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Title: The relationship between English Foreign
Language teachers and the students' family at
Pedro Fermín Armas Reinas Junior High School.

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Abstract

This thesis explores the importance of collaboration between English teachers and families in Cuba to enhance English learning and student motivation. Cuban education is inclusive but faces challenges that require active parental involvement. The objective of the thesis is to propose parents' workshops for developing the relationship between the English teacher and the families at Pedro Fermín Armas Reinas secondary school in the educational process. Surveys, observations, and interviews were conducted to assess this collaboration. After implementing the "Parent Schools," significant improvements were observed in regular communication between parents and teachers, as well as in parental participation in school activities. The number of students with low grades decreased, and parental satisfaction with the support received notably increased. Additionally, the collaborative relationship between parents and teachers was strengthened, and the adequate support from parents in their children's homework improved considerably. Parents also demonstrated a greater ability to identify their children's educational needs. These improvements demonstrate that initiatives like the "Parent Schools" strengthen the relationship between families and schools, contributing to a more effective and collaborative educational environment, benefiting the academic performance and overall development of students.

Keywords: relationship, collaboration, parent schools, active participation

Resumen

Esta tesis explora la importancia de la colaboración entre docentes de inglés y familias en Cuba para mejorar el aprendizaje del inglés y la motivación estudiantil. La educación cubana es inclusiva, pero enfrenta desafíos que requieren la participación activa de los padres. El objetivo de la tesis es proponer actividades de enseñanza para desarrollar el vínculo entre el docente de inglés con las familias en la escuela secundaria Pedro Fermín Armas Reinas durante el proceso educativo. Se aplicaron encuestas, observaciones y entrevistas para evaluar esta colaboración. Tras implementar las "Escuelas para Padres", se observaron mejoras significativas en la comunicación regular

entre padres y docentes, así como en la participación de los padres en actividades escolares. El número de estudiantes con bajas calificaciones disminuyó, y la satisfacción de los padres con el apoyo recibido aumentó notablemente. Además, la relación colaborativa entre padres y docentes se fortaleció, y el apoyo adecuado de los padres en las tareas mejoró considerablemente. Los padres también mostraron una mayor capacidad para identificar las necesidades educativas de sus hijos. Estas mejoras demuestran que iniciativas como las "Escuelas para Padres" fortalecen la relación entre familias y escuelas, contribuyendo a un entorno educativo más efectivo y colaborativo, beneficiando el rendimiento académico y el desarrollo integral de los estudiantes.

Palabras claves: vínculo, colaboración, escuelas para padres, participación activa.

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Introduction

The family plays a fundamental role in the teaching-learning process, as from birth, the preparation of the individual begins in various aspects: ability to give affection, tolerance, relationship with society, economic factors, availability of time, values, culture, religion, among others. Therefore, home is the first school where children are formed. Educational institutions need to increase the quality of education they offer, and for this, the collaboration of parents is required so that together they can achieve the objectives of the institutions.

According to Espitia and Montes (2009), "the family must provide the conditions to potentiate all learning." Families must create a series of family practices that will directly impact their children's learning, such as reviewing and completing tasks, distributing daily time and routines, accompanying their studies, and visiting the school to learn about their children's achievements or behavior. These activities, carried out at home, will have a direct impact on school performance and adequate learning. In this paper, we will see the importance of strengthening the bond with families to promote better development in the process of learning English and motivating students.

Education is a complex process that involves multiple actors and factors that influence the comprehensive development of students. In this context, the role of the English teacher and the relationship established with families acquires significant relevance. In countries like Cuba, where the socioeconomic and cultural context presents unique characteristics, collaboration between teachers and families becomes a crucial factor for educational success and the socio-emotional development of students.

Education in Cuba is distinguished by its inclusive and accessible approach, guaranteeing free and compulsory education for all children and young people. The Cuban educational system has been recognized internationally for its achievements in literacy and the comprehensive training of its students. However, it faces particular challenges that require specific strategies to maintain and improve educational quality. In this context, learning English as a foreign language has acquired increasing importance due to globalization and the need to prepare students to interact in an increasingly

interconnected world. Proficiency in English not only opens doors to academic and employment opportunities but also facilitates access to a vast amount of information and cultural resources.

The relationship between English teachers and families is essential to create an effective and motivating learning environment. This relationship is not limited to the transmission of academic knowledge but also encompasses emotional aspects and psychological support that are essential for the comprehensive development of students. Effective communication, empathy and cultural sensitivity, leadership and collaboration skills, and pedagogical and cultural knowledge are key components that English teachers must possess to establish a solid relationship with families. The active participation of families in their children's education and their constant support are determinants for academic success and the socio-emotional well-being of students.

Effective communication is the foundation of a solid relationship between teachers and families. English teachers must possess strong communication skills to establish an open and clear dialogue with families, which includes the ability to listen actively, express information clearly, and adapt language to the needs of families. According to Johnson (2017), transparent communication helps build trust and foster a collaborative atmosphere, essential to supporting student learning.

Demonstrating empathy and cultural sensitivity is crucial for English teachers in their interaction with families. In a context as diverse as Cuba, it is essential that teachers recognize and value cultural differences to strengthen relationships with families. Martínez (2020) highlights that cultural sensitivity not only fosters an environment of mutual respect but also allows teachers to better address the individual needs of families and support their participation in the educational process.

Leadership and collaboration skills are fundamental for English teachers in promoting a culture of active family participation in their children's education. García (2019) emphasizes the importance of planning, organizing, and coordinating efforts with families to establish common goals for the academic

progress of students. Effective leadership creates a supportive environment where families feel empowered to contribute to their children's education.

A solid foundation in pedagogical and cultural knowledge is essential for English teachers. Hernández (2021) notes that teachers must be well-versed in language teaching methodologies and have a deep understanding of English-speaking cultures. Staying up to date with trends and advances in language education allows teachers to adapt their strategies and materials to better meet the needs of families, thus improving the overall learning experience.

The relationship between English teachers and families has a significant impact on students' academic performance. Rodríguez (2016) argues that a solid connection between teachers and families significantly influences student results. Open communication and active collaboration create a supportive learning environment, transforming families into allies who reinforce classroom instruction.

Research consistently demonstrates a positive correlation between family involvement in education and student achievement. Gómez (2018) highlights that when families are involved in school activities and provide continuous support at home, students show improvements in their language skills and overall academic performance. This active participation includes attending meetings, helping with assignments, and participating in discussions about educational content, which enriches students' learning experiences.

The impact of the bond between teachers and families transcends the academic field. González (2021) states that when families feel committed to their children's education and maintain a positive relationship with teachers, students' motivation, self-esteem, and confidence in learning the language are strengthened. This emotional and psychological support is crucial as it encourages students to take risks in their learning and actively participate in classroom activities.

Family support plays a fundamental role in the English learning process and in the motivation of students. Pérez (2018) maintains that when families create a supportive and motivating environment, students feel empowered in

their efforts to learn the language. The active participation of families, through activities such as reviewing study materials, practicing conversations, and providing constructive feedback, contributes to higher success rates in language acquisition.

Additionally, the active participation of families can foster greater interest in the English language and a positive attitude towards its study. González (2019) emphasizes that when families engage in activities that promote the practical use of English, such as watching movies in English or participating in cultural exchange programs, they create an environment where the language is perceived as relevant and applicable. This relevance increases students' motivation to learn.

