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Parents' involvement in the learning process of English as a Foreign Language in 9th and 10th grade according to pupils' perception

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Table of Contents

Acknowledgements	IV
Abstract	V
Resumen.....	VI
Introduction.....	VII
Chapter I: The Study	1
1.1 General Objective:	2
1.2 Specific Objectives:	2
1.3 Hypothesis:	2
1.4 Methodological Procedure:.....	3
1.5 Problem Statement:.....	3
1.6 Justification of the study.....	4
Chapter II: Theoretical Framework	5
2.1. Perception	6
2.2. Motivation	7
2.3. Parenthood.....	8
2.4. Lev Vygotsky and the Zone of Proximal Development	9
2.5 Involvement.....	10
2.6 The affective filter effect in parents' involvement	12
2.7 Chilean Involvement context	13
2.8 English SIMCE.....	16
Chapter III: Methodological Framework	18
3.1 Steps of the investigation.....	19

3.2	Type of investigation.....	21
3.3	Sample.....	22
3.3.1	Academia de Humanidades.....	22
9th Grade	23
3.3.2	Emmanuel High School.....	23
10th Grade	23
3.3.3	Liceo Industrial y de Minas Ignacio Domeyko.....	24
9th grade C.....	24
3.4	Sample selection criteria.....	25
3.5	Class selection criteria.....	26
3.6	Data Collection	26
3.6.1	The selection of instruments.....	26
Chapter IV: Data Analysis and Results.....	28
4.1	Colegio Academia De Humanidades	29
	Graph 1 and 2	29
4.2	Emmanuel High School.....	31
	Graph 3 and 4	31
4.3	Liceo Ignacio Domeyko	33
	Graph 5 and 6	33
	Graph 7 and 8.....	34
4.5	Interpretations of the questions N^o 3 and 4: Approximate age of the father and the mother	37
	Graph 9.....	37
4.6	The importance of English according to parents' and children's perception	39

Graph 10.....	39
Graph 11.....	40
4.7 Resources and its influence in the learning process of English	41
Graph 12.....	41
Chapter V: Conclusions.....	44
Chapter VI: Implications	47
Bibliography	49
Appendix 1: Survey.....	56
Appendix 2: Validations.....	68
Validation Letter Request.....	69
Proof Validation	71
Expert’s Judgement about the survey.....	73
Appendix 3: Grades	76
Academia de Humanidades 9 th grade English Grades.....	77
Liceo Ignacio Domeyko 9 th Grade English Grades.....	78
Emmanuel High School 10th Grade English Grades	79

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Abstract

The purpose of this research is to identify the adolescents' points of view about their parents' involvement and its influence on their learning process of English in 9th and 10th grade. Since, the involvement of parents is relevant in order to understand how students learn English as a Foreign Language with the guidance and support of their parents; besides, it is extremely important to assume that these studies could give us the possibility to improve ourselves as English teachers in order to comprehend the learning – teaching process of our students.

Also the following investigation includes an analysis of motivation, involvement, Vygotsky's theory (Zone of Proximal Development and Scaffolding), Chilean Involvement Context, the affective filter and the discussion of the English SIMCE in Chile.

Resumen

El propósito de esta investigación es identificar los puntos de vista que tienen los adolescentes sobre el involucramiento de sus padres y la influencia que tienen estos mismos en el proceso del aprendizaje del inglés en los cursos de primer y segundo año medio. Ya que, el involucramiento de los padres es relevante para comprender cómo los estudiantes aprenden inglés como un idioma extranjero con la guía y el apoyo de sus padres. Asimismo, es importante sostener que estos estudios nos podrían dar la posibilidad de mejorar como profesores de inglés al comprender el proceso enseñanza – aprendizaje de nuestros estudiantes.

Además, la siguiente investigación incluye un extenso análisis de las teorías de motivación, involucramiento, la teoría de Vygotsky (La zona de desarrollo próximo y andamiaje), el contexto de involucramiento en Chile, el filtro afectivo y la discusión sobre el SIMCE de Inglés.

Introduction

Nowadays, most of the studies related to English as a Foreign Language are based on the point of view of teachers' or students' issues. Some of them are related to learning strategies for students, classroom management for teachers, methodologies of language teaching principles, different didactic methods to improve the learning of English as Foreign Language; moreover, these studies can give us the possibility to improve ourselves as English teachers to understand the learning – teaching process of our students.

However, regarding the effectiveness of the learning process of English as a Foreign Language, we tend to forget a relevant aspect of it, which is also invisible to our eyes. This feature is related to the influence of parents' motivation to improve the students' learning process of English as a Foreign Language. It is important for our teaching practice to consider this feature, because the parents' involvement could affect the learning process of the students, specially, the learning of English.

One research that exemplifies the aforementioned situation is from Bartram who concludes that "Parental influence operates in several ways, ranging from the role model potential of positive/negative behaviours and the communication of educational regrets, to the ways in which parents help to construct their children's understandings of language importance and status. The extent of parental language knowledge appears to be an important additional factor" (Bartram, 2006: 211)

Furthermore, we may believe that the main problem is the existence of the general misunderstanding that children's and teenagers' education only evolves around schools and teachers, becoming the exclusive job of the educational community, especially, of educators, making them the only ones responsible of the pupil's learning process and success in education, while parents' responsibility has not been considered, acquiring a passive role in their children's education. As it is mentioned "Parents should provide motivating home environment to increase the interest of their child in academic

activities. They should create a competitive home environment to utilize the dormant faculties of a child. All the family members should contribute to create conducive learning environment for children at home.” (Chaudhry et al. 2015:119)

In addition, per some studies, parents who do not have access to the best jobs and schools, tend to lack of resources to help their children becoming proficient in English. Moreover, they have more difficulties improving their standard of living which is also important regarding to motivation aspects (Byrd. K, 2013). Therefore, we may say that resources are an important factor, which motivates parents and students to learn a foreign language, such as, the possibility to study in a better school, access to the internet and technology; in other words, the investment of parents’ money in education.

Another factor that affects the students’ success in education, refers to the lack of knowledge from parents in a particular subject (Bartram, 2006). It is known that many times parents try helping their children studying and doing their homework; however, their knowledge about English as a foreign language might be limited which could affect the study process not allowing a cooperative work. And lastly, in Chile the importance and priority that schools and parents give to the different subjects imparted in the curriculum by the Chilean Ministry of Education is mostly focused on Language, Mathematics, History and Sciences because these subjects are assessed on standardized tests (PSU, SIMCE) and leaving behind other subjects like English.

As trainee teachers, we have discussed this issue to find an explanation; moreover, we have seen many different realities in our schools and we have noticed when parents’ influence is not only incredibly relevant in terms of learning but also in another important issues such as, behaviours in the classroom, duties or responsibilities with the school, etc.

In addition, we may believe that parents have relevant responsibilities towards their children. However, responsibilities have changed during the time and it is more common to see in Chile situations where schools have decided to stop sending homework for example, mainly because of parents’ pressure about children having free time at home.

However, this situation could mean another excuse for not getting involved in their children's education and devolve all responsibilities to schools and teachers. In addition, we could notice that schools have taken liabilities which they should not be responsible for and parents have demanded to schools for problems which they should find solutions by themselves.

Out of our experience as future teachers, we think we should not only focus on teaching the language, but also how we can manage parenthood issues when we would have the chance to lead a course or be a head teacher. Therefore, we as teachers, have the obligation not only to teach the maximum information and knowledge to our students, but also to promote the importance of the responsibilities that parents have with them.

Therefore, the objective of this research is to investigate the points of view of adolescents about their parents' involvement in their education. Our study is based on three different schools from Santiago which are "Colegio Academia de Humanidades", "Liceo Industrial Ignacio Domeyko" both from Recoleta and "Emmanuel High School", from La Florida. These schools have different educational dependencies and students from 9th and 10th grade that were part of the investigation. Also, the data was collected through a survey applied to the students itself, to understand their perceptions regarding different factors that could influence the parents' involvement in education, specifically the learning of English as a foreign language.

A more detailed explanation of the investigation is described below.

Chapter I: The Study

In this chapter, the general and specific objectives of this research are defined and explained, as well, the hypothesis and the type of the study are presented. The importance of this chapter is to help the reader to understand what the main aim of this investigation is; besides, the basis which the investigators followed during all the research.

1.1 General Objective:

Investigate adolescents' points of view about their parents' involvement and its influence on their learning process of English in 9th and 10th grade.

1.2 Specific Objectives:

- I. Describe the perception of the students related with their parents' involvement that were found in this research.
- II. Identify the elements which affect the parents' involvement in their children's learning of English.
- III. Compare the relationship between parents' involvement and the academic performance of the students.
- IV. Demonstrate if the parents' involvement affects the learning process of their children

1.3 Hypothesis:

- I. Hypothesis 1: Parents do not have the knowledge and the resources to help their children.
- II. Hypothesis 2: Parents' motivation and academic performance are related each other. If parents are involved in the learning process of their children, students will be successful in their marks.
- III. Hypothesis 3: There are external factors which influence students to have better English marks and academic performance.

1.4 Methodological Procedure:

The group members consider necessary to define the type of study which was used throughout. The type of study of our research is descriptive-correlation, since in the first stage of our investigation we will try to identify variables and measure them to become those results on statistics. On the next stage, we want to relate these variables with the performance of the students, and confirm or deny if there is some relation. Therefore, we can establish that the type of investigation we are going to work on is a descriptive-correlation.

The methodology we are going to use is quantitative, given that, we are going to study possible factors that can be identified, defined and measured. Also, we will present those results on statistics, and with that, prove our hypothesis.

1.5 Problem Statement:

Students and parents are considered as the main entity of our investigation. It is essential to identify the influence of parents' involvement and how this influence could affect, either positively or negatively, the learning of English as a foreign language; besides, we decided to obtain the information through the students' perception in order to recognize the main features such as, academic performance and parents' relation, for example.

Consequently, the problem statement of our research is presented as follows: in Chilean society, parents do not have the information and the resources to help or support their children at home; moreover, we may believe that if the paternal or maternal figure is involved, students will successfully learn and face the English language.

1.6 Justification of the study

For many years, the learning issues have been based on teachers and students' point of view; moreover, studies regarding parents' involvement in education still are unusual, especially about English subject and in the Chilean context. It is more common to find investigations where the only relevant factor is how parents and children are involved in education and the consequences in their children's behaviour. However, we want to attend how aware parents are of their children's learning process in English subject, per students' perception.

Consequently, we may believe it is important to consider that the lack of parents' involvement affects the learning process of their children. For example, some students may have tension or lack of motivation when they want to learn or achieve learning; therefore, the companion of parents might be fundamental for their development. Besides, some variables, such as, age, technological recourses and parents' knowledge could affect the academic performance.

Chapter II: Theoretical Framework

In this chapter, the theoretical aspects used as the basis of this research are presented. To understand the key words, it is relevant to define the concepts, such as, perception, motivation, parenthood and involvement. These definitions are provided according to the main aim of this investigation.

2.1. Perception

The study is based on children's perception about their parents' involvement, therefore, a definition of perception must be provided. The American Psychological Association defines perception as "the processes that organize information in the sensory image and interpret it as having been produced by properties of objects or events in the external, three-dimensional world". (The American Psychological Association, 2016)

On the other hand, Malmberg indicates that perception is not only a process of interpretation of external events but it is also related to the previous experiences, memories and attitude of the perceiver; it is a kind of background that is connected with the new events which turns out to be the inference (Malmberg, 2012)

Furthermore, perception involves a functional influence between cognitive variables and motivational aspects to understand how perception works in human beings. For instance, three features of perception are categorized, such as "pre-perceptive phase", "perception of the information phase" and "Evaluation of perceptive hypothesis phase" (Oyarbide, A. 2005). These phases help to comprehend the world that we live. Moreover, this theory states that perception is relative depending on the type of situation and the emotions.

2.2. Motivation

Such a broad term, as it is motivation with its multiple researches and definitions by many authors, must be analyzed, compared, selected and accurate to support this investigation. Firstly, a general motivation's definition is described as an inclination to do an action without needing to be forced to perform it (Longman Dictionary of contemporary English, 2006:929)

And even more precise for this research: "the term motivation is derived from the verb (- to move, Latin *movere*) and represents the internal forces that move us in a certain direction. It is not possible to "see motivation"; we can only assume it based on certain indicators in our behaviour, cognition, and emotional experiences. Therefore, motivation is a hypothetical construct" (Dresel, Goetz, & Hall, 2013: 58 - 59). In other words, motivation as it is, cannot be observed becoming a behavioral characteristic of the human being.

