



UNIVERSIDAD DE QUINTANA ROO

División de Ciencias Políticas y Humanidades

**“The Implementation of a Support Website for
Parents with Children at the NEPBE in Mexico”**

TESIS

Para obtener el grado de:
LICENCIADA EN LENGUA INGLESA

Presenta:
Br. Karina Izébel Herrera Mazú

Directora de Tesis:
Dra. Mariza G. Méndez López

Chetumal, Quintana Roo, México; noviembre 2014



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LICENCIADA EN LENGUA INGLESA

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ABSTRACT

In this research work I present some of the constant issues that English Language teachers in basic education face year after year – those of students not doing their homework and parents not efficiently helping to reinforce the English lessons at home.

As we know, there are multiple reasons why most parents and children are not able to properly express their school needs to each other; and even more, for both to be able to communicate them to the teacher in a way to get the expected results after trying to learn a new language, leaving everyone half-content: children with no interest of learning anything else than what it is required from them, parents with no will to motivate their children to get better grades in their English lessons and teachers who start to see their practice as a frustrating and lethargic process.

I will strive to demonstrate in this thesis that the more we help parents to understand, in a simple way, exactly what teachers need and require from them and their children, the more these parents will encourage their children during their process to acquire a new language and the more their children will enjoy doing their homework activities.

As it is the convention, the thesis is divided into a theoretical and practical part. The theoretical one comprises the first three chapters, where the first one introduces and specifies the issues presented in real time and goes on to examine some crucial topics and terms connected with the criteria a teacher should consider when choosing and applying a certain approach for teaching in a more effective way. The second chapter deals with various techniques of teaching, focused in technology, mind behaviour and how to optimise the learning processes. The third chapter is specifically aimed at the central questions most teachers ask themselves when dealing with specific issues that destabilize the students learning processes in class and at home.

In chapters four and five the practical part is linked to the theoretical part in the form of activities planned for the parents and students participating in this study; it also offers a detailed utilization of them during the students' English lessons and at home. Finally, this is followed by an evaluation and analysis of the results in chapters six and seven, where the answers to the questions raised in the previous chapters can be found and supported by theories specified in the theoretical part.

ABBREVIATIONS

ALM	Audio-Lingual Method
CBE	Competency Based Education
CO	Comprehensive Output
EIL	English as an International Language
EL	English Language
EFL	English as a Foreign Language
ELL	English Language Learning
ELT	English Language Teaching
ICA	Intercultural Communicative Approach
ICC	Intercultural Communicative Competence
ICTs	Information and Communication Technologies
L2	Second Language
L1	First Language
LL	Language Learning
LT	Language Teaching
Mex.Sp.	Mexican Spanish
NA	Natural Approach
NEPBE	National English Program in Basic Education
TL	Target Language
TPR	Total Physical Response
TBLL	Task-Based Language Learning

CHAPTER 1. INTRODUCTION

1.1. Presentation of the topic

In 2011, I started working as an English teacher at the Francisco I. Madero Primary school through a national pilot program called the **NEPBE (National English Program in Basic Education)**; thanks to this I had the opportunity to be able to work with two 4th grade-groups while being a student of the English Language major at University of Quintana Roo, and as I continued to develop myself as a teacher I faced a problem most teachers have in common: *Students not doing their homework.*

For most teachers, the *undone homework* has been a constant issue. No matter the age, gender or grade of the students, each group will always have a certain amount of students who are not too keen on doing their English homework for many different reasons.

Still, after a month of undone homework, I could not help but think about *how great it would be if all of my students were able to make the most of their English lessons.* After all, English nowadays has an important role in our daily life. It is the massive means of communication that facilitates our students to accomplish their life goals, move forward in many different work fields and get in contact with people from all over the world.

With this in mind, I asked myself: ***How can I motivate my students to become more dedicated to their English lessons?*** And, deciding to keep things simple, I asked the students what they thought it was the main problem stopping them from delivering their homework on time or just stopping them from doing it at

all. Each of them had different answers to my question, but the steady answer for most of them involved *their parents not being entirely “present”* when the students needed help or guidance to do or review their English homework.

Now, before I continue, I would like you to remember that these are students of ages between 9 and 11 years old and, at that age, children tend to be very creative when talking about real facts; and sometimes they can easily blame someone else if they were unsuccessful doing something they were supposed to do or achieve. Still, understanding that within the creativity of a child there is an essential amount of truth based in reality I carried on this simple investigation determined to find the solution to my problem.

I took the next step, and met the parents to talk about their children’s development and behaviour during their English lessons. As it was not only affecting the students’ learning process, but the class environment and even some of the students’ self esteem when not being able to keep up with their lessons as the rest of the class.

Throughout the first two meetings I got to know the parents and learn more about the children’s learning needs, but even after the meetings the main issue, the undone homework, remained. On a third meeting with the parents, while trying to figure out why children were still not doing their homework, I was told that *“English was not as important as the ‘real subjects’, the ones that actually count”*. Hence, anyone would think that the main reason why most parents did not take their children English lessons seriously was that *English was just a free course from a pilot educational program which was not incorporated to the final report*

card; and if children were doing their English homework or not, it was not such a big deal for parents. Problem solved... Or is it?

I refused to believe the idea that parents were not taking advantage from this opportunity to help their children to improve their education, so I decided to dig deeper to find the *actual* reason; knowing the solution for the main issue would be found after I asked the parents to tell me:

a) *How did they encourage their children to have better grades in subjects like History or Spanish?*

b) *What helps them to feel motivated to do it?*

And the answers to these questions were the key to develop this project and the start of a whole new journey, for parents and students, to enter and discover the **English Language (EL)** as a family.

1.2. Precedents

As teachers you have probably heard every possible excuse to justify why *the assigned homework* has not been done. Some reasons are absolutely genuine, but others call for further examination. I am sure every teacher reading this has shaken their heads at one time or another and thought to themselves the famous question: *Where's the homework?* And perhaps, it is likely to believe that this issue has to do with the lack of motivation from the students or the lack of motivation from the teacher which affects the students. But, personally, during my lessons things seemed to be fine; children liked the activities and continuously participate during the lessons, they would finish the class exercises and get good notes, but then fail terribly when doing their homework or just decide not to do it at all.

Does this mean they were lying about understanding the class exercises? Or maybe the homework was too hard for them? The answer to both questions was: No.

Instead of thinking this was a student-teacher relationship problem I decided to add the *parents'* variant to the equation and see what happens. As I previously mentioned, in the final result of the first meetings with my students the main reason why most of them were not able to do their homework was that "*Students did not have much help from their parents*"; and during the last meeting with the parents, they thought "*English was not very important*" or at least "*not as important as the other subjects imparted in their mother tongue*" [Mex. Sp.], considering that English was not a valid subject in the students' final report card.

So, I thought it was time to call for a couple more meetings, only this time, focused on parents' guidance during homework. As a result of the meetings, I realized that the main effective ways to make my students feel motivated to learn English were:

1. Motivate the parents to get involved: Use the interest that parents showed towards their children's good grades.
2. Increase students' attention outside the classroom: Use technology for short and controlled activities that increase the students' interest not only in English language but in their English lessons.

This followed a brief investigation as to the parents' socio-economical context and accessibility of time and material I needed to develop the project.

I decided to create a website that would make my teaching not only more effective but that could also be used as an educational tool to help and motivate students and parents to learn English together.

The aim, while developing this project, is not only help my students to pass their English course, but also to create a genuine interest, in both, parents and children, to understand the simplicity of the EL by giving them an opportunity to learn a new language resented as a shared family experience.