In this context, the "School for Parents" presents itself as a vital participatory space where educational communities, schools, and families collaborate to improve the socialization processes of children and students. This initiative highlights democratic participation and collective commitment in educational actions, promoting an environment where parents can express their concerns and ideas and actively participate in their children's education. Effective collaboration between educators and families not only facilitates the achievement of educational objectives but also supports the comprehensive development of children, improving their emotional well-being and social skills.

Problematic Situation:

After the role of the English teacher and his relationship with families at Pedro Fermín Armas Reinas secondary school was investigated, several potentialities, as well as certain limitations regarding this topic, were observed.

Some examples of potentialities at Pedro Fermín Armas Reinas secondary school include:

- The regular meetings held to inform parents about their children's performance.
- The preparation of cultural activities involving families.

The limitations at Pedro Fermín Armas Reinas secondary school are:

- The lack of interest of some parents towards the development of their children in the educational field.
- The lack of knowledge on the part of the teachers of the center for strengthening the pedagogical work with the families.
- The lack of implementation of Parent Schools by the school.

After verifying some strengths and weaknesses in the relationship between families and English teacher for the development of the students in the secondary school, a **scientific problem** is proposed: How does the relationship between the English teacher and the families at Pedro Fermín Armas Reinas secondary school?

Object of the study: the process of the relationship between the English teacher and students' families.

Field of action: the influence of the relationship between the English teacher and families in the educational context at Pedro Fermín Armas Reinas secondary school.

Objective of the research: to evaluate the effectiveness of parents' workshops for developing the relationship of the English teacher with the families at Pedro Fermín Armas Reinas secondary school in the educational process.

Scientific questions:

1. What are the theoretical and pedagogical foundations for developing the relationship of the English teacher with the families at secondary school level?
2. What is the current state of the relationship of the English teacher with the families at Pedro Fermín Armas Reinas secondary school?
3. What is the proposal to develop the relationship between families and English teacher at Pedro Fermín Armas Reinas secondary school?
4. What is the effectiveness of the proposal to develop the relationship between families and English teacher at Pedro Fermín Armas Reinas secondary school?

Scientific Task:

1. Determination of the theoretical and pedagogical foundations for developing the relationship of the English teacher with the families at secondary school level.
2. Diagnosis of the real state of the relationship of the English teacher with the families at Pedro Fermín Armas Reinas secondary school.
3. Proposal of parents 'workshops to develop the relationship of the English teacher with the families at Pedro Fermín Armas Reinas secondary school.
4. Evaluation of the effectiveness of the proposal to develop the relationship of the English teacher with the families at Pedro Fermín Armas Reinas secondary school.

Population: 380 parents of 8th grade students.

Sample: 38 parents of 8th grade students, representing 10 % of the grade.

Methods:**Theoretical methods:**

- Historical-logical: To establish regularities, considering the background and current positions of the problem related to the relationship between the English teacher and the families.

- Analysis and synthesis: Enable the analysis of the various bibliographical sources, documents, textbooks, and other scientific literature related to the problem, as well as the results obtained in the diagnosis phase, and to determine the solution path in correspondence with the current context of the school and the Cuban educational policy.
- Induction and deduction: Used for the development of activities in parents' schools so that they can understand the importance of English as well as that they must be present in the language development of their children.

Empirical methods:

- Survey: Used to evaluate the aspects to work with parents, carry out a diagnosis of family work, and provide help in terms of the development of their children's skills in the English subject as well as foster the teacher-families relationship.
- Interview: Applied in the diagnosis to the parents to obtain information about what they think of the subject and if they consider it important in the current context or not.
- Observation: Carried out to verify the interest of families in learning English for their children.

Mathematical methods:

- Percent calculation: Used in the data processing, as well as organizing the information obtained in the diagnostic study.

Chapter 1: "Theoretical Foundations of the relationship between English Teachers and Families"

The relationship between English teachers and families refers to the collaboration and communication established to enhance the English language teaching-learning process. Epstein (2011) highlights that this relationship is essential for fostering family participation, contributing to academic success. Henderson and Mapp (2002) emphasize that such collaboration improves student performance by creating a supportive environment. Bronfenbrenner's theory (1979) underscores students' holistic development through the integration of family and school contexts, while Vygotsky (1978) highlights the role of social interaction in socio-emotional development.

Several definitions and theoretical approaches in educational literature help understand and analyze the relationship between the English teacher and families. Key perspectives include:

- 1. Sociocultural Perspective:** Based on Vygotsky (1978), it emphasizes that the teacher-family relationship is influenced by cultural and contextual factors.
- 2. Human Development Theory:** According to Bronfenbrenner (1979), the relationship between teachers and families significantly impacts students' socio-emotional and cognitive development.
- 3. Two-Way Communication Model:** Henderson and Mapp (2002) stress the importance of open communication to co-construct knowledge and address concerns.
- 4. Collaborative Approach:** This approach highlights the importance of cooperation between teachers and families for student success (Epstein, 2011).

These theoretical frameworks collectively illustrate the complexity of the relationship between English teachers and families, emphasizing the importance of collaboration for student achievement. Understanding these theoretical perspectives contributes to identifying strategies and practices that promote a solid and collaborative relationship between both actors, thus favoring the educational success of students in the Cuban context.

From a theoretical point of view, several approaches and conceptual frameworks help to understand the relationship between the English teacher and families. Below are some classic and current authors who have contributed to this concept:

- **Epstein (1987):** Epstein proposed the "Parent School" model to involve families in education. This model emphasizes collaboration between the school and the family.
- **Christenson and Sheridan (2001):** These highlight the importance of trust and open communication.
- **Caspe and López (2006):** These authors emphasize mutual respect and reciprocity in the teacher-family relationship.
- **Pomerantz and Moorman (2012):** These authors highlight the importance of parental beliefs and expectations in the relationship with teachers. Their approach shows how parents' perceptions and attitudes towards the English teacher can influence the quality of the bond and, consequently, students' academic performance.

These theoretical approaches provide different perspectives on the concept of the relationship between the English teacher and families. Understanding these approaches is crucial when analyzing the relationship between the English teacher and families in the Cuban context.

The relationship between the English teacher and families plays a fundamental role in the Cuban educational context. According to López (2019), this relationship establishes a collaborative bridge between the school and the home, enabling a more comprehensive and effective education. Studies by Rodríguez (2018) and Torres (2020) agree that active family participation in the educational process strengthens students' academic results and contributes to their overall development.

Fernández (2021) asserts that when parents are involved in their children's education and maintain a positive relationship with the teacher, a climate of trust and motivation is generated, stimulating interest in English.

Additionally, the relationship allows a better understanding of students' individual needs. Casanova (2017) indicates that teacher-parent collaboration provides valuable insights into students' strengths and weaknesses in learning English. This information helps tailor teaching strategies and offer more personalized attention, fostering academic progress.

Jiménez (2020) suggests that such a relationship is key to overcoming educational barriers and inequalities.