To relate both definitions mentioned above it is also necessary to mention the existence of two features of motivation. On the one hand, the intrinsic motivation which means every action of the individual comes from itself. On the other hand, in the extrinsic motivation is necessary an external factor or another individual who motivates the individual who lacks self-motivation. (Deci, 2000).

Referred to educational terms, motivation considers three elements. According to Pintrich y De Groot (1990: 33-40), it is possible to distinguish the following elements:

- a. The first element is related to the reasons, purposes or causes for being involved in the realization of an activity. These aspects are covered inside what is called as the motivational component of value, since the greater or lesser importance and relevance that a person assigned to carry out an activity is what determines, in this case, that you carry it out or not.
- b. The second aspect is called motivational expectation. It includes perceptions and individual beliefs about the ability to perform a task. In this case, both, identities and

beliefs about oneself (general and specific) and those referring to one's ability and competence become pillars of academic motivation.

- c. The affective and emotional dimension that encompasses the feelings, emotions and, in general, the affective reactions that produce the realization of an activity of the motivation which gives sense and meaning to our actions and mobilizes our behaviour towards the achievement of goals emotionally desired and adaptive.

These three elements of academic motivation directly affect the students in the development of a task. The involvement in an activity will depend on the mode interactive of these three components, requires a balance between self-efficacy beliefs and outcome expectations, the self-interest and the value assigned to the task and the emotional reactions caused when we deal with it.

2.3. Parenthood

As an essential element of this research it is important to know the concept of parenthood, that is defined as "the process or the state of being a parent" (Parental Involvement: Title I, Part a Non- Regulatory Guidance, 2003: 31), in other words, Morrison defines parenting as the main process of developing of the awareness and suitable abilities for planning, creating, giving birth and providing care for children. (Morrison, 1978)

Parenthood is not only a natural state or a skill about a natural process, but also it involves three main goals which are: guaranteeing children's health and safety, setting up children for life as prolific adults and teaching cultural and moral values. (American Psychological Association, 2016)

However, this research states that a parent is not only the person who gives birth but also it could be the person who takes care of children and it does not have to be a relative.

It is important to mention that nowadays the concept of parents has considerably changed through time in terms of prototype or style. It is more common to talk about homo-parental families, in which parents of the same sex are in charge of their children, or single-parent families, where only the mother or the father are considered as the caretakers.

Consequently, the idea of parenthood in this investigation is not only the natural process or something which is legal in terms of take caring, but also it is considered another feature of parents in education, which states the fact that, a parent is the tutor or a legal guardian. For example, a grandparent or stepparents with whom the child lives, and, a person who is legally responsible for the child's benefits. (Parental Involvement: Title I, Part a Non-Regulatory Guidance, 2003: 31).

2.4. Lev Vygotsky and the Zone of Proximal Development

The zone of proximal development (ZPD) has been defined as: "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers" (Vygotsky, 1978: 86).

Lev Vygotsky views interaction with peers as an effective way of developing skills and strategies. He proposes that teachers use supportive learning exercises where less proficient children improve their performance with the help of more skillful peers - within the zone of proximal development.

This is also possible when parents are the third person or assistant in the English learning of our students; besides, Vygotsky states that when a student is in the ZPD for a task, providing the suitable backing, he or she will probably achieve its goals. This is how the role of parents seems to be an important factor on children's performance in school since they give the student enough of a "boost up" to achieve his learning.

The ZPD has become equal in the literature with the term scaffolding. Nevertheless, it is relevant to clarify that Vygotsky never used this term in his writing. This idea was introduced by Wood and it states the fact that once the student, with the benefit of scaffolding, masters the task, the scaffolding can then be put off and the student will be able to complete the task again on his own.

Wood et al. (1976: 90) offers the following definition of scaffolding: "those elements of the task that are initially beyond the learner's capacity, thus permitting him to concentrate upon and complete only those elements that are within his range of competence".

Therefore, if we consider the concepts of ZPD and scaffolding in parents' motivation, the students will receive a great assistance and support in the learning of English as a Foreign Language.

Referred to educational aspects, the Vygotskian perspective says: "the teachers' role is mediating the child's learning activity as they share knowledge through social interaction" (Dixon-Krauss, 1996: 18); moreover, scaffolding is a key feature of effective teaching and can include modelling a skill, providing hints or cues and adapting material or activity. (Copple & Bredekamp, 2009).

In the classroom, scaffolding can be performed with any task. Considering these guidelines of scaffolding instruction (Silver, 2011) these key concepts would help parents to motivate their children English learning.

2.5 Involvement

According to Vygotsky and his theory of ZPD, the parental involvement is a very important variable for children academic development, therefore, a definition of parents' involvement is significant for the comprehension of the investigation.

The concept of involvement is an abstract definition; additionally, it may be difficult to understand it without a specific context. For instances, per the English Dictionary “involve” is defined as “to cause (somebody) to be associated or take part” (English Dictionary, nd: 483).

Also, involvement is defined as “a state of perceived importance or a state of interest evoked by the stimulus and the situation”. (Rothschild, 1984: 247). Consequently, involvement is itself a state of interest of a person in something in particular.

The involvement of parents in language education has been a topic of study for some investigators around the world and one of them is Bartram (2006). He carried out a research in which he tried to identify children’s interpretations of parents’ influence on their language learning process. On his study, he reveals three factors that appear to be relevant in the parental influence in the language learning process. These three factors are: attitudes of parents to language learning, the parental knowledge of the target language and the status or usefulness that parents give to a foreign language (Bartram, 2006).

Parents’ attitude to learning a language could be an important factor when it comes to children positive or negative orientation towards learning a foreign language. Bartram defines attitude as “a multiplicity of interrelated educational, social, historical and linguistic factors that conspire to shape attitudes, in particular ways and in particular settings”. (Bartram, 2006). Also, there are different ways in which parents can influence children’s interpretation of language such as “through discussion, by encouraging participation in foreign language exchange programs and excursions, helping the child with homework, encouraging the child to read material written in the foreign language and by making the target language country the destination for a family holiday”. (Bartram, 2006)

As stated above, interrelated factors are involved in the parental influence to the learning process, and the prior knowledge of parents appears to be a variable that should be considered. In line with Bartram’s research, parents who presented some knowledge about a target language used to encourage their children to learn or to commit themselves with the

learning process and, on the contrary, parents who used not to have good marks at school or didn't like it seemed to influence their children on a negative way and it was reflected on their interpretations (Bartram, 2006)

Finally, the most important factor to be analyzed according to Bartram (2006) was the importance that parents give to languages and the direct relation with pupils' orientation when deciding which subject is more important than other. This situation seems reflected in Chile, as well, where parents and students tend to choose other subjects such as mathematics or sciences over languages, since they appear to be more important when it comes to academic purposes. This lack of status is related with the parental view about learning a foreign language that is reflected in their children.

2.6 The affective filter effect in parents' involvement

Lev Vygotsky's theory is significant when we need to understand how the process of adult guidance works and affects the children's learning process. However, there is another important linguistic factor: the affective filter. The affective filter seems to be related with the parents' involvement and the academic performance of the students, but also in the relationship between parents and their children.

Firstly, to understand the affective filter process, it is necessary to provide a definition, and it is defined as a type of barrier which influences the acquisition of a language (Du, X, 2009). Originally, the affective filter hypothesis was postulated by Dulay and Burt in 1977, and it was included by Krashen as one of his five input hypotheses in 1985. Moreover, it is important to mention that "Krashen argued that people acquire second languages only if they obtain comprehensible input and if their affective filters are low enough to allow the input 'in'. In his theory, affect includes motivation, attitude, anxiety, and self-confidence". (Du, X, 2009: 162)

However, it is significant to postulate that the affective factors are important when acquiring a foreign language, but it is also important in parents' involvement since the communication

between children and parents or caretakers define the type of relationship between them and the positive or negative consequences of this relationship could affect the learning process of the children. For example, most of the students experience many events in the school, since they make new friends to deal with marks and exams. However, they also have negative experiences; such as, when they are reprimanded by doing something inappropriate in class or when they have terrible marks in the curricular subjects; consequently, when they arrive at home, with all the stress and worries, some parents are not available to attend or to listen to them because of the demanded workday. Consequently, this situation could affect deeply the learning process of the students, just because of the lack of communication with parents.

Finally, it is necessary to highlight that affective filter could not only affect the learning process of children when the relationship with their parents is not good enough, but also when the acquirer is lacking self-confidence or too worried for failure (Du. X, 2009)

2.7 Chilean Involvement context

The care and integrity of the students can be responsibility of any relative considered as a caretaker. For example, traditionally a father or a mother can be in charge of the pupil. Nevertheless, the same happens with grandparents, uncles, aunts and cousins or any other relative. (Domínguez Martínez. S, 2010)

As we stated before, parents have important duties in the education system and responsibilities at home. During the school year parents, must face many challenging situations in the school and with their children at home.

An investigation that helped us to understand the responsibilities and issues of Chilean parents is called “Encuesta IMAGES Chile” and states the fact that mothers have 91,4% concerning about responsibilities at home rather than fathers which is 69,8%. Also, grandparents, grandmothers, aunts, uncles and elder brothers or sisters have no more than 10, 1%. (Aguayo, Correa, Cristi, 2011: 53).

The same situation happens regarding the time of parents and their children together after work. It is clearly seen that 8 out of 10 men who live with their children and work at the same time (75.9%) express that if they had more time with their children they would like to work less. (Aguayo, Correa, Cristi, 2011: 58.)

Therefore, the problems at home restrict parents' involvement at school and if the parents' role is a negative behaviour, the involvement will not be proficient, even though when there is willingness to help their children during the activities at school.

On the other hand, it is important to consider some other factors related to the technological and economic resources. During the last decade, Chile has been considered itself as one of the most advanced countries in terms of economy and technology in Latin America. Nevertheless, the financial resources went down between 2014 and 2015. During those years, the deceleration increased from 1,9% until 2013 and 1% in 2015; furthermore, this problem affected the unemployment rate, which increased 5,8% between the year 2013 and 2016. (World Bank, 2016).

In addition, Galaz (2015) emphasizes that in Chile there is 47.6% of decline in educational infrastructure and a drop of 9.3% on the part of health, and one of the most affected institutions with 188 millions of dollars is the Ministers of Education, Work and Health". (Galaz, 2015).

For the reasons named above we can state that economic problems, especially the lack of employment rate in Chilean families, are significant when it comes to the development in education. The educational system seems affected since there is not a proficient investment of resources, among other situations.

In addition, ten years ago, there were big differences between the Chilean elite vs. working-class people. The Chilean elite had a better and relevant access to the best private schools; moreover, they attended the top universities and after graduation they were offered many

employment opportunities during that period. (Byrd. K, 2013) However, it is important to mention that things have not changed a lot since then, and the inequality in Chile is still an important problem (OECD, 2016).

On the other hand, working-class people did not have enough money to sign up their children in high-performing educational institutions; this element also decreases the opportunity of their children receiving a well-paying job and the improvement in the education system (Byrd. K, 2013)

The same happens with the English's opportunities. Even though the country itself was aware of the English language abilities of their students, only the Elite class would access to these benefits because of their social condition. However, Chile also has considered English as a Foreign language as a critical point to the successful promotion of deal across language barriers. (Matear, 2008)

At the same time, the Chilean Ministry of Education (with collaboration of the United Nations) was in charge of the development of many programs. One of them is known as the "Inglés Abre Puertas Program" (English Opens Doors or EODP).

Therefore, Chilean authorities recognized the requirements of their society. For example, the main aim was a solid establishment of the English language in schools all over the country. This aim would promote the competitive skills in the world market; besides, this program would encourage Chilean students in public schools facing and studying English with native teachers, etc. However, the Chilean people that attended the program were select members of the elite society who had attended to private and the best schools. (Byrd. K, 2013).

Also, the technology is important in the development of education. For example, parents who have access to internet or technological devices can offer a mayor guaranteed to their children's access. For instance, according to Pew Research Center states the fact that Chile in the 2015, 76% of people access internet from their own Smartphone. However, in the same

sample “Within countries, computer owners, young people, the well-educated, the wealthy and those with English language ability are much more likely to access the internet than their counterparts” (Pew Research Center, 20015:9)

In addition, Pew Research Center affirms that “across these 32 nations, the percentage of people who use the internet varies widely. Overall, a median of 44% access the internet, including half or more in 13 countries. The Internet is used mostly by the wealthiest of the emerging nations, particularly in Chile and Russia, where more than 73% of people have internet access”. (Pew Research Center, 2005:13).

Consequently, it seems that families who have a better life quality in terms of economic resources, trips to foreign countries, access to social media, among others, may have more motivation with their children studying English as an important subject, whereas, families with less resources might see this as something not useful for their children since the option of travelling, for example, seems like a very unlikely possibility.