1.3. Definition of the Problem

Parents play a crucial role in their children's education; Patrikakou (2008) explains that parental involvement is a strong predictor of academic achievement during the school life of students. This means that what families do is more significant to the student's success in their lives than whether they have enough financial resources or not, or if parents have completed their studies or get any degree level.

Now, you might be thinking "Well, reality is far from this". And I would tell you that you are absolutely right, but what I want you to understand is that I am not saying that having enough resources to provide a better education for a student is not important; it is. Still, the way students face their reality during the school life, becomes a significant experience in how to achieve their goals through life; specially, during the time when they are young learners in basic educational levels.

I strongly believe that in that age, their most important influence comes from their most close, secret and realistic "superheroes"; their parents.

When parents decided that English did not matter as much as other subjects they also stop motivating their children to do their homework, maybe not by saying it, but by thinking other subject's homework has more priority over English.

It is not unknown that we prioritize things to do, duties, tasks and also school homework; this is a natural thing to do in order to spend our time wisely. And parents know best on matters of helping their children how to spend their time wisely, they know children's strong and weak subjects so they know how to prioritize the homework.

In this case, the problem I was facing was not about if English was a strong or a weak subject for the children. The problem I was facing was how involved were parents when helping the students with their homework, as it was the only time the students had to review what we saw during lessons.

According to Henderson & Mapp (2002), parental involvement is also a key aspect for successful teaching. In their research, they demonstrate that students whose parents have been involved during their early-childhood and participate in their school activities, remaining present during the learning process, have higher cognitive and language skills than students whose families are not involved.

A student who knows that the teacher communicates on a regular basis with their parents, and that their parents trust the teacher, is likely put more effort into school. Likewise, when a student knows the teacher seldom communicates with their parents or their parents do not trust the teacher, will lower the effort on his or her school performance.

Loucks (1992) found that parental involvement was a very significant factor in the student's performance, accelerating the process of learning and making it

sustainable. This shows it is of major importance to **English as a Foreign Language (EFL)** teachers to encourage the active participation of students and parents in **English Language Learning (ELL)** order to get better results, and what better way to do it than to do it through their parents themselves.

Some of the problems I faced with the active participation of the parents were that:

Firstly, most of the time parents are too busy with their jobs. This leaves parents with less time dedicated to the learner's educational progress, plus, chances are that our student may not be the only son or daughter in the family.

Another aspect I noticed is that most of the parents with children at public schools did not have the opportunity to finish studies beyond secondary or even primary school. This represents a major difficulty for them when trying to help or encourage their children to acquire new knowledge and even more a new language.

This opened a new variant to the hypothesis of why parents did not help the students with their homework; the ELL was not only something new for these young learners but it was also something confusing and potentially complicated for most parents too.

1.4. Objectives

It is expected that within the first months of parents' visits to *the “ENGLISH FOR PARENTS – English as a Foreign Language Support” website*, they start to get curious about the students development during their lessons.

As to the children, it is expected to change their class attitude into a more productive one; and once they feel more supported by their parents, it will encourage them to improve their grades.

In order to accomplish the purpose of this research project, I decided to attain general and specific objectives, these are:

1. To encourage EL students in basic education to develop their learning skills by shared family activities and their parents support.
 - a) To promote the communication between the parents and their children through the English language.
 - b) To use the family environment as a resource to reinforce the learning of the English language.
2. To implement a support website for parents at the NEPBE in Mexico as a teaching and learning tool, in order to make ELL more effective.
 - a) To involve parents in the learning process of their children, this, by helping parents to understand the topics that their children are learning.

At the end of the research I envisage a change of attitude from parents and students towards the EL acquisition, expecting this will not only be reflected during the lessons, by building a more dynamic and easy-going classroom environment; but also outside the school, providing an enjoyable family experience whilst learning English.

1.5. Justification

The popularity technology has among youngsters and adults is impressive, as nowadays more and more people need to use it for daily life activities like: check emails, read books, make an appointment, listen to the news, pay different public services or review school subjects and tests results. I consider that the use of platforms and other on-line technologies represent an opportunity for teachers to increase the educational efficiency of their lessons, as the use of technology increases student engagement and motivation and therefore accelerating the learning process.

To successfully implement this project to improve the learning outcome as planned, the research is based on the participant's needs (parents, children and teacher); without forgetting that the main reasons why I developed this project were, firstly, to help the EL students feel more confident about their learning experience through their parents, while their learning process occurs. And secondly, to allow parents to know and understand the requirements needed at their children's English lessons.

I believe that, as educators, it is our job to motivate our students, but we also ought to focus on motivating their parents too; specially, because outside the classroom, the main motivation students will receive about what they learn in class is at home.

Based on this idea, the project "ENGLISH FOR PARENTS – English as a Foreign Language Support" website is developed to offer parents a tool, available at any hour or day of the week, to access information about what their children are learning and, at the same time short explanations, about topics and use of EL, the

course progress and requirements needed from the teacher. All, in their mother tongue.

I consider that the implementation of this support website at the NEPBE in Mexico could be a very helpful educational tool not only for English teachers, but also for different subjects in which teachers are interested to help the students and involve parents, and besides from being useful to the NEPBE program as a support learning tool, it could also be applied to other aspects involved in **English Language Teaching (ELT)** in basic education.

CHAPTER 2. LITERATURE REVIEW

In this chapter you will find a short definition of the key concepts and a background explanation regarding previous researches supporting the theoretical funding and development of this project.

2.1. The 21st Century Basic Education

Education is often seen as the wings of progress of the human being; it helps the individuals to attain not only intellectual, but physical, spiritual, and emotional progress; and, in some ways, it helps the individuals to live a happier life, as Noddings mentioned: "*Happiness and education are, properly, intimately connected. Happiness should be an aim of education, and a good education should contribute significantly to personal and collective happiness*" (Noddings 2003).

When we talk about Basic Education most of us may think about the formal or informal educational activities we developed inside a classroom during the Pre-school and Primary School years, but in the 21st century this term conveys a wider meaning as new technologies and skills are developed in order to adjust to the needs of the 21st century society, and, as we understand, *Basic Education* is focused on capturing the knowledge and skills needed to participate in nowadays economy and society.

According to the Committee on Defining Deeper Learning and 21st-Century Skills of The Behavioural and Social Sciences and Education Board on Testing and Assessment division, a research found that the 21st-century skills are specific to

content-knowledge and performance within a particular subject areas; describing how these key skills are primarily linked to learning Mathematics, English, **Information and Communication Technologies (ICTs)** and Science; and moreover, connecting them to success in education, work, and other areas of life (National Research Council, 2012).

Therefore, to acquire a basic education in a contemporary world where specific skills are essential to labour, means acquiring knowledge and understanding of how the world around us functions; which is not only translated as a matter of necessity or even a right, but as matter of real cognitive wealth; reminding us that true education dignifies us as individuals.

2.1.1. Competences: The Development of the 21st century skills

In the year 1973, Burns established that that the **Competency Based Education (CBE)** was first known as Performance-based Education, which played an emphasis on changing the learners' behaviour or performance. He believed that the CBE had a philosophical basis on the ***Experimentalism***, which was linked to three fundamental ideas: 1) the world is in constant change, 2) educational practice should be based on evidence provided by psychological data, and 3) man's psychological and social behaviour is based on an economic and well-being motive. (Richard W. Burns, 1973)

In the past years, the CBE has become a hot topic in basic education as a way to simulate real-life application of knowledge and cognitive skills, to measure the students' learning. After all, the CBE approach is focused on teaching and learning how to master a competence level rather than to exclusively memorize the

information required for a particular course, which is an approach followed by the traditional teaching.

