

## 2. MY STRATEGY

### **What is the main idea?**

During my last years teaching in Fusagasuga I have observed that while the children receive support from their parents to develop assignments in subjects such as Mathematics, Geography or Science they hardly receive support in English projects. In order to help parents give that support, I have decided to conduct a project that explores how parents can support their children using resources pages available on internet with a purpose to improve English competences in their children. Parents was provided with worksheets or guides design by the teacher, which guide them step by step in the process of developing with their children different activities to improve English competences according to the topic studied in the English class, from different internet resource pages. This project has been implemented in The Campestre 'El Himalaya' School, Private Institution that counts with spaces that allow children free interaction placed in a little city called Fusagasuga, to one hour from Bogotá city.

### **What is my goal as an English Teacher?**

To determine how the parent's support help improve their children's English skills development through Internet activities using worksheets design by the teacher.

### **What strategies does the teacher use?**

The implementation of this project is constituted by eight lesson plans in order to develop one Unit of contents in Third grade (primary school) in English assignment, that means that each of those items are going to be reinforced using English Internet exercises. Having found potentially useful websites, the next step that follows is English teacher (me) to give parents the lesson plans and the process itself. Those pages are appropriated in order to reinforce the vocabulary, grammar and previews knowledge developed during the English class at the school. In some of those lesson, the parent and student will find explanations and examples that allows the mediator (parent) gets concepts and motivated the develop of the worksheets.

## What kind of activities do children and parents find in Web pages?

Teacher takes the repertoire of methods from web specialized internet pages depending upon the objective of the class, parent follows the worksheet (guide) provides by the teacher, the Basic English exercise types as: Identifying, Matching, Completing, Categorizing, Sequencing and Deleting

## How are the Worksheets or guides given to the parents?

Parents receive guides which have to be developed in their house following the instructions step by step. Those guides are given in Spanish as follow:

### **LESSON PLAN 01      GUÍA PARA PADRES**

Nombre: \_\_\_\_\_

Nombre del estudiante: \_\_\_\_\_ Grado: \_\_\_\_\_

Tema: *Objetos de la casa.*

Objetivo: *Reforzar el vocabulario de objetos de la casa*

Apreciado Padre: *Para desarrollar la siguiente guía debes:*

- *Leer la guía completa antes de iniciar el computador*
- *Asegurate de que la conexión a internet este activa y funcionando adecuadamente y el ambiente sea tranquilo donde se facilite la concentración de el niño.*
- *Sigue las instrucciones al pie de la letra.*

#### 1. ACTIVIDAD 1.

- *Escribe la siguiente dirección de página en el buscador :*  
[www.manythings.org/lulu/i1.html](http://www.manythings.org/lulu/i1.html)
- *Encontraras un titulo que dice : Things in My House*
- *Por favor has click sobre : Find 1*

*Esta actividad consiste en hallar el dibujo correspondiente a la palabra con el signo de pregunta, el niño debe hacer click sobre el dibujo con el mismo nombre, cuando finalice aparecerán caritas verdes. Has click sobre New game*

- *Permite que el niño desarrolle el ejercicio 5 veces esto reforzará la relación imagen y nombre.*

- *Has click sobre Find 2*

*Permite que el niño seleccione el dibujo de acuerdo a la palabra del signo de pregunta. Este ejercicio debe desarrollarlo 5 veces o hasta que no cometa ningún error. Has click sobre New game cada vez.*

- *Has click sobre Matching*

*Esta actividad consiste en hacer click sobre la palabra en la fila del lado izquierdo y luego sobre el dibujo correspondiente en el cuadro ,el niño debe realizar el ejercicio las veces que sea necesario hasta no cometer errores.*

- *Has click sobre Eyes*

*Esta actividad consiste en hacer click sobre los ojos aparecerá una palabra, el niño debe hacer click sobre el dibujo que le corresponde. Debe desarrollar el ejercicio varias veces hasta que obtenga solo caritas verdes. Puedes variar la velocidad del juego haciendo click sobre el + frente a la palabra speed.*

