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MAJOR PAPER

**TITLE: THE METHODOLOGICAL TREATMENT OF THE SCHOOL-FAMILY-
COMMUNITY RELATIONSHIP IN SENIOR HIGH SCHOOL.**

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ABSTRACT:

The present major paper deals with the teaching of English in Cuba and the importance of School-Family-Community Relationship in the teaching and learning process of the students. The main purpose of the current research is to evaluate the effectiveness of didactic activities applied to twelve graders from Antonio Guiteras Holmes Senior High School. For its realization, some scientific methods and techniques were used, like historical-logical, analysis and synthetic method, abstract-concrete analysis, documentary analysis, survey, interview and pedagogical test, which provided the necessary information to determine the theoretical and methodological bases that support the proposal of didactic activities during the lessons. The structure of this study is abstract, introduction, development, conclusion, recommendations, bibliography and annexes. The theoretical and methodological design of the investigation is taken into account, as well as its importance. There is a use of up-dated bases of the theme: The didactic activities designed to contribute to develop School-Family-Community Relationship in twelve grade students from Antonio Guiteras Holmes Senior High School.

Keywords: relationships, family, school, community, education.

RESUMÈN:

Le présent article majeur traite de l'enseignement de l'anglais à Cuba et de l'importance de la Relation École-Famille-Communauté dans le processus d'enseignement et d'apprentissage des étudiants. L'objectif principal de la recherche actuelle est d'évaluer l'efficacité des activités didactiques appliquées à douze élèves du lycée Antonio Guiteras Holmes. Pour sa réalisation, on a utilisé certaines méthodes et techniques scientifiques, comme l'analyse historico-logique, la méthode l'analyse et synthétique, l'analyse abstraite-concrète, l'analyse documentaire, l'enquête, l'entretien et le test pédagogique, qui ont fourni les informations nécessaires pour déterminer les bases théoriques et méthodologiques qui soutiennent la proposition d'activités didactiques pendant les cours. La structure de cette étude est composée d'un résumé, d'une introduction, d'un développement, d'une conclusion, de recommandations, d'une bibliographie et d'annexes. La conception théorique et méthodologique de l'enquête est prise en compte, ainsi que son importance. On utilise les bases actualisées du thème : Les activités didactiques conçues pour contribuer au développement des Relations École-Famille-Communauté chez les élèves de douze années du lycée Antonio Guiteras Holmes.

Mots-clés: relations, famille, école, communauté, éducation.

INTRODUCTION:

Language is the primary source of communication. It is the method through which humans are sharing the ideas and thoughts. There are thousands of languages in the world. Every country has its own national language in addition to a variety of local languages spoken and understood by their people. In different regions some languages are spoken by millions of people and others by only a few thousands. In global world the importance of English cannot be denied and ignored since English is the most common language spoken everywhere. English is one of the most used languages in the world. Even outside of countries like the USA and the UK, many people can speak and understand English. If you include people who speak it as a second language, an estimated 1 billion people worldwide speak English. On top of this, 67 countries have English as their official language and there are 27 countries that have English as their secondary official language.

The current research explores how important English as a language in high education and the School-Family-Community relationship for the development of the students in the English lessons is for Cuban students. There are many Cuban and foreign authors that researched about the importance the inclusion of the family and the community with the school for the development of the students in the English language has. It is cited Charles J. Russo (2018) in his book "Essential Concepts in SCHOOL", Michel P. Evans and Diana B. Hiatt-Michael (2018) in the book "The Power of Community Engagement for Education Change", Maria Eulina P. de Carvalho (2021) in the book "Rethinking Family-School Relations", Jacob Dixon (2021) in the book "Help! I want my child to Succeed!".

When schools, families and communities collaborate and share responsibility for students' education, more students succeed in school. In this teaching and learning process, there are different **potentialities** in the relationship between families, teachers and in society for the development of the students:

1. It can support the interrelated dimensions of human development: physical,

psychological, social, cognitive, ethical, and linguistic.

2. Family and community support, and employment prospects are key factors in the student's academic success.
3. In addition, family involvement with the school support, a substantial body of links in the students' life, academic, social and emotional development.

There were some **limitations** while developing this topic such as:

1. Students with dysfunctional families that were not assisted by the community or the local government.
2. Families lack of communication with schools and know little about the students' academic results.
3. Community lacks of cultural activities to promote Cuban culture, music, art, dance and English activity programs to develop the students' motivations in schools.
4. Teachers lack of special attention to students needs in the English lessons.

After verifying some strengthens and weaknesses in the School-Family-Community relationship for the development of the students in the Senior High School, a **scientific problem** is proposed: How to develop School-Family-Community relationship in twelve grade students through the English lessons?

Related to the analyzed aspect, the following **objective** has been formulated: To apply a proposal of activities to develop School-Family-Community relationship in twelve grade students from Antonio Guiteras Holmes Senior High School through the English lessons.

- **Object:** Teaching Learning Process of English as a Foreign Language.
- **Field of action:** The School-Family-Community Relationship as part of the teaching-learning process through the English lessons.

To solve the scientific problem, to fulfill the objective of the research and to organize the research process, the following **scientific questions** are elaborated:

1. What are the theoretical and methodological foundations that support the School-

Family-Community relationship in twelve grade students through the English lessons?

2. What is the current state of the School-Family-Community relationship in twelve grade students from Antonio Guiteras Holmes Senior High School?
3. What characterizes the activities that contribute to develop School-Family-Community relationship in twelve grade students from Antonio Guiteras Holmes Senior High School?
4. How to validate the results obtained by the application of the didactic activities designed to contribute to develop School-Family-Community relationship in twelve grade students from Antonio Guiteras Holmes Senior High School?

To answer the scientific questions, the following **scientific tasks** are proposed:

- a. Determination of the theoretical and methodological foundations that support the School-Family-Community relationship in twelve grade students through the English lessons.
- b. Diagnosis of the current state of the School-Family-Community relationship in twelve grade students from Antonio Guiteras Holmes Senior High School.
- c. Elaboration of activities that contribute to the development of the School-Family-Community relationship in twelve grade students from Antonio Guiteras Holmes Senior High School.
- d. Application of the didactic activities that contribute to the development of the School-Family-Community relationship in twelve grade students from Antonio Guiteras Holmes Senior High School.

In this research, different **methods** were applied in the analysis of the School-Family-Community Relationship:

Analysis of the 12 graders at Antonio Guiteras Holmes Senior High School:

Some interviews to the teachers and families of the students were applied in the Antonio Guiteras Holmes Senior High School (ANNEXES 1, 2, 3, 4):

Theoretical methods:

Analysis-synthesis: through synthetic analysis, the school-family-community

relationship is divided into the different elements that may or may not favor its development, such as the family's role in the students' academic life, school and community involvement for the development of the students and family-community relationship as part of the students' progress; while the synthesis allows to appreciate the school-family-community relationship as a phenomenon that occurs through the union of these elements to make activities integrative.

Historical-logical: it was used to study the evolution of the teaching-learning process of English as a foreign language around the world and in Cuba emphasizing on the methodology for teaching and developing the school-family-community relationship in senior high school, according to different authors' criteria.

Abstract-concrete analysis: a study of the problematic situation obtained from the practice and the daily experience of the classroom was carried out. Through the analysis and synthesis abstractions of the problem identified on the school-family-community relationship were made, which allowed getting at conclusions related to the development of the school-family-community relationship through the English lessons, and later to return to the concrete thought and solve this problem through the integrative activities proposed.

Empirical methods: diagnosis and direct observation: It is a method that consists of carefully observing the phenomenon, fact or case, taking information and recording it for later analysis. Observation is a fundamental element of any research process; it relies on the researcher to obtain the largest number of data.

- **Survey:** it was applied to the students' family selected as a sample (twelve grade group 1) to gather information about the engagement that family has with the school related to the teaching and learning process of the students in the English lessons to strengthen the school-family-community relationship. This was applied before and after the application of the proposed activities.
- **Interview:** it was applied to the students' family, the English teachers and

the community institutions of the selected school before and after the application of the integrative activities, for the collection of data related to the development of school-family-community relationship in twelve graders, as well as to understand their individual needs.