2.8 English SIMCE

At school students learn the subjects with different teachers who evaluate the learning process using different types of assessments and tests. When it comes to national evaluation of education, one important standardized test is SIMCE which means National System of Evaluation of the Results of the Learning Process from Chilean Education Ministry. This test is taken every year to students of 4th, 8th, 10th and 11th grade. It evaluates contents of Mathematics, Language, and Sciences. The English SIMCE has been taken only twice (2010 and 2012). The English SIMCE evaluates listening, writing and reading skills, however, speaking skill is not assessed. In addition, SIMCE collects information of parents and teachers through surveys. The information collected is related to personal data, economic situation, and parents’ perception of the schools, among others. For parents and schools this test is extremely important, given that, it is not only focused on the behaviour of their children, but

also in the results (marks). As a consequence, this standardized test determines the prestige and status of schools and children performance.

Therefore, English SIMCE is taking into consideration in our investigation because it can help us to understand the Chilean educational situation and because of the lack of information about the involvement of parents in this type of tests, which influenced our investigation originally. To understand this idea, some samples of the results of the English SIMCE of 2012 are presented.

For instance, the English SIMCE results stated the fact that students reached an average of 49 points on the test, which is considered as the proficient level. In addition, only 18% of the students get certified A2 or B1 levels (English SIMCE results, 11th grade, 2012).

Finally, the results of this standardized test can help us to see the level of English learning, the differences between genders and schools, but not how parents motivate or prepare their children for facing these tests.

Therefore, the lack of investigation about the motivation and the involvement aspect in such important tests as English SIMCE supports our idea of investigate students learning process and parents' involvement and how these variables may be related or not. If English SIMCE could demonstrate that parents' involvement is essential for our students or promotes a benefit in terms of learning, the educational process will be more efficient and parents, students and teachers would have the same responsibilities and opportunities in order to participate in the learning process.

Chapter III: Methodological Framework

In this chapter the procedure of the investigation is defined. It consists of the steps and type of the investigation, the methodology we followed and the sample to be analyzed. The main purpose of this chapter is to clarify the elements named above for a better understanding of the work

3.1 Steps of the investigation

The approach to the investigation began with a general introduction to the topic. Having established the topic of the investigation the literature review was made. Also, the hypothesis, objectives and the sample were defined. Once the main structure of the investigation was built, the group created the instrument to collect the requested information. To do such activity a survey was designed and the variables to be studied assigned. As it was established, the application of the survey was made in every selected school and the data collected were analyzed. At the final stage, the conclusions were done and a final report was written.

The following are the phases of the project, which were divided into 10 steps:

The first stage consisted in the establishment of the main idea. After a long discussion, our decision was made to investigate about the students' perception of their parents' involvement as a motivation to study English, which was later adapted into the final title of the research: "Parents' involvement in education affects the learning process of English as a Foreign Language in 9th and 10th grade, according to the pupils' perception".

In the second step, the research group decided on the statement of the problem and the analysis of its background.

Later, in the third step, the research group started to check the literature references for the preparation of the Theoretical Framework.

In the fourth step, the hypothesis was determined, to answer the main question of the investigation: "Is parents' motivation relevant for our students in the learning of English as a Foreign Language?".

The fifth stage consisted on the development of the research's design; the group worked in the Thesis' Project.

In the sixth stage the research group selected the appropriate sample (the schools and the students). In this case, students from 9th and 10th grade and the four schools where the members of the group are doing their practicum.

The seventh stage was the elaboration of the data-collection instrument, which in this case is a survey. The survey had 37 questions, divided into 5 items, to gather information about the main aim of the investigation.

After that, in the eighth stage, each researcher conducted the survey in the corresponding school.

In the ninth stage, after the conduction of the survey, the data collection was analyzed and compared with the academic performance obtained of the class book of each school.

Finally, the data collection was compared with the whole sample and the research group made the conclusions of the investigation.

The tenth stage was the elaboration of the final report with everything concerning the investigation

3.2 Type of investigation

Firstly, this investigation is essentially originated under the main characteristics of a quantitative study, mainly because from a basic problem that is important to us we will gather any type of information to identify, analyze, and measure the information obtained. Acquiring any result and present those results on statistics to prove or refute our hypothesis. It is also important to mention that a quantitative investigation as Hernández, Fernández, & Baptista, mention: *“the investigation must be the most objective as possible. The observed and measured phenomena must not be affected by the researcher”* (Hernández Fernández, & Baptista, 2010:5) (Free translation by the group)

According to the authors mentioned above, *“the descriptive studies search specifies the properties, characteristics, and profiles of people, groups, communities, process, objects, or any other phenomenon which are able to be analyzed”* (Hernandez, Fernández, & Baptista, 2010: 80) (Free Translation by the group)

As mentioned above, the first stage of our investigation is descriptive since we try to identify the following variables: time and studies routines, resources, knowledge and interest/attitude towards learning English as a Foreign Language from parents. The main purpose in this stage is to collect information on the children’s perception about their parent’s involvement in their English learning process classified in the already named variables. Then, we measure these variables to transfer those results to statistical data to comprehend the gathered information.

On the next stage, we want to relate these variables with the performance of the students and recognize the behavior of those variables. Having said that, a correlation study is defined as *“the kind of investigation in which the main purpose is to associate the relation between two or more variables and identity the behavior of such variables”*. (Hernández, et.al. 2010: 81)

Therefore, we can establish that the type of investigation we are going to work on will be a descriptive-correlation

The methodology used is quantitative given that we study possible factors that can be identified, defined and measured. Also, we can present those results on statistics and with that prove our hypothesis.

3.3 Sample

The sample of this research are three classes of 9th and 10th grade from four schools, Academia de Humanidades, Emmanuel High School, and Liceo Industrial y de Minas Ignacio Domeyko. On the one hand, the students of 9th grade are from Academia de Humanidades and Liceo Ignacio Domeyko. On the other hand, 10th grade's students are from Emmanuel High School.

3.3.1 Academia de Humanidades

Colegio Academia de Humanidades is located at Recoleta #797, Santiago. The school was founded in 1915 and it was created by a group of priests from Convento Recoleta Dominica with the purpose of helping the most needed families of the capital by giving them free education.

From the beginning the school has full school day from Pre-School/Kindergarten to Secondary Education, where students that reach 10th Grade must decide between scientific or humanistic education.

The school has 1357 students in total, specifically 720 boys and 637 girls. Also, it has an average of 30 students per class. Most of the students belong to the middle class, which live with both parents. Since it is a Catholic School the students must have the support of married parents.

In academic performance, the average grade of the school is 5,6 based on the information obtained from DEMRE of 2013 (DEMRE, 2013).

9th Grade

The 9th Grade C selected for this research has 30 students, where 13 students are boys and 17 are girls. The average age is between 14 and 15 years old. Most of the students are from the northern part of Santiago mostly from Recoleta and Huechuraba.

The academic performance of the class based on their average grade is 5.5 which reflects that it is similar to the general average of the school. In the case of English their average grade is 5.3.

3.3.2 Emmanuel High School

This school is located at Garcia Hurtado de Mendoza #8035, La Florida, Santiago. It is a semi-private school, administered by the Seventh-Day Adventist Church. The school has 700 students (boys and girls).

The educational levels are divided into three areas: Kindergarten, Primary and Secondary level. From 7th to 12th grade, there is only one course, unlike Kindergarten from sixth grade where there are two courses: "A" and "B". In primary level, it has an average of 25 students per class. Also, it has an average of 33 students per class in secondary level.

In addition, the school presents a strongly Evangelical influence, which students learn special values according the school's mission and vision. For instance, the school offered a complete Christian education based on a fair brilliant value in physical, moral, intellectual, social and vocational features which is the mission and its vision as an ideal of renovating the image of God in their students (Guzmán, 2016).

10th Grade

The class selected is the 10th grade which has 30 students, 7 boys and 23 girls. The average age is between 15 to 16 years old; besides, most of the students come from La Florida and some of them live very close to the school.

In academic performance of the class, the average of the course is 5,9 based on the information obtained from DEMRE 2013 (DEMRE, 2013) This average reflects that is significantly below the general average of the school.

The academic performance of the class based on their average grade is 6,0. In the case of English their average grade is 5,9

3.3.3 Liceo Industrial y de Minas Ignacio Domeyko

This school is located at Juárez Larga #760, Recoleta, Santiago. The school was founded in 1962 by the Miner Corporation and it was created to train highly qualified staff. It is partially subsidized, administrated by Industrial and Miner Training and Education's Corporation.

The school has only secondary level (from 9th to 12th grade) and its areas of training are: Industrial Mechanics, Electricity and Geology's Assistant.

The school became co-educational only 3 years ago, having 936 students in total, specifically 820 boys and 116 girls. Also, it has an average of 34 students per class. Most of the students belong to the middle class. There is a variety of family unit, a part of the student's lives with their parents (Maternal and Paternal figure), but also there are students who live with their mother or father only or with other adult member of their family.

In academic performance, the average grade of the school is 5,2 based on the information obtained from DEMRE of 2013 (DEMRE, 2013).

9th grade C

The 9th Grade C in Liceo Ignacio Domeyko has 34 students; where 32 students are boys and it only has 2 girls. The average age is between 14 - 16 years old. Most of the students are from the northern part of Santiago (Recoleta, Independencia, Conchalí, Huechuraba, etc).

The academic performance of the class based on their average grade 6,3 that reflects that is significantly above the general average of the school. In the case of English their average grade is 5,4.

3.4 Sample selection criteria

The work was developed in schools where the researchers were doing their teaching practicum. Additionally, these schools were chosen because all four have different characteristics, such as students' enrolment, location, type of administration and type of school.

The sample selection selected is significant for this research because each school has its own reality and it is possible to identify factors, such as, family unit, social class, the attitude towards learning a foreign language and others, to observe differences and similarities between schools.

To sum up, all three schools are co-educational. However, at Liceo Ignacio Domeyko, the majority of the students are boys. Regarding the location of the schools, two of them are in Recoleta, a middle and lower class neighborhood which are Academia de Humanidades and Liceo Ignacio Domeyko. On the other hand, Emmanuel High School is in La Florida, the borough with the second largest population in the province of Santiago. Regarding the type of administration, two of the schools are subsidized (Liceo industrial y de Minas Ignacio Domeyko and Emmanuel High School) and one is a private school (Academia de Humanidades). Besides, two of the schools are Scientific-Humanistic and one is a Technical School (Liceo Ignacio Domeyko).

3.5 Class selection criteria

The targets for the research were students of 9th and 10th grade, because the researchers worked with students of these levels in their practicum, so it was easier to work with them. Both levels were chosen because of the necessity to collect diverse pieces of information; besides, the different levels can also offer some additional information, because the perception of the students may contrast between one year and another, considering the biological aspect and the different relationships that every student has with the people who relate with.

3.6 Data Collection

The data to be collected by the survey and class book are directly related with the perception of the students about their parents' involvement in the learning of English as a Foreign Language. It was important to pay attention to what the students might say and perceive, because this could help us to find useful information to understand what was happening in the reality of our students.

By comparing the answers in the survey and the academic performance of the students, we could determine whether there was or not a direct relationship between parent's involvement and the academic performance of the students.

3.6.1 The selection of instruments

Survey

The first instrument used in this research was a survey, to collect direct information from the students. This survey consisted in 37 questions, divided in 5 items with different types of questions.

The first item (with 8 questions of unique choice) which gather general information about parents, such as, age, level of schooling, professional field and commuting time. The second item has 9 questions of unique choice about study habits. The third item has 5 yes/no questions about economic resources. The fourth item is a Likert scale, it has 6 questions about prior knowledge, and the fifth item contains 9 questions and different types, the first 6 are multiple choice, the last 3 questions are an Appreciation Scale. This item is about interest/attitude towards learning English as a Foreign Language.

With this instrument, it is intended to obtain useful information for the main objective. All the information is related with the perception of the students have about their parents' involvement in their learning process of English as a foreign language.

Class book

The second instrument chosen is the class book. The data intended to use of this instrument is the students' grade average in English during the first term of the present year.

The researchers want to make a comparison between the students' answers collected in the survey with their grades in the English subject, focusing the attention on what the students said about their parents in their learning process and their academic performance. The information is significant for the research because with this information the researchers can observe the academic performance of the students and compare it with the results obtained with the survey. Then, having established all the information gathered, a relationship between both instruments of data collection will be used in order answer and check our objectives.

The results obtained from the information given by the instruments, are presented in the next chapter, "Data analysis and results".

Chapter IV: Data Analysis and Results

In this chapter is presented and interpreted all the data gathered in the applied survey and the grades of the first semester taken from the class book of each grade.