- *Has click sobre Arrows*

*Esta actividad consiste en hacer click sobre las flechas azules debajo del dibujo para encontrar el dibujo que corresponde a la palabra que aparece. Después de cada juego ve a check para verificar la respuesta y pasar a la siguiente.*

*El niño debe intentarlo hasta que obtenga el máximo puntaje*

- *Has click sobre Pairs*

*Este juego consiste en buscar las parejas recordando figura nombre y posición, el niño debe intentarlo hasta no cometer errores las veces que lo desee.*

#### **ACTIVIDAD DE EVALUACIÓN**

- *Has click sobre Memory*

*Este juego consiste en buscar las parejas escondidas en cada signo .Debe desarrollarse hasta obtener máximo puntaje.*

*Sonia Melo  
English teacher*

#### **What does the Theory say about my ideas?**

Parent involvement in children education and the use of worksheets design in order to develop Internet activities to improve English learning process have to be connected. Is necessary to say that use worksheets are part of the **direct instruction** (parental involvement process planted by Kathleen V. Hoover-Dempsey) those kinds of recourses involves helping the children learn facts and straightforward processes. In order to implement the instruction is necessary follow the method of using World Web resources as authentic materials in an EFL class. Parents and

students enrolled in a class are guided in the use of websites for language learning through completing and using websites that are specifically designed for language learning.

### **How I have evaluated my proposal?**

During the study, I have questioned students individually about their use of the web sites suggest. They talked about their use of the web site at home helped by their parents, in the computer lab at school and how much they liked using it. I also asked how they felt when their parents were supporting them. At the end of each week, I received to each student's parents about behavior concerns, how they opened the pages, followed instructions, exercises development, their feeling, and motivation and how they observed knowledge process planted by the web site, and finally returning folders and how our week in class went. I also used notes to reminders home. While scanning the results of my student interviews, one thing stood out. All my students said they wished their parents could help them more often and get more involved in our class. Many stated they would be more motivated in their regular school work if their parents offered more assistance. I found this touching since I wanted the same thing for each one of my students. Intervention process shows effects of parental involvement on student's academic growth. Specifically, evaluation analysis found that English scores obtained by children before the project increases after parent's support development internet activities as common kind of exercises that stimulate English skills development.

During the study, parents could answer the questions and submit their answers to me. The responses went to me to review and take notes on. After completing the project presented by each one guide, parents fill "**ficha de seguimiento**" where they write notes and comments about children behavior and what happened during its development.

Talking about Children English skills improvement all the activities used in each one lesson plan have an Evaluation activity which parents have to print after finish ,this evaluation activity is developed in class too.

### 3. RESULTS

#### **What can I say about the results?**

This project allows me see:

- ✓ Children improvement in vocabulary target
- ✓ Connect curriculum, instruction & guide assessment
- ✓ items specific and concrete
- ✓ Keep students actively thinking
- ✓ Share with students one's own experiences
- ✓ Create a natural learning environment
- ✓ Intrinsically motivating
- ✓ Goal directed
- ✓ Children Learning by doing

### 4. SOCIAL IMPACT

Taking into account in what measure do children, whose parents support their English learning process with the use of Internet web pages, improve the development of the English skills? , my goal, my observations suggest that parent support planted need to maintain a balanced focus on the needs of both parent and child. The content of parent intervention from my observations includes significant attention to the social context of parenthood. This substantive shift reflects an interest in the interconnectedness of child, family, and school, and assumes that providing parents with support in this case worksheet an useful web pages, in the form of helpful interpersonal relationships and material assistance (needed) will enhance parent functioning and, ultimately, child development.

## 5. WHAT HAVE I LEARNING FROM THIS PROJECT?

I see the compatibility of the two viewpoints on a hand, by showing that a selection English Internet activities created discussed by linguists and philosophers of language — can be used as an information-theoretic-practical relationship in a way that respects to methodological argues and on the other hand that parent's support has value both for linguistic analysis and for practical work in natural language processing and building knowledge from a stronger motivational factor.

About Language Learning through Internet pages use, I see two main points: First, Students do best with visual support to help with their expressive language skills and second sequencing events helped them to develop descriptive language and vocabulary related to sequential thinking, and increases their awareness of time (past/present tense).

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