- **Documentary analysis:** to check the study materials of the students and the correct documents that the teacher should have in the English lessons. It was used for the review of the English syllabus in senior high school. The syllabus of the English subject corresponding to twelve grade was reviewed to analyze how the school-family-community relationship was treated as well as the types of activities used for its development.
- On the program, workbook and methodological orientation of English for 12th graders of the Antonio Guiteras Holmes Senior High School, an analysis was made to determine the options students, families, communities and teachers have about the school-family-community relationship in the teaching and learning process of English. Through this analysis it was verified that:
 - Despite the fact that there are a total of 4 units, it is not included the theme school-family-community relationship.
 - There is no exercise related to the school-family-community relationship.
 - The use of English as part of the interdisciplinary approach is used for the demonstration of additional topics to the program.
 - In the methodological orientation there is no chapter directed to the development of school-family-community relationship through the English lessons.

It is the work of the teacher to include this topic into the lessons, it is necessary to create conditions to talk and teach about this topic in particular. It is also part of the school to create opportunities to

develop this topic in the curricular strategies, however, it does not mean that this is something that every school does. For example, the Antonio Guiteras Holmes Senior High School has a lack of these strategies, which it is considered a problem to work with during this investigation.

- **Pedagogical test:** it was carried out as a form of information collection that allowed the development acquired by the students selected as sample of the research supporting by the school-family-community relationship in the teaching and learning process of English before and after the application of the didactic activities.

Mathematical statistical method:

Percentage analysis: it was used as a procedure for the analysis of the results obtained in the diagnostic pedagogical test on the school-family-community relationship in twelve graders who were part of it, whose results are quantified and analyzed in a qualitative way during the initial stage and after the application of the integrative activities at the final stage of the research.

For the investigation, all twelve graders at "Antonio Guiteras Holmes" Senior High School composed of 225 students were selected as **population**. The **sample** is composed of 26 students from group one, twelve grade, which represents 11, 5% of the total enrollment of this grade.

Some students have diseases such as migraine (five), diabetes (two) and kidney disease (two), which sometimes affect their attendance and punctuality. All students have a good behavior in the community and do not have toxic habits. The majority of the group is interested in studying at the university, while a minority(three), want to go to other options; and the rest (nine) are interested in going on studying in a medical center. The most affected elements of knowledge are in Mathematics with the resolution of problems and in English as well as the application of spelling rules. There are students with a remarkable use of the English language (five). There are students with an

average development of the English language (seven) and there are (fourteen) students with a poor domain of the language. Their living conditions are favorable and the parents are willing to collaborate with the school habitually and put into practice appropriate educational methods.

The selection of the sample followed a non-probabilistic and intentional criterion. This group was intentionally selected due to these present similar characteristics of the whole population, from the psychological, pedagogical and academic points of view.

- **Scientific Novelty:** Implication of the School-Family-Community relationship in the III Transformation in the Cuban context 2023:

The III Transformation in Cuba proposes new changes in the educational system in which the School-Family-Community relationship is a key factor to strengthen the teaching and learning process for new generations. It could be called Networking and its influence on the educational process of institutions and modalities. Understanding the role of the School-Family-Community triad, in the unity of educational influences, is part of the Cuban pedagogical tradition. The educational institutions and modalities in Cuba represent the realization and guarantee of the rights to education, constituting a protective factor that enhances human development, participation and personal growth. From an educational perspective, networking has its antecedents in community work and family education from the knowledge of popular education, associated in this context with research related to situations of social disadvantage and marginality.

DEVELOPMENT:

Chapter 1: Theoretical and methodological bases that support the School-Family-Community Relationship for the development of the twelve grade students through the English lessons from Antonio Guiteras Holmes Senior High School.

Family and community involvement may contribute to the quality of schools' guidance programs and students' attitudes and behavior. School guidance and support services are stronger and serve students better if educators, students, families and community are well connected. Students need to know that their guidance counselors and teachers understand and appreciate their families' cultures, hopes, and dreams. As students proceed through the grades, they struggle to balance their love for their family, need for guidance, and need for greater independence. Educators and parents can help students see that these seemingly contradictory pressures can coexist. Guidance counselors, school social workers, and school psychologists in elementary, middle, and high schools should meet with students' families and serve as key contacts for parents to call if questions arise about students' academic progress, behavior, peer relations, or interactions with teachers. In some middle and high schools, guidance counselors are members of interdisciplinary teams of teachers who meet with parents and students on a regular schedule. In all schools, guidance counselors could contact parents before students are at serious risk of failing courses because of absence, attitudes, classwork, or homework in order to devise collaborative approaches to help students succeed in school.

1- Teaching-Learning Process of English as a Foreign Language:

Teaching and learning is a process that includes many variables. These variables interact as learners work toward their goals and incorporate new knowledge, behaviors, and skills that add to their range of learning experiences. Teaching is the process of heeding people's needs, experiences, and feelings, and interfering so that they learn specific things. The major function of education is to make learning beneficial and

meaningful and also this process aims at the transmission of knowledge, and developing skills, values, and behavior. It has been trying to analyze the learning process in terms of the requirements of the individual and society. This process can be completed as an outcome of teaching. Learning and teaching are variables that interact as learners work toward their goals and incorporate new knowledge, behaviors, and skills that add to their range of learning experiences. In this process, the teacher, the learner, and the curriculum are organized in a systematic way to achieve the educational goals and objectives. The principles of learning are applied in child-rearing and school learning and also help learning and teaching.

Concept of Learning:

Learning is about a change: the change brought about by developing a new skill, understanding a scientific law, changing an attitude. The change is not merely incidental or natural in the way that our appearance changes as we get older. Learning is a relatively permanent change, usually brought about intentionally. When we attend a course, search through a book, or read a discussion paper, we set out to learn! Other learning can take place without planning, for example by experience. Generally with all learning there is an element within us of wishing to remember and understand why something happens and to do it better next time.

Concept of Teaching:

Teaching is a set of events, outside the learners which are designed to support internal process of learning. Teaching (Instruction) is outside the learner. Learning is internal to learners. You cannot motivate others if you are not self-motivated. Motives are not seen, but, behaviors are seen. Is learning a motive or a behavior? Learning is both a motive and a behavior but only the behavior is seen, learning is internal, performance is external.

Teaching and Learning process is defined by different authors like Lev Vygotsky (1934). Vygotsky's sociocultural theory views human development as a socially mediated process in which children acquire cultural values, beliefs, and problem-solving

strategies through collaborative dialogues with more knowledgeable members of society. Vygotsky's theories stress the fundamental role of social interaction in the development of cognition (Vygotsky, 1978), as he believed strongly that community plays a central role in the process of "making meaning." Vygotsky had a groundbreaking theory that language was the basis of learning. His points included the argument that language supports other activities such as reading and writing. In addition, he claimed that logic, reasoning, and reflective thinking were all possible as a result of language. Vygotsky (1934) says that language is the fundamental part of the teaching-learning process in the human development.

The teaching-learning process of a foreign language can provide more possibilities to the human development in society and around the world. Foreign language learning and teaching refer to the teaching or learning of a nonnative language outside of the environment where it is commonly spoken. A distinction is often made between 'foreign' and 'second' language learning. A second language implies that the learner resides in an environment where the acquired language is spoken. In the area of research, the term second language acquisition (SLA) is a general term that embraces foreign language learning and investigates the human capacity to learn languages other than the first language once it has been acquired. Scholarly inquiry into the acquisition of a nonnative language includes the disciplines of psychology, linguistics, language pedagogy, education, neurobiology, sociology, and anthropology.

Inquiries of learning and teaching innovations have provided new insights into successful language learning strategies and environments designed to increase language achievement and proficiency. A language is considered foreign if it is learned largely in the classroom and is not spoken in the society where the teaching occurs. Study of another language allows the individual to communicate effectively and creatively and to participate in real-life situations through the language of the authentic culture itself. Learning another language provides access into a perspective other than one's own, increases the ability to see connections across content areas, and promotes

an interdisciplinary perspective while gaining intercultural understandings. Language is the vehicle required for effectiveness of the human development interactions and yields a better understanding of one's own language and culture.

Studying a language provides the learner with the opportunity to gain linguistic and social knowledge and to know when, how, and why to say what to whom National Standards in Foreign Language Education Project (NSFLEP) (2014). Language scholars distinguish between the terms acquisition and learning: 'acquisition' refers to the process of learning first and second languages naturally, without formal instruction, whereas 'learning' is reserved for the formal study of second or foreign languages in classroom settings. One usually distinguishes between the relatively effortless process of SLA by children and the more formal and difficult SLA by adults. Foreign language education refers to the teaching of a modern language that is neither an official language nor the mother tongue of a significant part of the population.