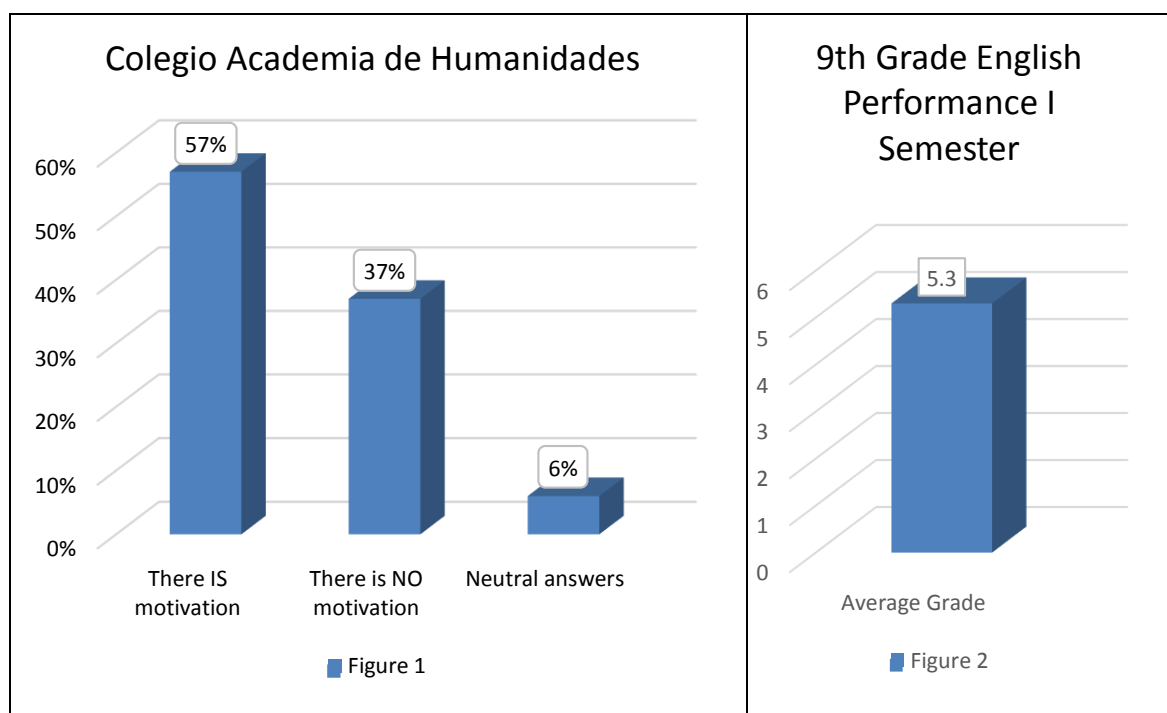
It is important to mention that the researches established the general average 5.5 due to the general English Competences of the 3 schools of the final grade of the first semester.

This grade was selected as an approval grade to analyze the average grade per student and classify it in higher or lower than the approval.

Therefore, students who obtained an average between 5.5 and 7.0 would be considered as a positive result, whereas the students who obtained an average between 1.0 and 5.5 would be considered as a negative result.

4.1 Colegio Academia De Humanidades

Graph 1 and 2



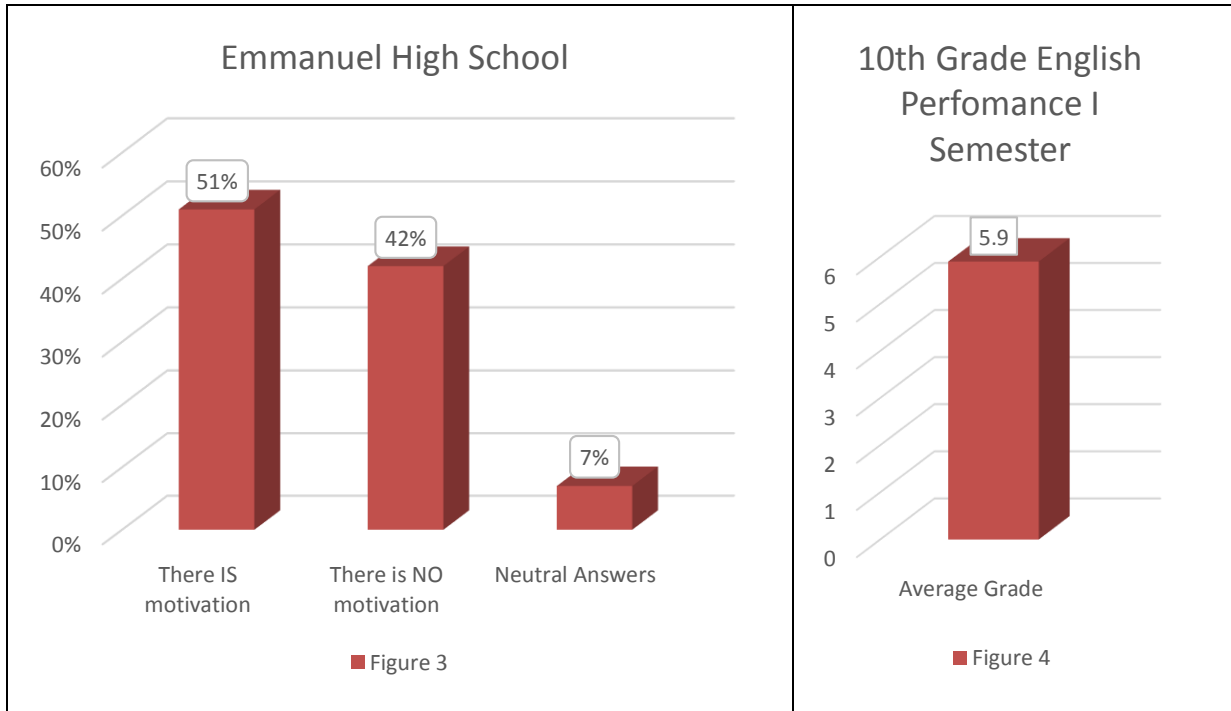
In Figure 1, it is demonstrated that 57% of the students answered positively towards motivation regarding English as foreign language, whereas, 37% of them gave negative answers. Also, 6% of the answers were considered as neutral. Besides in Figure 2, 9th grade Average grade in English performance during the first semester of 2016 was 5.3 of a total of 30 students.

From a total of 30 students, 50% has an average higher than the approval grade 5.5, established by the researchers, which is equivalent to 15 students, whereas 50% has an average lower than 5.5 which is also equivalent to 15 students. Consequently, 57% of the students perceive that there is motivation; however, only 50% of them has an average higher than 5.5. Therefore, there is not coherence between students' perception about their parent's motivation and the performance of themselves.

On the other hand, the students who perceived their parents are not motivated, are included on the 50% of the students who has an average lower than 5.5, showed on the results.

4.2 Emmanuel High School

Graph 3 and 4



In Figure 3, a 51% of the students perceived that they are motivated by their parents and there is a relationship between their English final marks, which is 5.9 shown in Figure 4.

In addition, from a total of 30 students only 22 of them, equivalent to 73%, have averages higher than 5.5. However, only 8 students have averages lower than 5.5, which represents the 27%.

Therefore, it is important to conclude that parents' motivation does not influence directly with the academic performance of the students of Emmanuel High School because just 42% of the students perceived that their parents are not motivated. However, more than 70% of them obtained a higher mark than 5.5.

We may believe that the reasons of this feature are:

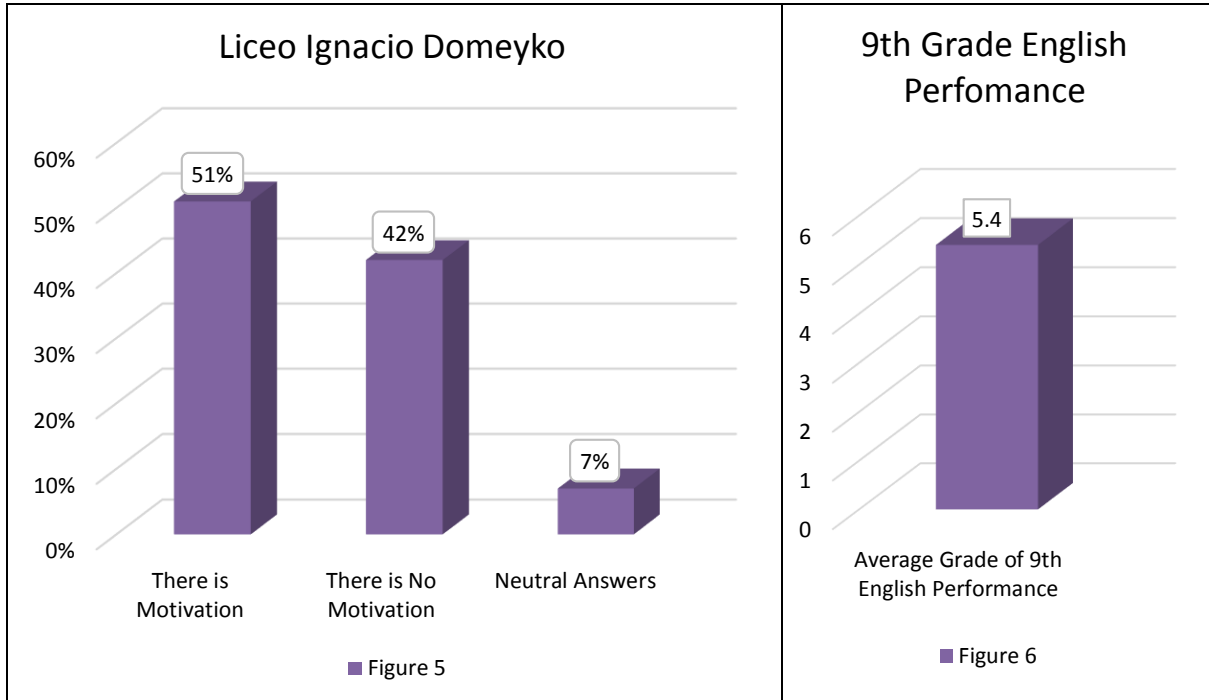
The Adventism educational project and the parents' commitment with the institution influence the academic performance of the students more than the parents' motivation.

On the other hand, since they are in a higher level than the other 2 schools (10th grade) the instrumental tests, such as PSU and SIMCE which assess subjects like Mathematics, Language, Science and History influence the students' performance progressively.

Finally, the exemption grade (average grade that exempts students from taking the final exam) which is 6.5, motivates students to work harder throughout the academic year. Consequently, the students are going to attempt to do everything possible to avoid the final tests. In this situation, the final tests act like an instrument that condition the performance of the students and put pressure on them to study harder in order to avoid exams, whether they like the subject or not.

4.3 Liceo Ignacio Domeyko

Graph 5 and 6



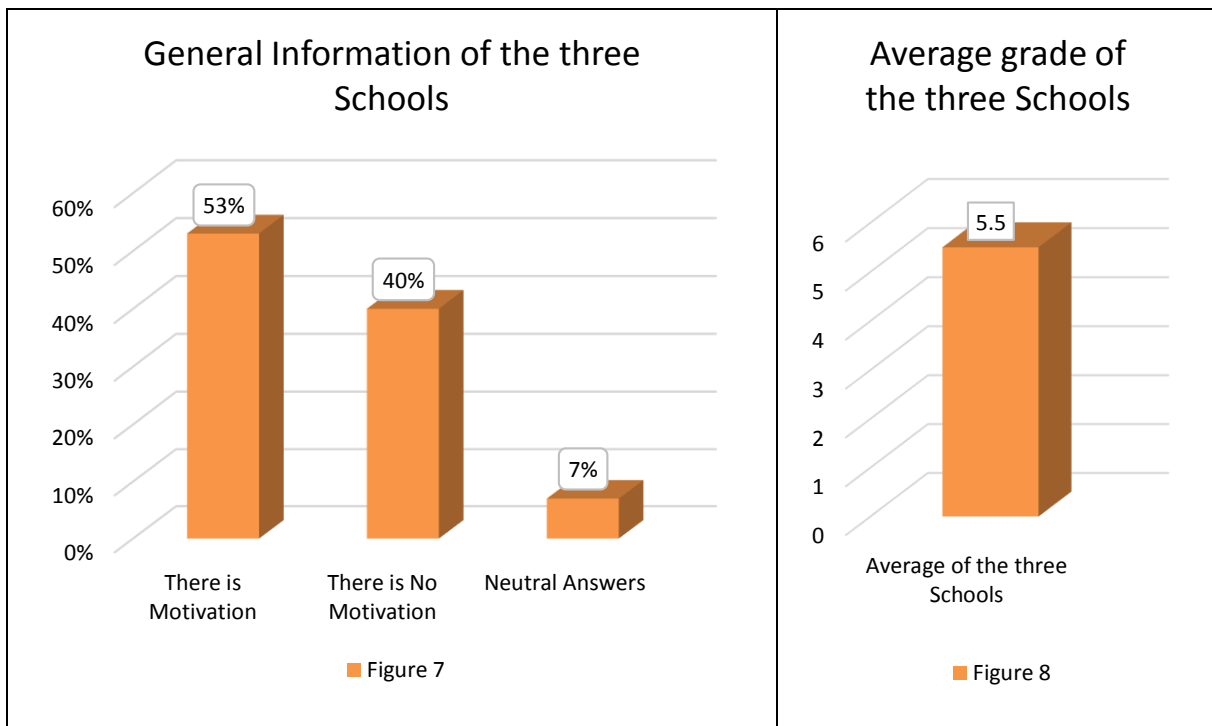
According to Figure 5, 51% of the students consider that motivation exists and it is demonstrated in Figure 6 where the academic performance of the class during the first semester was 5.4.

