



FACULTAD DE EDUCACIÓN DE PALENCIA  
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**Parental involvement and collaboration in the learning of  
English in Infant Education: classroom impact and  
family-school relationship.**

Participación y colaboración familiar en el aprendizaje del inglés en Educación Infantil:  
impacto en el aula y relación familia- escuela.

TRABAJO FIN DE GRADO EN EDUCACIÓN INFANTIL  
(MENCIÓN EN LENGUA EXTRANJERA, INGLÉS)

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*A mis padres, por inculcarme el valor de la familia y recordarme  
siempre la importancia de la perseverancia y el esfuerzo.*

*A mi hermana, la pequeña, porque no sé qué haría sin ella.  
Por su paciencia y apoyo cuando lo necesito.*

*Gracias por estar a mi lado, por creer en mí y por ayudarme a conseguir todas mis metas.  
Sois el reflejo del verdadero significado de familia en la escuela y en la vida.  
El mejor ejemplo.*

# **RESUMEN**

Este trabajo de fin de grado se centra en el compromiso e interés de las familias en el aprendizaje del inglés de sus niños en la etapa de educación infantil, así como su participación en el aula y la relación escuela-familia. El estudio se centra en evaluar cómo estas dinámicas influyen en el rendimiento y motivación de los niños. Además, se han diseñado y aplicado dos situaciones. Posteriormente, se realizó una encuesta para conocer el nivel de satisfacción de las familias con respecto a lo trabajado. Los resultados obtenidos ofrecen, entre otras cosas, una visión sobre la importancia de la implicación familiar.

# **PALABRAS CLAVE**

Implicación de las familias, aprendizaje del inglés, educación infantil, relación escuela-familia, situación de aprendizaje.

# **ABSTRACT**

This work focuses on parents' involvement and interest in their children's learning of English at the Infant Education stage, as well as their participation in the classroom and the school-family relationship. The study focuses on assessing how these dynamics influence children's performance and motivation. In addition, two learning situations were designed and applied in English. Subsequently, a survey was carried out to find out the parents' level of satisfaction with the work. The results obtained provide, among other things, an insight into the importance of parental involvement.

# **KEY WORDS**

Parental involvement, English learning, Infant education, school-family relationship, learning situation.

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# 1. INTRODUCTION

Nowadays, learning a foreign language from an early age has become an educational priority in many school contexts. In particular, the teaching of English at early childhood education level has gained relevance, not only because of its impact on children's cognitive and linguistic development, but also because of its importance in an increasingly globalised world. Within this framework, the involvement, collaboration and active participation of parents is a crucial element for the success of the educational process.

This final degree project focuses on analysing the relationship between the participation of parents of 5-year-old children in the infant classroom and the learning of English as a foreign language. The main hypothesis is that close collaboration between school and family not only facilitates better English language learning, but also strengthens community ties and the child's overall development.

To address this issue, various aspects of parent-teacher interaction will be explored, including family involvement strategies, joint activities and school-family communication programs. Through a qualitative approach, testimonies and experiences of parents will be collected in order to identify effective practices and areas for improvement.

This study aims not only to highlight the importance of active and committed parental involvement, but also to provide practical recommendations for strengthening the synergy between home and school. Ultimately, it seeks to contribute to the development of an inclusive and collaborative educational model that enhances English language learning from the earliest stages of education.

## 2. OBJECTIVES

### **Objectives of the bachelor's degree in Infant Education:**

The objectives that I, as a teacher, must be able to achieve, and which appear in the Infant School degree report, and which are related to my Final Degree Project, are as follows:

- To know the developments in the developmental psychology of childhood from 0 to 6.
- To know how to promote the acquisition of habits based on autonomy, freedom, curiosity, experimentation, imitation, acceptance of rules and limits...
- To master social skills in dealing and relating with the family of each pupil and with the families as a whole.
- To create and maintain links with families in order to have an effective impact on the educational process.
- To analyse the data obtained, critically understand the reality and draw up a report of conclusions.
- To know the legislation that regulates nursery schools and their organisation.
- To know how to value the personal relationship with each pupil and his or her family as a factor of quality in education.
- To promote symbolic play and role-playing as the main means of learning about social reality.
- To be able to deal with language learning situations in multilingual and multicultural contexts.
- To acquire practical knowledge of classroom and classroom management.
- To regulate interaction and communication processes in pupils aged 0-6 years old.
- To collaborate with the different sectors of the educational community and the social environment.