Models and Theories:

- ❖ **Theory of Cultural and Social Capital:** Developed by Bourdieu (1977), this theory emphasizes how families' cultural and social capital affects academic performance.
- ❖ **Epstein's Model of Participation:** Epstein (1995) proposes a model that includes six types of family participation in education: at home, at school, in the community, in home learning, in decision-making, and community collaboration. This model provides a framework for understanding and promoting teacher-family collaboration.
- ❖ **Home-School Partnership Model:** Developed by Henderson and Mapp (2002), this model emphasizes the significance of a robust home-school partnership.
- ❖ **Theory of Reciprocity:** Bronfenbrenner (1979) highlights the importance of bidirectional relationships between different systems in individual development.

The study of the link between the English teacher and families is supported by theories and models emphasizing collaboration and active family participation in education. These frameworks provide a solid conceptual basis for understanding how this relationship can influence academic performance and students' holistic development.

Family Participation in English Learning in Cuba:

The Cuban educational system focuses on comprehensive and equitable education, emphasizing universal access and equal opportunities. In the context

of language education, particularly English, specific characteristics arise from Cuban policies and approaches. Below is a description based on the consulted bibliography, citing relevant authors:

The Cuban educational system is grounded in fundamental principles, such as free education at all levels and a focus on developing cognitive, social, and ethical skills. According to González (2018), education in Cuba is considered a fundamental human right, aiming to guarantee access and quality for all citizens.

Regarding language education, English has gained increasing importance in recent years. The goal is to equip students with necessary language skills to meet global challenges and strengthen international ties. Pérez (2017) notes that English has become a compulsory subject at primary and secondary levels, with a strong emphasis from an early stage.

In Cuba, the communicative and functional approach to learning English is prominent. This method focuses on developing comprehension and oral and written expression skills, as well as the ability to communicate in real situations. This approach aligns with international language teaching trends and underscores the importance of communicative competence for success in a globalized world.

The emphasis on language education, particularly English, in the Cuban educational system reflects a progressive vision of the importance of acquiring language skills. The inclusion of English as a compulsory subject from early stages demonstrates Cuba's commitment to preparing students for 21st-century challenges.

The communicative and functional approach to learning English has proven effective by prioritizing practical skills that enable real-life communication. According to Harmer (2007), this approach emphasizes meaningful communication, enhancing language proficiency and contributing to personal and academic development essential for the global job market.

In Cuba, free education ensures that all students have access to English instruction, regardless of socioeconomic status. This commitment to equitable

access promotes social equity, providing every student the opportunity to learn and succeed. González (2013) notes that such policies level the playing field, offering equal learning opportunities for all.

These efforts create an environment conducive to practicing and reinforcing language skills, enhancing the educational experience. Lázaro (2015) outlines that fostering school-family collaboration enriches the educational process, preparing students for global challenges.

Collaboration between schools and families can greatly strengthen the language acquisition process. Families can offer additional support at home, reinforcing vocabulary and providing opportunities for meaningful practice (González, 2013). Such involvement helps bridge the gap between school and home learning environments.

However, it is essential to ensure that educational policies and programs are inclusive and accessible to all families, regardless of socioeconomic or educational background. Lázaro (2015) emphasizes the importance of providing families with the necessary support to understand and engage effectively in their children's language education.

In summary, family participation in language education in Cuba is a valuable strategy for developing students' language skills.

According to Smith (2019), effective communication between the English teacher and families enhances understanding of educational goals and objectives, facilitating closer collaboration to support student learning. This alignment of expectations strengthens the relationship between teachers and families, ultimately benefiting the students.

In the Cuban context, various communication channels are employed to facilitate contact between English teachers and families, enhancing the educational experience for students. Here are some commonly used channels, supported by relevant literature:

1. Face-to-Face Meetings

Scheduled meetings provide a platform for direct dialogue between teachers and families. These meetings typically occur at the beginning of the academic year, during the school term, or at the end of the term. According to Pérez (2017), such interactions foster trust and transparency, allowing for meaningful discussions about student progress, support strategies, and any concerns that may arise.

2. Communication Notebooks

Communication notebooks serve as a written medium for maintaining dialogue between teachers and families. This tool allows for the exchange of messages, sharing of relevant information, and documentation of student progress in learning English. As noted by González (2016), these notebooks can enhance parental involvement by keeping families informed about classroom activities and expectations, ultimately supporting student achievement.

3. Digital Platforms

With advancements in technology, digital platforms have become increasingly popular in Cuban education. These platforms facilitate communication between teachers and families by enabling the exchange of messages, sharing educational materials, and posting grades. According to Martínez (2020), the use of digital tools enhances accessibility and efficiency in communication, allowing for timely updates and interactions that can positively impact student learning.

Effective communication between the English teacher and families is essential for establishing a supportive educational environment. The use of diverse communication channels fosters constant and timely interaction, which is crucial for keeping families informed about their children's academic progress and language development.

According to Ainscow and Sandill (2010), such collaboration enhances educational outcomes by fostering a sense of shared responsibility for student success.

In the context of Cuban education, the communication channels utilized—such as face-to-face meetings, communication notebooks, and digital platforms—serve as valuable tools to maintain contact with families. These methods not only enhance information exchange but also encourage family engagement in the educational process, which is vital for the holistic development of students (González, 2016).

Levels of Family Participation

Pérez (2018) identifies various levels of family participation in language education in Cuba:

1. Basic Participation: Families receive information about their children's educational processes, attend school meetings, and respond to teachers' requests. This level serves as the foundation for further engagement.

2. Active Participation: At this level, families take a more hands-on approach, engaging in school activities, collaborating on projects, and supporting language learning at home.

3. Collaborative Participation: Here, families work closely with teachers, participating in educational decision-making and contributing resources to enrich the teaching-learning process.

Barriers to Participation

Despite the importance of family involvement, several barriers can hinder participation in language education in Cuba:

1. Socioeconomic Barriers: Factors such as limited financial resources, restricted access to educational materials, and transportation issues can impede families from engaging in school activities (López, 2019).

2. Cultural and Linguistic Barriers: Differences in culture and language between families and educational institutions can create

communication challenges, leading to misunderstandings and reduced participation (Fernández, 2018).

3. Lack of Information and Communication: Insufficient or unclear information from schools, coupled with ineffective communication channels, can deter families from becoming actively involved (Sánchez, 2020).

The various levels of family participation, as well as the barriers that influence their involvement, underscore the need for educational policies that promote engagement. By addressing these challenges and leveraging communication channels effectively, the Cuban educational system can enhance family involvement, thereby fostering the academic and holistic development of students.

The Role of English Teachers in Establishing Bonds with Families

In the educational context, particularly in language learning, the role of the English teacher extends beyond mere instruction. To effectively engage with students and enhance their learning experiences, teachers must possess a solid foundation of pedagogical and cultural knowledge. This knowledge enables teachers to adapt their methodologies and resources to meet the diverse needs of families and students.

Importance of Pedagogical Knowledge

Pedagogical knowledge encompasses the understanding of various teaching methodologies and the ability to apply relevant educational resources effectively. According to Shulman (1986), pedagogical content knowledge is essential for teachers to create effective learning environments tailored to their students' specific needs. In language education, this knowledge helps teachers select appropriate strategies that foster language acquisition and engagement.

Skills Required for Effective Communication

The relationship between the English teacher and families is pivotal in promoting a supportive educational atmosphere. Effective communication is a cornerstone of this relationship. As highlighted by Durlak et al. (2011), open communication facilitates the sharing of information regarding students'

progress and reinforces collaborative efforts between teachers and families. Teachers must possess the ability to listen actively, convey information clearly, and adapt their communication styles to suit the diverse backgrounds of families (Johnson, 2017).