English as a second or foreign language is the use of English by speakers with different native languages. Language education for people learning English may be known as English as a foreign language (EFL), English as a second language (ESL), English for speakers of other languages (ESOL), English as an additional language (EAL), or English as a New Language (ENL). The aspect in which EFL is taught is referred to as teaching English as a foreign language (TEFL), teaching English as a second language (TESL) or teaching English to speakers of other languages (TESOL). Technically, TEFL refers to English language teaching in a country where English is not the official language, TESL refers to teaching English to non-native English speakers in a native English-speaking country and TESOL covers both.

In practice, however, each of these terms tends to be used more generically across the full field. TEFL is more widely used in the United Kingdom and TESL or TESOL in the United States. The term "ESL" has been seen by some to indicate that English would be of subordinate importance; for example, where English is used as a lingua franca in a multilingual country. The term can be a misnomer for some students who have learned

several languages before learning English. The terms "English language learners" (ELL), and, more recently, "English learners" (EL), have been used instead, and the students' native languages and cultures are considered important.

English language teaching-learning contexts, generally speaking, can be divided into two kinds, EFL (English as a foreign language) and ESL (English as a second language). Both EFL and ESL are the English language teaching contexts that bear directly on the use or study of English by non-native English speakers (NNES) "who already use at least one other language" (Tomlinson, 2005, p. 137). EFL indicates the study of English in a non-English-speaking region. ESL refers to "the learning of English in an English-speaking environment, such as by foreign students in English" or "a second language as the non-home but official language of a nation which must be learned by its citizens for full social, economic, and political participation in the life of that nation" (Paulston, 1992, p. ix). Not surprisingly, there are considerable differences between the ways English is taught in these two contexts.

The process of English communication learning will be more student-centered but less time consuming. Therefore, it promises that the teaching quality will be improved and students' applied English communication can be effectively cultivated, meaning that students' communicative competence will be further developed. Language in education would ideally and ordinarily build on such naturally acquired language ability, enriching it through the development of literacy into an instrument for abstract thought and the acquisition of academic knowledge. Teachers use a range of local texts or English translation of literature in the classroom. The use of language as well as the use of a variety of accents in listening activities or tests is encouraged in the English language classroom. With the proliferation of tablets and smart phones, it is believed that textbooks will disappear in a few years. Furthermore, the access to knowledge in terms of flexibility and mobility has changed drastically. Teaching in English language classes focuses on fostering the students thinking as well as language content, outcomes and learning activities. There are significant and complex student-teacher interactions inside

and outside the classroom. In a knowledge based society and to remain competitive and employable, teachers are expected to engage in a continuous professional development or the professional learning activities from the beginning to the end of their careers. As with any other profession, teachers are also expected to assume a greater responsibility for their own professional learning, continually developing their knowledge and skills.

Teaching-Learning EFL is often divided into the four major (or macro) skills: Listening, Speaking, Reading and Writing. Some teachers approach all of these skills as one with whole-language teaching, and others teach them separately. Teachers should set high standards for an EFL classroom. They should work to create the necessary condition for students to learn effectively and reach the desired outcome. For the teaching of English to be successful, the four skills, reading, listening, speaking and writing, should be integrated in an effective way. These skills should be addressed in a way that helps students meet the standards you set for them and develop their communicative competence gradually.

This encompasses: Listening and speaking: these two skills are highly interrelated and work simultaneously in real life situations. So, the integration of the two aims at fostering effective oral communication. This integration will assure real-life and purposeful communication. Reading and writing: they form a strong relationship with each other as skills. They are tools for achieving an effective written communication. Students need opportunities to develop their reading and writing skills. Developing students' competencies in reading and writing requires exposing students to gradually challenging reading materials and writing tasks. The aim is making students read and write effectively.

1.1- The School-Family-Community Relationship as part of the Teaching-Learning process through the English lessons.

Research shows that when schools, parents, families, and communities work together,

students: earn higher grades; attend school more regularly; stay in school; and, are more motivated. This is true for students of all ages, all backgrounds, and across race and ethnicity. Furthermore, a variety of supports cutting across the spectrum of social, health, and academic needs may be necessary for school success. High quality schools have demonstrated track records connecting with community resources and families to improve student outcomes in all domains of development.

The relationship between family and school is one of the most critical factors in a student's education. The parents, teachers, and other members of the school community work together to ensure students receive the best possible academic and social education. Communication between home and school is key to this relationship: families need to feel comfortable sharing information about their children's development, while teachers must trust that families will support the academic goals they set for their children. For family-school relationships to be effective, the teacher must act as a critical point between the two. This means that teachers must foster an atmosphere of trust and provide clear communication about their strategies for helping students achieve success in school.

It is also essential for teachers to consider individual family situations and encourage parents to participate in their child's education by attending meetings, providing feedback, and participating in school events. Open Communication, Mutual Understanding, and Support from Both Sides. When families and teachers come together with open communication, mutual understanding, and support from both sides, it helps create strong relationships between home and school. By communicating regularly with one another, families can stay informed about their child's progress at school, while teachers can learn more about how best to meet their students' needs. **Sharing Information about Student's Progress and Avoiding Prejudice.**

To ensure families and teachers are both on the same page, it is essential to share information about a student's progress with each other without any judgment or prejudice. Teachers can work collaboratively with parents to help their children succeed

in school by providing accurate feedback and understanding both sides of the situation. How to Ensure Successful Parent-Teacher Relationships? A successful parent-teacher relationship is essential for helping a student reach academic goals. Here are some tips for creating a positive and rewarding learning environment: Regular Meetings and Conversations with Parents/Guardian Parents should be encouraged to attend school events and meetings, such as parent-teacher conferences. These opportunities allow for open communication between home and school that can help foster a positive relationship. Teachers should also take the initiative to reach out families to share information about their child's progress or discuss any concerns they may have.

Setting Goals and Objectives Together: When teachers and parents work together to set goals and objectives for student success, it allows them to have an active role in their child's education. This can help create a sense of shared responsibility between the two parties, which is essential for building strong bonds of trust and understanding.

Encouraging Involvement From Both Sides in the Educational Process: Parents and teachers should also strive to involve one another in the educational process as much as possible. This means having open discussions about student progress, providing feedback on course materials and assignments, and discussing classroom activities that could benefit their children. By working together on these issues, parents and teachers can create a strong bond of trust with one another that will help foster a thriving learning environment for students.

Creating a Positive Environment Through Respectful Engagement: To foster an environment of mutual respect and understanding, families and teachers should strive to engage in respectful conversations at all times. This means listening carefully to what each other has to say, avoiding assumptions or judgment, and considering the other person's point of view before making decisions. By creating a positive atmosphere, parents and teachers can support students in their education while still maintaining solid relationships with one another. Successful parent-teacher relationships are essential for helping students reach their educational goals. This can be achieved through open

communication, mutual understanding, and support from both sides. Parents should be encouraged to participate in their child's education by attending meetings, providing feedback, and participating in school events. In contrast, teachers should take the initiative to reach out to families and share information about student progress. Additionally, setting goals and objectives together is a great way to create a shared responsibility between home and school.

Finally, parents and teachers should strive to create a positive environment through respectful engagement. Parent-teacher relationships play a vital role when it comes to student success. By working together, parents and teachers can create an encouraging learning environment where students feel supported and motivated to reach their goals. Additionally, they both have unique perspectives that can give valuable insight into how best to facilitate student progress. With the right approach and attitude, these relationships can benefit everyone involved. Building parent-teacher solid relationships is essential for helping students achieve their educational goals. This requires open communication, mutual understanding between both sides, and respect for one another's points of view.

With the right approach, parents and teachers can work together to create a positive learning environment that will benefit all involved. By working together and creating an atmosphere of trust and understanding between the two parties, successful parent-teacher relationships are achievable that will help students reach their potential in education. By establishing these connections, parents and teachers can become powerful partners in assisting students in achieving their goals.

Community involvement in schools creates a two-way collaborative process between schools and their communities that foster meaningful partnerships and create a positive impact on the educational experience. In today's interconnected world, schools have a tremendous opportunity to tap into the power of community engagement. When schools actively involve the local community in their educational endeavors, a supportive network is formed that benefits students, teachers, families, and the community as a

whole.