A student with a competency profile would indicate an effective learning by developing cognitive skills, associated with the mental operations by which humans interact with reality helped by the knowledge learnt. In the literature, cognitive skills are referred to in numerous ways: strategic knowledge (Renner and Marek, 1990), intellectual skills (White and Mayer 1980), procedural knowledge (Anderson, 1980), mental processes (Snow, 1978).

Never the less, the concept of competence is not exclusive for education, but widely used in domains of professional practices (Bos, 1998); many perspectives can be associated to this term, and, in the 21st century, the denotation conveyed encompasses characteristics directly related to effective behaviours, knowledge, skills and abilities necessary for a successful performance in a job (Spencer and Spencer, 1993).

As we understand, the CBE approach also reflects important dimensions of human competency; remembering that these skills have been valuable for many centuries, rather than skills that are suddenly unique, and valuable today. Understanding that in the 21st Century society the main difference lies in the universal spread of digital technologies; which has enabled individuals to communicate and exchange information and process multiple forms of information to accomplish tasks that may be circulated across our home, school, workplace, and social networks.

2.1.2. English Language and Technology in Basic Education

Language Learning (LL) is another ability often related to the development of the 21st century skills. One of the most important reasons to learn a foreign language is the stimulation it offers our minds. From young children to adults, LL generates an oozing curiosity for knowledge and understanding of other cultures; opening our minds to new ways of approaching even the simplest areas of life.

Physiological studies have found that speaking two or more languages is a great asset to the cognitive process. According to Hakuta (1986), Children who enrolled in foreign language course demonstrate stronger cognitive skills, particularly in the area of creativity. In further researches, Rosenbush (1995) established that the length of time students study a foreign language relates directly and positively to higher levels of cognitive and metacognitive processing.

Language learning is an educational field that has embraced the CBE approach as it is based on developing experiences where real-life situations are simulated; the skills of “knowing thinking processes” and “knowing about knowing” are being developed now since an early age in students of basic education in order to become more competent for this 21st century.

The concept of a *universal language* is more significant now, in the era of mass communication and globalization. Throughout history, people have had to communicate to each other; whether it was for hunting or for business. Before this era Greek, Latin and French were to some extent universal languages, but as the era of industrialization started the United Kingdom became one the first industrialized nations, discovering that one of the advantages to this was that they could colonize the rest of the developing world far faster than other European countries could.

The British Empire covered a quarter of the globe at its largest, including North America, the Caribbean, Australia, New Zealand, much of West and Southern Africa, South Asia, and parts of South-East Asia and as the UK set up English-speaking systems of government, industry, and exploitation in these areas, English language was established as the language of global power in the industrial era. The British Empire finally fell apart after the Second World War, but the 20th century saw the transfer of power from one English-speaking expansionist power to another. The USA's cultural, economic, political, and military domination of the 20th and 21st centuries has ensured that English remains the most important and influential global language.

Up to date, English can be at least understood by almost everywhere around the globe, as it is the world media language, and the language of cinema, TV, pop music and the computer world. All over the planet people know many English words, their pronunciation and meaning. The EL became the official language of business, science, diplomacy, communications, tourism and IT, not to mention the main language of the most popular websites and social networks; and as it appears, this is unlikely to change any time soon.

In Mexico, the state of Quintana Roo is known as one of the states with the highest tourism rate in Mexico. This implies that learning English is a necessity not only focused on children but adults too. The National English Program in Basic Education is an educational project, which began in Mexico, with the aim of fulfilling the requirements of students with the competencies needed to assimilate themselves within a globalized world-society. With this in mind, it is understood that Basic Education, including pre-school and primary school, is responsible for

providing the students with the necessary tools and guidance in their first steps to become part of this contemporary world society.

The NEPBE program establishes English as a required subject at primary school level as a result of the need for a well-rounded education for children and teenagers in public schools; in order to create certain equality between the Public and Private Educational Systems and with the objective of promoting a more effective education by providing free-access to EL lessons and materials, such as: books, workbooks, CDs, DVDs, etc. available for children; whom now are able to learn English without the need to pay for a private school service.

Before 2007, the year in which the NEPBE project started in Mexico, English Language was a subject available for students in private schools, since it is only up until secondary school when English Language becomes a compulsory subject in the Public Educational System in Mexico.

The teaching approach used by the NEPBE program in Mexico is centred on the ***Intercultural Communicative Competence (ICC)*** a pedagogic model that is based on the native speaker notion of a communicative competence in today's era, an era of multiculturalization. By definition, the ICC tries to globally adapt the English Language Teaching into the general framework of intercultural and humanistic education referring to the ability of understanding cultures and to use this understanding to communicate with people from other countries in a more effective way. This is the competence and the approach applied to the ELT by the NEPBE program in Mexico.

An example of this is the use of a standardized dialogue when producing the **Target Language (TL)**, in this case English, or presenting any cultural aspect

related to the target culture and at the same time, teachers and students are able to explore their own culture through the TL too. This model is found to be in relation to what we call **English as an International Language (EIL)**.

The three principles or lines of thinking in the Intercultural Communicative Competence are:

- 1) The perception of a trine, formed by language, communication and culture; in means of **Language Teaching (LT)** and Language Learning.
- 2) The understanding of the ELT and ELL processes as dialogic interactions between the learner and the culture and between their lingua-cultural relations.
- 3) The re-thinking of ELT as an intercultural literacy education oriented towards intercultural speakership of the learner as a fully developed member of the global community, powered with intercultural communication competence in English language.

Several models and theories of an intercultural communication approach have been proposed, including **communication accommodation** (Giles, 1973), **cultural convergence** (Barnett & Kincaid, 1983), **identity or face negotiation theory** (Ting-Toomey, 1993), and **interactive acculturation** (Bourhis, Moise, Perreault, & Senecal, 1997). But, the model of **ICC** that is widely accepted in **FL** education has been proposed by Michael Byram in 1997. (*See Appendix A*)

Byram, the author of the ICC model and professor at Durham University, in England, explains that teaching an intercultural communicative competence should enclose attitude, skills of discovery and interaction, skills of interpreting and relating

and knowledge. All these, focused on specific objectives driven with the aim of helping the students become *intercultural speakers*.

The process of becoming interculturally competent is more complex than just realizing that there is self and others. In the ICC model, the student is the centre of the learning process, his role is to be an independent learner who gathers and analyzes raw data to create his own answers by engaging experiences that can challenge him and help him to reinforce the acquisition of the TL.

In order to help the student to reach the goal of becoming an international speaker, the ICC model requires from teachers to be guides and organizers, the key factor to this is the active interaction of both parties during the teaching-learning activities, which must focused on the usage of the TL inside and outside of the classroom.

Since 2007, The NEPBE has been functioning in public primary schools in Mexico that want to satisfy the demands of national and world development and this is how the creators of this national project decided to integrate the **Intercultural Communicative Approach (ICA)** to the Fundamentals and Contents of the NEPBE.