### **Objectives in the English major:**

In the following, I will state the most relevant objectives in relation to my dissertation and to the English language section of the Infant Education Degree:

- To be able to express oneself orally and in writing in English (level C1).

- To know the fundamentals of plurilingualism and pluriculturalism in the design of bilingual CLIL programs in Infant Education.
- To know and apply the didactics of communicative competence in its different components: linguistic, sociolinguistic and pragmatic competence.
- To master the foreign language curriculum (English) in Infant Education.
- To know the main methodological trends in the teaching of foreign languages and their application to the learning of English at the different levels established in the curriculum.
- To participate in the development and monitoring of educational projects in early childhood education within the regional, national and international territorial framework, and in collaboration with other professionals and social agents.

**Specific objectives in the Final Degree Project:**

The specific objectives of Final Degree Project that allow me to focus my line of research and that I can consider to be the most optimal for the development of this final degree project are:

- To analyse the level of parents' involvement in their 5-year-old children's learning of English in pre-primary education.
- To evaluate the forms of collaboration and active participation of parents in the English classroom.
- To investigate the relationship between school and family in the context of learning English as a second language.
- To design and implement two learning situations in English, one on Ecosystems and the other on the Olympic Games, adapted for 5 year olds.
- To develop a survey to measure parents' satisfaction with the designed learning situations and their impact on their children's English language learning.
- To collect and analyse survey data to assess the level of satisfaction and parents' perceptions of the effectiveness of the activities implemented.

### **3. JUSTIFICATION**

The teaching of English as a foreign language in early childhood education has become an educational priority due to the numerous benefits it brings, both cognitively, socially and culturally. However, the success of this learning process does not depend exclusively on the school context, but it is also deeply influenced by the involvement, collaboration and active participation of families.

The choice of this topic for the dissertation is based on the growing evidence that underlines the importance of a strategic partnership between school and family. Recent research shows that children who have the support and active involvement of their parents in their educational process, especially in foreign language learning, tend to show higher levels of motivation, better academic performance and a more positive attitude towards learning.

Parental involvement in English language learning can take many forms: from participation in activities and workshops organised by the school, to support at home by creating an environment conducive to the use of the language. This collaboration not only enriches the child's learning, but also strengthens the relationship between school and family, creating a more cohesive and effective educational environment.

This dissertation is therefore justified by the need to explore and understand the dynamics of parent-teacher collaboration in the context of a 5-year-old classroom. In this research, the aim is to identify effective practices that promote active parental involvement and to examine how these practices influence English language learning. Furthermore, it aims to provide recommendations that can be implemented to improve school-family interaction and cooperation.

Finally, this study not only has the potential to provide valuable insights into the teaching of English in early childhood education but can also contribute to the formulation of educational strategies that encourage greater parental involvement. By strengthening the links between school and family, a more holistic and harmonious educational environment is approved, directly benefiting children's development and learning.



## 4. THEORETICAL FRAMEWORK

The relationship between family and school is critical in a child's first educational journey. By attending effective collaboration, parents and teachers create a supportive learning environment that fosters a child's holistic development and academic success. Below, we explore the key aspects of this relationship:

### 1. Legislation in Infant Education in Castilla y León

As of June 2024, the curriculum of Early Childhood Education in the Community of Castilla y León is governed by Decree 37/20223. This decree establishes the guidelines for the organization and content of Infant education in the region. Some relevant aspects are:

**Educational Stage:** Infant education caters for kids from birth to six years of age.

**Curricular Cycles:**

- First Cycle (0 to 3 years): It focuses on the integral development of the child, including physical, emotional, cognitive and social aspects.
- Second Cycle (3 to 6 years): At this stage, learning is encouraged through play, creativity and exploration.