In a universe of 34 students, 53%, which means 18 students, have an average higher than 5.5, whereas 47%, which means 16 students, have an average lower than 5.5.

It is for this reason that we could infer that parents' motivation is related with students' academic performance, because of the relation between parents' involvement and the grades their children obtained in English. On the one hand, 53% of the students have their academic performance higher than the positive grade. On the other hand, 42% of them consider that

parents' motivation is not present, which we can related it to the 47% of averages that are lower than 5.5.

Graph 7 and 8



In Figure 7, all the information gathered from the three schools is presented. It shows that as a total 53% of 91 students answered positively towards motivation and 40% of them gave a negative answer. Also, 7% of the answers were considered as neutral.

In Figure 8 the average grade of the English performance of the three schools in the first semester of 2016 was 5.5.

As shown in Figure 7, 58% equivalent to 55 students, have a higher grade than 5.5, whereas 41%, equivalent to 39 students, have a grade lower than 5.5. Here the same trend is repeated,

where the parents' motivation influences the performance of their children, since 53% considered that there is motivation from their parents, and 58% have a higher grade than the standard average, while 40% considered there is no motivation which coincides with 41% of the students having a lower grade than 5.5.

Moreover, out of the three schools studied, two of them (Academia de Humanidades and Liceo Ignacio Domeyko) presented a similar tendency in the results in which motivation is related with their academic performance according to the students' perception, whilst in Emmanuel High School a different phenomenon occurred, proving that the parent's motivation is not influential in the students' performance.

Also, we infer that the reason of this phenomenon can be due to two main factors that differentiate it from the other two schools. Firstly, the high level of educational requirement in terms of exemption grade, which is 6.5, whereas in Academia de Humanidades is 5.5. Therefore, we can infer that the students from Emmanuel High School should get better grades to be exempted from taking the final exams and not directly from their parents' motivation. And since most of the students got a good final average grade in the first semester, we imply that they are not under pressure from their parents to get better results at the end of the school year; therefore, it is a factor that makes students avoid extra time studying for the final exams.

In addition, since the exemption grade from Academia de Humanidades is 5.5, it could mean that the students have less pressure to obtain higher grades, and the same happens with Liceo Ignacio Domeyko where students do not have to take final exams. In other words, the students who have higher academic pressure have better grades without their parents' intervention, whereas the students who do not have grade demand their parents' motivation does influence on the result of their grades. Therefore, an external factor (academic pressure) marks the difference in the students' motivation to get better results. And secondly, Emmanuel High School is an Adventist institution linked to Christian values where discipline has a significant importance in their educational project

Another factor important to mention, is that the students interviewed in Emmanuel High School belonged to 10th grade, unlike the ones of the other two schools that belonged to 9th grade. Thus, age can influence the commitment acquired by students due to higher biological and intellectual maturity. We can also add, that they are closer to take the PSU test, meaning that they are more focused on getting good results for NEM (Notas de Enseñanza Media- High School Grades Average)

4.5 Interpretations of the questions Nº 3 and 4: Approximate age of the father and the mother

Graph 9

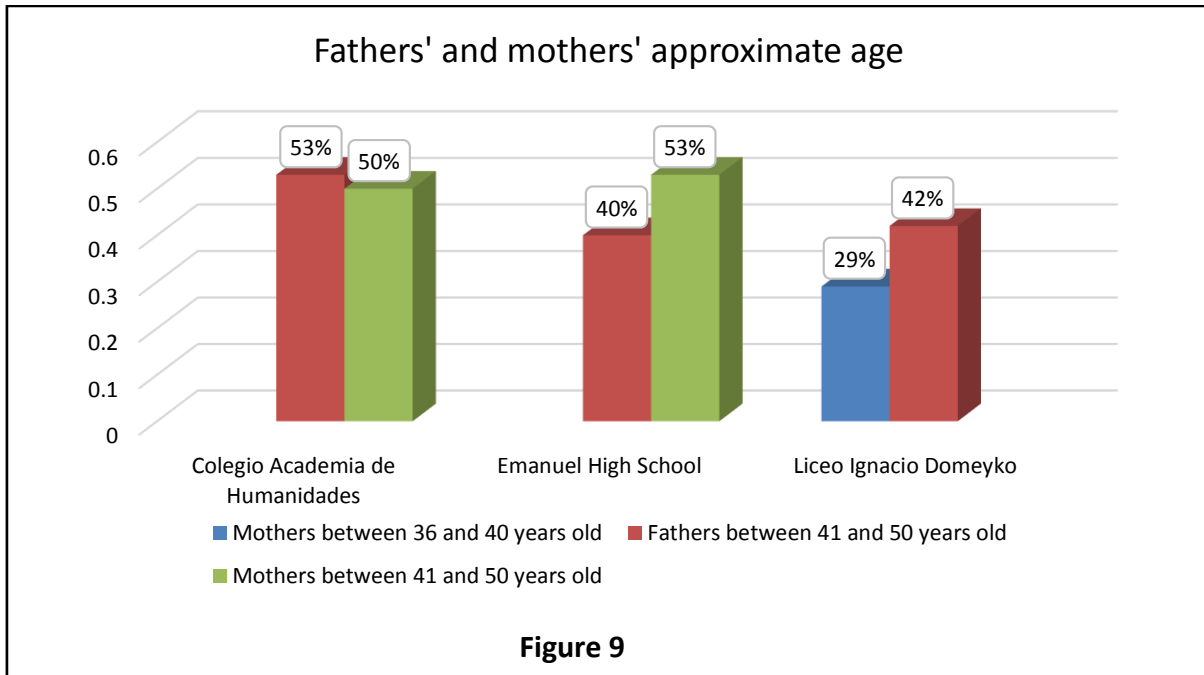


Figure 9 shows that 42% of the students in Liceo Ignacio Domeyko state that the age range of their father's figure is between 41 and 50 years old, whereas a 29 % affirm their age range of their mother's figure is between 36 and 40 years. The tendency was similar in Academia de Humanidades and Emmanuel High School with the majority of parents' age range being between 41 and 50 years old.

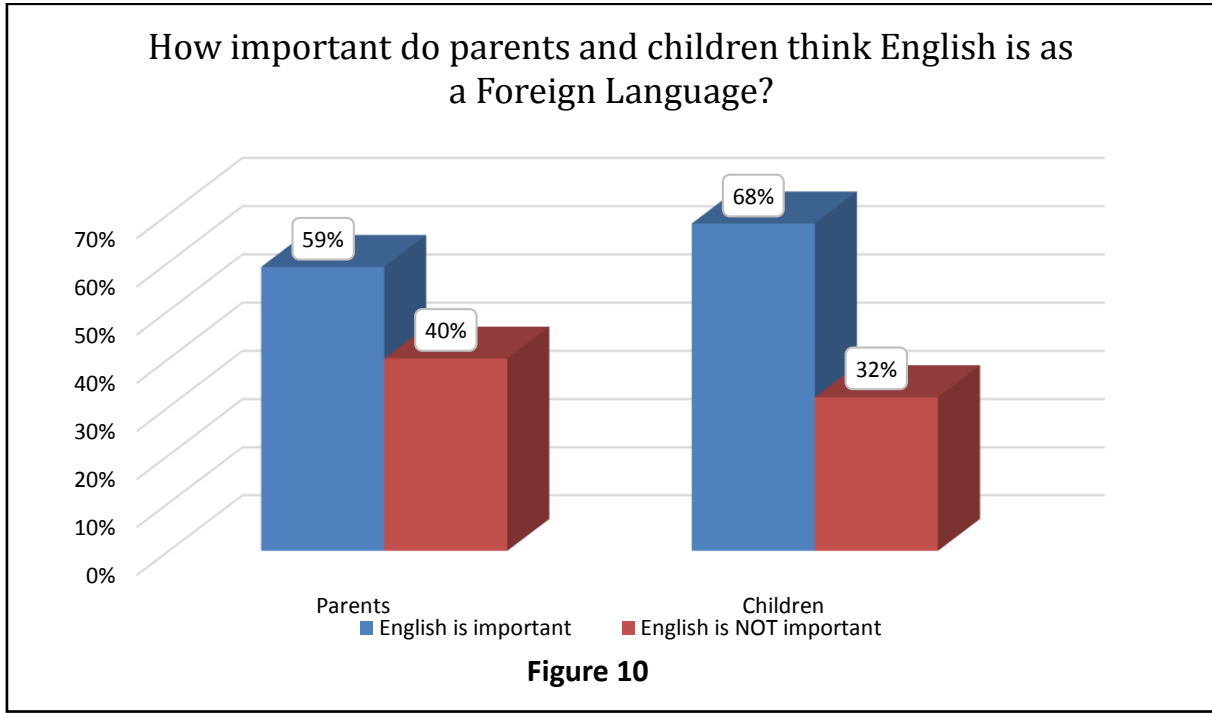
As we can observe there is an inclination on the same age range of parents in two of the schools (Academia de Humanidades and Emmanuel High School) whereas in Liceo Ignacio Domeyko the mothers are younger. This situation could be explained because of the religious character of these two schools. That is to say, that one of the requirements of these institutions at the moment of enrollment of their children is that parents must be married. In addition, the fact that parents are older in the above-named schools could be the result of parents who want to find an economic, affective and family stability before having children

which also could be related to religious families and would explain the tendency of older parents in the religious schools.

Further, the common thing would be to say that parents that have an economic, affective and family stability would be more involved in their children learning process. However, the results showed that the orientation of motivation was similar in the three schools, still when the non-conventional family was part of an important amount in the results. Therefore, the age of parents is not relevant in their motivation when learning a foreign language.

4.6 The importance of English according to parents' and children's perception

Graph 10

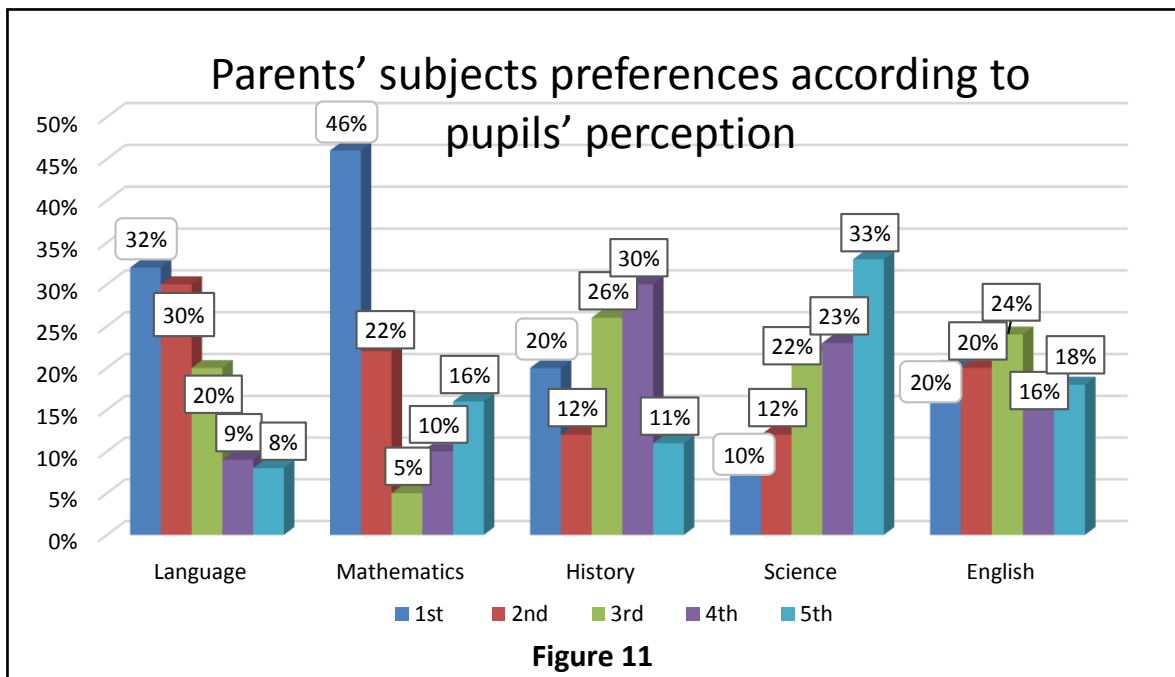


In Figure 10 regarding the level of importance 59% of the students perceive that their parents think English is important for their academic development and 40% perceive the opposite. Also, 68 % of the students consider English as an important subject and 32% think it is not important.