Empathy and Cultural Sensitivity

Empathy and cultural sensitivity are critical skills for English teachers working with families. González (2020) argues that understanding and valuing the cultural backgrounds of families fosters trust and strengthens the teacher-parent relationship. By recognizing cultural nuances, teachers can create a more inclusive environment that respects the diversity of their students and encourages family involvement in the educational process.

Leadership and Collaboration

Leadership skills are also essential for English teachers. According to García (2019), effective teachers act as leaders who inspire and engage families in the learning process. This includes organizing activities that encourage parental participation and collaborating with families to set educational goals. The development of leadership skills enables teachers to create a community-oriented atmosphere where families feel valued and empowered.

In summary, effective communication, empathy, cultural sensitivity, leadership, and pedagogical knowledge are fundamental to fostering a productive relationship with families, which in turn promotes the academic and personal success of students. By developing these skills, teachers can actively involve families in the educational process, ensuring that learning is a collaborative effort that benefits all parties involved.

The Influence of the Link Between English Teachers and Families on Academic Performance in Cuba

The relationship between English teachers and families is multifaceted, encompassing aspects of communication, collaboration, and support that collectively enhance the learning environment.

Establishing Strong Links

According to Rodríguez (2016), a solid connection between the English teacher and families significantly influences student outcomes. Open communication and active collaboration create a conducive learning environment, transforming families into allies who reinforce classroom instruction. This partnership is essential for fostering academic success, as it allows for shared goals and mutual support in students' educational journeys.

Family Participation and Academic Success

Research consistently demonstrates a positive correlation between family involvement in education and student performance. Gómez (2018) highlights that when families engage in school activities and provide continuous support at home, students exhibit improved language skills and overall academic achievement. This active participation includes attending meetings, helping with homework, and engaging in discussions about educational content, all of which enhance students' learning experiences.

The Impact of the Link Between English Teachers and Families on the Socio-Emotional Development of Students in Cuba

The relationship between English teachers and families significantly influences the socio-emotional development of students in the Cuban educational context. This connection encompasses various dimensions, including emotional support, communication skills, and overall motivation, all of which contribute to the well-being of students.

The Importance of Collaborative Relationships

Research indicates that strong collaboration between families and teachers fosters an environment conducive to emotional support. According to Martínez (2019), when families and teachers work together, they create a supportive atmosphere that enhances students' mental health and well-being. Teachers act as positive role models, providing a sense of trust and security, which is essential for developing socio-emotional skills such as empathy, resilience, and self-esteem.

Enhancing Communication and Interpersonal Skills

Involvement of families in language education further strengthens students' communication skills. González (2020) emphasizes that when families actively participate in school activities and maintain open lines of communication with teachers, students become more adept at expressing their feelings and opinions. This engagement not only improves their social skills but also fosters healthy interpersonal relationships, crucial for their emotional development.

Impact on Motivation and Interest in Learning

Moreover, a positive connection between English teachers and families influences students' motivation and interest in language learning. Rodríguez (2017) notes that when students perceive commitment from both their families and teachers regarding their progress, they feel more motivated and confident in their language abilities. This sense of belonging and emotional security enhances their socio-emotional development, encouraging them to engage more deeply in their learning process.

In conclusion, by fostering collaboration, encouraging family involvement, and maintaining open communication, teachers can create an emotionally supportive environment that promotes not only academic success but also the holistic development of students. Recognizing and valuing this relationship is essential for the growth and well-being of students in the educational context.

The Importance of Family Support in the English Learning Process and Student Motivation

The role of family support in the English learning process and its influence on student motivation is extensively documented in educational literature.

Positive Influence of Family Support

Research indicates that family support significantly enhances students' English learning experiences. Pérez (2018) argues that when families create a supportive and motivating environment, students feel empowered in their

language-learning efforts. Active participation by families—through activities like reviewing study materials, practicing conversations, and providing constructive feedback—contributes to higher success rates in language acquisition.

Role in Student Motivation

Family support also plays a crucial role in motivating students to learn English. According to Rodríguez (2020), when students perceive genuine interest and encouragement from their families regarding their English studies, they are more likely to feel motivated and committed. This emotional backing, along with recognition of their achievements, reinforces students' self-confidence and determination to persevere in their learning journey.

Generating Interest in Language Learning

Moreover, active family participation can foster a greater interest in the English language and a positive attitude toward its study. González (2019) emphasizes that when families engage in activities that promote practical use of English—such as watching English films together or participating in cultural exchange programs—they create an environment where the language is perceived as relevant and applicable. This relevance heightens students' motivation to learn.

In conclusion, the significance of family support in the English learning process cannot be overstated. By fostering a supportive environment, engaging in educational activities, and demonstrating interest in their children's progress, families play a crucial role in motivating students. Teachers should strive to work collaboratively with families to create an enriching atmosphere that promotes both academic success and personal growth.

School for Parents: A Participatory Educational Space

The concept of "School for Parents" serves as a vital participatory space where two key educational communities—schools and families—collaborate to enhance the socialization processes of children and students. This initiative emphasizes democratic participation and collective engagement in educational actions.

Participatory Framework

Democratic Exercise and Community Involvement

As outlined by Fernández (2018), the School for Parents is grounded in democratic principles, allowing for group participation and collective decision-making. This framework promotes an environment where parents can voice their concerns and ideas, fostering a sense of community ownership in the educational process.

Direction of Parent Education

Parent education occurs through two primary pathways:

1. Formal Route: This involves structured guidance provided by schools to families, ensuring that parents are informed about educational objectives, curriculum changes, and methods to support their children's learning at home. According to Martínez (2019), this formal guidance is crucial for aligning family support with school goals.

2. Non-Formal Route: Informative actions via media and community initiatives provide parents with additional resources and knowledge. For instance, community workshops and media campaigns can disseminate valuable information on child development and effective parenting strategies, as highlighted by Gómez (2020).

Pedagogy with Parents

Pedagogy with parents encompasses methodologies aimed at engaging families in the educational process. This approach encourages parents to take an active role in their children's psychosocial development and academic improvement.

Objectives of Parent Training Programs

Parent training programs are essential initiatives designed to enhance parental involvement in children's education and development. These programs pursue several key objectives that support parents in their educational roles.

1. Enhancing Parental Confidence

One of the primary objectives is to foster greater security and confidence in parents regarding their educational roles. According to Echeverría (2018), parental confidence is critical for effective parenting, as it allows parents to engage more positively with their children. When parents feel competent in their roles, they are more likely to provide a nurturing environment that supports learning and emotional development.

2. Balancing Authority and Autonomy

Another objective is to help parents reconcile traditional principles of parental authority with contemporary ideas about child autonomy. As noted by Salazar (2020), this balance is essential for fostering a healthy parent-child relationship. Parents are encouraged to establish boundaries while also allowing their children the freedom to express themselves and make choices. This approach promotes the child's sense of independence and self-esteem.

3. Recognizing Individuality and Freedom

Parent training programs emphasize the importance of viewing each child as a unique individual with their own needs and rights. According to Martínez (2019), recognizing a child's uniqueness is crucial for their holistic development. Programs aim to equip parents with the skills to respond to their children's specific needs, respecting their individuality while also nurturing their sense of freedom.