Engaging the community brings a wealth of resources, expertise and diverse perspectives that enrich educational experiences, inspire students and foster a sense of belonging. By recognizing and valuing the community as an essential educational partner, schools can leverage its collective strengths to create a thriving learning environment. Community involvement makes your school an attractive place to work, supporting your recruitment and retention efforts. Develop open lines of communication using multiple channels: Effective communication is the foundation of community involvement. Schools should establish clear and consistent channels of communication with the community. Utilize newsletters, websites, social media platforms and community bulletin boards to share important updates, achievements and upcoming events. Actively seek input and feedback from community members through surveys, forums or community meetings.

By fostering open lines of communication, schools demonstrate transparency, build trust and engage the community in the decision-making process. Engage extended families to foster support systems: Families are an integral part of the school community, and their engagement is crucial for student success. Go beyond involving parents and guardians in decision-making processes through parent-teacher associations, advisory committees, or regular parent meetings. Encourage extended families to participate in school activities, volunteer programs, and education workshops provide opportunities for grandparents, aunts and uncles to share their skills, knowledge and cultural diversity within the school. By engaging extended families as partners, schools create a supportive and inclusive environment where families are actively invested in their child's education.

Organize service-learning and community projects for broader learning: Integrating service-learning initiatives and community projects into the curriculum allows students to apply their knowledge and skills to real-world contexts while making a positive impact on the community. Collaborate with local organizations or community groups to identify

meaningful projects that align with curriculum objectives. These projects could involve environmental conservation, social justice, community outreach, or local problem-solving. Engaging students in service-learning cultivates empathy, civic responsibility, and a sense of purpose while strengthening ties between the school and the community.

Celebrate community and cultural diversity to promote inclusion: Embracing and celebrating the rich diversity within the community fosters inclusivity and understanding. Organize multicultural events, heritage celebrations, or cultural exchanges that showcase the traditions, languages and customs of the community. Encourage community members to share their expertise, stories, and experiences with students. By celebrating diversity, schools create an environment that values and respects the varied backgrounds and perspectives of their students and community.

1.2- When schools, families and communities collaborate and share responsibility for students' education, more students succeed in school:

- There are some authors that wrote about this topic:

School role in the educational system:

Charles J. Russo (2018) says:

School administrator, special educators, and parents began to speculate about what constituted an appropriate education almost as soon as the idea went into effect. Yet, the idea's language and legislative history provided little guidance. He says that the idea's implementing regulations, echoing the statute, stipulate that an appropriate education consists of special education and related services that are provided in conformance with an individualized education program. The idea defined an appropriate education as one that provided more than simple access to educational programs but fell somewhat short of the best could possibly be provided.

Tobias Feldhoff and Katharina Maag Merki (2020) say:

The importance of the classroom level by comparison with that of the school has so far

not been marked by the volume of research that is needed in this area. In all multilevel analyses undertaken, the amount of variance explained by classroom is much greater than that of the school, yet, it is schools that have generally received more attention from researchers. Research into classroom poses particular problems for researchers. Observation of teachers teaching is clearly essential to related to student achievement scores, but in many societies access to classroom may be difficult. Observation is time-consuming, as it is important (ethically) to involve briefing and debriefing of research (methods) to individual teachers and parents.

John Carr (2020) says:

The teacher guides students as they demonstrate or explain their conceptual understanding, process skills, or behaviors. They debate alternative explanations and contrast new facts with prior misconceptions. As appropriate, the teachers direct students' attention to aspects of their earlier experiences from the engaged and explored stages. Students organize information into evidence-based statements, using the academic language of the discipline.

After analyzing the authors' opinion, the author of the research will give a view point: Supporting student success is an important part of what schools and teachers do on a day-to-day basis. Helping students be successful can prove challenging, but it's also often one of the most fulfilling day-to-day tasks that you can hold yourself accountable for. That's what education is here for: help your students be as successful as they possibly can be.

1. Be clear with goals: Clarity is important when it comes to setting goals for the school, teachers, and students. Schools and teachers can help the students be successful by setting clear, measurable, challenging, and achievable goals. Setting goals that meet these criteria can seem intimidating for students so it is important to make goal-setting a collaborative effort. Making the goals clear and measurable will help students know exactly what they are working toward and if they are being successful. Setting challenging goals helps prevent boredom and complacency while making them

achievable minimizes frustration. Learning to set and achieve goals is something that will help students succeed in school and throughout life.

2. Empathize with your students: The last few years have presented schools and teachers with extra challenges in all areas of education. For example, Learning to teach online, keeping up with students virtually, and facing the uncertainty of living through a pandemic all had students experiencing changes and a long list of unknowns. This situation highlighted the value and importance of teachers empathizing with students. One of the most effective ways to express empathy is to develop a personal connection with each student. When students see that teachers understand what they are experiencing it can transform the student-teacher relationship and have a positive impact on student success.

3. Offer a school supply kit program: There are factors that can create barriers to student success in the classroom. Coming to school without the correct supplies is one of those potential barriers. It is more difficult for both students and teachers when students do not have the supplies they need in the classroom. Offering a school supply kit program is a way that schools can help the students succeed . Setting up a school program like the one offered through will provide every student with access to the same school supplies. And, as an added bonus, parents will appreciate having access to a school supply kit program because it makes the process of getting supplies much easier.

4. Be creative with lessons: It can be a challenge to ensure that every student in the classroom remains engaged. Finding ways to keep them engaged can help students succeed by learning more deeply and looking forward to learning in the future. One of the most effective ways to increase student engagement is to be creative with lessons. Making lessons fun and interactive can help keep the attention of students. Games, hands-on activities, and role-playing are all options for adding creativity to your lessons. The impact that schools and teachers can have on the lives of students is far-reaching. Being clear with goals and empathizing with students will help them see a clear path to

success and feel supported along the way. Offering a school program can provide equity of access and help every student succeed in the classroom. Being creative with lessons can keep students engaged and help them develop a love of learning. Student success is a collaborative effort in which schools and teachers play an important role.

Family role in the educational system:

José Luis Garcia Garrido (2016) says:

Family education resources: The study researched to what extent the families surveyed had certain resources and how the students spend their time outside school, all in relation to their instruction and training. The aspects researched as to this were as follows: a- instrumental resources, b- available space, c- complementary activities, d- use of leisure time.

Maria Eulina P. de Carvalho (2021) says:

The role of the parents in face of the growing complexity of homework is also acknowledged, with emphasis on the need to be supportive rather than doing the students homework: “thankfully you don’t have to remember your high school algebra to be a good parent. More important than helping solve individual algebraic problems is encouraging students to stick with a subject that is tough, but that will expand their range of career and life choices”. Parents, in turn, benefit from networking with other parents and families. And the whole family benefits: because school is the main external influence in children’s lives, paternal involvement in schooling builds family cohesion, as parents develop a common language with their children. Moreover, parental involvement should be fun, as in the case of math and science carnivals.

Jacob Dixon (2021) says:

While parenting is viewed in a much broader context that includes various family members, the term partnership encompasses the more recent definition. A partnership, in a sense, represents an official alliance or an agreement contracted to work toward a shred goal, profit, or benefit of a mutual investment. As a result, the term has evolved from “parenting” to “school to family partnership” to the presently preferred term

among key education systems: "family involvement".

The author of this research coincides with Maria Eulina P. de Carvalho (2021):

The importance of family involvement in education is clear, and the benefits profound. In a retrospective looking at a lot of studies, researchers found strong connections between family involvement and academic achievement. Support and involvement from educators and families are crucial to a student's academic performance. This is one reason administrators must value families as a crucial part of their school environment. By engaging families, educators can create partnerships founded on respect. Educators recognize the valuable understanding families have of their child's learning needs. As they build trust over time, families likewise come to recognize the expertise and training educators have to help students learn. Remember that there is no way to know a student's full history and needs without connecting with their family. Likewise, educators can't effectively involve a child's caregivers without understanding events and communication options that interest the family most. In the most effective partnerships, educators work with families to determine the individual and school-wide strategies that will best involve caregivers and meet each student's needs.

Community role in the educational system:

Margo Kirk (2019) says:

Significantly, however, the generally accepted philosophy of education went far beyond the home, and the publication of a set of booklets. Perez Travieso (1997) joined other colleagues in stressing the community-based nature of the program which prepossessing the extensive potential to train members of the community at large.

Michel P. Evans and Diana B. Hiatt-Michael (2018) say:

The intent is to demonstrate how community-based work can occur in multiple contexts. Such work can occur in close relationships with local schools and districts, or may strategically be conducted separately from schools. What these efforts hold in common is a commitment to authentic community-based leadership.