**Key Competences:** The curriculum is based on the development of key competences, such as linguistic communication, critical thinking, personal autonomy and coexistence.

**Methodological Principles:** We promote an active, participatory methodology, adapted to the individual needs of the children.

In addition to these curricular aspects, it can also be mentioned that the relationship between the family and the school, as well as the participation of families in the classroom, are essential aspects included both in the curriculum of Castilla y León and in the official curriculum of Spain. These documents establish the normative framework and guidelines for fostering effective collaboration between parents, students and educational staff, recognising the importance of family involvement in children's educational development.

The official curriculum in Spain emphasises the importance of the family-school relationship and the involvement of families in the educational process. Key points in this area include:

- **Institutional collaboration:** The national curriculum promotes the creation of school councils in which family representatives participate. These councils allow parents to have a say in important decisions related to school management, among other things.
- **Encouraging Active Participation:** Schools are encouraged to develop projects and activities that involve families. These activities can range from one-to-one tutorials to volunteering programs in the classroom, where parents collaborate directly with teachers in the development of certain subjects or projects.
- **Integral Education:** Education in Spain is conceived as an integral process that encompasses the academic as well as the personal and social spheres. The participation of families is essential to guarantee a complete education. Parents complement and reinforce the work done by teachers.
- **Shared Responsibility:** The official curriculum emphasises the shared responsibility between school and families in the education of children. For example, collaboration in conflict resolution, emotional support and monitoring of academic performance.
- **Access to Information:** Access to information is a fundamental pillar of the family-school relationship. Schools must provide parents with clear and detailed information on the academic progress of their children, the methodologies used and the educational objectives.

More specifically, with regard to the Castilla y León curriculum, the importance of collaboration between families and schools is also highlighted in order to improve the educational process. According to this curriculum, the participation of families takes place through several points:

- **Continuous Communication and Collaboration:** The curriculum promotes fluid and constant communication between teachers and families. Regular meetings, both formal and informal, are encouraged to discuss progress. These meetings

allow parents to keep abreast of their children's development and to collaborate in the classroom.

- **Participation in School Activities:** Parents are encouraged to actively participate in school activities such as workshops, open days and cultural events. This participation not only strengthens the relationship between school and families, but also enriches the children's educational environment.
- **Support at Home:** The curriculum highlights the importance of family support at home, which is crucial to consolidate the learning acquired in the classroom and to foster students' autonomy and responsibility.
- **Training for Parents:** Castilla y León establishes training programs for parents, aimed at improving their educational skills and providing them with tools to support their children's academic and emotional development. These programs include workshops on study techniques, time management and strategies to encourage reading and writing habits.

Both the Castilla y León curriculum and the official curriculum of Spain recognise the importance of the family-school relationship and the active participation of families in the classroom. These documents establish a normative framework that encourages collaboration, communication and parental participation in the educational process. This collaboration is essential to ensure the holistic development of students, as well as a more inclusive, motivating and effective learning environment, benefiting children in multiple aspects of their development.

## 2. Parental involvement in school: research

Regarding parental involvement in school, it goes beyond academic support and encompasses a wide range of activities and responsibilities as referred by Gomáriz et al. (2017). Parents should be actively involved in school, attending meetings, school events and collaborating in extracurricular activities. This involvement not only demonstrates to children that their parents value their education, but also contributes to creating a more cohesive and supportive school community.