In the state of Quintana Roo, the NEPBE began in the year 2009, acknowledging the importance of the EL as a tool of communication and social interaction that can emphasize the exchange of meaning and experiences among interlocutors more than the correct use of the language focused on a linguistic competence. The NEPBE project is not a project exclusively based in a single teaching method, but on an integrated methodology. This project includes many different teaching techniques and methods. Some of these techniques and

methods are: the **Natural Approach (NA)** by Krashen and Terrell (1983), the **Total Physical Response (TPR)** by Asher (1977), the **Audio-lingual Method (ALM)** (1940) based on a behaviourist theory, the **Content-Based Instruction (CBI)** Richards and Rodgers (2001), the **Task-Based Language Learning (TBLL)** by Prabhu, N. S. (1987) and Swain's **Comprehensible Output (CO)** (1995).

This *integrated methodology* has been apply in the 3 Cycles that the program encompasses, from pre-school to 6th grade of primary school, according to the level of comprehension and skills developed by the students in their previous years of English Language Learning.

In matters of education and science, an additional area we are ought to know and understand is *technology*, as nowadays it has reached a highly frequent use in almost every moment of our school and after-school lives. Authors like Manuel Castells, mentions that a person who is knowledgeable in technology matters is seen as a valuable multitasking individual, capable to find ways to reproduce things in a better, easier, quicker and cheaper way (Castells, 2000).

Although, technology has existed since human beings have knowledge and application of it, it has not been as important as in the last century; leading us from the cave paintings to the farms, the factories and the internet (Grübler, 2003).

2.2. The ICT's in ELT and ELL

The world of education has been greatly influenced by a rapidly changing technology; the increasing availability of information has now reached most of the remotest places on Earth. The usage of ICTs in and ELT and ELL, has become

more of a necessity than an option nowadays, as they are part of the modern world a world that surrounds the everyday life of our students.

Schools have advanced by leaps and bounds what it comes to incorporate technology into a learning environment; however, there are still many more advances to be made, even on this 21st century.

2.2.1. What is an ICT and what is its role in Education?

Technology has penetrated various fields, attempting to be sufficiently flexible in different subjects such as English Language Teaching and learning. To help the innovation of the strategies of teaching and learning is part of the work we have as teachers, a more effective teaching a better rounded instruction (Reksten, 2000).

The **ICT** term stands for **Information and Communications Technology**, including any communication device or application, encompassing: radio, television, mobile devices, computers and network hardware and software, as well as satellite systems and the various services and applications associated with them, such as videoconferencing and distance learning.

Reksten also mentioned that the role of technological tools has undergone a number of changes alongside the evolution of technology but. This brief overview of their use and development intends to show what impact they have made on the language acquisition process and the wide opportunities they offer for both the teacher/tutor and the learner, (Reksten , 2000). As we understand, the role of the ICTs in education is focused on the improvement of the lessons and a practical

usage of the information shared by the educators or other on line resources, all this to facilitate teachers and students the acquisition of knowledge; not only in language learning but in any other subject.

2.2.2. The Implementation of ICTs in ELT: The Role of ICTs in ELL

The ICTs provide a wide range of sources of language, in both in visual and aural forms. The sounds or images of the authentic environment can be easily brought into the session; where the learner one day may find him/herself in the streets of a foreign country among the famous sights he has just seen, read or listen about.

The ITCs offer educators an immense range of possibilities and has been widely used in language teaching and language learning. Moreover, the ITCs may rather give the learner an instrument to use or understand the language through many different technological applications, such as: spelling and grammar checkers, desktop editing programmes, etc.

Many authors like Thaker (2007) have discussed the reasons to implement the e-learning technologies as an educational tool. He mentions that technology is becoming the foundation upon which nearly everything is being built on nowadays and that the use of it in education has been continuously growing, as it boost not only the students', but teacher's interest and motivation through dynamic tools; besides from providing access to extensive amounts of information that helps them develop skills accelerating the learning rate as it is.

White (2011), stated that the application of the **online social media** and related **technologies in education** as well as applications in the Web could provide and shape future educational platforms, he discussed about how social media can truly enrich and enhance learning and teaching experiences applicable for the support of **social computing in education** (White, 2011)

2.2.3. Advantages and Disadvantages of ICTs in Basic Education

Besides from improving education, modern technology has solved many problems that people face and play an important role in the development of many countries. Modern technologies create many kinds of products - computers, cloning technology, and video games etc. Technology today has made life better and quicker in our modern society. The Technological progress makes our society more convenient and safe; making impossible things possible. The ICTs are a potentially powerful tool for extending educational opportunities, both formal and non-formal, to previously underserved constituencies and rural populations, which were traditionally excluded from education due to cultural or social reasons like such as ethnic minorities, people with disabilities, elders, as well as others who for reasons of cost or lack of time are unable to access to education.

As mentioned before, there are countless advantages of the different applications of ICTs inside or outside the classroom, such as: Fast and free-charge access (as the information could be available using a free-platform), time availability (as the information can be reached at any hour of the day), and easy access to remote learning resources (as the information can be search and download through different mobile devices).

However, there are also some disadvantages about the implementation of this form of technology in public basic education. One of the major barriers for the cause of ICT not reaching its full potential in the foundation stage is teacher's attitude. According to Hara (2004), within the early years education attitudes towards ICT can vary considerably. Some see it as a potential tool to aid learning whereas others seem to disagree with the use of technology in early year settings. Blatchford and Whitebread (2003:16), suggests that the use of ICT in the foundation stage is "unhealthy and hinders learning". Other early years educators who are opposed to offering ICT experiences within the educational settings take a less extreme view than this and suggest that ICT is fine, but there are other more vital experiences that young children will benefit from, (Blatchford and Whitebread, 2003). In theory some people may have the opinion that the teachers who had not experienced ICT throughout their learning tend to have a negative attitude towards it, as they may lack the training in that area of the curriculum.

Another important drawback to using ICT in schools is the fact that computers are expensive. According to the IT learning exchange (2001), in most schools ICT will be the single largest curriculum budget cost. This may be seen as a good thing but on the other hand there will be little money left over for other significant costs. Kent (2007) gave us a glimpse of it when he stated that in a public educational sector it could be too expensive and too complicated; affirming that government, school boards and some teachers stated that it is not an effective method of teaching because (Kent, 2007).

2.3. ICTs: A Resourceful Tool for Parents and the use of PLEs

2.3.1. The Importance of Parental Involvement in ELL and ELT

There are some other authors who talk about the attitude the parents have towards the implementation of new technologies as learning tools. Castaño (1992) mentioned that the diversity of the materials that the schools provide to form students and the use and availability of it is where the structure of the functions will make the students more critical to the education received as students will feel more confident to interact with each other and acquire new knowledge that could be applied in real world situations. Caballero et al., (1993) stated in their electronic educational magazine that by doing this, the negative attitudes will be eliminated and the student will be able to interact with specific cultural instruments of knowledge (Castaño, 1992; Caballero et al., 1993).

2.3.2. The ICTs and the development of PLEs as a support tool for Parents

An increased pace of life, greater mobility of society and the development of high technologies has changed our life style. Today we can hardly imagine doing without high-tech gadgets either in professional life or in studying. ICT has been used in language learning for several decades now; the growing numbers of learners who use one or another form of ICT assisted studying require relevant feedback from professionals who get involved in tutoring. The degree of learner independence in the existing forms of technology assisted language learning varies; assisted learning – blended learning; Teaching Revolution, is what Waller and Bender (2011) propose to **transform education** (Waller, and Bender, 2011).