The author of the research will give a view point: Benefits of community involvement in

schools:

Community involvement with the school greatly benefits students, parents, and teachers. More than just offering your time, being involved in activities with your children improves the relationship between children and parents. This is just the starter, as community involvement in schools has many benefits: Improves academic engagement, Increases life success in the long term, helps students choose higher-level programs, A decrease in the school dropout. Examples of community involvement in schools

In-person events: Having events where families can come together, share insights into their needs, put the basis of their community, and see how they can work together to create a better future for their children are great opportunities.

Large-scale events like this help create opportunities for community participation. Significant or short-scale events effectively improve and grow community participation, connect with teachers, and understand the classroom's needs.

Workshops with local professionals: Engaging businesses and professionals in holding different workshops for students and their families is also a great way of community involvement in the school. These can have different themes, and students can learn from professionals and gain skills that can help them in the real world. They can also create relationships with these people and opt for different workshops where they can learn and help diminish the gap between the education and the industry fields.

Virtual experiences: Pandemic or not, virtual experiences can help communities get a hold of real-world needs. There are virtual tours students can go on and experience the community outside the classrooms. They will see how the skills they learn in education will help them solve real-world issues.

Importance of community involvement in the students academic life:

A better understanding of children's needs: Students whose families participate and get involved in the community at school have a more transparent life for teachers. That means teachers get to know the families they come from, their needs, how they are helped at home, and the possibilities they have. The direct relations with parents that

teachers can have can help teachers understand where children need help with learning.

Shared responsibility and accountability: Teachers have a big responsibility to provide the best education to their students. However, when a community of parents is involved in helping and supporting the student's success, they can commit mainly to providing the best academic information.

Advantages for students: As parents are directly involved in their children's education path, they help with homework, provide at-home learning opportunities, and help their children understand how to strategise their learning path.

Increased Student Achievement: More than just making their parents proud, the happiness of having their parents at their side and guiding them cannot compare to anything. Seeing their parents' involvement and interest in their education, children tend to follow in the footsteps their parents leave and demonstrate they can grow and learn. They will just be happy to give back to their parents the feeling of happiness when their results come in.

Improved Attendance and Behavior: Student absenteeism can be a severe problem for today's teenagers who lack the will and guidance from their parents or counselors.

Thus, school initiatives involving parents and the community can help students with low attendance find their path and see how education affects their lives. This means parents that know their children's whereabouts pay attention to their children's needs and, listen to them, talk to them to help them solve any problems they may have in understanding a course.

Continue with higher education: Higher education programs are sometimes seen as extra, students don't care about doing just because they can have it another way.

However, being a part of a school where community involvement shows how important education is, what they can accomplish when they are specialists in a field, and what contributions they can bring to the world can help change their minds.

1.3- School, Family and Community Relationship involvement in Senior High School:

The author Crotti (2018) in his book for teachers says:

Family and community involvement may contribute to the quality of schools' guidance programs and students' attitudes and behavior. School guidance and support services are stronger and serve students better if educators, students, and families are well connected.

The author of the research coincides with Crotti (2018)

The school, as the family and the community, has a great responsibility in the teaching and learning process of the students, and the formation of the character and the personality, it is the reason why they should work in coordination to form the new generations based on Marti and Fidel's principles through the English lessons, paying special attention to the achievement of the essential purpose of education which is the multilateral and harmonic development of the personality of the new generations, then the necessity of emphasizing on the family's preparation to carry out the educational work with efficiency, is inferred.

1.4- Diagnosis of the current state of the School-Family-Community relationship in twelve grade students through the English lessons from Antonio Guiteras Holmes Senior High School.

A sample of 26 students from 12th grade, their teachers and families were diagnosed with the objective of checking the observation results already obtained. In the process and interpretation of this diagnosis there were some problems in the School-Family-Community Relationship such as:

The interview (ANNEX 1) was applied to the English teachers in twelve grade from Antonio Guiteras Holmes Senior High School with the objective to collect information about the relationships between teachers with the students family and the community:

Question 1: Teachers lack of documentary materials of English and bibliography to help teachers to prepare themselves in the best way.

Question 2: Teachers consider the students family as a key factor in the teaching and learning process of English but sometimes, teachers don't have communication with students' family.

Question 3: Teachers lack of communication with the community in the teaching and learning process of the students.

Question 4: Teachers describe the Family-School-Community Relationship like mismanagement on the part of the three factors.

The Survey (ANNEX 2) applied to the students' family in twelve grade with the objective to investigate about the family duties fulfillment and their engagement with the school. It arrived to the following conclusion:

Question 1: Only nine families are interesting in their children's academic life related to home-works, study-guides, etc. There is lack of interest in twelve families because they have not communication with the school about students' academic studies. Sometimes, there are five families worried about the students' marks.

Question 2: Fifteen families are worried about the students' attendance to school. There are seven families look out for students study materials like the English Workbook. There is lack of interest in four families about these topics.

Question 3: Only eighth families are taking attendance in all important meetings organized by the direction of the school. Nine families are varying in different meetings. Other nine families lack of interest to this.

Question 4: The majority of the students' families lack of interest about the extracurricular activities proposed by the direction of the school. Only five families help the teachers to clean the school and to protect the environment near the school.

The interview (ANNEX 3) had the objective to deepen about the community role related to the students' academic success. It was taken as a model for part of the community (social worker):

Question 1: The community presents problems with the family and school relationship:

Lack of multicultural activities to incorporate the family to society.

Lack of different projects to motivate the new generations to protect environment.

Lack of activities related to the new generation into support staff to promote culture and experiences.

Question 2: The community doesn't promote activities to support the school in the academic students' success like:

Lack of cultural and scientific activities to improve the students' knowledge.

Lack of different spaces for the students' needs related to the school subject.

Lack of promoting important values like responsibility, justice, honesty and patriotism.

Results of the application of the initial pedagogical test: writing test.

With the application of the initial pedagogical test (ANNEX 4), it could be confirmed the students' knowledge about the role of the school, family and community is not clear to them. The majority of the students select the topic related to the family role in their life.

It could be evaluated in a written test with the following indicators:

Punctuation marks: ten students (38,4%) were able to use them correctly, twelve students (46.1%) made some mistakes in the use of punctuation marks and four students (15,3%) had a lack of domain of the correct use of punctuation marks.

Eight students (30,7%) wrote with the correct use of vocabulary, eleven students (42,3%) presented some difficulties with the vocabulary studied, and seven students (26,9%) were not able to use the vocabulary of the syllabus.

Five students (26.7%) were able to spell in a correct way, ten students (30%) had problems in spelling and eleven students (43.3%) presented lack of domain in spelling.

Evaluated indicators	Level 1	%	Level 2	%	Level 3	%
Punctuation	10	38,4	12	46,1	4	15,3
Vocabulary	8	30,7	11	42,3	7	26,9
Spelling	5	19,2	10	38,4	11	42,3
Total	7	26,9	10	38,4	9	34,6

Chapter 2: Elaboration of didactic activities that contribute to develop School-Family-Community Relationship in twelve grade students from Antonio Guiteras Senior High School.

The concept of 'activity'

Activity, in a broad sense, is an interaction of the actor with the world. The interaction, according to activity theory terminology, is described as a process relating the subject and the object. A common way to represent activity is " $S \leftrightarrow O$ ". There are two key aspects differentiating activity from other types of interaction: (a) subjects of activities have needs, which should be met through an interaction with the world, and (b) activities and their subjects mutually determine one another; or, more generally, activities are generative forces that transform both subjects and objects. Subjects have needs. Activity is understood as a "unit of life" of a material subject existing in the objective world. Subjects have their own needs and, in order to survive, have to carry out activities, that is, interact with objects of the world to meet their needs. Leontiev's analysis was mostly concerned with activities of individual human beings, but the notion of "subject" is not limited to individual humans. Other types of entities, such as animals, teams, and organizations can also have need-based agency and, therefore, be subjects of activities (Kaptelinin and Nardi, 2022).

Mind and activity: Leontiev vs. Rubinshtein

Leontiev extends and develops Rubinshtein's principle of unity and inseparability of consciousness and activity in three respects. First, Leontiev states that psychological studies should not be focusing only on the "psychological aspect or facet of activity" (as suggested by Rubinshtein), such as the relationship between activity and subjective experiences. Instead, he maintained that the relevance of activity to psychology is of a more general nature: activity is of fundamental importance to psychology because of its special function, the function of placing the subject in the objective reality and transforming this reality into a form of subjectivity (Leontiev, 1978). Second, as discussed below, Leontiev's analysis focuses on both conscious and unconscious

mental phenomena. Third and finally, Leontiev offered a number of more concrete insights about the relationship between mind and activity, most notably the idea of structural similarity between internal and external processes (Leontiev, 1978; Leontiev, 1981).