4. Implementing Knowledge in Relationships

Parents are encouraged not only to acquire psychological knowledge but also to apply what they learn in their interactions with their children. Pérez (2021) asserts that theoretical knowledge must be complemented by practical application. This means that parents should observe and adapt their approaches based on their children's reactions and needs, fostering a responsive and supportive environment.

Meeting Parental Needs

Parent training programs are designed to address the specific needs of parents, helping them guide and support their children effectively. According to Fernández (2017), these programs often include workshops, seminars, and resources that cover various topics, including effective communication, discipline strategies, and emotional support techniques. By providing parents with tools and strategies, these programs aim to enhance their ability to navigate the challenges of parenting.

In summary, parent training programs play a vital role in supporting parents as they navigate their educational responsibilities. By focusing on enhancing confidence, balancing authority, and autonomy, recognizing individuality, and implementing learned strategies, these programs help create a supportive environment for children's growth and development. As research indicates, effective parental involvement is linked to better outcomes in children's academic and emotional well-being, underscoring the importance of these initiatives.

Two Directions of Parental Education

1. Formal Guidance: This involves structured interactions between educational institutions and parents, focusing on teaching methodologies and parental support strategies. As Martínez (2019) notes, this formal route equips parents with the necessary tools to assist their children in the educational process.

2. Informal Guidance: This encompasses community outreach efforts through various media and local initiatives, allowing parents to access vital information and resources. González (2020) emphasizes that such non-formal experiences can complement formal education and enhance parental engagement.

Key Foundations of the School for Parents

1. Cognitive Base: Parents gain a psycho-pedagogical understanding that enables them to foster supportive home environments. This knowledge is

crucial for promoting their children's emotional and cognitive development (Pérez, 2018).

2. Learning Base: The exchange of experiences among parents leads to experiential learning, where they share ideas and solutions to common challenges. This collective learning enhances their understanding of effective parenting strategies and social norms (González, 2020).

3. Democratic Base: The democratic nature of the School for Parents encourages open dialogue and participation, allowing parents to voice their concerns and contribute to discussions about educational practices. Martínez (2019) argues that this democratic engagement strengthens community ties and enriches the educational experience.

4. Socializing Base: This aspect focuses on how individuals assimilate their social environments and project their behaviors. Parents learn to navigate social contexts effectively, modeling positive behavior for their children (Pérez, 2018).

The School for Parents aims to strengthen the partnership between families and schools through structured educational programs, ultimately enhancing the socio-emotional well-being of students. By fostering collaboration between parents and educators.

The Role of the School for Parents in Family Education

The "School for Parents" plays a crucial role in fostering educational growth and strengthening the relationship between families and their children. It is essential that this initiative not only serves as a descriptive platform but also functions as a diagnostic tool that informs and enhances family education practices.

Diagnostic and Causal Framework

1. Diagnostic Source: The School for Parents should provide insights into the educational dynamics within families. According to Martínez (2019), it is vital to assess how familial interactions affect children's educational outcomes.

By identifying strengths and areas for improvement, educators can tailor their support to better meet family needs.

2. Causal Relationships: Understanding the intricate relationship between society, family, and children is essential. González (2020) emphasizes that a comprehensive analysis of these relationships helps in recognizing the socio-cultural factors that influence family dynamics and, consequently, child development.

Educational Orientation

The School for Parents should offer guidance that empowers families to engage actively in their children's education. As Pérez (2018) notes, this orientation is key to equipping parents with the necessary skills and knowledge to support their children effectively, creating a collaborative educational environment.

Community Educational Projects

Implementing community-based educational projects can enhance the effectiveness of the School for Parents. According to Rodríguez (2021), these projects foster collaboration among families, schools, and community organizations, creating a supportive network that promotes collective learning and resource sharing. Engaging parents in local initiatives helps bridge the gap between home and school, reinforcing the educational process.

In summary, the School for Parents must evolve into a diagnostic and causal tool that informs family education. By understanding the relationships between society, family, and children, and by implementing community educational projects, this initiative can significantly enhance parental involvement and support for children's learning.

Chapter 2: Planning the proposals to be carried out in the school.

The initial results at Pedro Fermín Armas Reinas Secondary School showed several challenges that negatively impacted English classes. Communication with the teacher was limited, with few parents communicating regularly, which made it difficult to exchange crucial information about students' academic progress. Parental involvement was low, with little participation in school activities, reflecting a general lack of interest in their children's education. Academic performance was poor, with low average grades and weak classroom performance. Parents expressed dissatisfaction due to the lack of information and support, which maintained a distant relationship between them and the teacher. Additionally, there was little support at home for English homework and studies, and parents had a lack of awareness of available resources to support their children. These combined factors created an educational environment that was not conducive to effective academic development and collaboration between home and school.

The following table shows the results obtained from the observation guide and the surveys initially applied to 38 parents of 8th grade students (Annex 1, 2 and 3).

Aspects Evaluated	Before Parent Schools
Communication with the teacher	8 parents (21%)
Parental Involvement	6 parents (16%)
Academic performance	11 students with low grades (29%)
Parent Satisfaction	10 parents (26%)
Parent-teacher relationship	6 parents (16%)
Support at home	8 parents (21%)
Identification of needs	15 parents (39%)

Considering the characteristics of the families of the students at Pedro Fermín Armas Reinas Secondary School, seven workshops have been designed to be implemented in Parent Schools. These workshops are intended to strengthen the relationship between families and the English teacher, emphasizing the importance of parental involvement and active participation in their children's academic development. These workshops will be conducted throughout the academic year, involving both parents and English teacher. Each workshop is based on the results of a previously conducted survey that identified areas of interests and needs for the families.

Workshop #1 The importance of English as a foreign language.

Title: English a foreign language to learn.

Time: 30 minutes.

Resources: cards, TV

Objective: to reflect with parents on the importance of English as a foreign language, helping them take responsibility for supporting their children's learning through educational work at home.

Introduction: The teacher will discuss general aspects that make English a very important language to learn.

The teacher will discuss general aspects that make English a very important language to learn. Did you know that there are approximately 1.35 billion people in the world who speak English in a globalized world with over 6,000 languages? What's surprising is that only 379 million speak it as their native language, and it is the official or co-official language in 58 countries.

Considering these facts, we can conclude that almost anywhere in the world, you can find someone who speaks English. This is one of the reasons the language holds such global importance. Moreover, in an increasingly interconnected world, speaking English is not just a skill but a necessity for effective communication.

Development: the teacher will distribute cards, each with a different benefit of learning English. Parents will discuss what they think about each benefit and how it can impact their children's future.

Benefits: access to more knowledge, improved cognitive skills, increased confidence, exposure to new cultures, easier acquisition of additional languages, ability to connect with people worldwide, enjoyment of movies, music and literature in English, access to scientific documents and new technologies, and greater academic and professional opportunities.

Learning English can be greatly help students in their personal and professional lives. Therefore, it is crucial to keep children motivated to learn the language and support them in every way possible.

Conclusions: The teacher will ask parents to share two things they liked about the workshop and one suggestion for improvement for the next session.

Workshop #2: The communicative approach.

Title: The communicative approach.

Time: 30 minutes.

Resources: TV, cards.

Objective: to reflect with parents on the importance of using the communicative approach to teach English.

Introduction: The teacher will explain that in our country, the communicative approach is used to teach English. This method focuses on developing linguistic skills to achieve communication in various real-life contexts.