According to the level of importance on how parents and children consider English as a foreign Language, it is important to consider that children tend to learn English more independently. For example, the students' perception establishes that 68% of them consider English as an important subject, besides, this feature allows us to understand the autonomy that students have and the different activities they do to learn and practice English, such as watching movies, playing online video games, listening to music, playing music in English, etc.

However, the perception of the students regarding to parents' interest in English as a subject is only 59%. We can establish that there is no connection between what the students think about the importance of English versus what their parents may think. This situation can be explained with parents' preferences (Figure 11) where Mathematics and Spanish Language are in the first and second place and English was contesting the third place with History, leaving Sciences at the final position. The reinforcement of these subjects (Mathematics and Spanish Language) for PSU tests and the precedence of them could be the explanation for the parents' preference over English and the other subjects.

Graph 11

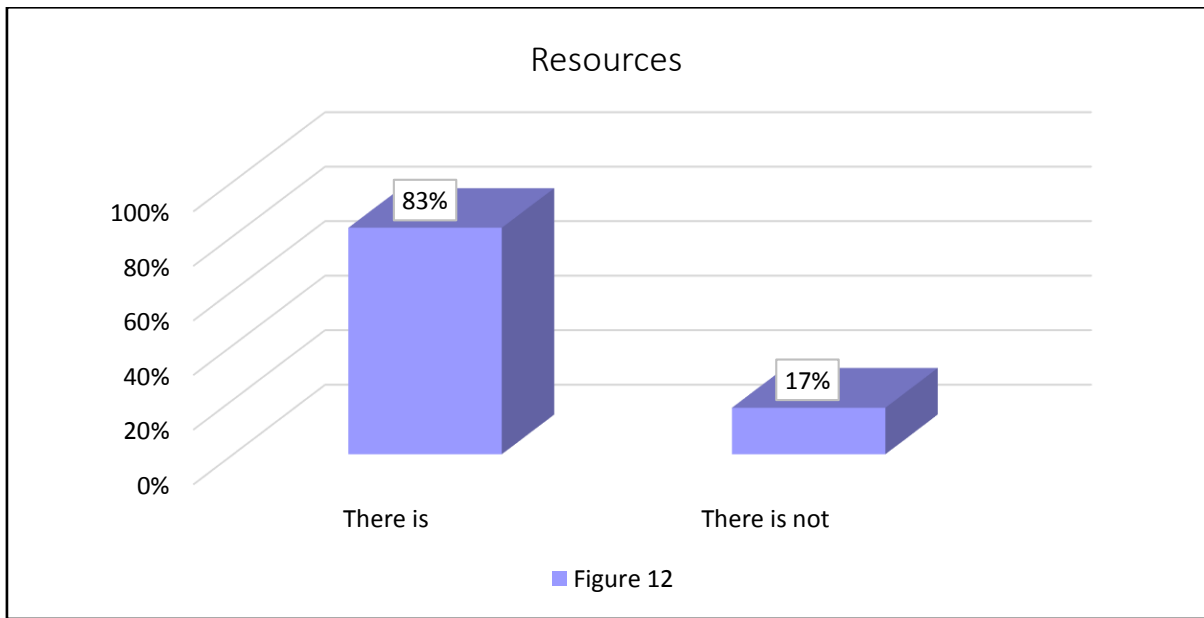


As shown in Figure 11, 46% of the parents consider Mathematics as the most important subject from the list; the second most important is Language with 32%; in the third place, there are English and History with 20% and in the final position there is Science with 10% of the preferences.

Although students considered that English is an important subject (Figure 10), they only practice it during their lessons (60%). This situation could happen because parents do not have much interest in English as a subject; besides, we might believe parents do not promote the practice of English in their houses and they do not take them to summer/ winter camps, private lessons, conferences, festivals etc. The reason could be mainly because they are not aware of these activities

4.7 Resources and its influence in the learning process of English

Graph 12



As Figure 12 shows, the students have resources in their houses to study, such as internet and computers. We could think that the access to those elements would help to the students to obtain a better academic performance and to complete all the tasks which are required. Nevertheless, according to our experience in our practicums, we can infer that the use of those resources is not necessarily related to studying and it is generally linked to entertainment and spare time, like social networks.

Another point that we can observe is that the answers to the question 21, which asked if the students had a room destined to study, 76% of the students answered that they did not have this room in their homes. This tendency occurs in the three schools, and it is for this reason that we can think the academic performance of the students does not depend on families' economical resources to provide facilities for the learning process, but it is more related with a lack of importance and priority that parents and their children give to studying at home. We can assume that if the students had a study room, their academic

performance would be different, because they would have study habits and, they could reinforce in their home the tasks which they did at school.

Regarding the academic resources, parents' knowledge of English was perceived negatively by the students: 45% of them consider their parents do not have the competences to help them with their English preparation and 21% were indifferent to the question. Despite of the fact that the majority of parents' occupation turned out to be related to engineering, business and education (42%) and consequently, their level of schooling belongs to university studies still the students perceive that they cannot help them in their learning process of English. Hence, we can deduce that there is no relation between the competences for helping children with English and the level of schooling and the occupation area of parents.

On the other hand, the results demonstrated that mother's occupation are more varied, predominating engineering, trading and housewife, the last one allowing more time to spend with their children and help them in their learning process. Also, the Emmanuel High school results showed that the first person to receive the students when they arrive at home is their mother while in the other two schools the students themselves are the first ones to arrive at home. Therefore, we can deduce that because the students are usually alone at home, they do not have enough supervision from any adult and consequently, they do not dedicate time to study. Hence, there are no study routines and it is unlikely they follow a routine by their own initiative. On the contrary, in Emmanuel High School students' motivation could be influenced by their mothers' presence at home.

Chapter V: Conclusions

In this chapter, the main findings and conclusions obtained from this research will be presented and explained.

In addition, a conclusion is provided, to summarize the most important and significant results gathered in this investigation.

First, one of the specific objectives is to describe the perception of the students related with their parents' involvement that were found in this research. Consequently, it is important to mention that before this investigation took form the researchers had the assumption that parents would not be involved neither their children's education nor their learning process, however, the results of the investigation evidenced that more than half of the students perceived that their parents are interested in their academic performance. In other words, the researchers confirmed that education is a constant labour where not only one person is committed but instead the three factors should work together to get better results. Students, parents and teachers must work jointly with responsibility, commitment, dedication, and patience in benefit of the progress of education, since those are the most important aspects in the academic training of any children or adolescent.

Furthermore, according to the second specific objective, which is to identify the elements that affect the parents' involvement in their children's learning of English, we can say that during the elaboration of this research were discovered aspects that at first seemed to be influential and important to mention such as age, educational level and profession of the father and the mother. Nevertheless, with all the data collected, the researchers concluded that those particular aspects do not impact or influence the students' learning and academic performance, even when it is assumed that the higher level of schooling of the parent, the better the result of their children in the school will be.

In addition, we have concluded that the motivation in our investigation not only comes from parents but it also comes from external factors. For example, in the results of our investigation we found that in one of the schools the students did not perceive that their parents were

motivated. However, the lack of parents' motivation did not affect the English performance of the students and even the grades were positives.

Consequently, in some cases, the intrinsic motivation is present due to every effort and dedication of the students which also come from themselves. However, there are many external factors which influence students, such as standardized tests (PSU, SIMCE), the policy of the school and the benefits of their personal effort.

On the other hand, regarding our last objectives which are to compare and demonstrate the relationship between parents' involvement and the academic performance of the students, we have concluded that the involvement of parents does affect their children academic performance, as it was expressed in the majority of the results. Therefore, it is important to mention that the Vygotsky's theory of Zone of Proximal Development was very important for our research; due to the relevance of the social interaction between parents and their children. Moreover, there is a benefit when students are accompanied by parents or when they notice that their caretakers are motivated with their personal progress in the school

Further, it is significant to recognize and highlight the role of parents in their children's education; moreover, their responsibility as caretakers, independently of the gender or biological bond with the child. In other words, either a paternal, maternal figure or any relative can help to motivate their children without problems to achieve their learning goals.

Finally, because the sample of this investigation was broad and diverse, and the researchers thought that the result would have thrown tendencies completely different, given that, the three schools are different regarding the type of administration; where two of the schools are subsidized and the other is private, where the students come from different parts of Santiago and even the values that each school promotes are different. Despite all those characteristics, the results were similar in the three samples. Hence, we can conclude that the education problem goes beyond the social status but rather something cultural, and idiosyncratic in this country.

Chapter VI: Implications

In this final chapter, a series of implications that emerged from the investigation are explained below.

It is important to mention that even though our investigation was about the perception of students about their parents' involvement in their education, which means that the basis of the information is obtained by the students' point of view; an important and unexpected variable appeared. This variable is the lack of communication between parents and children and it was a tendency among the schools. The above-named situation might be the explanation of the results; where parents' and children's motivation were mostly different between each other and the level of importance they gave to each subject in the school was not same neither. Consequently, according to the information we have gathered, we believe that the communication between parents or caretakers and their children is fundamental for their development and it should be considered for future researches about education.

On the other hand, as it was explained in the chapters above. The majority of the students and parents of this investigation do not consider English as an important subject. According to our experience in our practicum's schools, we can infer that there is a feeling of demotivation of both (parents and children) towards English language, and we may believe that this is due to an external social factor that may affects their perceptions when learning a foreign language; for example, the thought that they will never need it. It is for these reasons; we believe it is important that deeper studies could be made about the social factors that may be affecting the Chilean students' performance in English.

Finally, the main focus of our investigation was the involvement of parents in English as a foreign language, however, we consider it is possible to extend these ideas to other subjects and take it to a more general view of the situation, since we believe this could be a benefit for the Chilean education and it could be the impulse for future investigations.

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Appendix 1: Survey

Encuesta:
Survey

La siguiente encuesta es de carácter personal, el cual recogerá información confidencial. La información obtenida se utilizará única y exclusivamente para el aporte a una investigación educativa universitaria.

Cada pregunta de este cuestionario busca reunir información sobre la participación de los apoderados en la educación, esencialmente en el aprendizaje del inglés en alumnos de I y II Medio.

Agradecemos responder cada pregunta de esta encuesta de forma honesta y transparente para su óptima realización.

The following survey is for private use only and all information collected will be confidential. The information will only be used for educational purposes.

Every question in this survey aims to gather information about parents' participation in education, especially in the English learning process of 9th and 10th grade students'.

It would be much appreciated if every question could be answered honestly and clearly in order to gain optimum results.

