the questions were multiple-choice, with two questions utilizing a numerical scale for responses. These questions were created to understand the emotions, feelings, and thoughts that students have about the parental involvement impact on their English classes.

While this research is primarily qualitative, it also provided statistical insights into parental involvement among 8th-grade students. In this case, the questionnaire was also an unstructured one. The questionnaire was designed to be unstructured, enabling a greater emphasis on students who lack motivation in learning English who were evidently lacking motivation in learning English. According to QuestionPro, an unstructured questionnaire gathers quantitative data and aims to provide accurate information (Business Research Methodology, n.d.). Based on the answers given by our students, we could have a percentage of the students who had difficulties with parental involvement. According to (DJS Research, n.d.) unstructured questionnaires are commonly used in face-to-face interactions, as they allow for more natural, fluid conversations

In this questionnaire, students' answers showed the real level or intensity of certain details related to parental involvement. According to Business Research Methodology (n.d.), the scaling questions ranked responses on a scale from 1 to 10, allowing us to assess the intensity of parental involvement. Following this, we were able to identify the level of intensity by the scale created by us in the questionnaire. Moreover, the students' responses allowed us to assess the level of parental support provided in completing homework.

### ***Interviews***

An interview is a conversation in which questions are asked to gather the opinions of interviewees" (Crawford, 1997). Interviews offer a safe environment that fosters trust and confidence between the interviewer and interviewee, and are generally categorized as structured or unstructured, with unstructured interviews offering more flexibility" (Akbayrak, 2000). Besides, there is another option, and this is semi-structured interviews and basically is a mix of two mentioned before.

A structured interview is more controlled, focusing strictly on answering predefined questions about the target topic (Bryman, 2016). For that reason it is effective in the objective answers, but it has a disadvantage because it lacks richness and limits access to deep knowledge. In this kind of questions, interviewees do not have the possibility to expand their thoughts or opinions Dörnyei (Dörnyei, 2007). In contrast, unstructured interviews allow interviewees to elaborate on their opinions and provide more expansive responses (Bryman, 2016). Besides, there is a semi structured interview that has both characteristics. For this research semi-structured interviews were used.

Semi-structured interviews provide the ideal balance for data collection, allowing interviewees to elaborate on their thoughts and opinions (DeJonckheere & Vaughn, 2019). For that reason, in this research we decided to use this semi structured interview because the main objective of collecting data by interviews is to gather not only information but also more details about the participants' thoughts and opinions. Besides, the recommendation in these types of

interviews is to choose open-ended questions to collect more information because, on the other hand, the structured format can limit interviewees' responses (Bryman, 2016). The semi-structured interview helps us create a better environment within interviews, creating confidence with the participants and letting us go further depending on the conversation based on the open-ended questions.

### ***Observations***

To have a better understanding and study the behavior that the students had in a class and create a comparison with their answers in the interview and parents' answers in the questionnaire. A deep description of the students' interaction, participation, and the possible difficulties students experienced when completing activities. There were five observations in the classroom by the researchers.

According to Family Health International (Mack, Macqueen, Guest, & Namey, 2005), observation is a method to collect data by perceiving people, events, or remarks with different characteristics in the natural environment of the group of study. It can be overt when the person is aware of being observed, or covert when they don't know they are being watched. For this research, the participants were aware of the observation. Also, Family Health International (Mack, Macqueen, Guest, & Namey, 2005) describes three different types of observation: Participant, Direct, and Indirect. In the first one, the researcher needs to be welcomed to the context, so the observation is successful. In the second one, the researcher needs to be undetected and unattached to the observations to avoid mixing feelings. In the last one, the process or behavior is observed as well as the results of an interaction. This last approach was used in this research.

Regarding Observations that take place in the classroom, Gustafson refers to a straightforward process where someone observes what happens in a classroom to collect information and to give feedback about the teaching process (Gustafson, 2022). For this research, the observers avoided the feedback for the teaching process and focused on the

observation part. This is relevant as preservice teachers, as it could give us more input into the student's learning process.

Lastly, Dudovskiy talks about the ethical implications of the observing method to gather data (Dudovskiy, 2022). The researchers discuss with the participants their consent for the research. He mentions that the observation could be negative if the participants know beforehand that they are being watched. To counter these problems, the research group introduced the project beforehand, so the students knew what was going on from the beginning, and the group was able to start the introduction with the parents as well so they could sign the informed consent. Then, the first observation does not count as data collection as it was only for the students to feel more normal around us to begin to collect information without them having, unlike behaviors in the classroom because of our presence.

### ***Schedule for the Instruments***

**Table 1**

*Schedule for the Instruments*

	<b>Observations</b>	<b>Questionnaires</b>	<b>Interviews</b>
First approach: February 9th 2024	A first approach with the students		
Second class Date:16th February 2024	class observation - To identify the structure of the English class	The students fill out the initial questionnaire, and they will give the other questionnaire to their parents who will sign it.	
Third class date: February 23rd, 2024.	Observation class - to gather additional information in terms of behavior and responsibility		First interview with the chosen population to get the students' perceptions.

	<b>Observations</b>	<b>Questionnaires</b>	<b>Interviews</b>
Fourth class date: March 1st, 2024.	Observation class - to gather information regarding teacher- student rapport		if necessary to conclude the interviews with the chosen population
Fifth class date: March 8th, 2024.	Observation to look for the environment of the classroom		

## **Chapter V: Analysis**

In this chapter you will find a deep analysis of data that we implemented with the help of interviews, questionnaires, and observations. In addition, what is the expectation of the main objective that we accomplish in this research and how do we divide the schedule for the correct application of instruments for the purpose of a highly organized collection of data. On the other hand, it highlights the findings that we decided to divide by categories and subcategories to a higher quality of understanding about the information and evidence collected.

### **Data Analysis**

The main objective was to determine the impact of parental involvement on 8th grade students' engagement when learning a second language at Laureano Gomez School. This was identified during our practicum as a pre-service teacher with the group of seventh grade students in 2023, for that reason, this study was carried out to truthfully identify this problem that still continues in this 2024 year with the same group of students at present in eighth grade. To accomplish this objective, there were three instruments used with 15 students that allowed us to make this analysis: interviews (one with the classroom teacher), questionnaires and observations. The following chart shows the schedule developed during the first part of the semester which contains the organization of the instruments that were implemented for the research. This was divided as follows: 10 sessions were held to apply the instruments, a range of time was taken from 30 to 105 minutes, 30 being the least time used and 105 the longest

time in use, then the instruments were used, the parents' questionnaire being the first and the teacher's interview the last. Finally, the total number of students and teachers (in this case only one) who took part in the research.

**Table 2**

*Timetable Instruments*

<b>Sessions</b>	<b>Time (Minutes)</b>	<b>Instruments</b>	<b>Total Of Students</b>
1	30	Parents' questionnaires	15
2	30	Students' questionnaires	15
3	80	Students' interviews	10
4	30	Students' interviews	5
5	105	Class observation	15
6	105	Class observation	15
7	105	Class observation	15
8	105	Class observation	15
9	105	Class observation	15
10	35	Teacher's interview	1

These instruments were implemented to analyze students' context to evidence their parents' perception towards their support in their children's English learning, and to observe these students' behavior and performance in the English classes. These aspects previously mentioned played an important role in this research as it helped us find the connection between students' English performance with parental involvement features. Therefore, they were analyzed with the observations done in 5 sessions, to gather in a truthful manner all of the activities that a researcher can observe during the entire class (Gustafson, 2022). As well as the observation model implemented by Delgado, we decided to adapt the observation format that she proposes to the needs that we found in our research (2023). For the development of this tool, we took into account 5 categories based on: punctuality, note taking, class participation, class behavior, observers note, and school coexistence.