Development: The teacher will introduce the four essential language skills common to any language. To discover these skills, the teacher will lead a game where parents work together to identify the skills.

Game: The teacher will divide the parents into two teams and ask them to select 3 participants from each team to come forward.

Then, he will distribute a card to each of the selected participants and explain that they cannot show it to anyone because each card has something that they must describe their team using words without saying what it is.

Each team must try to guess what it is, but they only have 4 chances to say it. If someone repeats something that has already been said, they will lose all chances, and the point will be given to the other team. Each time they find a word, they must write another word on the blackboard that begins with the same letter.

At the end of this game, the teacher will ask a series of questions aimed at discovering what the language skills are.

When the cards were given to those selected, what was the first thing they did?

Well, that's one of the 4 skills: Reading.

And what did those with the card have to do?

And what action are we performing when we say something?

Speaking, this is another of our abilities.

What if they said a word that had already been mentioned?

What should they do to prevent this from happening?

And exactly, listening is another skill.

Upon discovering the word, what did they then have to do to get the point?

Writing would then be our last skill.

Likewise, to learn English, your children need to develop each of these skills because it helps them develop social and communication skills, as well as

training them to use this new language they are learning in a real communicative environment.

To carry out this approach, the teacher conducts activities such as role-playing games, the use of real materials, such as audio from native speakers or texts from articles or magazines, and classroom projects where they must research a topic, gather the necessary information, and then present it in front of their classmates.

Conclusions: Parents will be asked to share one word that comes to mind after this activity.

Workshop #3: Active participation of families.

Title: Let's get good grades.

Time: 30 minutes.

Resources: TV, paper, pencils.

Objective: Reflect on the importance of active parental involvement in children's English learning to achieve better academic results.

Introduction: The teacher will explain what "active parental involvement" means, emphasizing that families need to be present in their children's academic lives by attending school activities, supporting English learning at home, and collaborating on projects. The teacher will then introduce the video "The Report Card", which highlights the significance of parental engagement in education.

Before playing the video, the teacher will distribute the observation guide and instruct parents to reflect on key points while watching the video.

Observation Guide:

Instructions:

As you watch the video "The Report Card", consider the following questions. You will be asked to share your observations after the video.

1. Parental Involvement:

- How does the parent in the video react to his child's report card at first?

- What emotions or attitudes does the parent display toward his child's performance?

2. Time and Attention:

- What are some examples in the video where the parent shows a lack of attention to the child's educational needs?

- How does the child respond to this lack of attention?

3. Change in Perspective:

- How does the parent's attitude change by the end of the video?

- What prompts this change?

4. Reflection on Your Own Involvement:

- How much time do you dedicate to supporting your child's education at home?

- After watching the video, in what ways do you think you can improve your involvement in your child's English learning process?

Development: The teacher will play the video "The Report Card". Parents will watch the reflection and complete the observation guide as they view the video.

Group Discussion:

After the video, the teacher will lead a group discussion based on the questions from the observation guide. Parents will be encouraged to share their thoughts and reflect on their own involvement in their children's academic lives.

Reflection: "The Report Card"

It was Wednesday the 8th in the morning, and Carlos arrived at his son's school on time.

"Don't forget to arrive on time for tomorrow's meeting, it's mandatory", the teacher had said the day before.

- Carlos thought to himself, "well, what does this teacher think? Does she think we can easily arrange our time according to her schedule? If only she knew how important the meeting at 8:30 at work was and I couldn't attend."

There were all moms and dads. The teacher started on time, thanked us for our presence and began to speak, but Carlos' mind wandered as he thought about work, the things he had to do during the day and everything he needed to support his family, He barely heard the teacher:

- "Juan Rodríguez, where is Juan Rodríguez's father?"

- "Here I am, teacher," Carlos answered, going to the front to receive his son's report card, and returned to his place to review it.

- "What? Is this what I came for? What is this?"

The report card was full of 12's and 13's. He quickly put the grades away, hiding them so no one would see the terrible grades his son had gotten.

Back home, Carlos's anger grew as he thought, while he thought, but if I give everything to my son, he lacks nothing, now he is going to do very badly. He came entered the house, slammed the door, and yelled: - Come here Juan.

Juan, who was in the patio, ran to hug him, - "Dad," he exclaimed.

"What dad or anything?" replied Carlos.

He pulled him away, took off his belt, and gave him several blows while expressing everything he thought about Juan.

- "And you're going to your room," he told him when he finished.

Juan left crying. His wife said nothing, only shook her head negatively and went into the kitchen. When Carlos was going to bed, calmer now, his wife approached him, handing him Juan's report card.

- "Here, read it slowly and then decide." When reading it, he saw it said, "Parent Report Card"

1- For the time your dad spends helping you with your homework- 12

2- For the time that your father dedicates to attending school meetings -
12

3- For the time your dad spends helping you study for exams- 12

4- For the time that your father spends advising you- 13

5- For the time your dad dedicates to you each day- 12

6- For the time that your father spends going to see you participate in
morning shows-12

7- For the time your dad spends explaining when you have a questions-
13

8- For the time your dad spends teaching you things- 12

9- For the time your dad spends learning with you – 13

Average Rating: 12,3

Then, filled with remorse and tears in his eyes, he went to his son's room, hugged him, and asked him for forgiveness many times. He would have liked to turn back time, but that was impossible.

Juan opened his eyes, still swollen from tears, but said nothing, only hugged him and said, "I love you, Dad." Then he closed his eyes and fell asleep

What do you think about this story?

Do we dedicate time each day to help in our children's teaching-learning process?

Have we ever thought about what grades our children would give us today?

Let's strive to get good grades.

Conclusions: Parents will share one word that describes how they felt during the workshop.

Workshop #4: Importance of teamwork.

Title: Teamwork in the English class.

Time: 30 minutes.

Resources: TV

Objectives: To reflect on the importance of guiding teamwork in English learning.

Introduction: This workshop will address the importance of teamwork in the English class, discussing how teamwork is often used to achieve greater language development. Parents will be asked if they believe that using teamwork in the language class is a necessary tool, and they should answer this question after participating in an activity designed for them.

Development: Parents will be divided into two teams. Each team will form a circle, and all participants will close their eyes. The objective of the exercise is to count to 20 as a team, with one person jumping and saying "1," the next person doing the same and saying "2," and so on until reaching 20. The challenge is that there is no way to know who will speak each number since they have their eyes closed, and if two or more people speak at the same time, the group must start over. The team that first reaches 20 wins.

Conclusions: The teacher will ask the parents if they could have achieved it by acting independently or if working as a team was important. Then they will answer whether they think that using teamwork in the language class is a necessary tool and why. It will be explained that, just as in this game, teamwork in the English class is very important as it helps develop students' speaking abilities through dialogues, peer correction, pronunciation improvement, vocabulary expansion, and increased confidence in this skill.

The teacher will ask parents to choose a flower, an animal, a smell, and a taste to compare teamwork, and explain why.

Workshop #5: Evaluation.

Title: Procedural evaluation.

Time: 30 minutes.

Resources: paper, pencil.

Objective: to guide parents on the need to carry out evaluations for the development of the teaching-learning process and the assessment of the contents received in the subject.

Introduction: Parents will be asked certain questions depending on the topic:

Do you think evaluations are necessary or just a requirement in our educational system?