Basic principles

The main ideas and assumptions of activity theory, outlined above, have been elaborated by Leontiev into a set of more specific notions, claims, and arguments. A common problem with interpreting Leontiev's texts is that they often reflect the unfolding logic of his conceptual explorations rather than provide a systematic overview of the logical structure of the framework as a whole. There have been several attempts to translate the representation of Leontiev's framework, as it is described in his texts, into a structured set of distinct principles. Kaptelinin and Nardi (2018), building on Wertsch (1981), identify the following principles:

Object-orientedness

This principle (which bears some similarity to phenomenology's notion of "intentionality" - see Dourish, 2001) is directly related to the very concept of activity as a "subject-object" relationship. Why is subjects' interaction with the world defined in terms of interacting with objects? The explanation, offered by the principle of object-orientedness, is as follows. The world is structured; it comprises discrete objectively existing entities, that is, objects. Subjects' interaction with the world is also structured; it is organized around the objects. Objects have their "objective" meanings, determined by their relationship with other entities existing in the world (including the subject). In order to meet their needs, the subject has to reveal the objective meaning of the objects, at least partly, and act accordingly.

Therefore, the object of activity has two facets, it should be understood:

- First, in its independent existence as subordinating to itself and transforming the activity of the subject
- Second, as an image of the object, as a product of its property of

psychological reflection that is realized as an activity of the subject and cannot exist otherwise (Leontiev, 1978).

These two facets do not necessarily always coincide. They are dynamically aligned in the unfolding “subject-object” interaction. The alignment involves a double transition: the subject’s activity is subordinated to properties of the object which gives rise to new activity structures; in turn, new activity structures bring about new subjective phenomena, such as a more developed image of the object. For instance, a tourist wandering around an area may initially have a vague idea about the area and simply follow the constraints and possibilities provided by the environment. Over time, emerging patterns of walking may result in a development of an elaborated cognitive map of the area.

The principle of object-orientedness applies differently to animals and human beings. Animals live in a structured world of natural objects which are material and mostly have direct positive or negative meanings and values, provide affordances for action, and so forth. Human beings live in a predominantly man-made world, where objects are not necessarily physical things: they can be intangible, but they can still be considered “objects” as long as they objectively exist in the world. For instance, the objects of learning a new language or making a company profitable are impossible to touch, physically weigh, or measure with a ruler. However, the grammatical structure of a language or profit margin of a company does not exist merely in a person’s imagination. Rather, they are “facts of life”, which need to be faced and dealt with. “Objective” is understood in activity theory in a broad sense as including not only the properties of things that can be directly registered with physical instruments, but also socially and culturally defined properties.

2.1- The didactic activities designed to contribute to develop School-Family-Community relationship in twelve grade students from Antonio Guiteras Holmes Senior High School: This type of activity allows to:

Understand the essence of the process of solving the problems of the students’ life

every day.

Form a more global vision of the object of study.

According to its purpose, the integrative activities can be classified into three groups:

- Activities aimed at solving problems.
- Activities aimed at solving theoretical-practical problems.
- Activities aimed at solving practical problems.

The activities proposed are characterized by being flexible, accessible, integrating and related to the students' needs and real-life context. They are designed taking into consideration the objectives of the grade and the content to be taught.

According to the English syllabus for twelve graders, the treatment of the topic School-Family-Community Relationship is taken into account through the units and in extracurricular activities with the objective to include the family and the community with the school in the teaching and learning process of the students.

These activities will be evaluated taking into account three levels (high, middle and low).

Level 1: Students with a good use of English Language.

Level 2: Students with some problems of the English Language.

Level 3: Students lack of the English Language.

Activity 1: Sancti Spíritus Botanic Garden.

Title: Nature as a key factor of human life.

Unit 1: What would you like to eat?

Lesson 5:

Topic: Learning about Nature.

Type of lesson: Free Practice lesson

Time: 45 minutes

Teaching aids: Pictures.

Learning goal: To express orally about activities they can do to protect Nature so as to have a healthy environment.

Orientation stage: To visit the Botanic Garden of Sancti Spíritus Province to learn about

Nature and the importance that it has in human life.

Execution stage: The teacher, the students and their parents will go to the Botanic Garden the next Saturday, September 22. The Botanic Garden teacher will walk around the community with the English teacher, the students and their parents teaching about different kinds of plants, trees and the diversity of birds. This activity will be evaluated in the next English lesson, in which the teacher will show a picture (activity 1) about Nature and the students will talk about this experience and how they felt, if they like this kind of activity or not.

Evaluation:

Level 1: Students with a good use of the vocabulary, fluency and pronunciation.

Level 2: Students with some mistakes in vocabulary, fluency and pronunciation.

Level 3: Students lack of vocabulary, fluency and pronunciation.

Activity 2: Juan Cristóbal Gundlach Natural Sciences Museum in Sancti Spíritus Province.

Title: Learning about Natural Sciences.

Unit 1: What would you like to eat?

Lesson 10:

Topic: A visit to the Natural Sciences Museum.

Type of lesson: Free Practice lesson

Time: 45 minutes

Teaching aids: Objects, Animals, Figures from the museum.

Learning goal: To express orally about likes and dislikes to promote the preservation of Natural Sciences.

Orientation stage: The English teacher, the students and their parents will visit the Natural Sciences Museum to learn about the sciences, different kinds of animals and the importance that it has in the teaching and learning process.

Execution stage: The museum teacher will prepare an exposition about different kinds

of animals and he/she will explain the history they have. After that, the English teacher will explain the importance of sciences in human life. In conclusion, the students with their parents will mention some animals in English language and they will explain in their own words the importance of Sciences in human life.

Evaluation:

This activity will be evaluated in an oral way:

Level 1: Students with a good use of the vocabulary, fluency and pronunciation.

Level 2: Students with some mistakes in vocabulary, fluency and pronunciation.

Level 3: Students lack of vocabulary, fluency and pronunciation.

Activity 3: Ruben Martinez Villena Provincial Library in Sancti Spíritus Province.

Title: The importance of reading.

Unit 2: Presenting Information, introducing oneself and others.

Lesson 3:

Topic: Reading about important personalities in my city.

Type of lesson: Free Practice lesson

Time: 45 minutes

Teaching aids: Books.

Learning goal: To express orally about important personalities to reinforce love for the heroes in the community.

Orientation stage: This activity will be developed in the Provincial Library in which the teacher, the students and their parents will read some books about important personalities such as Julio Antonio Mella, Serafín Sánchez Valdivia, Máximo Gómez Baez. After this is done, they will make oral presentations to introduce the personality they read about to the rest of the class.

Execution stage: First of all, the library teacher will explain the architectonic construction of this majestic place. After that, the English teacher will develop a reading workshop in which the students will be in small groups that will select a book about an important personality of our Cuban History. Each group will summarize the key aspects of the

personality selected. In conclusion, the students introduce an important personality in their own words to practice the English language.

Evaluation:

This activity will be evaluated in oral way:

Level 1: Students with a good use of the vocabulary, fluency and pronunciation.

Level 2: Students with some mistakes in vocabulary, fluency and pronunciation.

Level 3: Students lack of vocabulary, fluency and pronunciation.

Activity 4: Serafín Sánchez Valdivia Museum in Sancti Spíritus Province.

Title: Learning about Serafín Sánchez Valdivia.

Unit 2: Presenting Information, introducing oneself and others.

Lesson 7:

Topic: Serafín Sánchez Valdivia, an important personality in my city.

Type of lesson: Free Practice lesson

Time: 45 minutes

Teaching aids: Objects, Photos.

Learning goal: To express orally about Serafín Sánchez Valdivia biography to develop respect and love towards local heroes.

Orientation stage: The English teacher will prepare an activity in Serafín Sánchez Valdivia Museum in Sancti Spíritus Province in which the students and their parents will participate and learn about an important personality of our city. Also, the students will improve their English Language Skills.

Execution stage:

- In the introduction of this activity, the museum teacher will take the visitors about Serafín Sánchez Valdivia Museum showing the objects, photos, and instruments that describe Serafín Sánchez Valdivia. The English teacher, students and their family will learn about it.
- In the development of this activity, the English teacher will explain some relevant

details related to Serafín Sánchez Valdivia's active life in Cuban History. This part of the activity will be developed in the English Language to practice it and to combine as part of History and Culture.