Moreover, for this research the second instrument implemented were two questionnaires; one for parents and students structured as follows: For students, it was divided into 4 categories, starting with *personal and academic information* to have a context of the participant's profile (student), likewise *family features* to recognize what is their core,

environment and family structure. Finally, *academic features* are more related to the English subject to identify the level of interest and motivation that the student generates to have this subject at school, also highlighting what are their academic strengths and weaknesses in the subject. On the other hand, for parents, it was divided as follows: *Personal information* to identify the profile of the student's parental representative. *Family housing*, to go into more detail about the context of the family environment. *Work and study*, to better understand the factors that are important to the student's parents and finally *14 multiple choice questions and 2 closed questions* in relation to the bond or closeness they maintain with their children at the parent-child level and the direct support they have regarding collaboration with the student's English subject. According to Malhotra (Malhotra, 2006), questionnaires contain the questions that a researcher wants to ask, to solve a need that a population has. Consequently, the questionnaires helped us to collect data from the parents and students more quickly where the responses could be analyzed, compared and fulfilled the purpose of the research. This was done to find the answer to the research question "To What Extent Does Parental Involvement Have an Impact on 8th Grade Students' engagement when learning a second language at Laureano Gomez School?" to explore the possibility of finding a connection between the answers given by parents and students to evidence the possible similarities and differences between their perceptions and points of view.

The next instrument used was semi-structured interviews. They consisted of 11 basic questions about the students' personal lives, their English knowledge, and what their perception towards parental involvement is. These questions were designed to allow researchers to ask further questions according to the students' responses as the interview progressed. This is supported by Bryman, who claims that using a semi-structured approach, questions and answers are not limited (Bryman, 20016). The English teacher from Laureano Gómez School was also interviewed by using the Meet app in Google, to gather insights about her perceptions

regarding the students' English language Learning, as well as parental involvement within the participants.

This analysis followed the Grounded Theory research method, which lets researchers observe participants' own experiences and interpretations (Tie, Birks, & Francis, 2019); these observations helped us to produce the theories based on the results of the instruments implemented in the research, as Glaser, B. G., & Strauss, A. L. mentioned in the approach of grounded theory (Glaser & Strauss, 1967). That means focusing carefully on the analysis process in order to find and identify the correct patterns, theories, and concepts as a result of what is going to be deepened based on truths, which was conducted in the following manner. The initial step of the research started by getting permission from the parents through a letter of consent, then, we developed the schedule mentioned above throughout the data collection instruments (see Table 1).

The study of the data collection was carried out by implementing triangulation to include the three applied instruments, it allows us to have a wider analysis. According to Jimenez, the objective of this technique is to highlight different points of view about an object of study using different strategies to support an idea, as a result, triangulation helps to combine qualitative and quantitative data (Chaves & Elizabeth, 2020). We began the triangulation when repetitive patterns were perceived across the instruments, in terms of tools that students used to learn, the teacher's, students' and parents' perceptions. As a result of the patterns the color coding was implemented taking into account the questionnaires systematization by google forms, the transcriptions of the interviews (students and teacher) and the students' performance described in the charts of the observation formats created by us. Regarding the color coding, we designed three categories, and seven subcategories based on the repetitive patterns. As a consequence, there was a deep analysis applying the triangulation because of the process in which we joined the three instruments, and the data gathered.

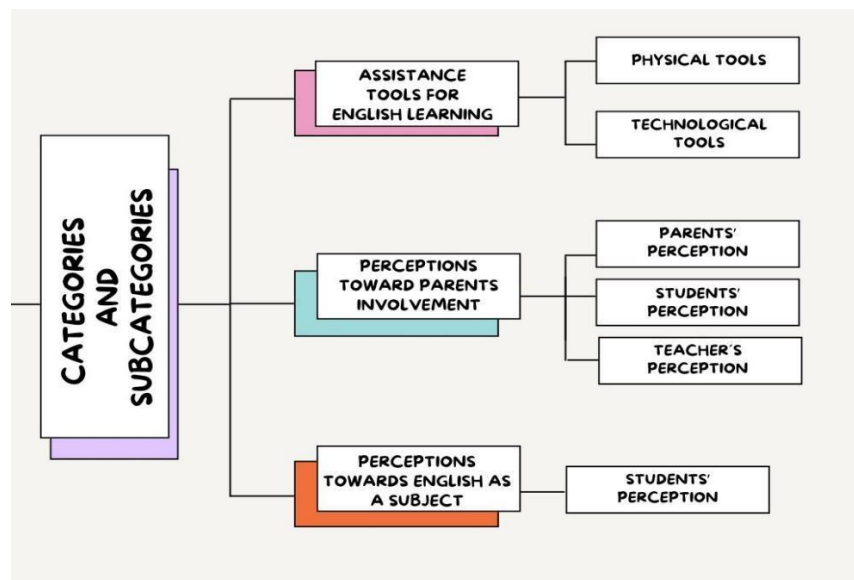
The organization of the coding according to instruments was as follows: Observations (O), Interviews for students (I), Interview for the teacher in charge (IT), Questionnaire for students (QS) and Questionnaire for parents (QP), Researcher (R). Each student plus the parent was assigned a number from 1-15 to code and protect their identity, e.g. (1,1p), in which the number one refers to the student, and “1p” refers to the student’s parent. After that, categories were determined by recognizing patterns among all the instruments according to perceptions of students, parents, the English teacher, and class observations.

## Findings

The following categories were drawn to determine the impact of parental involvement: Assistance tools for English Learning which has these subcategories; physical and technological. The next category refers to Perceptions towards parents' involvement with the subcategories of students' perceptions and parents' perceptions, and lastly Perceptions towards English as a subject with the subcategories of students' perception, teachers' perception and observatory' perceptions.

## Image 1

*Chart of Categories and Subcategories*



### ***Assistance Tools for English Learning***

Data collected through interviews and questionnaires revealed that students use supplementary aids for various reasons (see Chapter IV: Data Collection Procedure), to strengthening their knowledge using resources like dictionaries, Duolingo, translators, and YouTube (see Chapter III: Literature Review on Technology Use in EFL Learning), improve accessibility to the language, and raise their motivation towards language learning. Having the aforementioned in mind, The selected categories (see Appendix A: Categories of Analysis) were developed to illustrate the impact of physical and technological tools on students' learning and analyze the connection between parental involvement and students' decisions about English learning (see Chapter IV: Parental Involvement in Data Collection) make when they want to acquire more English knowledge.

### ***The Use of Technological Tools***

In this subcategory, we found that 13 out of 15 students use technological tools like Duolingo for language learning (see Interview Transcripts in Appendix B). Additionally, students reported using these tools independently, without parental involvement (see Chapter IV: Data on Parental Involvement and Technology Use). To demonstrate this category, we selected:

#### Excerpt 1: Interview Transcription

1. O: What tools do you use for learning or homework development or what activities do you do outside your home for English?
2. 9: "I was with a cousin who taught me English, but I left, because I moved from home and I couldn't continue with the classes that more or less she gave me, or I also used Duolingo"

This indicates that external support often comes from people other than the student's parents (see Interview Excerpt 1: Appendix B), and students frequently rely on technological tools for language learning when they do not receive the necessary accompaniment, since that they do not have more possibilities to acquire the language. According to students, they use

their technological devices in order to improve their skills and English Level. However, they demonstrated the opposite in class, as they were observed using these devices to quickly finish class work because they had no knowledge of the subject by not taking notes. Some students appear to use technology superficially to complete assignments without fully engaging with the material (see Chapter IV: Observations), reflecting a lack of motivation. As shown in the next excerpt:

Excerpt 2, Class Observation, Note Taking

## Image 2

*Class Observation Format*

TOMA DE APUNTES	<p>Al estudiante 2 <b>en ninguna clase se le vio tomando apuntes</b> en los momentos que la profe estaba hablando en frente. Él prefería hacer otras actividades que no tenían nada que ver con lo que se estaba hablando, usualmente estas acciones estaban relacionadas con su celular y con sus audífonos. Finalmente en cuanto a las actividades de escritura que era nota, si las realizaba pero de manera muy rápida</p>
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Besides that, students frequently use their devices to quickly finish worksheets rather than to generate ideas for activities, resulting in a lack of genuine engagement (see Chapter IV: Observations on Technology Use in Class). That is, their preference to complete tasks rapidly reflects a lack of interest in thoroughly learning the vocabulary being taught (see Chapter IV: Data on Student Motivation). Even though, they said they usually use their technological devices to learn and acquire more language, In class, students had difficulty completing assignments without relying on technological devices, even though they asserted that they use these tools for learning (see Observations in Chapter IV).