What do you think is the objective of a teacher when evaluating?

Do you think the evaluations have benefits? Why?

Development:

After hearing their opinions, each parent will be given a piece of paper and a pencil so that they can draw a monster following these instructions:

a very big head

A small body.

Long arms.

Short legs.

Big feet.

One eye in the middle of the head.

Pointy ears.

After finished their drawings, each parent will be asked to show it to the others, and then they will ask:

Did all the monsters look the same?

Why didn't they look the same if they had the same instructions?

This is similar to what happens with their children, each one understands the class in a differently from the others and has their own learning pace. That

is why the teacher needs to evaluate, strengthen, and consolidate the knowledge gained in learning. Additionally, this evaluation shows the progress of each student and highlights the priority needs that must be addressed for the student to fully grasp the knowledge. It also helps the teacher determine whether it is necessary to change the teaching methods for better understanding on the part of the students. However, it is essential to keep in mind that, at home, we must ensure that our children dedicate time each day to study and complete the assigned tasks.

Conclusions: at this point, the teacher will give them a sheet of paper and guide them individually, without consulting anyone, to write what they found positive, negative, and interesting about the workshop. Then, the pieces of paper will be collected, and some of the responses will be discussed.

Workshop #6: Strategies for Supporting English Learning at Home.

Title: Helping at Home with English Learning

Time: 30 minutes

Resources: Cards, TV, paper, pencils

Objective: Guide parents on practical ways to support their children's English learning at home, even if they do not speak the language.

Introduction:

The teacher will explain that parents play a crucial role in their children's education, regardless of their English proficiency. The aim of this workshop is to explore different strategies that parents can use to create a supportive environment for English learning at home.

The teacher will ask: "Have you ever wondered how you can help your children learn English, even if you don't speak the language?" Parents will be invited to share their thoughts and experiences.

Development:

The teacher will introduce some practical tips for parents to support English learning at home:

- Encouraging a regular study routine.
- Watching English-language movies or cartoons with subtitles.
- Using mobile apps or educational games to reinforce learning.
- Reading simple English books together or labeling objects at home with their English names.

Parents will then participate in an activity where they brainstorm additional ways, they can support their children's English learning. They will write these ideas on cards, and the group will discuss how these strategies can be implemented at home.

Conclusions:

The teacher will ask parents to share one strategy they plan to use at home to help their children practice English. The group will reflect on how small, daily activities can make a big difference in language learning.

Workshop #7: Overcoming Barriers in Language Learning

Title: Breaking Barriers in English Learning

Time: 45 minutes

Resources: TV, paper.

Objective: Help parents identify common barriers their children face in learning English and provide strategies to overcome these challenges.

Introduction:

The teacher will start by asking parents to think about any difficulties their children have mentioned regarding learning English. This could be related to understanding the material, speaking confidently, or staying motivated. The teacher will emphasize that overcoming these barriers is a team effort between the child, the school, and the parents.

Development:

The teacher will list common barriers students face when learning a new language:

- Lack of confidence or fear of making mistakes.
- Difficulty understanding certain grammar rules or vocabulary.
- Feeling that English is irrelevant to their daily lives.

Next, parents will be divided into small groups and asked to brainstorm ways they can help their children overcome these challenges. For example:

- Encouraging children to practice without fear of mistakes.
- Creating a positive and supportive environment for learning.
- Finding practical uses for English, like helping their children watch English videos related to their hobbies.

After the group activity, parents will share their ideas with the rest of the participants.

Conclusions:

The teacher will ask each parent to write down one barrier their child has faced and one strategy they will use to help overcome it. The session will conclude with parents reflecting on how a supportive and encouraging environment at home can help children build confidence and motivation in their English studies.

Results obtained from the implementation of the activities at Pedro Fermín Armas Reinas Secondary School

After implementing the Parent Schools, significant results were observed in several key aspects of the relationship between parents, students, and English teachers. Before the intervention, only 21% of parents (8 parents) maintained regular communication with the English teacher. After the Parent Schools, this percentage increased notably to 79% (30 parents). This

improvement facilitated a more effective exchange of information about students' academic progress, allowing parents to be better informed and more involved in the educational process. The level of parental participation in school activities was initially low, with only 16% (6 parents) involved. After the training sessions, parental participation increased to 71% (27 parents). This increase reflected greater parental interest in their children's academic activities and more active support at home, which is crucial for students' academic success. Initially, 29% of students (11 students) obtained low grades in English. After the interventions, the percentage of students with low grades decreased to 11% (4 students). This improvement suggests a positive impact on students' academic performance, with more students actively participating and improving their grades. Parents' satisfaction with the information and support received was initially 26% (10 parents). After the Parent Schools, satisfaction increased significantly to 84% (32 parents). Parents felt that the activities and tools provided helped them better support their children in their education. Before the intervention, only 16% of parents (6 parents) maintained a collaborative relationship with the teacher. After the implementation of the Parent Schools, this percentage increased to 76% (29 parents). This strengthening of bonds facilitated more effective mutual support in the educational process, benefiting both parents and students. Initially, only 21% of parents (8 parents) provided adequate support in their children's homework and studies. After the intervention, this percentage increased to 76% (29 parents), indicating greater commitment and support from parents at home. Before the Parent Schools, 39% of parents (15 parents) had difficulties identifying their children's educational needs. Afterward, this percentage decreased to 32% (12 parents), suggesting greater clarity and understanding of how to effectively support their children. These results show a positive and significant impact of the Parent Schools on the relationship and communication between parents, teachers, and students, contributing to a more collaborative and effective educational environment.

The following table shows the results obtained from the survey and the interview with parents conducted after developing the different Parent Schools at Pedro Fermín Armas Reinas Secondary School (Annex 4 and 5) and the

initial results obtained after having applied the observation method and surveys to parents. (Annex 1, 2 and 3).

Aspects Evaluated	Before Parent Schools	After Parent Schools
Communication with the teacher	8 parents (21%)	30 parents (79%)
Parental Involvement	6 parents (16%)	27 parents (71%)
Academic performance	11 students with low grades (29%)	4 students with low grades (11 %)
Parent Satisfaction	10 parents (26%)	32 parents (84%)
Parent-teacher relationship	6 parents (16%)	29 parents (76%)
Support at home	8 parents (21%)	29 parents (76%)
Identification of needs	15 parents (39%)	12 parents (32%)

Conclusions:

The initial research revealed significant deficiencies in communication between families and teachers, with a limited number of parents actively involved in monitoring their children's academic progress, which hindered the crucial exchange of information between home and school. Additionally, the lack of support at home, manifested in minimal supervision of homework and school activities, contributed to low motivation and academic performance among students. These findings underscored the need to strengthen the relationship between families and the educational process to improve academic outcomes, highlighting the importance of collaboration to facilitate a more effective learning environment and providing a foundation for developing specific strategies to address these problematic areas.

The profile of the teaching-learning process at Pedro Fermín Armas Reinas Secondary School highlighted a significant disconnection between families and the English teacher, revealing insufficient parental involvement and a distant relationship that resulted in minimal interaction. This lack of collaboration and support translated into a less favorable educational environment, where students' low motivation and poor academic performance were evident. Furthermore, it was observed that parents lacked sufficient knowledge on how to support their children in the English subject, which widened the gap between home and school, requiring specific interventions to foster greater participation and collaboration among all educational stakeholders.