The creation of **PLEs** or **Personalized Learning Environments** is

Benefits for parents:

- Easier communication with teachers
- Higher quality student reports – more legible, more detailed, better presented
- Greater access to more accurate attendance and attainment information
- Increased involvement in education for parents and, in some cases, improved self-esteem
- Increased knowledge of children's learning and capabilities, owing to increase in learning activity being situated in the home
- Parents are more likely to be engaged in the school community

Thaker (2007) He tells us that when new technology was being introduced in the computer classes it was also being discovered as a useful tool in the regular classroom in which dynamic educators were looking for ways to improve their teaching and didactic material to engage students and provide information. Thacker (2007), remarks that the process of teaching has been going through a change in its own revolution or evolution, as an example he states that the concept of **what we know** is being substituted from **what we have stored** in our own memory, to what kind of data we have access to and **what can we do** with it (Thaker, 2007).

Technology as a Resource Tool for parents

This research will outline the importance of introducing the e-learning in the public schools that volunteer to the NPBE in Mexico, and attempt to achieve enabling parents and students to manage their learning online.

And even though, some parents knew the importance of learning a foreign language, at the beginning of the course, I noticed they were more interested on their children getting good grades in different subjects that were imparted in Spanish than in the opportunity their children had to learn another language for free.

On the other hand, most students were interested in spending their time doing online activities like playing games, checking their *Facebook* account, watch videos, etc. than doing their English class homework.

The combination of this kind of partnership with the implementation of learning supportive technologies and the collaborative teaching teamwork make an impact on the school's effectiveness to form well prepared students that can improve their learning through a collaborative environment (Reksten, 2000).

Educators should help the students to keep up with technology and be familiar with the changes that are essential for preparing the next generation for the future.

CHAPTER 3. RESEARCH QUESTIONS

Our commitment as teachers is to promote the academic, social, and emotional development of our students through learning. The activities we plan for our lessons, the homework left, the projects developed, the material used, the approaches and strategies in which we base our instruction, and the way we assess our students are a reflection of our work and effort during our teaching life; but most importantly, a reflection of the work we perform driven by the decision to fulfil this commitment.

In my teaching experience path, I have learnt that the way my lesson develops depends, primarily, of my students' behaviour and attitude during class, and that, sometimes, it is difficult for a teacher to capture the students' attention.

Do you remember that time when you had carefully planned your lesson, spent time doing some research about some effective ELT methods, creating or searching for learning activities and teaching material; and told yourself:

“This is an amazing set of strategies and activities for this lesson, after I apply them, my students will love their English class”

At this point, you must have felt a little too excited about the amazing lesson you would teach. And if you did, you may have also, at some point, experienced the bittersweet moment of your lesson when things got a bit sticky or confusing and discovered that you needed to be prepared to adapt our lessons to any unexpected variable that comes along; as not every day, nor every group, nor does every student remain the same.

Another finding was the academic version of *The Veil of Forgetfulness*; in which, some students become forgetful after stepping outside classroom, making

them unable to remember or reconnect the knowledge acquired. So, no matter if the class was perfect, students could still forget most of what they were taught the class before; even if they had homework some of them would forget how to do it or to do it at all.

This project emerges from the dilemma: ***“Good teaching, good class activities, unsolved homework and poor results”***; which, I consider, is a common situation in basic education schools funded by the Public Educational System in Mexico. Despite the fact they incorporate innovative educational schemes, develop new EL programs and frequently train their teachers.

There are many variants to the ineffective ELL and the dilemma students and teacher face. I believe the dilemma I faced is linked to an attitude pattern followed towards ELL and the use of technology because even if in Quintana Roo, today is the day of touristic development and educational technology, there are still a number of issues regarding the use of technology and language acquisition among some social communities in Chetumal.

This specific fact creates an attitude, which I consider is inherited from parents to children; in other words, the attitude from previous generations towards ELL and the use of technology is the attitude they will share to the next generation while they are young learners. Would this mean that the problem did not fully rely on students or teachers?

Looking for a solution to my problem, I asked myself the following questions:

3.1. Is it possible to improve my lessons and assist my students, outside classroom hours, by changing parents' attitude towards ELL?

The premise behind this question is *“If I am able to discover what kind of help parents require from me, EL teacher, in order to create a positive change in their attitude towards ELL; they will get involved in the language acquisition process of their children, making ELL and ELT more effective”*.

3.2. How could a parent-children interaction through English and home activities generate a positive impact on behalf of a successful ELL for the student?

In the educational process, parents or tutors are the only adults who will continue side to side students' learning progress during their school life. And even if parents are not specialized educators of a certain subject, they impart years of experience in other aspects of life which children find not only meaningful but very useful.

Every parent wants to guide and help their children, even in challenging situations. The argument after this question is *“In hope to support guidance and communication among parents and children through English, it is necessary to implement activities developed in a family environment as a resource to reinforce the EL content taught in my lessons”*.

3.3. Could the implementation of a support website for parents, with children at the NEPBE in Mexico, improve language learning in basic education?

The premise of the implementation of a support website like this at the NEPBE in Mexico as a tool for effective teaching and learning follows the proposition that *“If developed and used properly, the website will help parents to*

get involved in the ELL process of their children, making a great difference not only as to the students' motivation and promoting a change of attitude amongst parents towards the EL; to enhance the efficacy level of ELT at the NEPBE in Mexico”.

You will find the discussions and results of the questions above in the fifth and sixth chapters of this research project, in which I will strive to answer, verify and sustain proposals given.

4. METHODOLOGY AND RESEARCH DESIGN

Nowadays, teachers are inexcusably aware that technology is a tool that can be used to spark the students' interest inside and outside the classroom in order to reinforce our teaching and improve the student's learning. Nevertheless, some teachers miss the opportunity to use technology as a resourceful instrument to help parents get involved in class activities and take part in the teaching and learning processes of their children.

4.1. Methodology and Research Design

In this chapter I attempt to validate the crucial role of the teacher as a guide and support, for either, parents and students, by presenting a description of the procedures and the methodology used in this project. You will find the design and development of the website, followed when carrying out the study; including the rationalization of the collection and analysis of the data.

4.2. Rationale for a qualitative approach

I decided to develop a qualitative research as it is my aim to present an in-depth understanding of students' and parent's behaviour towards ELL once the

teacher facilitates the knowledge learnt reinforces the LL with family bonding activity through English language and the reasons that govern such behaviour. In order to do that, this approach will facilitate to:

- ✓ Understand the explicit and implicit description of the perceptions and the variables that may influence the students' performance during lessons, and the parents' lesson-supporting role after lessons
- ✓ Explore and assess the development of the different stages of the website design
- ✓ Analyse the students' and parents' feedback in order to generate ideas to improve the website design
- ✓ Explore the dynamics of the strengths and weaknesses of the results of the research
- ✓ Uncover potential strategic directions to implement the usability of support websites for parents.

4.3. Description of the research process

4.3.1. *Participants / Informers*

As mentioned in previous chapters, the importance of the implementation of the NEPBE program in Chetumal is undeniable. Every year, more and more schools of basic education volunteer for the NEPBE in order to improve the educational level of their students. The participants invited to become part of this project were two groups of 4th grade EFL students aged 9 and 10 (60 children: 30 males and 30 females) who attended to the Francisco I. Madero Primary School

during the morning shift, in Chetumal; later on the invitation was extended to students' parents.

As part of the project, the parents of the EFL students in these groups were introduced to the use of internet and the website, once the parents were integrated to become part of the project. This, in order to include home activities, done with their children, and to facilitate the use of other resources in the website.

It is expected that the interaction promoted by the material designed for parents, could help students to endorse a good attitude towards the EL learning and make them feel motivated during their lessons. As the project developed, parents were provided with the necessary tools to help them understand their children's English lessons, in order to support parents and persuade them into a positive attitude towards ELL and the use of technology as a way to interact with their families.