### ***The Use of Physical Tools***

It was found that six students reported using a dictionary to aid in their English learning, while one student relied on the teacher for help (see Interview Excerpt 2: Appendix B). Students who regularly use dictionaries in class and at home demonstrate responsibility and interest in learning (see Chapter IV: Observational Data on Dictionary Use). They are the same who show to be able to participate during the classes and to acquire knowledge when they are at home. Despite claiming in interviews that they use dictionaries when needed, observations showed that students rarely used them in class (see Interview Excerpt 3 and Observations in Chapter IV). During observations, three students (O, 2 - O, 3 - O, 12) had dictionaries in class but did not use them (see Chapter IV: Observation Notes).

Excerpt 3: Observation Format, Note Taking

### **Image 3**

*Class Observation Format*

<b>TOMA DE APUNTES</b>	Al estudiante 2 <b>en ninguna clase se le vio tomando apuntes</b> en los momentos que la profe estaba hablando en frente. Él prefería hacer otras actividades que no tenían nada que ver con lo que se estaba hablando, usualmente estas acciones estaban relacionadas con su celular y con sus audífonos. Finalmente en cuanto a las actividades de escritura que era nota, si las realizaba pero de manera muy rápida
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Otherwise, there were other three students (O, 4 - O, 11- O, 13) who usually brought their dictionaries, but they used them to expand their vocabulary and to try to stand out in the class, because the teacher frequently made activities to know words in English.

Excerpt 4: Observation Format, Class Participation

**Image 4***Class Observation Format*

<b>PARTICIPACIÓN EN CLASE</b>	<p>De forma general el estudiante 4, era el que más participaba y aportaba a la clase positivamente, porque se evidenciaba que tenía buen conocimiento en el área. Además, hacía uso de la herramienta del diccionario y su celular y eso le facilitaba participar.</p> <p>En muchas ocasiones a la profesora le tocaba decirle al estudiante que no participara más para que los demás lo hicieran.</p>
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According to Renteria (2017), motivation stemming from interaction and good communication positively impacts students' learning processes. This motivation is linked to the support parents provide, such as encouraging children to bring dictionaries, though this does not always result in consistent academic support (Renteria, 2017).

Based on these responses, we found that most students favor technological options, as they have access to devices and apps that boost their participation.

Excerpt 5: Students Interview

1. O: And how does she ask you how you are performing in this subject?
2. 10: She checks my notebook, she asks me how I am doing, she asks me if I understand everything, what I don't understand I should look it up on YouTube and that's all.
3. O: Do you think this level of support from your mother influences your academic performance?
4. 10: Yes, ma'am, she gives me motivation to do it for her because she has given me everything and I want to give her something.

Recognizing the responsibility instilled by parents who provide tools like dictionaries is essential, as these support autonomous and effective learning for students (see Chapter IV: The

Use of Physical Tools). However, students often seek external help when parental support is lacking, particularly for new vocabulary, turning to applications for alternative resources (see Chapter IV: Observations and Data on Technology Use). Díaz et al. (2018) emphasize the importance of ICTs in enhancing school performance and promoting collaborative learning, which aligns with the need to integrate these tools in classrooms (see Chapter III: Literature Review on ICTs).

As a result, we noted a considerable lack of parental support, which impacted a crucial aspect of the students' learning process at home (see Chapter IV: Observational Data on Parental Support). Students must have support in the use of the tools they require in their learning processes, such as digital applications, dictionaries or technology; parents must be present to know how students use these tools. In this way and through this research, we can evidence the students who have or do not have their parents present in the homework they do at home for the subject of English.

### ***Perceptions Towards Parents' Involvement***

This category aims to identify the perceptions of parents, students, and the English teacher regarding the level of parental support in ESL activities (see Chapter IV: Data Collection from Interviews and Questionnaires). In order to easily recognize these perceptions, they were divided into four subcategories: Parents, students, and teachers toward parental involvement. These samples were analyzed with a focus on the fact that most students shared similar experiences, indicating that parental support was mainly restricted to English homework (see Chapter IV: Data from Interviews and Questionnaires). For the eighth-grade students from Laureano Gómez School, this was measured throughout Interviews, Questionnaires, and teachers' observations.

### ***Parents' Perception Toward Parental Involvement***

Based on the first subcategory: Parents' perception toward parental involvement, it was found that 11 out of the 15 students are helped by their mother or another family member when

doing their English homework, and 4 students reported that they do not receive help from any family member to do homework.

Excerpt 6: Students Interview

1. O: How would you describe your parents' level of support for this English subject?
2. 9: "In English neither of the two is good so I do not talk a lot about this with them because they do not know. Never in English because I said, they do not know but in the others, they helps my well"

Excerpt 7: Students Interview

1. O: How would you describe your parents' level of support for this English subject?
2. 10: " My mother, I think a 10, in everything in English she supports me and tells me that I should enter in any activity where I have to speak or participate, because I learn better, she motivates me to enter, she checks my notebooks and tells me how I going, if I understand everything and if I do not, look in Youtube"

These samples were analyzed considering that most of the students had similar answers and they were only receiving certain accompaniment in terms of homework specifically in the English subject. Rigorous and consistent parental involvement is likely to positively impact students' academic performance (Anthony & Ogg, 2019; see Chapter III: Literature on Parental Involvement). These authors demonstrate that students need to have careful support to achieve good outcomes in school, however, the analysis of the interviews showed that mothers, and sometimes other relatives, are the main figures overseeing student performance, while fathers are often absent (see Interview Data: Appendix B). Fathers were reported as the most frequently absent in terms of homework support, often due to work obligations or low English proficiency (see Chapter IV: Data on Parental Roles). It is related to the job or low English proficiency such as this was evident in the case of nine fathers who were unable to participate in their children's activities, particularly those related to English learning.

Data showed that 46.6% of parents (7 out of 15) reported spending 1 hour helping their children with homework, while 4 parents spent 2 hours, and 5 parents provided no help at all (see Appendix B: Parental Involvement Data). According to Black (2022), parents' work commitments often limit their ability to assist with homework, leading students to seek help from other relatives (see **Chapter III: Literature on Barriers to Parental Involvement**). Likewise, the students ask for help from another relative because the time that most parents offer is not enough to achieve good results. This was clearly reflected in the following ways:

Excerpt 8: Students Interview

1. O: What tools do you use for learning or developing tasks or what ----- activities do you do at home for English?
2. 9: "Well, I was with a cousin who taught me English, but I left her ----- because I moved house, and I couldn't continue with the classes that ----- she gave me."

Excerpt 9: Students Interview

1. O: And when they give you English homework, do you do it alone?
2. 4: "With the help of my sister because she is in tenth grade and knows more than me."
3. O: So, your sister helps you more than your mom with your homework?
4. 4: "Yes, because my mom is usually busy."

Excerpt 10: Students Interview

1. O: How would you describe your parents' support for English?
2. 14: "Regular, because they hardly have time, it's almost always my sister who helps me, it's only on the days when my parents rest."