- In the conclusion of this activity, the family will help to the students to summarize the key details about Serafín Sánchez Valdivia's life. It will be developed in English.

Evaluation:

This activity will be evaluated in oral way:

Level 1: Students with a good use of the vocabulary, fluency and pronunciation.

Level 2: Students with some mistakes in vocabulary, fluency and pronunciation.

Level 3: Students lack of vocabulary, fluency and pronunciation.

Activity 5: Conrado Benítez Cinema in Sancti Spíritus Province.

Title: An interesting Movie!

Unit 2: Presenting Information, introducing oneself.

Lesson 12:

Topic: Che: Guerrilla! (Ernesto Che Guevara de la Cerna)(2008)

Type of lesson: Free Practice lesson.

Time: 45 minutes

Teaching aids: Movie.

Learning goal: To express orally about Ernesto Che Guevara de la Cerna's life to develop respect towards this personality.

Orientation stage: The English teacher, the students and their parents will go to the Conrado Benítez Cinema in Sancti Spíritus Province to watch a movie about Ernesto Che Guevara de la Cerna, called Che: Guerrilla! (2008).

Execution stage:

- In the introduction of this activity, the teacher, the students and their parents will watch the movie.

- In the development of this activity, the teacher will explain important details about Che Guevara that the students are studying in the History subject. After that, as part of the English subject, the English teacher will summarize Che's biography in English Language.
- In the conclusion of this activity, the students and their family will give their point of view about the movie and the students will talk about Ernesto Che Guevara de la Cerna's role in the Cuban History.

Evaluation:

This activity will be evaluated in oral way:

Level 1: Students with a good use of the vocabulary, fluency and pronunciation.

Level 2: Students with some mistakes in vocabulary, fluency and pronunciation.

Level 3: Students lack of vocabulary, fluency and pronunciation.

Activity 6: Principal Theater in Sancti Spíritus Province.

Title: José Martí Pérez, our National Hero!

Unit 3: What if...?

Lesson 3:

Topic: José Martí Pérez, an important personality in our History!

Type of lesson: Free Practice lesson.

Time: 45 minutes

Teaching aids: Theater play.

Learning goal: To write about José Martí Pérez to reinforce the knowledge about the Cuban History.

Orientation stage: The teacher, the students and their parents are invited to enjoy a theater play, in the Principal Theater in Sancti Spíritus Province about José Martí Pérez' life, in commemoration to the Martian Period.

Execution stage: The students and their parents will enjoy the theater play about José Martí Pérez life and history. After that, the English teacher will develop a workshop with

the students and their parents to discuss some aspects about José Martí Pérez and what he represents for Cuban people. In addition, the teacher will explain that this activity will be evaluated in the next lesson in the classroom. The students will summarize the key aspects about José Martí in a paragraph with no less than 100 words.

Evaluation:

This activity will be evaluated in writing way:

Level 1: Students with a good use of the punctuations marks, vocabulary and spelling.

Level 2: Students with some mistakes in the punctuations marks, vocabulary and spelling.

Level 3: Students lack of the punctuations marks, vocabulary and spelling.

Activity 7: Working at Agramonte community to make it a better place.

Unit 3: What if.....?

Lesson 8:

Topic: Let's work in the community.

Type of Lesson: Free practice lesson.

Time: 45 minutes.

Teaching aids: Picture.

Learning goal: To express orally about some activities you can do in the community to protect the environment.

Orientation Stage: Game. Work in groups.

Execution Stage: The teacher selects a leader. The leader will divide the class into teams of 3 students and 3 parents to work in the community for a better place the following Saturday. The teacher will show a picture about different activities that students and parents can do to protect the environment in the community and each team will select one activity. Each team will present the members, each student will introduce himself/herself and his/her parents, and an activity selected related to the

picture (ANNEX: Activity 7) and each team will talk about the importance of the activity they selected to preserve the environment. After all the teams conclude their exposition, each team will start working in the community developing the proposed activity by the members.

Evaluation:

This activity will be evaluated in oral way:

Level 1: Students with a good use of the vocabulary, fluency and pronunciation.

Level 2: Students with some mistakes in vocabulary, fluency and pronunciation.

Level 3: Students lack of vocabulary, fluency and pronunciation.

Activity 8: School, Family and Community working together.

Unit 3: What if...?

Lesson 11:

Topic: Let's practice.

Type of Lesson: Free practice lesson.

Time: 45 minutes.

Teaching aids: Objects.

Learning goal: To express orally about some activities they can do in the community to protect the Environment.

Orientation Stage: Students and families will work in the community Olivos 1 in Sancti Spíritus Province.

Execution Stage: On Jun 5 is the World Environment Day, for that reason, we were invited to protect the environment with our families. We and our families will go to Olivos 1 at 9:30am and we will do different activities that can help to save the Earth. After that, we will discuss about these activities in English to practice the Language.

Evaluation:

This activity will be evaluated in oral way:

Level 1: Students with a good use of the vocabulary, fluency and pronunciation.

Level 2: Students with some mistakes in vocabulary, fluency and pronunciation.

Level 3: Students lack of vocabulary, fluency and pronunciation.

Activity 9: Colonial Art Museum in Sancti Spíritus Province.

Title: The architectonic culture in Sancti Spíritus Province.

Unit 4: What I have learned..

Lesson 8:

Topic: Learning about the architectonic culture in Sancti Spíritus.

Type of lesson: Free Practice lesson.

Time: 45 minutes

Teaching aids: Objects.

Learning goal: To talk about the colonial art in Sancti Spíritus to improve the students' culture.

Orientation stage: The teacher will prepare a visit to the Colonial Art Museum in Sancti Spíritus Province called the Hundred Doors House. The students and their parents are invited to this interesting experience to learn about this colonial construction that its part of the Cuban Culture.

Execution stage:

- In first place, the museum teacher will walk around the museum showing the interesting objects conserved there and he/she will explain the majestic architecture in this beautiful place.
- Secondly, the English teacher, students and their parents will develop a workshop to learn how say, in English, the names of the objects they appreciated in the museum such as ceramic figures, some pieces of furniture, marbles and paintings from the colonial era.
- At the end, the students and their parents will talk about this experience and if they liked it or not. Later on, in class, the students will describe the museum.

Evaluation:

This activity will be evaluated in oral way:

Level 1: Students with a good use of the vocabulary, fluency and pronunciation.

Level 2: Students with some mistakes in vocabulary, fluency and pronunciation.

Level 3: Students lack of vocabulary, fluency and pronunciation.

Activity 10: An important day at school.

Unit 4: What I have learned.....

Lesson 10:

Topic: A school Party.

Type of Lesson: Free practice lesson.

Time: 45 minutes.

Teaching aids: picture.

Learning goal: To write a letter on Valentine's Day to strengthen the relationships with the family.

Orientation Stage: On Valentine's Day, the teacher will prepare an activity for the students and their parents at school.

Execution Stage: the students will write a letter (annex: activity 10) for their parents.

After that, people will do a circle in the classroom and the students will read the letter for their parents. This activity will be guided by the teacher.

Evaluation:

This activity will be evaluated in writing way:

Level 1: learners should do the letter in the correct with a good use of the punctuations marks, vocabulary and spelling.

Level 2: learners with 3 or 4 mistakes in punctuations marks, vocabulary and spelling.

Level 3: learners with most of 5 mistakes in punctuations marks, vocabulary and spelling.

2.2- Final diagnosis to determine the real state of the School-Family-Community

Relationship in twelve grade students from Antonio Guiteras Holmes Senior High School:

The interview (ANNEX 5) was applied to the English teachers in twelve grade from Antonio Guiteras Holmes Senior High School with the objective to collect information about the relationships between teachers with the students' family and the community:

Question 1: Teachers can plan lessons and prepare themselves in the best way taking into account the documentary materials of English and bibliography.

Question 2: Teachers consider the students' family as a key factor in the teaching and learning process of English, for that reason, teachers and students' family are communicating all the time.

Question 3: Teachers have a great communication with the community in the teaching and learning process of the students to promote cultural activities.

Question 4: Teachers describe the Family-School-Community Relationship like a very good connection in the teaching and learning process of the students.

The interview (ANNEX 6) applied only to the students' family showed different results:

Question 1: From 26 parents, 23 answered about family duties and the other 3 parents didn't know about it.