This was the first time most of the students, who were part of the project, have had an English course, and most of the parents were not familiar with the English Language. It is expected that parents are willing to participate in this project, as the final goal is to help their children with homework and improve their grades.



4.3.2. Materials / Instruments

In order to collect data, 4 different instruments were used: A paper-based survey, a research process journal and an unstructured video interview and the *English for Parents* website.

Paper-based Survey: The purpose of the survey was to collect data as regards of the access parents had to a computer with an internet connection and the possible implementation of the website as a support and learning tool for kids and parents. The survey was applied in January to gather information about the needs or concerns that parents may have with towards their children English lessons. (See Appendix B)

This is an important step for the research as it is here where I decide to apply the website as a support tool for parents more than kids, and start developing the design of the website.

Research Process Journal: The purpose of this instrument was to record the attitude parents had towards the EL and the changes reflected in the students' behaviour during lessons. A research journal would also allow me to describe the challenges faced in the process of the creation and development of the website.

Unstructured Video Interview: Its purpose was focused on recording evidence about the impact created, in children and parents, by the use of the website as a learning tool to support parents, and how it influenced the way the students and parents approach the ELL process during this project.

Another instrument used to develop improvements in the website, was the website itself, as it is through the use of it that parents would express their thoughts and doubts of the website content, classroom activities and their children's homework.

4.3.3. Procedures of the Research

The length of the fieldwork research study will be of 6 months, consisting of:

- The application of a survey for the students and parents,
- The creation, development and implementation of the website,
- A record in the researcher's journal to analyse and assess the development process of the website and the support provided to parents and children,
- The video interview for the evaluation of the results and the impact of the project.

Before you will find the design and development of the website, followed when carrying out the study

4.3.4. Detailed Data Collection Plan

In the first month of research I applied a paper-based survey where I asked three questions related to the use of internet and the easy access the parents have to it, in order to see if the project I was about to start could be effectively applied into that context. Most of the parents showed interest about having an extra help to encourage their children to do their homework during the first meeting, but in the second meeting with them, at the end of the month, they didn't pay much attention

about the website. Students on the other hand, were feeling excited about the possibility to learn a new language with their parents and gave me some suggestions about the kind of activities they would like me to include. By the end of the month the first three weeks of the syllabus content were successfully uploaded, the sections of ***Syllabus, Parents' Vocabulary & Verbs Support, Today's Homework, and Family Exercises*** were created and few families completed the first family activity,

The third meeting with the parents, which was appointed on week two of the second month, I exposed my concern about students still not doing their homework and parents not accessing to the website, in that meeting the majority of the parents confessed not being able to do it for two main reasons. First they had problems accessing the website and secondly because most of them didn't know how to use the information on the website as it was written in English.

In order to help them I decided to make the content of the website and the explanations in Spanish and the sections of ***WELCOME and Parent's Grammar Support*** were created. At the end of the month most of the parents visited the website and had a clearer idea of how to use it. The family activity was completed by most of the families and children started to show more enthusiasm during the EL lessons.

At the beginning of the third month of the project, during the fourth meeting, I focused the meeting on explaining in detail how to access and use properly the website and answer all questions or doubts about the different sections. At the end of the meeting most of the parents that were following the website updates commented it was easier for them to understand how to use the website and how

to explain their children the procedures of the homework. The students showed a general improvement during lessons, the class environment became more easygoing and fun, students were able to help each other understanding the new vocabulary and relate the acquisition of the EL to familiar experiences and finally their notes were better. Parents and children's attitude started changing into a more positive one, they were enjoying learning English together.

I decided to add to the website the sections of **Teacher Announcements**, **Calendar** and **MEDIA** to keep the parents' interest in the website as the vocational season was coming during the next month that way they would be able to know the activities planned after the vacation and choose to prepare their children to go back to their English lessons.

During the fourth month I barely had contact with the parents as the students had vacation after the second week. The fifth month during the meeting after vacation parents commented that some of them had difficulties accessing the internet and some others were not able to go to the website. Google was having changes in the sites' format so there was not much I could help with. In this month the students came back to school a bit lethargic but the progress was continuous even if it wasn't as enthusiastic as the previous months.

At the end of the last month of research I collected, compared and analyzed the results of the research. At a final meeting, the study group were invited to share their experiences during the 6 months of the research. The general outcome of the ELL in the 60 students was a significant improvement reflected in their class performance, class environment and grades and final notes. Parents and children were excited about the results and most of the parents commented that using the

website as an educational support tool to learn English helped them to feel more in control of previous unknown situations when facing a new language. The students felt this experience as something that made them feel closer to their parents as they were able to help them and discover new things together.

MONTH	ACTIVITIES WITH PARENTS AND CHILDREN	WEBSITE DEVELOPMENT	CLASS RECORDS	CHALLENGES
1	<ul style="list-style-type: none"> • Application of first survey • Learning activity: "The phonics Song" 	<ul style="list-style-type: none"> - Creation and implementation of the website. - Development of the sections: °WELCOME, °Syllabus, °Today's Homework and °Family Exercises1. 	Record the research process in journal.	The access and acceptance of the implementation of the website
2	<ul style="list-style-type: none"> • Learning activity: "How are you? Song" 	Website development: weekly actualization and the addition of the sections Parent's Grammar Support and Parent's Vocabulary & Verbs Support.	Record the research process in journal.	The correct use of the website and parents attitude and internet difficulties.
3	<ul style="list-style-type: none"> • Learning activity: tutorial about shapes and colours" 	Website development: weekly actualization	Record the research process in journal.	The correct use of the website, parents and children attitude.
4	<ul style="list-style-type: none"> • Learning activity: "Count to 100! Count 1 to 100 Song" 	Website development: weekly actualization.	Record the research process in journal.	Improvement of the website and internet functionality difficulties.
5	<ul style="list-style-type: none"> • Learning activity: "This is my family Song" 	Website development: weekly actualization.	Record the research process in journal.	Improvement of the website.

6

- Collect video evidence of the opinion about website project

Website development: weekly actualization.

Record the research process in journal.

A comparative analysis of the results of the project.

h



Screenshot "ENGLISH FOR PARENTS", Google Sites 2010



Screenshot "Side Bar", Google sites 2010



Screenshot "Home/WELCOME", Google Sites 2010



4.4. Procedures for the analysis of the Results

I decided to present a thematic analysis based on the interpretation of the specific features and the interrelationships among them, the main themes are:

- ✓ The students' behaviour during the EL lessons,
- ✓ The parents' change of attitude towards EL through the use of the website "*ENGLISH FOR PARENTS – English as a Foreign Language Support*",
- ✓ The children's acquisition and learning processes of the EFL.

Students and parents started the first an half months of the project with a very poor interest in the website. Continuous meetings and interviews were required to adapt the website to their necessities and essentially to focus their attention on it.

In the second and third months, the parents started visiting the website and expressed their doubts and feelings about using it as a support-learning tool; at the end of the second month, I decided to create two subgroups within the main study group of the research:

Group A) *the students whose parents visited the site and*

Group B) *the students whose parents did not visit the site.*

By the end of the third month the impact of using the website at home started to make a difference during class, students were actively participating in all the activities and doing homework. Parents were more interested in helping their children by reinforcing the class work at home and encouraging them to get better grades.

As the number of parents in Group A) increased, the number of students having a better attitude in class increased too and this affected not only the students in group A, but the students in group B too; creating a better environment for learning in the classroom.