This highlights the lack of parental involvement, primarily due to work commitments, which creates a gap in students' learning processes at home (see Chapter IV: Observational Data on Parental Involvement). As Black (2022) notes, students often turn to other family

members for help, further reflecting the lack of parental involvement (see Chapter III: Literature on Barriers to Parental Support). Besides, in other cases one of the most concerning findings from the questionnaire is that 33% of parents (5 out of 15) did not spend at least one hour assisting their children with homework (see Appendix B: Parental Support Data).

Additionally, 10 parents reported spending time with their children on homework 'once in a while' (see Appendix B: Parental Involvement Questionnaire). This showed us that most parents do not contribute too much to their children's homework related to English, Gnanaseharan (2024) highlights that strong parental involvement leads to higher grades, improved attendance, and regularly completed homework (see Chapter III: Literature on Parental Involvement Impact). And regularly completed homework, reduced placements in special education or remedial classes. The parent survey indicated that 11 parents regularly discuss academic topics with their children, mainly concentrating on motivation (see Appendix B: Parental Survey Results).

#### Excerpt 11: Parents Questionnaire

1. Question: Do you maintain a discussion with your children regarding school, personal problems, etc.?
2. 13, P: "We always have topics on school behavior, and they are favorable"

#### Excerpt 12: Parents Questionnaire

1. Question: Do you maintain a discussion with your children regarding school, personal problems, etc.?
2. 7, P: "I always seek to dialogue with my son and advise him to make good decisions"

This questionnaire shows that 73% of these parents usually have talks with their children, but it is not related to English topics, it is about motivational messages or advice that parents tell the students to avoid problems. According to (Smokoska, 2020) who define Home-based parental involvement as the occurrence of parents engaging their children in educational

activities outside of school events. It means that parents are present in the life of their children, especially in the motivational aspect that allows students to get engaged with academic topics. Although, it does not mean that parents are doing a good job in terms of parental involvement, caused by the parents who are not giving support in the English activities, and it is a barrier to the students to stand out in the subject.

Through the questionnaire that was created for the parents, a specific question was provided in which it was asked if the parents maintained a dialogue with their children in relation to school or personal problems, in this way, favorable answers were obtained according to the question asked. It was evident that 11 students receive this type of support that their parents are aware of their performance and their feelings at school. Besides, Bæck mentions the importance of maintaining communication with children in relation to school and school processes; this communication and cooperation is essential in the performance of students and improves learning situations that arise in the classroom (Bæck, 2010).

In addition to this, Ghouali states that the school-family process must be joint, and strategies and tools need to be established to improve the results of the students (Ghouali, 2007). Therefore, it can be conceived that this relationship strengthens the bonds between parents - student - school and that it can be evidenced in the academic results obtained by each one, since the fact that the parent is present in their problems, it generates motivation in the students.

However, it was also possible to identify that 5 of the 15 students do not have such support at home from their parents, which can be evidenced later in their academic performance.

#### Excerpt 13: Students Interview

1. O: What questions do your parents ask you regarding the English subject?
2. 8: "No, none"

With this information from the perceptions, it was identified that parents give motivational help and support in academic and daily life issues, as Cole Sylvia mentioned, education begins at home and it includes patterns that parents promote with their children to increase the interest and participation of their children' school (Cole, 2017). Although, students are likely to see improvements in their academic performance, if parents can provide consistent and strong assistance at home (Anthony & Ogg, 2019) in this research, parents showed that this motivational help differs greatly with the accompaniment in English activities, this is because of the time invested in the students is not enough for them to succeed within their Second Language learning.

### ***Students' Perceptions Toward Parental Involvement***

The following excerpt shows the perception that students have according to the questionnaire regarding parental involvement, as it was identified that there are 10 students who mentioned that they were receiving support from their parents in their daily life.

Excerpt 14, Students Interview

1. O: How would you describe the level of support from your parents regarding English?
2. (I, 10) : My mom, I think a 10 in English, she supports me and tells me to get involved so I learn better in any activity I have to speak or participate in, she motivates me to get involved, she checks my notebook, she tells me how it's going, if I understood everything, that if I don't understand, I should look it up on YouTube and that's it.

In the observations it was evidenced that this same student does not participate in a lot of activities in the class unless they are mandatory

Excerpt 15, Class Observation, Note Taking

**Image 5***Class Observation Format*

<b>TOMA DE APUNTES</b>	<p>En casi ninguna clase se vió al estudiante tomando apuntes, ya que siempre estaba sin nada en el pupitre, simplemente se quedaba sentado y escuchaba lo que decía la docente.</p>
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With this information it was evidenced that even if the parent does support the students, it does not mean that he is doing well in the English class as the performance on it, as this participant stated that he does consider that he has parental support, but on the other hand the observations showed that support being not noticeable in the classroom activities.

Parental involvement helps with the development of love-learning which means that students will be allowed to have a term of success (The Annie E. Casey Foundation , 2022). Based on this concept of parental involvement we analyzed that parents in this research are giving an accompaniment in the motivational aspect but there is a lack of help in terms of homework, and activities that students have in the school, as we can evidence in this case regarding the same question about parental support from the interview

## Excerpt 16, Students Interview

1. O: Are there any other suggestions or warnings your parents give you regarding when you do poorly in English?
2. 8: "No"
3. O: Do they scold you?
4. 8: "No, they don't tell me anything, basically ... I don't tell them anything like that"
5. O: You don't talk much about the academic aspect with them?
6. 8: "No, no, hardly at all"

This was supported by the aid of the observation as the same student in all the classes were seeing talking with her classmate, not participating in any activity of the class

Excerpt 17, Class Observation, Class Participation

### Image 6

#### *Class Observation Format*

<p style="text-align: center;"><b>PARTICIPACIÓN EN CLASE</b></p>	<p>La estudiante participa en clase si se le obliga, es decir si la profesora para la clase para que la estudiante pueda participar que es generalmente decir unas frases en inglés. De lo contrario <b>la estudiante no participa activamente en la sesión.</b></p>
<p style="text-align: center;"><b>COMPORTAMIENTO</b></p>	<p>La estudiante recibe algunos llamados continuos de atención por parte de la docente durante el transcurso de toda la clase, <b>habla con su compañera de asiento todo el tiempo y come también en clase cuando está prohibido.</b> Si la estudiante se sienta sola en la clase, no habla tanto.</p>

Therefore, we separated the action of encouragement from support in the academic workshops, especially in English. As a result, there are some parents who only have the possibility to encourage their children by giving them suggestions and advice. However, parents cannot help them with activities that are assigned in class because they do not have enough knowledge to make their children understand and students must develop their homework autonomously. Consequently, there was another finding considering the 5 students that are not included in those who have either engagement or support in their activities. These 5 students are fundamental, as they are not receiving any engagement or support from their parents, hence, the finding in this category was that the students' perception is related to two different characteristics; the time that parents have and the lack of knowledge. Mostly, the students

consider that their parents are busy because of their jobs, and they do not have more possibilities than developing their English activities without them.

In summary, many of the students (6) received motivation from their parents to stand out and to be engaged in class, but they were not being helped by their parents, considering their commitment or knowledge. On the other hand, there are 5 students who are receiving support and help in English as a subject and can learn or understand what they do not know, and finally there are 5 who receive neither motivation nor support in their English homework due to the aspects that were mentioned above.