Ítem I: Datos generales

Ítem I: General information

I. Selección Única: Encierra en un círculo la alternativa que estimes correcta.

Select one. Circle the option that you think best describes you

1. Escolaridad del padre o figura paterna <i>Level of schooling of the father or parental figure</i>
a) Educación Básica y/o Media incompleta <i>Incomplete Elementary or High school education</i>
b) Educación Media completa <i>Complete High school education</i>
c) Estudios superiores incompletos <i>Incomplete Higher education studies</i>
d) Estudios superiores completos <i>Complete Higher education studies</i>
e) No hay figura paterna <i>No paternal figure</i>
2. Escolaridad de la madre o figura materna <i>Level of schooling of the mother or maternal figure</i>
a) Educación Básica y/o Media incompleta <i>Incomplete Elementary or High School education</i>
b) Educación Media completa <i>Complete High school education</i>
c) Estudios superiores incompletos <i>Incomplete Higher Education studies</i>
d) Estudios superiores completos <i>Complete Higher Education studies</i>
e) No hay figura materna <i>No maternal figure</i>
3. Edad aproximada del padre <i>Approximate age of the father</i>
a) Menos 29 y 35 años <i>Less than 29 and 35 years old</i>
b) Entre 29 y 35 años <i>Between 29 and 35 years old</i>
c) Entre 36 y 40 años <i>Between 36 and 40 years old</i>
d) Entre 41 y 50 años <i>Between 41 and 50 years old</i>
e) Entre 51 y 59 años <i>Between 51 and 59 years old</i>

4. Edad aproximada de la Madre <i>Approximate age of the Mother</i>
f) Menos 29 y 35 años <i>Less than 29 and 35 years old</i>
g) Entre 29 y 35 años <i>Between 29 and 35 years old</i>
h) Entre 36 y 40 años <i>Between 36 and 40 years old</i>
i) Entre 41 y 50 años <i>Between 41 and 50 years old</i>
j) Entre 51 y 59 años <i>Between 51 and 59 years old</i>
k) 60 años o más <i>60 years old or more</i>
5. ¿Cuántos hermanos tienes? <i>How many siblings do you have?</i>
a) Soy hijo único <i>I am an only child</i>
b) 1 a 2
c) 2 a 3
d) 3 a 4
e) 5 y más
6. ¿Cuánto tiempo aproximado demoran en desplazarse el/los padres desde la casa al trabajo y vice versa? <i>How much time approximate do your parents take to commute?</i>
a) 30-45 min
b) 45-60 min
c) 60-90 min
d) 90-120 min
e) 120 min o más <i>120 min or more</i>
7. ¿En qué ámbito laboral se desempeña tu padre? <i>In which professional field does your father work?</i>
a) Comercio <i>Trading</i>
b) Ingeniería/ educación/negocios <i>Engineering, education, business</i>
c) Trabajador independiente <i>Self employed</i>
d) Dueño de casa <i>Housewife</i>
e) Cesante <i>Unemployed</i>

8. ¿En qué ámbito laboral se desempeña tu madre? <i>In which professional field does your mother work?</i>
a) Comercio <i>Trading</i>
b) Ingeniería/ educación/negocios <i>Engineering, education, business</i>
c) Trabajador independiente <i>Self employed</i>
d) Dueño de casa <i>Housewife</i>
e) Cesante <i>Unemployed</i>

Ítem II: Horas / Hábitos de estudio

Item II: Hours and studies routine

9. ¿Cuántas horas y/o minutos por día dedicas a estudiar? <i>How many hours/minutes do you study per day?</i>
a) 2 a 3 horas <i>2 to 3 hours</i>
b) 1 hora <i>1 hour</i>
c) 30 minutos <i>30 minutes</i>
d) 15 minutos <i>15 minutes</i>
e) Solo estudio cuando tengo prueba al día siguiente <i>I only study when there is a test the following day</i>
10. ¿Cuántas horas y/o minutos por día dedicas a estudiar junto a tu padre? <i>How much time per day do you dedicate to studying together with your father?</i>
a) 2 a 3 horas <i>2 to 3 hours</i>
b) 1 hora <i>1 hour</i>
c) 30 minutos <i>30 minutes</i>
d) 15 minutos <i>15 minutes</i>
e) No dedico tiempo <i>I do not dedicate time to study</i>

11. ¿Cuántas horas y/o minutos por día dedicas a estudiar junto a tu madre? <i>How much time per day do you dedicate to studying together with your mother?</i>
a) 2 a 3 horas <i>2 to 3 hours</i>
b) 1 hora <i>1 hour</i>
c) 30 minutos <i>30 minutes</i>
d) 15 minutos <i>15 minutes</i>
e) No dedico tiempo <i>I do not dedicate time to study</i>
12. ¿Cuántos días a la semana dedicas a estudiar? <i>How many days a week do you dedicate to studying?</i>
a) 4 a 5 días <i>4 to 5 days</i>
b) 3 días <i>3 days</i>
c) 2 días <i>2 days</i>
d) 1 día <i>1 day</i>
e) Ningún día <i>Never</i>
13. ¿Cuántas horas y/o minutos por día dedicas a estudiar inglés? <i>How much time per day do you dedicate to studying English?</i>
a) 2 a 3 horas <i>2 to 3 hours</i>
b) 1 hora <i>1 hour</i>
c) 30 minutos <i>30 minutes</i>
d) 15 minutos <i>15 minutes</i>
a) No dedico tiempo <i>I do not dedicate time</i>
14. Antes de una prueba de inglés. ¿Cuántos días / horas de anticipación te preparas? <i>How much time do you spend preparing for an English test?</i>
a) 4 a 5 días <i>4 to 5 days</i>
b) 2 a 3 días <i>2 to 3 days</i>
c) 1 a 2 días <i>1 to 2 days</i>
d) 12 horas <i>12 hours</i>
e) 1 a 2 horas / <i>1 to 2 hours</i>

15. Cuando llegas a la casa, ¿quién te recibe? <i>Who is at home when you arrive?</i>
a) Padre <i>Father</i>
b) Madre <i>Mother</i>
c) Mi hermano/a <i>Brother/sister</i>
d) Ambos, Padre y Madre <i>Both, Father and Mother</i>
e) Soy el primero en llegar a la casa <i>I am the first one to arrive at home</i>
16. ¿En qué horario se encuentra tu padre en la casa? <i>When is your father at home?</i>
a) Durante la mañana <i>During the morning</i>
b) Durante la tarde <i>During the afternoon</i>
c) Todo el día <i>All day</i>
d) No está en todo el día <i>My caretaker is never at home</i>
e) Varía, no es siempre el mismo horario <i>It depends, it is not always at the same time</i>
17. ¿En qué horario se encuentra tu madre en la casa? <i>When is your mother at home?</i>
a) Durante la mañana <i>During the morning</i>
b) Durante la tarde <i>During the afternoon</i>
c) Todo el día <i>All day</i>
d) No está en todo el día <i>My caretaker is never at home</i>
e) Varía, no es siempre el mismo horario <i>It depends, it is not always at the same time</i>

Ítem III: Recursos

Item III: Economic resources

Marca con una X tu respuesta en la casilla correspondiente

Mark with an X your answer

	SI Yes	NO No
18. ¿Tienes acceso a internet en tu hogar? <i>Do you have internet connection in your house?</i>		
19. ¿Cuentas con diccionario de inglés? <i>Do you have an English dictionary?</i>		
20. En tu casa ¿Existen libros/cuentos/revistas en inglés? <i>Do you have English books, magazines or stories for children in your house?</i>		
21. En tu casa, ¿Existe algún lugar/habitación destinado únicamente para el uso de estudio? <i>Is there any room in your house just dedicated for studies purposes?</i>		
22. ¿Posees computador o Tablet para estudiar? <i>Do you have a computer or Tablet to study?</i>		

Ítem IV: Herramientas académicas

Item IV: Prior knowledge

En la siguiente escala marca con una X donde consideres tu respuesta, siendo 1 “totalmente en desacuerdo” y 5 “totalmente de acuerdo”

Mark the correct answer for you with an X on the following scale. 1 is totally agree and 5 totally disagree

	1 Totalmente en desacuerdo <i>I totally disagree</i>	2 En desacuerdo <i>I Disagree</i>	3 Ni de acuerdo Ni en desacuerdo <i>I am indifferent</i>	4 De acuerdo <i>I agree</i>	5 Totalmente de acuerdo <i>I totally agree</i>
23. Tu padre tiene conocimientos respecto a los contenidos de inglés <i>Your father understands the academic topics of English subject</i>					
24. Tu madre tiene conocimientos respecto a los contenidos de inglés <i>Your mother understands the academic topics of English subject</i>					

<p>25. Tu padre es la persona más apta para ayudarte con las tareas de inglés. ¿Por que? _____ <i>Your father is the best person to help you with English homework tasks</i> Why? _____</p>					
<p>26. Tu madre es la persona más apta para ayudarte con las tareas de inglés. ¿Por que? _____ <i>Your father is the best person to help you with English homework tasks</i> Why? _____</p>					
<p>27. Tu padre posee las herramientas necesarias para ayudarte en la asignatura de inglés <i>Your father has the correct tools to help you studying English</i></p>					
<p>28. Tu madre posee las herramientas necesarias para ayudarte en la asignatura de inglés <i>Your mother has the correct tools to help you studying English</i></p>					

Ítem V: Interés / Actitud hacia el aprendizaje del inglés

Item V: interest/attitude towards learning English as a Foreign Language

Selección Múltiple: Encierra en un círculo la/s alternativa/s que estimes según tu opinión

Unique selection: circle the correct alternative for you

<p>29. Según tu experiencia, ¿Qué piensan tu padre respecto a que aprendas un nuevo idioma como el inglés? <i>According to your experience: What does your father think about you learning a new language, such as English?</i></p>
<p>a) Le interesa y considera que es útil para poder viajar al extranjero <i>He cares about English and consider it useful for travelling abroad</i></p>
<p>b) El piensa que es útil para mi futuro laboral <i>He thinks it is useful for my professional future</i></p>
<p>c) Le interesa, pero no es relevante para desenvolverme en la vida cotidiana en Chile <i>He is interested in, but English is not useful in Chile's daily life</i></p>
<p>d) No les interesa en lo absoluto <i>He does not care about it at all</i></p>

e) El piensa que no es útil <i>He does not think it is useful</i>
30. Según tu experiencia, ¿Qué piensan tu madre respecto a que aprendas un nuevo idioma como el inglés? <i>According to your experience: What does your mother think about you learning English as a Second Language?</i>
a) Le interesa y considera que es útil para poder viajar al extranjero <i>She thinks it is useful for travelling abroad</i>
b) Ella piensa que es útil para mi futuro laboral <i>He thinks it is useful for my professional future</i>
c) Le interesa, pero no es relevante para desenvolverse en la vida cotidiana en Chile <i>She is interested in, but English is not useful in Chile's daily life</i>
d) No les interesa en lo absoluto <i>She does not care about it at all</i>
e) Ella piensa que no es útil <i>She does not think it is useful</i>
31. ¿Cual es tu opinión respecto a que aprendas un nuevo idioma como el inglés? <i>What is your opinion about learning English as a Second Language?</i>
a) Es útil para mi futuro laboral <i>It is useful for my professional future</i>
b) Me interesa porque me gusta y quiero aprender mas <i>I am interested because I like it and I want to learn more about it</i>
c) Me gusta, pero no le doy mayor importancia <i>I like it but I don't think is really important</i>
d) No me interesa en lo absoluto <i>I do not care at all</i>
e) No es útil <i>I do not think it is useful</i>
32. ¿Qué tan a menudo tu padre te ayuda en las tareas y/o preparación para pruebas de inglés? <i>How often does your father help you with homework or with preparation for test?</i>
a) Siempre <i>Always</i>
b) Seguido <i>Often</i>
c) Casi nunca <i>Hardly ever</i>
d) De vez en cuando <i>Sometimes</i>
e) Nunca, hago mis tareas solo/a <i>Never, I do homework on my own</i>

33. ¿Qué tan a menudo tu madre te ayuda en las tareas y/o preparación para pruebas de inglés? <i>How often does your mother help you with homework or with preparation for test?</i>			
a) Siempre <i>Always</i>			
b) Seguido <i>Often</i>			
c) Casi nunca <i>Hardly ever</i>			
d) De vez en cuando <i>Sometimes</i>			
e) Nunca, hago mis tareas solo/a <i>Never, I do homework by my own</i>			
34. ¿En qué momentos sueles practicar inglés? Puedes marcar más de una alternativa <i>When do you usually practice English? You can mark more than one option</i>			
a) Solamente en las clases de inglés <i>Only in English lessons</i>			
b) En viajes al extranjero <i>When I travel abroad</i>			
c) Con mis familiares y/o amigos de habla inglesa <i>With my English speaking relatives and/or friends</i>			
d) En el colegio junto a mis compañeros de curso <i>In school with my classmates</i>			
e) En clases particulares <i>In private lessons</i>			
35. ¿Cual es la importancia que tus padres le dan al aprendizaje del inglés? Siendo 1 muy importante y 4 sin importancia. Marca con una X. <i>How important do your parents think English is? 1 is very important and 4 not important at all. Mark your answer with an X.</i>			
1	2	3	4
36. ¿Cual es la importancia que le das al aprendizaje del inglés? Siendo 1 muy importante y 4 sin importancia. Marca con una X. <i>How important do you think English subject is? 1 is very important and 4 not important at all. Mark your answer with an X.</i>			
1	2	3	4

37. Enumera de 1 a 5, donde 1 es de más importancia y 5 de menos importancia las siguientes asignaturas de acuerdo al grado de importancia que tu apoderado le daría a cada una de ellas
List the following subjects from 1 to 5, where 1 is more important and 5 less important, according to the importance that your caretaker would give to them

	Lenguaje <i>Language</i>
	Matemáticas <i>Mathematics</i>
	Historia <i>History</i>
	Ciencias <i>Sciences</i>
	Inglés <i>English</i>

Estimado Estudiante

Muchísimas Gracias por tu tiempo, participación y honestidad en las respuestas de esta encuesta. Una vez más mencionamos, que toda información entregada en este material es completamente confidencial y con fines investigativos.