Parra et al. (2017) establish that a positive relationship with teachers is crucial for children's educational success. Parents should feel comfortable to ask about their children's academic progress, express concerns and discuss specific needs. A good

relationship with teachers facilitates problem solving and allows parents and educators to work together to support the child's development. Regular meetings, briefing notes and digital communication platforms are useful tools for maintaining constant and effective contact.

In addition, parental support at home is a vital extension of school learning. By helping with homework, providing an environment conducive to study and encouraging curiosity, parents can reinforce what is taught in school and promote a positive attitude towards learning. An appropriate study environment includes a quiet space, educational resources and a regular study schedule. In addition, parents should foster their children's intellectual curiosity by encouraging them to ask questions, explore new topics and engage in activities that stimulate their minds.

The Ministry of Education together with the delegation of Castilla y León and, in this case, the provincial council of Palencia provides parents with a series of pages that allow them to access digital content related to the learning of a foreign language, in this case, English. In many cases, families can access this type of content through school websites; otherwise, they can always access through the website of the Junta de Castilla y León.

### 3. Parental involvement in the context of school

As we can gather from the information available on the website on the subject of parental involvement and collaboration, the school in which this design has been developed and this study has been carried out believes that the education of children is a shared responsibility between the school and the family and accepts that an active and sincere collaboration between both environments is essential for the academic and personal success of the students. That is why parental involvement not only enriches the learning process, but also strengthens the values and principles that are instilled in students.

The Foundation of which this school is part of, promotes an integral education that encompasses the intellectual, emotional, social and moral development of the students. This collaboration not only improves students' academic performance, but also, as I have already mentioned, contributes to their all-round development, preparing them to face future challenges with confidence and solid skills. The experience at this school

is a clear example of how a close and constructive relationship between school and family can have a positive and lasting impact on children's education.

#### 4. Other areas of collaboration

Parental involvement in the educational process of their children, specifically in English language learning, is a determining factor in children's academic achievement and all-round development. Highlighting the importance of parental involvement in both English language learning and school life; as well as active collaboration and open communication between parents and educators should have a significant impact on students' progress and well-being.

According to Pino and Rodríguez (2007), the active involvement of parents in their children's English language learning is fundamental to their academic success and all-round development. Parental involvement has a positive effect on all areas of child development, including physical, social, cognitive, and linguistic development. When parents are involved in their children's education, children tend to show higher levels of motivation, better academic performance and a more positive attitude towards learning. In addition, parental involvement can provide emotional support and a sense of security that facilitates learning.

Parents can support their children's English learning through a variety of activities that make learning fun and meaningful. Some of these activities include: **Reading stories together** in English, as this not only improves language skills, but also strengthens the bond between parents and children. Through reading, children can learn new vocabulary, improve their pronunciation and better understand the grammar and structure of the language; **songs** are a powerful tool for language learning. By singing songs in English, children can learn common phrases and expressions, improve their pronunciation and enjoy the rhythm and melody, which facilitates memorisation; **watching films, cartoons, documentaries or children's programs** in English is an excellent way to expose children to the language in a real context. This activity not only improves listening comprehension, but also introduces children to different accents and ways of speaking.

Regular communication between parents and teachers is essential to understand the child's needs and progress in learning English. Open communication allows parents to be informed about their child's academic performance, areas in which they need

improvement, and strategies they can implement at home to support their child's learning as referred by Pino and Rodriguez (2007). Regular meetings and individual interviews with teachers are opportunities to discuss the child's progress, address any concerns and set educational goals.

In addition, parents can participate in the learning of a foreign language by collaborating in the development of the projects that are carried out in the classroom, either by getting involved in the search for information, in the creation of materials or even when they themselves intervene in the classroom and explain some of their tasks, professions or activities that they know how to carry out, specifying them with their professional or personal knowledge or skills. Therefore, families who express their interest in their children's education can also, within the limits of their possibilities, collaborate with the classroom and with the children's education.