### ***Teachers' Perception Towards Parental Involvement***

In the interview with the English teacher of Laureano Gómez School, we inquired about aspects, such as parental support and behavioral aspects that are relevant to her subject. It was found that from the teacher's perspective only student number 13 has good parental support, as she is a very diligent student, she is an athlete and for this reason she knows her parents and is aware that they are concerned about her educational level. Out of the remaining participants she refers that she cannot give an opinion about their parents because she has not met them in all the time, she has been teaching at Laureano Gómez, this reflected the absence of the parent's participation in school. However, these students have a good performance in their classes and strive to improve their level of English and participation in class. As well, about 6 of the participants, which means the 40% of students that are left over, we found that the teacher expressed that she considers that none of them have support from their parents, specifically the participants (1, 4, 8, 9, 12, 14), since she assures, with respect to student 14 that he has lost several school years and that on rare occasions his guardians show up at the educational institution, and this is transmitted in the classes because his attitude is zero favorable. Alongside the class observation, we noticed that the same students referred above, were in some cases troublemakers, reflecting the English teacher opinion within parental support context, as is stated in the next excerpt:

## Excerpt 18, Class Observation: Class Participation

**Image 7***Class Observation Format*

PARTICIPACIÓN EN CLASE	La participación del <u>estudiante</u> se ve muy afectada por la actitud que tomaba frente a la clase, ya que no se le evidenció ninguna clase de interés por aportar a la clase. Solo participaba en las actividades que asignaba la profe de manera escrita, pero las hacía sin ningún esfuerzo y solo por entregar algo.
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Likewise, we found that participant 8 according to the teacher's reflection is that her guardian does attend the academic meetings, but she considers that there is a lack of concern for her daughter's performance, since she did not do anything to support her daughter's educational growth, and for this reason there is no parental support.

## Excerpt 19, Teacher Interview Description, Student 8

1. (T I, 8): The teacher mentions that she has known her since sixth grade, she is an *unfocused* student, she is very dispersed in class, she is a student who is present in class but *does not get involved in the classes*. The father is the one who attends and is present in the academic meetings, however, the lack of concern and time on the part of the father was noticeable. It is seen that *he was more concerned with work*, arriving late to the meetings, not doing anything to support and contribute to student 8 growth or educational improvement.

In reference to participant 1, the teacher states that there is no support due to the student having missed many classes, and she does not have the reasons yet to know what happened with the student.

## Excerpt 20, Teacher Interview Description, Student 1

1. (T I, 1): The teacher *has no knowledge* if the student does not attend school or just her class. If it is the school, the parents have a lot to do with this case, but if *she does not attend* the class as such it would be evasion and the parents have no relationship with the student, but if she does not attend the class as such it would be evasion, and the parents have *no relationship with the student*.

Moreover, we can observe that the teacher believes that student 4 has conflicts with her mother and sometimes this hinders her performance in class. Furthermore, participant 9 has some calls for attention and her parents are summoned to the principal office but they have never shown up to resolve difficulties of behavior and grades of the student according to the teacher. Additionally, when mentioning student 12, the teacher clarifies that there is a great lack of support, because the student has missed several years of class and is disrespectful towards authority, which indicates that at home there is no control from the parents.

Finally, according to Kalaycı and Ergül, teachers' opinions related to parental involvement is that most of the time teachers are aware of the importance of this support in students' English learning, and that it may be because of the parents' level of English, and the nature of the support they receive at home (Kalaycı & Ergül, 2020). Therefore, we can denote that in the classroom there is a lack of support from some of the parents towards the students in terms of support, due to lack of time or interest from the parents that the English teacher can see, and this has a negative impact on the behavior and grades of the students.

### ***Perceptions Towards English as a Subject***

This category was chosen in an effort to identify the perceptions that students, observers and the teacher of the educational institution have, regarding English as a subject. The main objective was to distinguish the different points of view about the importance of English as a subject to evaluate the perceptions found. For this reason, subcategories were created in this structure: students' perception, teacher's perception and observers'

perceptions. The subcategory was considered the questionnaires and the interviews with the students highlighting their opinion that they have about English.

The perceptions that were analyzed took into consideration the interest that students claim to have in English as a subject, and the interest that they consider they have about English. The first aspect to study in this subcategory was emphasized in the hours which they usually spend outside the classroom to study English, it can show the interest and the effort that the students do. First, it is fundamental to highlight that students are well informed about the opportunities that English can offer in terms of jobs and knowledge. In agreement, English is a global language, and every day people have to adapt depending on the changes that it presents (Ibrahim & Kavlu, 2020).

Excerpt 21, Students Interview, 10

1. O: What is your opinion regarding English as a language?
2. (I, 10): "The English subject is very needed in Colombia, that is why I think that it is the best paid language that exists and honestly, I like it".

In the questionnaire, students were asked about whether they study English outside the institution, 13 people responded that they did not study at a different time than academic hours. Also, students are aware of the importance of English in globalization issues and its benefits for working life, such as the answer that student 10 gave. Besides, there are 7 students who do not perform well in English following the answers. However, 11 of the total students including some of the 7 mentioned before show interest and motivation for learning this subject, no matter the low performance the students has, they want to learn English.

Excerpt 22, Students Interview, 8

1. O: Let's start by talking about..... What do you think about English?
2. (I, 8): Ehh well no, I mean, I don't like it because I don't really understand it. Maybe if I understood it a little bit more, I mean, if I studied more, learned a little bit more, yes, I would like it a little bit more.

Taking this into account, we consider the importance of emphasis on motivation from students, that refers to the accompaniment and inspiration that they can have in their homes and in the classroom. "If the student has motivation, they will have their own encouragement for learning English" Alizadeh, M. (Alizadeh, 2016). Despite there being students in the questionnaire who are aware and have the knowledge about the possibilities that they have if they learn English, there were 4 students who seem to not understand and do not have any kind of interest in acquiring English. The relationship between the answers that the 4 students gave in the questionnaire is related to the management that they have regarding English as a subject. If they consider that the subject is difficult and they cannot understand it, they prefer to avoid it because they feel that they cannot learn due to the difficulty of the topics.

### **Chapter VI: Conclusions**

Parents are the most fundamental part of a child's development, the first and foremost education begins at home. The main objective of this research was to determine the impact of parental involvement on the engagement of 8th grade students in the learning of a second language at the Laureano Gómez School. The participants of this research observed that the objective was successfully achieved since the impact of their parents' participation was determined, without seeking to compare whether this impact was positive or negative. According to the students' perceptions, they showed that their parents play an important role in their lives, affecting or improving their performance in class, which was seen in the instruments applied.

Regarding the specific objectives, they were reached through the three instruments mentioned researchers implemented to recognize the importance of parental involvement in these students. One of the categories was related to *perceptions*, which was completely evaluated concerning the level of influence of their parents in their learning process of the second language. The second objective, which mentioned the current level of parental involvement in students' English learning process, was assessed by the analysis of the

information that the parents and students gave to this research. The last objective selected was related to the practices applied by parents to improve their children's performance in class, it was achieved by the negative aspects that some of them mentioned and the good strategies that some parents usually implement with their children.

The first characteristic regarding the impact of parental involvement is the *motivational* and *affective aspects* of the students. It is caused by the talks and the conversations that parents make with their children which generate motivation in students when they go to school, also they feel the support that parents provide. In addition, this is evidenced in the academic performance that students have in the subject, thus demonstrating that the motivation they may receive greatly influences their development. It is a positive feature that is highlighted in parental involvement as the feelings that students express through the surveys and the interviews. These kinds of dialogues allow the students to feel support from their parents, as well as they feel comfortable and try to develop all their skills in class.

On the other hand, there was a negative aspect that was perceived about parental involvement in this research. Due to the low level of English that some parents have, as a result, it produces that students cannot improve their proficiency in the language. Likewise, they do not have someone different from their teacher to ask for an explanation when they do not understand any topic. This factor is different from the motivational element, it refers to the accomplishment of the parents. As a consequence, students needed help to solve their doubts about the activities that the teacher assigned to them. Besides, students cannot enhance their proficiency in the second language because of the failures in English and the lack of time that their parents have every day.

Considering the implications of this research, it is important to highlight the relevance of parental involvement in the bilingual education system and the positive and negative results established in this specific eighth grade of Laureano Gomez School. To encourage parental engagement in school activities, this research seeks to demonstrate there is a lack of parental

support, low proficiency, and motivation in the students in English class. It is important that schools adopt strategies for parents to be immersed in the academic performance of their children, since challenges were presented for the students when they felt alone in learning English. So, this is a favorable approach since; in order to increase the educational quality of the children, this can be improved through the accompaniment of the parents. To improve the effectiveness of bilingual education program policies, it is essential to develop and implement strategies that actively promote and facilitate parental participation. This is an opportunity to produce more strategies for parents to engage in the curriculum, offering workshops or training sessions that equip them with tools to support their children's learning at home, and making sure that solid communication between schools and families is open and effective.