Dear Students

Thank you very much for your time, cooperation and honesty in the answers delivered in this survey. Once again, all information collected will be confidential and will only be used for educational purposes.

Appendix 2: Validations

Validation Letter Request

Validator: Teacher Juan Lecaros

Santiago, 12 de octubre de 2016

Señor (a) Juan Lecaros

Es grato dirigirme a Usted para manifestarle mi saludo cordial. Dada su experiencia profesional y méritos académicos y personales, le solicito su inapreciable colaboración como experto para la validación de contenido de los ítems que conforman los instrumentos (anexos), que serán aplicados a una muestra seleccionada que tiene como finalidad recoger información directa para la investigación titulada: **"Parents' involvement in education affects the learning process of English as a Foreign Language in 9th and 10th grade according to pupil's perception"** para obtener el grado académico Licenciado en Educación.

Para efectuar la validación del instrumento, Usted deberá leer cuidadosamente cada enunciado y sus correspondientes alternativas de respuesta, en donde se pueden seleccionar una, varias o ninguna alternativa de acuerdo al criterio personal y profesional que corresponda al instrumento.

Se le agradece cualquier sugerencia relativa a la redacción, el contenido, la pertinencia y congruencia u otro aspecto que considere relevante para mejorar el mismo.

Muy atentamente, Dayan Matamala, Mauricio Muñoz, Isabel Salas y Marcela Villablanca

Email: equiposeminarioucsh@gmail.com

Validator: Teacher Mireya

Santiago, 25 de noviembre de 2016

Señor (a) Mireya Aguilera

Es grato dirigirme a Usted para manifestarle mi saludo cordial. Dada su experiencia profesional y méritos académicos y personales, le solicito su inapreciable colaboración como experto para la validación de contenido de los ítems que conforman los instrumentos (anexos), que serán aplicados a una muestra seleccionada que tiene como finalidad recoger información directa para la investigación titulada: **"Parents' involvement in education affects the learning process of English as a Foreign Language in 9th and 10th grade according to pupil's perception"** para obtener el grado académico Licenciado en Educación.

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Se le agradece cualquier sugerencia relativa a la redacción, el contenido, la pertinencia y congruencia u otro aspecto que considere relevante para mejorar el mismo.

Muy atentamente, Dayan Matamala, Mauricio Muñoz, Isabel Salas y Marcela Villablanca

Email: equiposeminariouesh@gmail.com

Proof Validation

Validator: Teacher Juan Lecaros

CONSTANCIA DE VALIDACIÓN

Quien suscribe, JUAN JOSÉ LECAROS CALDERÓN, con documento de identidad N° 13338212-7, de profesión PROFESOR DE INGLÉS con Grado de MAGISTER, ejerciendo actualmente como PROFESOR ADJUNTO, en la Institución UNIVERSIDAD CATOLICA SILVA HENRIQUEZ

Por medio de la presente hago constar que he revisado con fines de Validación el Instrumento (encuesta), a los efectos de su aplicación en el ***SEMINARIO DE GRADO QUE LLEVA POR TITULO "PARENTS' INVOLVEMENT IN EDUCATION AFFECTS THE LEARNING PROCESS OF ENGLISH AS A FOREIGN LANGUAGE IN 9TH AND 10TH GRADE ACCORDING TO PUPIL'S PERCEPTION"***

Luego de hacer las observaciones pertinentes, puedo formular las siguientes apreciaciones.

	DEFICIENTE	ACEPTABLE	BUENO	EXCELENTE
Congruencia de Ítems				X
Amplitud de contenido			X	
Redacción de los Ítems				X
Claridad y precisión				X
Pertinencia				X

Fecha:



Firma

DNI n°

Validator: Teacher Mireya Aguilera

CONSTANCIA DE VALIDACIÓN

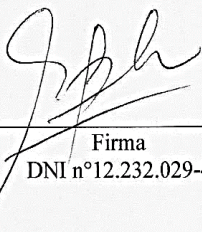
Quien suscribe, Mireya Aguilera Munziaga, con documento de identidad N° 12.232.29-4, de profesión Profesora de Inglés con Grado de Magister , ejerciendo actualmente como Docente en la Institución Universidad Católica Silva Henríquez .

Por medio de la presente hago constar que he revisado con fines de Validación el Instrumento (encuesta), a los efectos de su aplicación en el Colegio Academia de Humanidades; Emmanuel High School; Liceo Industrial Ignacio Domeyko.

Luego de hacer las observaciones pertinentes, puedo formular las siguientes apreciaciones.

	DEFICIENTE	ACEPTABLE	BUENO	EXCELENTE
Congruencia de Ítems				X
Amplitud de contenido				X
Redacción de los Ítems				X
Claridad y precisión				X
Pertinencia				X

Fecha: 25 Noviembre 2016


Firma
DNI n°12.232.029-4

Expert's Judgement about the survey

Validator: Teacher Juan Lecaros

JUICIO DE EXPERTO SOBRE LA ENCUESTA QUE SERÁ APLICADA A LOS ELEMENTOS DE LA MUESTRA

INSTRUCCIONES:

Coloque en cada casilla un aspa correspondiente al aspecto cualitativo de cada ítem y alternativa de respuesta, según los criterios que a continuación se detallan. Las categorías a evaluar son: Redacción, contenido, congruencia y pertinencia con los indicadores, dimensiones y variables de estudio. En la casilla de observaciones puede sugerir el cambio o mejora de cada pregunta.

PREGUNTAS	Claridad en la redacción		Coherencia interna		Inducción a la respuesta (Sesgo)		Lenguaje adecuado con el nivel del informante		Mide lo que pretende		Esencial	Útil pero no Esencial	No importante	OBSERVACIONES (Por favor, indique si debe eliminarse o modificarse algún ítem)
	Sí	No	Sí	No	Sí	No	Sí	No	Sí	No				
1.	X		X		X	X		X	X					
2.	X		X		X	X		X	X					
3.	X		X		X	X		X	X					
4.	X		X		X	X		X	X					
5.	X		X		X	X		X	X					
6.	X		X		X	X		X	X					
7.	X		X		X	X		X	X					
8.	X		X		X	X		X	X					
9.	X		X		X	X		X	X					
10.	X		X		X	X		X	X					
11.	X		X		X	X		X	X					
12.	X		X		X	X		X	X					
13.	X		X		X	X		X	X					
14.	X		X		X	X		X	X					
15.	X		X		X	X		X	X					
16.	X		X		X	X		X	X					
17.	X		X		X	X		X	X					
18.	X		X		X	X		X	X					
19.	X		X		X	X		X	X					
20.	X		X		X	X		X	X					
21.	X		X		X	X		X	X					
22.	X		X		X	X		X	X					
23.	X		X		X	X		X	X					
24.	X		X		X	X		X	X					
25.	X		X		X	X		X	X					
26.	X		X		X	X		X	X					
27.	X		X		X	X		X	X					
28.	X		X		X	X		X	X					
29.	X		X		X	X		X	X					
30.	X		X		X	X		X	X					
31.	X		X		X	X		X	X					
32.	X		X		X	X		X	X					
33.	X		X		X	X		X	X					
34.	X		X		X	X		X	X					
35.	X		X		X	X		X	X					
36.	X		X		X	X		X	X					
37.	X		X		X	X		X	X					
38.														
39.														
40.														
41.														
42.														
43.														
44.														
45.														
46.														

Validator: Teacher Mireya Aguilera

JUICIO DE EXPERTO SOBRE LA ENCUESTA QUE SERÁ APLICADA A LOS ELEMENTOS DE LA MUESTRA

INSTRUCCIONES:

Coloque en cada casilla un aspa correspondiente al aspecto cualitativo de cada ítem y alternativa de respuesta, según los criterios que a continuación se detallan.

Las categorías a evaluar son: Redacción, contenido, congruencia y pertinencia con los indicadores, dimensiones y variables de estudio. En la casilla de observaciones puede sugerir el cambio o mejora de cada pregunta.

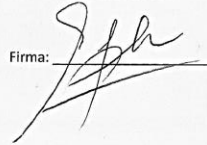
PREGUNTAS	Claridad en la redacción		Coherencia interna		Inducción a la respuesta (Sesgo)		Lenguaje adecuado con el nivel del informante		Mide lo que pretende		Esencial	Útil pero no Esencial	No importante	OBSERVACIONES (Por favor, indique si debe eliminarse o modificarse algún ítem)
	Sí	No	Sí	No	Sí	No	Sí	No	Sí	No				
1.	x		x		x		x		x		x			
2.														
3.														
4.														
5.														
6.														
7.														
8.														
9.														
10.														

Muchas gracias por su apoyo.

Grado Académico: _____

Nombre y Apellido: MIREYA AGUILERA MUNIZAGA

Firma: _____



Appendix 3: Grades

Academia de Humanidades 9th grade English Grades

Informe Notas Por Asignatura.
Profesor Jefe: Cortés Elizabeth
Curso Idioma Extranjero: Inglés



**Colegio Academia
de Humanidades**
Padres Dominicos

Estudiantes del Primer Año Medio	Notas Primer Semestre Inglés	Estudiantes del Primer Año Medio	Notas Primer Semestre Inglés
Sujeto 1	6,2	Sujeto 20	5,5
Sujeto 2	6,8	Sujeto 21	6,3
Sujeto 3	4,2	Sujeto 22	3,7
Sujeto 4	5,0	Sujeto 23	5,8
Sujeto 5	6,5	Sujeto 24	2,9
Sujeto 6	5,4	Sujeto 25	4,2
Sujeto 7	6,1	Sujeto 26	6,1
Sujeto 8	5,2	Sujeto 27	6,0
Sujeto 9	5,8	Sujeto 28	6,7
Sujeto 10	5,7	Sujeto 29	4,1
Sujeto 11	6,3	Sujeto 30	4,0
Sujeto 12	6,0	Sujeto 31	6,8
Sujeto 13	6,4		
Sujeto 14	4,9		
Sujeto 15	4,0		
Sujeto 16	4,8		
Sujeto 17	4,4		
Sujeto 18	4,9		
Sujeto 19	5,1		

Liceo Ignacio Domeyko 9th Grade English Grades

Informe Notas Por Asignatura.
 Profesor Jefe: González German
 Curso Idioma Extranjero: Inglés



Estudiantes del Segundo Año Medio	Notas Primer Semestre Inglés	Estudiantes del Segundo Año Medio	Notas Primer Semestre Inglés
Sujeto 1	5,4	Sujeto 20	5,1
Sujeto 2	4,0	Sujeto 21	5,5
Sujeto 3	6,1	Sujeto 22	5,9
Sujeto 4	6,3	Sujeto 23	5,9
Sujeto 5	6,2	Sujeto 24	4,6
Sujeto 6	4,4	Sujeto 25	6,2
Sujeto 7	6,2	Sujeto 26	5,2
Sujeto 8	6,2	Sujeto 27	5,6
Sujeto 9	6,2	Sujeto 28	5,8
Sujeto 10	3,8	Sujeto 29	5,1
Sujeto 11	4,9	Sujeto 30	4,6
Sujeto 12	5,9	Sujeto 31	4,4
Sujeto 13	5,8	Sujeto 32	6,3
Sujeto 14	6,2	Sujeto 33	5,7
Sujeto 15	6,4	Sujeto 34	3,4
Sujeto 16	5,4		
Sujeto 17	4,3		
Sujeto 18	4,7		
Sujeto 19	5,9		

Emmanuel High School 10th Grade English Grades

Informe Notas Por Asignatura.

Profesor Jefe: Nuñez Vivanco Migue Ángel

Curso Idioma Extranjero: Inglés



Estudiantes del Segundo Año Medio	Notas Primer Semestre Inglés	Estudiantes del Segundo Año Medio	Notas Primer Semestre Inglés
Sujeto 1	6,8	Sujeto 20	5,1
Sujeto 2	5,5	Sujeto 21	5,4
Sujeto 3	5,3	Sujeto 22	6,7
Sujeto 4	4,5	Sujeto 23	6,9
Sujeto 5	6,6	Sujeto 24	5,1
Sujeto 6	6,3	Sujeto 25	6,2
Sujeto 7	5,2	Sujeto 26	5,2
Sujeto 8	5,9	Sujeto 27	5,8
Sujeto 9	5,8	Sujeto 28	6,4
Sujeto 10	6,6	Sujeto 29	5,9
Sujeto 11	6,8	Sujeto 30	6,7
Sujeto 12	5,5		
Sujeto 13	6,6		
Sujeto 14	6,7		
Sujeto 15	5,8		
Sujeto 16	3,7		
Sujeto 17	6,2		
Sujeto 18	6,3		
Sujeto 19	6,6		