Parents in group A were pleased to be able to understand the requirements for the EL lessons, comments on it were firstly that the website was not too difficult to use, the activities were clear and fun. The parents felt able to help their children with homework as the information in the website was presented in an interactive and dynamic way. Secondly, because it was explained in their 1L and that they liked the fact that even if they did not have the time during the week, they were able to visit the website during weekends.

On the other hand, the parents from group B said they did not feel affected by not visiting the website. They mentioned that their children asked from time to time to do some of the activities from the website, as they heard their classmates were having fun doing them at home. They also said that sometimes they felt unprepared to help their children with homework.

All students presented a general improvement during the course, but most noticeable was those whose parents were involved and had visited the website. Since the parents were able to understand the topics that their children were

learning, it was far easier for them to help, solving doubts that the student may have outside of the classroom. Some of the comments from the students in group A were that they felt happy to learn with their parents, it was fun to repeat things that none of them knew and then learn them together. They also mentioned that it was nice to be able to assist their classmates during lessons activities and share experiences about their family activities with others.

The students in group B said that they liked the class more, it was easier when a classmate helped them to understand and that even if sometimes they didn't understand, that they wanted to keep trying to learn English to help their parents understand it.

My purpose was to use this website in order to help my students to get more involved and to complete successfully the activities of their English lessons through their parents, and to help the parents to become an active part in the learning process of their children. After visiting this website for 4 months, it was expected that the parents whose children are attending to the 4th grade at the Francisco I. Madero Primary school, in Chetumal and participating in NEPBE were able to help their children by motivating them and enhancing the classroom learning. It was also expected that the students were able to acquire in a more confident way the new language and therefore be able to improve their use and performance of English Language during their lessons.

RESULTS

Some of the recommendations I would like to YOUR FOCUS IS NOT
AMBIGUOUS

Remember the use of platforms is to be more effective.

KEEP TRACK OF EVERYTHING

Ask parents and students, improve your teaching tool (adapt).

PERSONALIZE TEACHING

Teaching strategy for a certain audience

Despite their importance in education and decision making, parents are able to provide critical input that only they can convey as they know their children better than anyone else. This is why it is so important that we open a communication line with them, in order to improve our teaching and help the students to develop their learning skills. And convert the ELL into significant knowledge through familiar experiences.

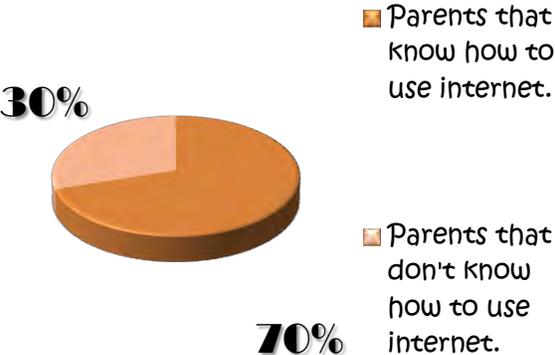
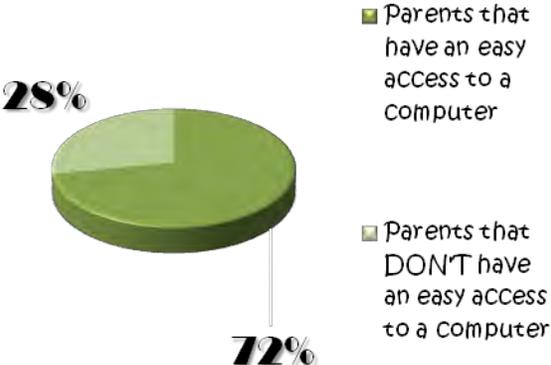
In other words, we need to use the family environment as a resource to reinforce the EL content taught in our lessons. Knowing this, it is only logical to take that feeling i The idea of using the internet as a resource to support language learning is not new, but to focus a website, to explain to parents in the 1L, the specific contents of the EL course their children are attending is.

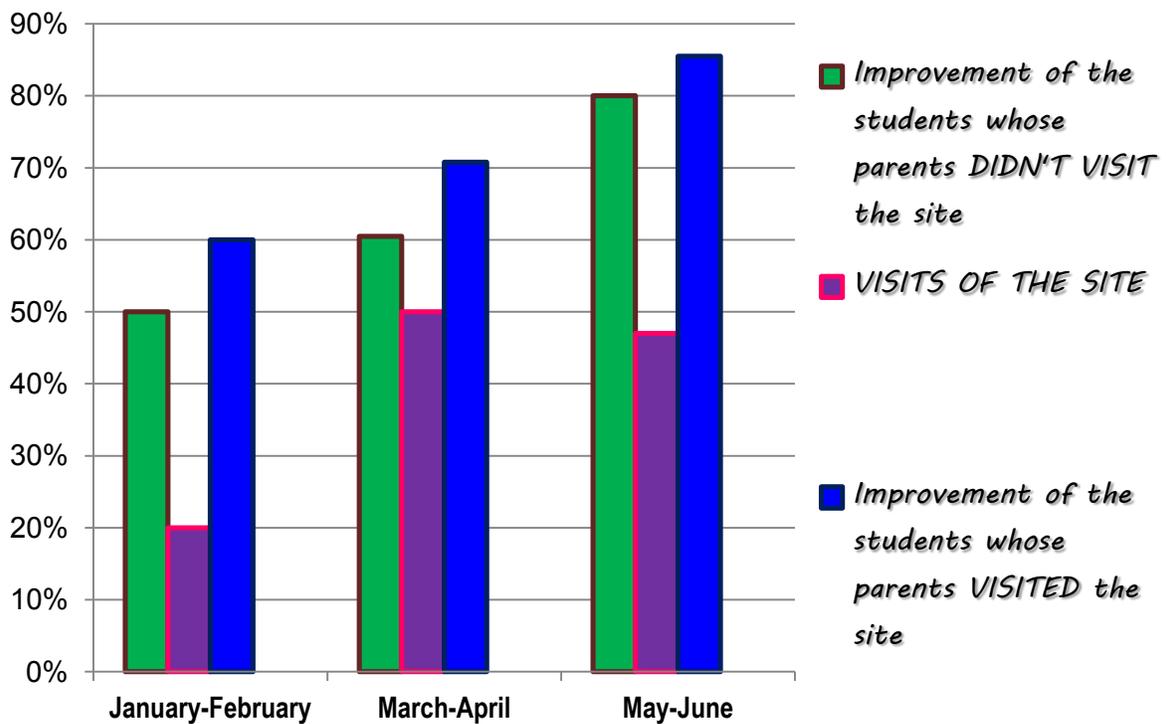
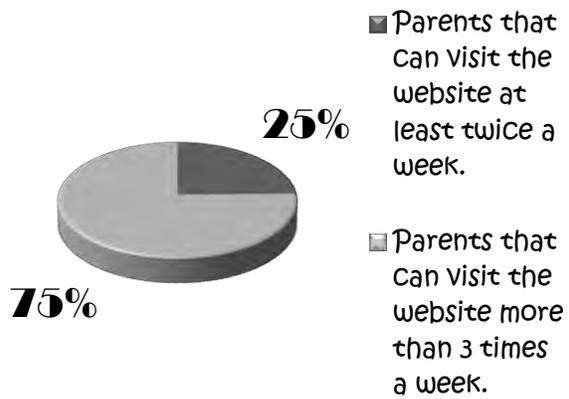
The role of teachers is to team up with parents in order to develop the learning skills of students and since nowadays the internet is almost a compulsory tool for learning, I could use it to help parents to understand the basic topics of English that their children learn, therefore they can help me to instruct their children in a better way; this in order to promote a new attitude towards EFL learning and to develop a better educational environment within the classroom that helps to improve the students' learning process.

home activities

As I previously mentioned, parents were interviewed at the beginning and the end of this project in order to get a better understanding of their experiences

using the “English for Parents” website as a learning tool and the impact it had during and after its implementation as part of the activities for their children’s English lessons.