Moreover, this research contributes to understanding the key components of a successful educational bilingualism program including the participation of parents. In summary, this research recommends a change in focus toward enhancing parental engagement as a component of bilingual education strategies. By prioritizing this aspect, future teachers should design more complete and successful language education programs that are based on the full support system of students' families, ultimately leading to better learning outcomes and a more proficient educational experience.

Nevertheless, concerning the limitations that were presented when conducting our research, all the important aspects carried out in the different processes were recognized. When the research started with the population, it did not receive a favorable response from them since they were not sufficiently informed to develop a questionnaire or an interview before this study, consequently, it was also difficult to collect the consent, and it delayed the research process.

As the interviews were conducted, it was confusing for the students to recognize the topic as they did not understand what family accompaniment at home meant, which is why they ignored it. Thus, they were embarrassed to explain these situations at home, since they did not know why the topic was important and how it influenced their education. Therefore, many

answers were limited due to not expanding the information on each question, and the interview had to be repeated. Likewise, obtaining a response from the parents was delayed, also a meeting took place with the parents, and followed instructions to obtain clear answers that facilitated access to our research.

Referring to the triangulation of data performed, it was challenging to review the data collected on each instrument, some of the responses obtained were complex to analyze as students had one perception, and parents had different ones. Besides, this study was limited due to it being conducted with a small number of students and in a single school, therefore, they do not represent the entire target population. Future research on the subject should focus on larger and more diverse participants, where the results are not generalized but would be more suitable.

Future studies should explore how parental involvement can play a more effective role in learning English as a second language, for different educational settings including public school students, private, and immersion programs. A broader-based sample would provide us with more representative results, also by providing changes in geographical locations to have insights into some cultural differences would be interesting to examine which elements of parental involvement are most beneficial in terms of language learning acquisition.

The aspects mentioned before were in, shared reading; speaking English at home if parents can manage that; and taking part through learning-relevant school activities. It is also important that future research considers how parents' attitudes and beliefs toward learning languages, as well as their English language proficiency, may impact effective parental support for their children. Lastly, it would be interesting to compare parental involvement strategies across age groups (i.e. younger vs older learners) or levels of language proficiency to contribute ideas toward the design of parent training programs who wish to enhance their children's language education.

In conclusion, parental involvement is necessary not only to improve students' English skills, but also to support their overall academic success. This research proposes that active parental involvement produces a positive impact on them, and their academic performance. As schools and educators continue to face the challenges of bilingual education, the inclusion of parents as partners in the learning process will be important to achieve significant educational outcomes. As their participation generates a thorough understanding of the children's abilities, interests and needs, thus their constant support provides a holistic development of the child. Likewise, a collaborative approach is obtained that enriches learning through experiences and will lay the foundations for their academic success.

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## Appendices

### Appendix A. Authorization from the School



Bogotá, D. C, febrero 14 de 2024

Señores  
**Colegio Laureano Gómez**  
 Bogotá, Colombia

Vigilada / Acreditación

*Asunto: Permiso para la aplicación de instrumentos de proyecto de grado*

Respetados Señores,

Reciban un cordial saludo.

Por medio de la presente y en calidad de estudiantes de novenos semestre de la Licenciatura en Bilingüismo con énfasis en la enseñanza del inglés, la Universidad El Bosque solicitamos a las directivas del Colegio Laureano Gómez autorización para aplicar los instrumentos de recolección de datos, para la construcción del proyecto de grado requerido para optar con el título de Licenciados, en su institución. El objetivo de esta investigación es determinar el impacto de la participación de los padres en los estudiantes de grado octavo del colegio Laureano Gómez y su compromiso al aprender una segunda lengua.

La información recogida será manejada con confidencialidad y discreción. Los procesos a realizar son:

- Un cuestionario con preguntas que nos permitan analizar y conocer si los estudiantes consideran que sus padres presentan un apoyo en el marco del aprendizaje de la segunda lengua y cómo este hecho afecta en su proceso académico en inglés como lengua extranjera. A los padres, un cuestionario para conocer la relación académica entre los padres y estudiantes.
- Observación de las clases, donde no habrá ninguna interacción entre los estudiantes y los investigadores.
- Entrevistas a algunos de los estudiantes, además a los padres que accedan a esta.

La información recogida será manejada con confidencialidad y discreción de acuerdo a la ley 1581 de 2012, que expresa “Derechos de los niños, niñas y adolescentes. En el Tratamiento se asegurará el respeto a los derechos prevalentes de los niños, niñas y adolescentes. Queda proscrito el Tratamiento de datos personales de niños, niñas y adolescentes, salvo aquellos datos que sean de naturaleza pública. Es tarea del Estado y las entidades educativas de todo tipo proveer información y capacitar a los representantes legales y tutores sobre los eventuales riesgos a los que se enfrentan los niños, niñas y adolescentes respecto del Tratamiento indebido de sus datos personales, y proveer de conocimiento acerca del uso responsable y seguro por parte de niños, niñas y adolescentes de sus datos personales, su derecho a la privacidad y protección de su información personal y la de los demás”. En ese sentido, la información recolectada será utilizada exclusivamente para el fin anteriormente descrito, conforme con lo expreso en los consentimientos informados que se divulgarán con las directivas y que serán firmados por los participantes del proceso.

De antemano agradecemos su atención prestada y quedamos atentos a una pronta respuesta.

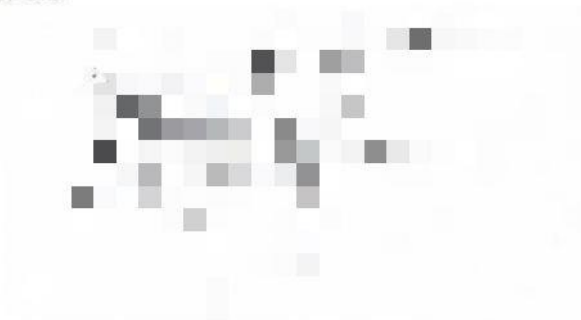


Atentamente,

Sofía Beltrán  
Miguel Quintana  
Angela Barrera  
Angela Rocha

Vigilada Alreeducación

Avala:



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**PH. D. Wilder Yesid Escobar Almeciga**

Director del programa de Licenciatura en Bilingüismo con énfasis en la enseñanza del Inglés

## **Appendix B. Consent Letter**

### **FORMATO DE CONSENTIMIENTO INFORMADO**

Título de la investigación: Parental involvement impact on students English Performance in 8th grade in Laureano Gómez School

Este estudio tiene como objetivo determinar el impacto de la participación de los padres en los estudiantes de grado octavo del colegio Laureano Gómez y su compromiso al aprender una segunda lengua. En los siguientes apartados, se incluye información relacionada con la privacidad y protección de los datos, los derechos que los participantes tienen, el tipo de información que se va a recoger, etc. A continuación, se encuentra un ejemplo:

Es importante manifestar que su identidad será completamente salvaguardada y que no se tomará la información de los estudiantes ni del nombre de la institución para ningún contexto otro que sea académico. Adicionalmente, sus calificaciones en la asignatura no se verán afectadas, sin embargo, es importante mencionar que, su valiosa participación va a contribuir al desarrollo de la academia y al mejoramiento de la instrucción del idioma inglés, en este caso, mediado bajo ambientes virtuales de aprendizaje (AVA). Tampoco se les pedirá dinero y no estarán en obligación de participar, ya que es un acto voluntario, así mismo, pueden retirarse en el momento que decidan.