Questions 2-3: The majority of parents (25) answered about the important topics that connect the family with the school related to the students' academic life.

Question 4: 22 parents have knowledge about the new model in senior high school.

The interview (ANNEX 7) had the objective to deepen into the community role related to the students' academic success. It was taken as a model for part of the community (social worker):

Question 1: The community promotes:

Multicultural activities to incorporate the family to social and community life..

Different projects to motivate the new generations to protect the environment.

Question 2: The community helps the students in their academic studies planning different activities:

Cultural and scientific activities to improve the students' knowledge.

Different spaces for the students' needs related to the school subject study groups.

Promotes important values such as responsibility, justice, honesty and patriotism.

Results of the application of the final pedagogical test: written test.

With the application of the final pedagogical test (ANNEX 8), the students' knowledge about the role of the school, family and community in the students' academic life was confirmed.

It could be evaluated in a written test with the following indicators:

Punctuation marks: fifteen students (57,6%) were able to use them correctly, seven students (26,9%) made some mistakes in the use of punctuation marks and four students (15,3%) had a lack of domain of the correct use of punctuation marks.

Eighteen students (69,2%) wrote with the correct use of vocabulary, four students (15,3%) presented some difficulties with the vocabulary studied, and four students (15,3%) were not able to use the vocabulary of the syllabus.

Fourteen students (53,8%) were able to spell in a correct way, six students (23,0%) had problems in spelling and six students (23,0%) presented lack of domain in spelling.

Evaluated indicators	Level 1	%	Level 2	%	Level 3	%
Punctuation	15	57,6	7	26,9	4	15,3
Vocabulary	18	69,2	4	15,3	4	15,3
Spelling	14	53,8	6	23,0	6	23,0
Total	16	61,5	8	30,7	2	7,6

Conclusion:

- The bibliographical revision permitted the authoress of this research paper to consult different sources and scientific articles directed to the topic School-Family-Community relationship in twelve grade students through the English lessons.
- The diagnose stage permitted to state the real problems existing between the school, family and community in twelve grade students from Antonio Guiteras Holmes Senior High School. It showed the lack of commitment among these factors and the necessity of establishing or re-establishing it.
- The School-Family-Community relationship in twelve grade students from Antonio Guiteras Holmes Senior High School could be better with a proposal of didactic activities in the teaching and learning process of the students.
- The application of the didactic activities shows a great result to strengthen the School-Family-Community relationship in twelve grade students from Antonio Guiteras Holmes Senior High School.

Recommendations:

- To go on searching about this important topic to motivate teachers to reinforce School –Family-Community relationship.
- To recommend the activities to the system of Antonio Guiteras Holmes Senior High School.

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Interviews to apply to the school, family and community:

ANNEX 1:

Entrevista aplicada a los profesores de Ingles de 12 grado en la escuela Antonio Guiteras Holmes con el objetivo de coleccionar informacion sobre la relacion de los profesores con la familia de los estudiantes y la comunidad.

1- ¿La escuela cuenta con los materiales de estudio neceserarios para que los profesores puedan prepararse e impartir clases?

Ejemplo: programas de Ingles, cuadernos de trabajos, registro de evaluaciones, bibliografia que facilita la auto-preparación del profesor, documentos relacionados a la formación vocacional, evaluación integral y símbolos patrios.

2- ¿Considera usted que la familia es un factor importante en el proceso de enseñanza y aprendizaje de la escuela?

3- ¿Considera usted que la comunidad es un factor importante en el proceso de Enseñanza y Aprendizaje de la escuela?

4- ¿Como describe usted la relación entre la escuela, la familia y la comunidad actualmente en el centro educativo? (buena, regular o mala)

ANNEX 2: ENCUESTA A LA FAMILIA Y LA ESCUELA.

Objetivos: Indagar sobre el cumplimiento de los deberes de la familia con la escuela los deberes escolares por parte de la familia.

1. La familia se preocupa y supervisa el estudio de sus hijos.

_____ Sí _____ No _____ algunas Vcees

2. La familia garantiza la asistencia, puntualidad y el uso correcto del uniforme y el cuidado a la BME.

_____ Sí _____ No _____ algunas Vcees

3. Los padres participan en las reuniones de la escuela y las actividades extradocentes.

_____ Sí _____ No _____ Algunas veces

4. Los padres participan en labores de apoyo a la escuela de sus hijos.

_____ Sí _____ No _____ Algunas veces

ANNEX 3: ENTREVISTA A LA COMUNIDAD.

La comunidad tiene como objetivo ayudar al desarrollo de relaciones humanas, fomentar cambios sociales para que las personas tengan un mejor nivel de vida y apoyar a las nuevas generaciones para que aprendan a desarrollarse en sociedad:

1- ¿Como trabajador social de la comunidad, que acciones realizas para apoyar a la

escuela y a las nuevas generaciones?

2- ¿Como trabajador social de la comunidad, qué acciones realizas para apoyar a la familia y su vinculación en la sociedad?

ANNEX 4: INITIAL PEDAGOGICAL TEXT.

Writing test: Select one of this phrases and comment your point of view in a small paragraph:

a- Education is the investment our generation makes in the future.

b- Family is first school for young children and parents are powerful Models.

c- Community represents our own Culture.

ANNEX 5:

Entrevista aplicada a los profesores de Ingles de 12 grado en la escuela Antonio Guiteras Holmes con el objetivo de coleccionar informacion sobre la realacion de los profesores con la familia de los estudiantes y la comunidad.

1- ¿La escuela cuenta con los materiales de estudio necesarios para que los profesores puedan prepararse e impartir clases?

Ejemplo: programas de Ingles, cuadernos de trabajos, registro de evaluaciones, bibliografía que facilita la auto-preparación del profesor, documentos relacionados a la formación vocacional, evaluación integral y símbolos patrios.

2- ¿Considera usted que la familia es un factor importante en el proceso de Enseñanza y Aprendizaje de la escuela?

3- ¿Considera usted que la comunidad es un factor importante en el proceso de Enseñanza y Aprendizaje de la escuela?

4- ¿Cómo describe usted la relación entre la escuela, la familia y la comunidad actualmente en el centro educativo? (buena, regular o mala).

ANNEX 6: GUÍA DE ENTREVISTA A LA FAMILIA.

Objetivo: Comprobar el nivel de conocimientos que posee la familia sobre los deberes con la escuela.

1. ¿Qué deberes tiene la familia con la escuela y viceversa?

2. ¿Conoce que temas resultan de interés para la escuela y la familia?

3. ¿Qué temas cree necesario del conocimiento de la familia y la escuela?

4. ¿Conoce usted el modelo actual de Pre universitario?

ANNEX 7: ENTREVISTA A LA COMUNIDAD.

La comunidad tiene como objetivo ayudar al desarrollo de relaciones humanas, fomentar cambios sociales para que las personas tengan un mejor nivel de vida y apoyar a las nuevas generaciones para que aprendan a desarrollarse en sociedad:

1- ¿Como trabajador social de la comunidad, qué acciones realizas para apoyar a la escuela y a las nuevas generaciones?

2- ¿Como trabajador social de la comunidad, qué acciones realizas para apoyar a la familia y su vinculación en la sociedad?

ANNEX 8: FINAL PEDAGOGICAL TEXT.

Writing test: Select one of these phrases and comment your point of view in a small paragraph:

a- A good Education is a foundation for a better future.

b- Family, our first school!

c- Community is the foundation to success.

Activity 1:



CAMERA

Jardín botánico de Sancti
Spiritus - Wikipedia, la...

Visitar

Activity 7:



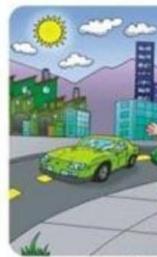
Utiliza solo el agua que necesites,
no la desperdigues.



Protege y cuida
que te



Deposita la basura en el lugar correcto.
Luego podrás clasificarla.



Conversa con los
mantener el aire pur



Cuida lagos, ríos y mares para no
contaminarlos con basura.



Intenta reciclar al
utiliza los que ya

Activity 10:

FRIENDSHIP DAY

FREE

VALENTINE'S DAY CLASS PARTY INFO



Our class celebration will be held on:

Tuesday, February 14th

Students will be allowed to share Valentines if they wish!

We have _____ students in our class, but please send extras!

We ask you not to address Valentines "to" specific students, it's just too tricky at this age to hand out. Instead, just have your student write their name in the FROM section.



SIMPLYkinder

VALENTINE'S LETTER