In response to the identified deficiencies, proposals for activities and methods aimed at strengthening the relationship between families and the school were developed, including the implementation of parent schools and workshops focused on improving communication and parental involvement. These proposals aimed to provide parents with tools and strategies to better support their children in the English subject, encourage greater participation in school activities, and enhance collaboration between home and school, creating a more collaborative educational environment that facilitated effective academic development for students, addressing specific areas of need identified and promoting greater participation and commitment to the educational process.

The evaluation of the effectiveness of the proposed activities and methods showed significant positive results, with an improvement in communication between parents and the English teacher, and an increase in the frequency and quality of interactions. Parents became more involved in their children's education and provided greater support at home, leading to increased motivation and academic performance among students. Additionally, overall parental satisfaction with the activities conducted was high, indicating that the implemented strategies successfully improved the relationship between families and the school, highlighting the importance of continuing to develop and implement activities that promote active parental participation in the educational process, thereby ensuring the long-term academic success of students.

Recommendations:

It is recommended to put into practice the activities developed in this work in all high schools as a method to strengthen the bond with families, as well as use this project as a reference for future research on the subject.

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Annexes:

ANNEX 1:

Observation Guide on Family Participation in School

Objective: Assess the level of family commitment to school responsibilities and their involvement in educational activities.

1. How does the family supervise their children's study and homework?

☐ Actively supervises and regularly monitors.

☐ Occasionally supervises.

☐ Shows no interest in supervising their children's study.

2. How does the family ensure regular attendance, punctuality, and adherence to uniform and personal care standards?

☐ Consistently ensures attendance, punctuality, and adherence to standards.

☐ Ensures these aspects occasionally.

☐ Does not regularly ensure these aspects.

3. What level of participation do parents have in school meetings and extracurricular activities?

☐ Actively participates in all meetings and activities.

☐ Participates in some meetings and activities.

☐ Does not participate in meetings or extracurricular activities.

4. What kind of support do parents provide for school initiatives and needs? -

☐ Provides regular support in various school activities.

☐ Offers occasional support as needed.

☐ Does not participate in supporting the school.

5. How involved is the family in communicating with their child's English teacher

☐ Maintains frequent and constructive communication.

☐ Communicates occasionally.

☐ Does not communicate with the teacher.

6. How does the family identify their children's educational needs and seek support?

☐ Actively identifies and seeks appropriate support.

☐ Identifies needs occasionally.

☐ Does not identify or seek support for educational needs.

ANNEX 2:

I--In the answer, mark with an x the word that reflects your criteria:

1. Importance of the English subject for the development of the comprehensive general culture of your children:

Very important ____ Important ____ Somewhat important ____ Not very important ____

2. From my point of view this subject is:

Very interesting ____ Interesting ____ Uninteresting ____ Boring ____

3. I worry that my child does the tasks oriented in this subject:

Always ____ Often ____ Rarely ____ Never ____

4. I am willing to help my child in any activity oriented by the subject:

Always ____ Often ____ Rarely ____ Never ____

5. Do I know what the active participation of families is?

Yes ____ No ____ Why?

6. I enjoy the activities that take place in the parent schools:

Always ____ Frequently ____ Rarely ____ Never ____

7. I believe that schools for parents are important:

Yes ____ No ____ Why?

8 - The activities in the parent schools prepare me to help my children with the subject:

Always ____ Often ____ Rarely ____ Never ____

9- What do I know about the communicative approach:

A lot ____ Little ____ Not at all ____

10- I consider that evaluation is important:

Yes ____ No ____ Why?

II- Mark with an X what things you would like the schools for parents to have:

____ Dialogues

____ Discussions

____ Workshops

____ Participatory activities

____ Videos

____ Teamwork

____ Planning of cultural activities.

III Do you have any other suggestion to make schools for parents more motivating?

ANNEX 3:

Please answer the following questions:

1. How often do you communicate with your child's English teacher?

- a) Never - b) Rarely - c) Sometimes
- d) Frequently

2. How would you rate your involvement in your child's school activities?

- a) Very low - b) Low - c) Moderate - d) High

3. How would you rate your child's motivation towards the English subject?

- a) Very low - b) Low - c) Moderate - d) High

4. What is your child's average grade in the English subject?

- a) Less than 60 - b) 60-70 - c) 71-80 - d) 81-90
- e) 91-100

5. How satisfied are you with the communication about your child's academic progress?

- a) Very dissatisfied - b) Dissatisfied - c) Neutral - d) Satisfied
- e) Very satisfied

6. How would you describe your relationship with your child's English teacher?

- a) Very distant - b) Distant - c) Neutral - d) Close
- e) Very close

7. How often do you support your child in English homework and activities?

- a) Never - b) Rarely - c) Sometimes - d) Frequently

8. Do you feel you identify your child's educational needs?

- a) Very little - b) Little - c) Moderately - d) Quite a bit - e) A lot

ANNEX 4

Thank you for participating in the parent school activities. Please answer the following questions to help us evaluate the results obtained

1. How often do you now communicate with your child's English teacher?

- a) Never
- b) Rarely
- c) Sometimes
- d) Frequently

2. How would you rate your involvement in your child's school activities after the parent school sessions?

- a) Very low
- b) Low
- c) Moderate
- d) High

3. How would you rate your child's motivation towards the English subject now?

- a) Very low
- b) Low
- c) Moderate
- d) High

4. What is your child's current average grade in the English subject?

- a) Less than 60
- b) 60-70
- c) 71-80
- d) 81-90
- e) 91-100

5. How satisfied are you now with the communication about your child's academic progress?

- a) Very dissatisfied
- b) Dissatisfied
- c) Neutral
- d) Satisfied
- e) Very satisfied

6. How would you describe your relationship with your child's English teacher now?

- a) Very distant
- b) Distant
- c) Neutral
- d) Close
- e) Very close

7. How often do you support your child in English homework and activities after participating in the parent school sessions?

- a) Never
Frequently
- b) Rarely
- c) Sometimes
- d)

8. Do you feel your ability to identify your child's educational needs has improved?

- a) Very little
- b) Little
- c) Moderately
- d) Quite a bit
- e) A lot

ANNEX 5:

Parent Interview

Objective: Assess the impact of the proposed activities on parental involvement, communication with the English teacher, and support for students' academic development.

1. How would you describe your experience with the proposed activities in the parent workshops?
2. Was there any particular activity that you found especially useful or interesting?
3. How has your communication with the English teacher changed since the implementation of the activities?
4. Do you feel there has been an improvement in the quality and frequency of communication? In what ways?
5. How has your level of involvement in your child's education changed since participating in the activities?
6. What type of support have you provided to your child in the English subject after the activities?
7. Have you noticed any difference in your child's motivation towards the English subject?
8. How are these changes manifested in your child's interest or participation in English classes?
9. Have you observed any improvement in your child's academic performance in English since the implementation of the activities?
10. What changes have you noticed in grades or classroom performance?

11. How satisfied are you with the activities conducted? What aspects do you consider positive, and which could be improved?
12. What suggestions do you have for future activities or workshops?
13. How has the support you provide to your child at home for the English subject changed?
14. Have there been changes in how you organize study time or how you assist with homework?
15. Do you feel that you now have a better understanding of your child's educational needs?
16. What additional support do you think would be beneficial for your child and for you as a parent?