Para llevar a cabo esta investigación con los estudiantes de licenciatura en Bilingüismo de la Universidad El Bosque, es necesario implementar los siguientes métodos de recolección de datos: observaciones de clases sincrónicas, un cuestionario individual de los padres de familia y los estudiantes, una entrevista para los estudiantes y padres de familia que quieran acceder a ella, y la posibilidad de analizar registros de trabajo en el aula, los cuales serán utilizados con propósitos académicos.

Si usted accede a participar en este estudio, se le pedirá responder una serie de preguntas en un cuestionario, además de una entrevista. Lo que conversemos durante estas sesiones se grabará, de

modo tal, que el investigador pueda transcribir después las ideas que usted haya expresado. Sus respuestas a la entrevista serán codificadas, usando un número de identificación, por lo que serán anónimas. Una vez transcritas las entrevistas, las grabaciones se destruirán.

Durante la investigación, se pueden solicitar algunos recursos académicos como evaluaciones o trabajos realizados en las sesiones de clase, con el objetivo de reunir datos, así mismo, se aclara que no se pide más de lo que se realiza en sus clases habituales.

Si tiene alguna duda sobre este proyecto, puede hacer preguntas en cualquier momento durante su participación en él. Igualmente, puede retirarse del proyecto en cualquier momento sin que eso lo perjudique en ninguna forma. Si alguna de las preguntas durante la entrevista le parecen incómodas, tiene usted el derecho de hacérselo saber al investigador o de no responderlas.

¿A quién contactar en caso de cualquier pregunta?

Investigadores: Sofía Beltrán, Miguel Quintana, Angela Barrera, Angela Rocha

correo: [sbeltranm@unbosque.edu.co](mailto:sbeltranm@unbosque.edu.co), [maquintana@unbosque.edu.co](mailto:maquintana@unbosque.edu.co),

[abarreram@unbosque.edu.co](mailto:abarreram@unbosque.edu.co), [arochaa@unbosque.edu.co](mailto:arochaa@unbosque.edu.co)

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*Para formalizar la participación en el proyecto de investigación por favor diligencie el siguiente formato:*

Acepto participar voluntariamente en esta investigación, conducida por Miguel Quintana, Angela Barrera, Sofía Beltrán y Angela Rocha. He sido informado (a) de la meta de este estudio

Me han indicado también que tendré que responder preguntas en un cuestionario, participar en una entrevista, y tener buena disposición para ser observados durante las clases de inglés.

Reconozco que la información que yo suministre durante esta investigación es confidencial y no será usada para ningún otro propósito fuera de los de este estudio sin mi consentimiento. He sido informado de que puedo hacer preguntas sobre el proyecto en cualquier momento y que puedo retirarme del mismo cuando así lo decida, sin que esto me genere perjuicio alguno. Entiendo que una copia de esta ficha de consentimiento me será entregada, y que puedo pedir información sobre los resultados de este estudio cuando éste haya concluido. Para esto, puedo contactar al investigador.

Nombre del Acudiente

Edad

Firma del Participante

Fecha

## Appendix C. Questionnaire for Students

### Need Analysis

#### Análisis de estudiantes

**Apreciado participante:** Agradecemos su atención e interés en participar en el diligenciamiento de este cuestionario que tiene como finalidad, recoger información que nos permitirá realizar la correcta recolección de datos para nuestro proyecto de investigación de grado.

¡Gracias por su participación!

#### Información personal

Nombre:

Apellidos:

Edad:

Nacionalidad:

Localidad en la que reside:

#### Información Académica

Nombre del Colegio:

Grado:

Salón:

Jornada:

#### Características familiares:

- 1) ¿Cómo es su núcleo familiar? (Con quién vive)

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2) ¿Cuál es la ocupación de sus padres?

Madre: \_\_\_\_\_ Padre: \_\_\_\_\_

3) c (*Primaria, Secundaria, Bachiller, Profesional, Especialización o Maestría*)

Madre: \_\_\_\_\_ Padre: \_\_\_\_\_

4) ¿Tiene hermanos? Si la respuesta es afirmativa, ¿Cuántos hermanos tiene?

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5) ¿En qué medio de transporte se va usted al colegio? ¿Quién lo/la acompaña?

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### **Características Académicas**

1) ¿Qué piensa acerca de la **necesidad** de ver “Inglés” como asignatura en el colegio?

Califique en una escala de 1 a 5 donde 1 es “no necesaria” y 5 “muy necesaria”

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2) Desde su punto de vista ¿Cuál es su opinión sobre “Inglés” como asignatura? Escriba su respuesta.

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3) ¿Qué tanto comprende el idioma Inglés? Seleccione una respuesta en una escala de 1 a 5 en donde 1 sea que “no comprende nada del idioma” y 5 sea que “comprende con claridad el idioma” \_\_\_\_\_

4) ¿Sus padres comprenden el idioma Inglés?

- Si, ambos lo entienden
- No, ninguno lo entiende
- Solo mi mamá lo entiende
- Solo mi papá lo entiende
- No sé si ellos lo entienden
- Otro: \_\_\_\_\_

5) ¿Alguno de sus padres le ayuda con las tareas de la asignatura “Inglés”?

- Solo mi mamá me ayuda
- Solo mi papá me ayuda
- Ambos me ayudan
- Ninguno me ayuda
- Otro: \_\_\_\_\_

6) Si respondió que **“ninguno de sus padres”** le ayuda con las tareas de la asignatura Inglés, escriba cuál es la razón por la que sus padres no le ayudan con las tareas de Inglés

Ejemplo: Mis padres no me ayudan porque \_\_\_\_\_

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7) Si sus padres le ayudan a hacer tareas de Inglés, ¿Cuánto tiempo pasan sus padres cuando le ayudan a hacer tareas?

- Media hora (30 minutos)
- 1 hora
- 1 hora y media (90 minutos)
- 2 horas o más
- Otro: \_\_\_\_\_

8) En general ¿Cómo considera su nivel de Inglés?

- **Muy básico** (Usar palabras y expresiones básicas y de uso común, siempre y cuando se esté familiarizado con ellas, cuando se pronuncien despacio y con claridad.)
- **Básico A2** (Comprender frases sobre temas de interés personal que permiten al hablante interactuar en situaciones cotidianas como: ir de compras, pedir en un restaurante, solicitar ayuda, etc.)
- **Intermedio B1** (Comprender las ideas principales de un diálogo o discurso siempre que el interlocutor sea claro y use expresiones cotidianas, así como mensajes de programas de radio o televisión sobre asuntos de interés personal o profesional)

- **Avanzado B2** (Comprender conversaciones de largo aliento: clases, conferencias, o charlas con argumentos complejos pero familiares)

(Se comprende además la mayoría de los temas en medios como radio, cine o televisión)

9) ¿En qué habilidad o componente encuentra mayor dificultad al momento de aprender Inglés”?

- Hablar
- Escribir
- Escuchar
- Leer
- Gramática

10) ¿Cuántas horas de clase de “Inglés” ve a la semana en el colegio?

- 3 horas
- 4 horas
- 5 horas
- Más de 5 horas
- Otra:\_\_\_\_\_

11) ¿ Sus padres llevan algún seguimiento en casa de la materia “Inglés”, Es decir, sus padres saben cuáles son los temas que ven en la materia de inglés, saben cuándo les realizan evaluaciones y saben cuándo les dejan tareas?

- Si
- No

Explique su respuesta

*Ejemplo, mis padres no me revisan los cuadernos, mis padres están ocupados en el trabajo, a mis padres no les interesa mucho revisar mis tareas de Inglés. Etc*

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12) Cada cuánto tiempo sus padres asisten a las reuniones del colegio, seleccione su respuesta

- Siempre (todos los días)
- Nunca
- A veces
- Casi nunca
- Casi siempre

13) ¿Quiénes son los encargados de asistir a las reuniones de entrega de notas del colegio?