The reaction to the project was positive. we understand that the communication between the teacher and the parents is essential in order to help students.

DISCUSSION

There are some specific differences between the words **webpage** and **website**. A **webpage** is an online document or information resource that is suitable for the World Wide Web and consists of a static text and content given by the web browsers. On the other hand, a **site** or **website** is a compilation of related web pages and digital assets, and it is accessible via *Internet*. The project “English for Parents” is a website I created to support parents in order to involve them in their children’s English Language learning process.

. To help the innovation of the strategies of teaching and learning is part of the work we have as a teachers, a more effective teaching a more well rounded instruction, a **Teaching Revolution**, is what Waller and Bender (2011) propose to **transform education** (Waller, and Bender, 2011). Covili (2011) expresses that tools like Google are available for teachers and students and that Google tools promote the use different skills, such as: communication, collaboration, creativity, innovation, critical thinking, and problem solving. Not without reminding us that this tool for digital learning is **free** (Covili, 2011). This research will outline the importance of introducing the e-learning in the public schools that volunteer to the NPBE in Mexico, and attempt to achieve enabling parents and students to manage their learning online.

The major focus underlying this research is the implementation of a website as an e-learning tool that is based on the concept of a web-based learning.

The major focus underlying this research is the implementation of a website as an e-learning tool that is based on the concept of a web-based learning.

CONCLUSION

Technology has penetrated various fields, attempting to be sufficiently flexible in ELL and ELT, and as teacher we have the responsibility to encourage our students to use the ICTs inside and outside the classroom with the appropriate educational focus.

I believe this project could become a useful teaching strategy when the groups and parents are willing and able to implement it. In this case, the use of the “English for Parents” website certainly helped parents and the students to have a better attitude about EFL. Teaching is not just a job-it is a powerful force within the community. Technology has provided more avenues to enhance my instructional strategies as a professional educator.

When learning new technologies, complacency should never be an option. We instill in our students the desire to be learners- the same should apply to educators. Formatively assessing and critically analyzing where students are not successful is essential to having an effective instructional plan. Blending technology into my instruction has maximized student learning and success. Knowing what students need to learn within my curriculum, using a variety of instructional methods, and differentiating with different types of technology allows me to help my students reach their academic goals. Sharing these professional learning experiences and collaborating with my colleagues has an impact on the

school environment. Overall, this will have a significant impact on our society and a positive effect on the future leaders of our community.

Remember that the best motivation you can give to your students is your enthusiasm and encouragement during the EL lessons, but a teaching is a commitment that will follow the student also outside the classroom. Learn to know your students and more important, learn how to communicate and support their parents. ELT is not only a matter of grammar rules and classroom activities; it's a matter of improving the society you are surrounded with and encouraging people to expand their knowledge about the world's we live and the culture we locally share through another language.

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APPENDIX B.

MEETING PROCESS

<i>Meeting</i>	<i>With...</i>	<i>Topics seen</i>	<i>Date</i>
1	Students	<ul style="list-style-type: none"> • <i>Introduce myself</i> • <i>Class rules</i> • <i>Teacher's needs</i> 	10/01/2011
1	Parents	<ul style="list-style-type: none"> • <i>Introduce myself</i> • <i>Teacher and students' needs</i> • <i>Methodology</i> 	17/01/2011
2	Parents	<ul style="list-style-type: none"> • <i>Teacher's needs</i> • <i>Methodology</i> • <i>Students' attitude and behaviour: at home and during the lesson</i> 	31/01/2011
2	Students	<ul style="list-style-type: none"> • <i>Students' behaviour and attitude in the classroom</i> • <i>Students' needs</i> • <i>Students' attitude towards homework</i> 	24/01/2011
3	Parents	<ul style="list-style-type: none"> • <i>Students' behaviour and needs</i> • <i>Students' attitude towards homework</i> • <i>Parents' needs and attitude towards homework</i> 	10/02/2011
4	Parents	<ul style="list-style-type: none"> • <i>Parents and students' needs</i> • <i>Project (Proposal and Survey)</i> • <i>Student's attitude towards homework</i> 	21/02/2011
3	Students	<ul style="list-style-type: none"> • <i>Parents' needs</i> • <i>Project (Proposal and Survey)</i> 	21/02/2011
5	Parents	<ul style="list-style-type: none"> • <i>Project (Development and Explanation)</i> • <i>Teacher and Students' needs</i> 	28/02/2011
6	Parents	<ul style="list-style-type: none"> • <i>Project (Development and Explanation)</i> 	03/03/2011
4	Students	<ul style="list-style-type: none"> • <i>Project (Development and Explanation)</i> • <i>Teacher and Parents' needs</i> 	28/02/2011
5	Students	<ul style="list-style-type: none"> • <i>Project (Development and Explanation)</i> • <i>First results</i> 	14/03/2011
7	Parents	<ul style="list-style-type: none"> • <i>Project (Development and Explanation)</i> • <i>First results</i> 	14/03/2011

APPENDIX C.

PARENT'S SURVEY

1. Do you have an easy access to the internet?

Yes No

2. Do you know how to use the internet? (If your answer is **No**, go to question 3)

Yes No

3. Do you know someone or have a direct relative that can teach you how to use internet?

Yes No

4. Will you be interested in the implementation of a support website for parents in order to help your children?

Yes No

5. How many times a week can you visit the website?

1 2 More

6. Have your child taken English lessons before?

Yes No

7. What kind of difficulties do you think your child faces when learning English?

8. What are your expectations about this support website for parents?

9. Do you think you will feel more confident to help your child doing his/her homework or practicing at home being supported by a website for parents?

Yes No

10. Do you think that by getting involved in your child learning process, he/she can improve his/her English Language learning?

Yes No

Why? _____

Thank you for your participation! 

ENCUESTA PARA PADRES DE FAMILIA

*Note: The survey will be handed in Spanish since it is the mother tongue of the parents.

1. ¿Tiene usted acceso fácil a internet?

Si

No

2. ¿Sabe usted como utilizar internet? (Si su respuesta es No vaya a la pregunta 3)

Si

No

3. ¿Conoce a alguien o tiene un familiar directo que pueda enseñarle como utilizar internet?

Si

No

4. ¿Estaría interesado en la implementación de un sitio web de apoyo a padres de familia para poder ayudar a su hijo(a)?

Si

No

5. ¿Cuántas veces a la semana podría visitar dicho sitio web?

1

2

Más

6. ¿Su hijo(a) ha tomado clases de inglés previamente?

Si

No

7. ¿Qué clase de dificultades piensa que su hijo enfrenta al estar aprendiendo inglés?

8. ¿Cuáles serían sus expectativas en cuanto al sitio web de apoyo a padres de familia?

9. ¿Cree que se sentiría más confiado de ayudar a su hijo(a) a hacer su tarea o practicar en casa si teniendo la ayuda de un sitio web de apoyo a padres de familia?

Si

No

10. ¿Cree que al involucrarse en el proceso de aprendizaje de su hijo, él o ella pueda mejorar su aprendizaje del idioma Inglés?

Si

No

¿Por qué? _____

¡Gracias por su participación! 



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