- Sus padres (Mamá y Papá)
- Sólo mamá
- Sólo Papá
- Hermana/o mayor
- Abuelo/a
- Vecino/a
- Otro \_\_\_\_\_





## Appendix D. Questionnaire for Parents

**Encuesta dirigida a Padres de Familia para conocer el apoyo que brindan a sus hijos con su rendimiento académico.**

Nombre \_\_\_\_\_ Apellidos \_\_\_\_\_

Edad \_\_\_\_\_ Email \_\_\_\_\_

Teléfono \_\_\_\_\_ Género \_\_\_\_\_

Dirección de residencia \_\_\_\_\_ Ciudad \_\_\_\_\_

Estrato socioeconómico \_\_\_\_\_ Nacionalidad \_\_\_\_\_

### Vivienda Familiar

1. Marque con una x según corresponda

Personas que viven en su casa:

- Padre \_\_\_\_\_
- Madre \_\_\_\_\_
- Hijos \_\_\_\_\_
- Abuelos \_\_\_\_\_
- Otras personas \_\_\_\_\_

Tipo de vivienda

- Arriendo \_\_\_\_\_
- Propia \_\_\_\_\_
- Heredada \_\_\_\_\_
- Otro \_\_\_\_\_

Características de la vivienda

- Unifamiliar \_\_\_\_\_
- Cuenta con servicios públicos \_\_\_\_\_
- Dispone de teléfono \_\_\_\_\_ Celular \_\_\_\_\_
- Cuenta con electrodomésticos \_\_\_\_\_ Lavadora \_\_\_\_\_ Nevera \_\_\_\_\_ Televisor \_\_\_\_\_

Computador \_\_\_\_\_ Internet \_\_\_\_\_

• Sus hijos disponen de un espacio adecuado para el estudio ej: dedicado para la realización de tareas \_\_\_\_\_

### TRABAJO

Marque con una (x) según corresponda

- Trabaja el padre. SI \_\_\_\_\_ NO \_\_\_\_\_ Profesión \_\_\_\_\_
- Trabaja la madre. SI \_\_\_\_\_ NO \_\_\_\_\_ Profesión \_\_\_\_\_
- Está jubilado algún miembro de su familia \_\_\_\_\_
- Cuenta con becas de estudio para sus hijos \_\_\_\_\_

### ESTUDIOS

Marque con una (X) según corresponda

ESTUDIOS REALIZADOS	PADRE	MADRE	HERMANOS (MAYORES)	HIJOS
PRIMARIA				
SECUNDARIA				
TECNICO O TECNOLOGO				
PREGRADO				
POSGRADO				

A Continuación responda las siguientes preguntas de acuerdo a su conocimiento o creencia:

1. ¿Mantiene diálogo con sus hijos respecto a problemas escolares, personales, etc. ?
  - Siempre
  - Algunas veces
  - De vez en cuando
  - Nunca
  - Complemente su respuesta:

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2. ¿Tiene establecidas unas normas de convivencia en casa?

- Si
- No
- En caso de responder “si” escriba algunas de ellas

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3. ¿Quién toma las decisiones en casa respecto a la parte educativa?

- El padre \_\_\_\_\_
- La madre \_\_\_\_\_
- Otro \_\_\_\_\_

4. ¿Tiene conocimientos del idioma inglés?

SI \_\_\_ NO \_\_\_\_\_

5. ¿Desearía usted reforzar sus conocimientos del idioma inglés?

SI \_\_\_ NO \_

6. ¿Cuánto tiempo cree que estudia su hijo inglés en el colegio a la semana?

- 5 horas
- 8 horas
- 2 horas
- 1 hora

7. ¿Qué temas les preocupan más respecto a la educación de sus hijos respecto a la materia Inglés ? (señale alguno/s)

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8. ¿Le dedica tiempo a su hijo en temas académicos de la asignatura inglés?

- Siempre
- Algunas veces
- De vez en cuando
- Nunca

9. ¿Cuántas horas al día le dedica a su hijo en temas académicos (tareas) de la asignatura inglés?

- 4 horas
  - 1 Hora
  - 2 Horas
  - 0 Horas
10. ¿Está usted capacitado para apoyar el aprendizaje de su hijo en casa con el idioma inglés?
- Totalmente de acuerdo
  - De Acuerdo
  - Ni en acuerdo, ni en desacuerdo
  - En desacuerdo
  - Totalmente en desacuerdo
11. ¿En caso de que su hijo solicite ayuda con el idioma inglés, que procede a hacer?
- Lo ayuda usted
  - Busca un docente experto
  - Habla con el docente del colegio
  - No le ayuda
  - Otro
- 
12. Considera que en el colegio se deben tener más horas necesarias de inglés a la semana para reforzar los conocimientos  
SI \_\_\_\_\_ NO \_\_\_\_\_ ¿por qué?
- 
- 
- 
13. ¿Fomenta la práctica del inglés en casa, por ejemplo, a través de conversaciones en inglés, películas o juegos en inglés?
- Siempre
  - Algunas veces
  - De vez en cuando
  - Nunca
14. ¿Participa en actividades extracurriculares relacionadas con el inglés, como clases particulares, grupos de estudio o clases en línea para apoyar el aprendizaje de su hijo/a?
- Siempre

- Algunas veces
  - De vez en cuando
  - Nunca
15. ¿Comunica regularmente con los maestros de inglés de su hijo/a para conocer su progreso y necesidades académicas?
- Siempre
  - Algunas veces
  - De vez en cuando
  - Nunca
16. ¿Tiene alguna sugerencia o comentario adicional sobre cómo se puede mejorar el apoyo en la materia de inglés para los estudiantes y sus familias?

### Appendix E. Class Observation Format

FICHA DE OBSERVACIÓN DE CLASE NÚMERO	
<p><b>Datos generales:</b>            Estas observaciones realizadas en la siguiente institución tienen como finalidad la recolección de información dentro del contexto educativo de una muestra de estudiantes del grado octavo, dicha información recolectada será usada única y estrictamente para la investigación de nuestro proyecto de grado.</p>	
<b>Colegio:</b> Laureano Gómez	
<b>Nombre estudiante:</b>	
<b>Código estudiante:</b>	<b>Edad:</b>
<b>Asignatura:</b> Inglés	<b>Profesor:</b>
<b>Grado:</b> 8°	<b>Fecha:</b>
<b>Hora de inicio:</b>	<b>Hora final:</b>
<p><b>Observador:</b>  <b>Comentarios generales del observador:</b></p>	
ACCIONES A REVISAR	OBSERVACIONES/COMENTARIOS
PUNTUALIDAD	
TOMA DE APUNTES	

<b>PARTICIPACIÓN EN CLASE</b>	
<b>COMPORTAMIENTO</b>	
<b>CONVIVENCIA</b>	

NOTA (Si es necesario):

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\_\_\_\_\_  
*Firma observador*



### **Appendix F. Students Interview Questions**

1. ¿Cuál es tu opinión con respecto a la materia de Inglés?
2. ¿Cómo calificas tu actuación en la materia inglés?
3. ¿Qué herramientas usas para el aprendizaje o el desarrollo de las actividades en inglés?
4. ¿En qué trabajan tus padres?
5. ¿Cuánto tiempo permanecen tus padres en casa?
6. ¿Cómo describes el nivel de apoyo de tus padres en el desempeño académico?
7. ¿Qué preguntas te hacen tus padres respecto a la materia inglés?
8. ¿En qué tipo de tareas te ayudan tus padres?
9. ¿Crees que ese nivel de apoyo de tus padres influye en tu desempeño en la materia de inglés?
10. ¿Cómo influye ese acompañamiento en la asignatura de inglés? // ¿Por qué crees que esto no influye en la asignatura de inglés?
11. ¿Cómo puede mejorar (aún más) ese acompañamiento de tus padres en la materia del inglés?