## **5. DESIGN OF THE ANALYSIS METHODOLOGY**

The main objective of this Final Degree Project is to evaluate the effectiveness of family participation in the educational process, specifically in the learning of English in the school context. Following the current educational legislation, which stresses the importance of collaboration between school and families, and some studies that highlight the benefits of this collaboration, I have designed two learning situations in which an active interaction between the classroom and the home is encouraged.

The education law provides us with a framework that promotes the inclusion of families in the educational process, recognising that their participation has a positive impact on the academic performance and integral development of students. Studies also indicate that students whose families are involved in their education tend to achieve better academic results, are more motivated and develop stronger social skills.

Based on these premises, I have designed two learning situations: one focused on Ecosystems and the other on the Olympic Games. Both situations have been carefully planned so that students not only work on the content in class, but also carry out complementary activities at home with the participation of their parents. This methodology seeks to extend the learning of English beyond the classroom, involving families in the educational process and allowing for a two-way collaboration. In the implementation of these learning situations, the work done in class is taken home, through activities, where parents have the opportunity to participate.

To evaluate how each learning situation has developed, both from the perspective of the students and the teacher, I have designed a series of evaluation documents. These include project evaluation rubrics for the children and for the teacher, and satisfaction surveys for parents. In addition, direct classroom observations will be carried out to record pupils' progress and active participation.

In the classroom, I have observed a strong demand and concern from parents for their children's learning of English. This interest is reflected in their willingness to collaborate and participate in the proposed activities. The method of work is based on

projects and centres of interest, which has proven to be effective in maintaining students' motivation and fostering meaningful learning. The use of the school's app, ClassDojo, has been fundamental in initiating and managing the project, enabling fluid communication between the school and families and facilitating the organisation and monitoring of activities.

Pupils are organised into five groups that change as the project changes, encouraging collaboration and teamwork. The participation of parents has been particularly notable in the classroom "museum", where they have contributed by bringing in information and elements relevant to the projects, thus enriching the pupils' learning with additional resources and shared experiences.

These reasons have led me to consider this proposal very interesting and to investigate its effectiveness. My goal is to see how the implementation of these two learning situations in English works, exploring both classroom and home activities. Furthermore, I intend to evaluate whether this methodology is feasible not only for teaching English as a foreign language, but also for working on content in the mother tongue, creating a comprehensive collaborative learning model that can be used in different educational contexts.



## 6. INTERVENTION

This design focuses on two educational learning situations in English, aimed at children in the second cycle of infant education. These interventions are created to promote the development of early language skills in a foreign language, through active and participatory methodologies that meet the needs and characteristics of this educational stage. The aim is to create a motivating and enriching learning environment with a playful and experiential approach, which allows children to become familiar with the English language in a natural and meaningful way. In this section we will detail the elements of the two learning situations developed, basing each proposal on pedagogical theories and trying to improve the practice of teaching foreign languages at an early age.

### 1. LEARNING SITUATION 1

#### 1.1. Introduction

The title of this learning situation is: "*The adventurous explorers: a journey through nature*", which will be carried out with 5-year-old children and specifically, in the learning of a foreign language, English.

#### 1.2. Contextualisation

Today, knowledge of a foreign language is essential from an early age. In this context, I have designed a learning situation for 5-year-old children that combines the teaching of English with the world of Ecosystems and their respective animals. Through this experience, children will learn about five exciting natural environments: the Savannah, the Farm, the North Pole, the Jungle and the Ocean, (what I have called Ecosystems) by exploring their animals and acquiring vocabulary and simple linguistic structures in English.

#### 1.3. Justification

This learning situation offers an opportunity to link the learning of English and knowledge of the natural world, thus promoting the integral development of children. By exploring different Ecosystems and animals in English, children's interest in the language will be stimulated and their knowledge of the natural world will be broadened. In addition, by working with elements such as adjectives to describe animals, body parts and Ecosystem characteristics, vocabulary development and linguistic comprehension will be enhanced in a playful and meaningful way.

#### 1.4. Curricular concreteness

Some of the curricular elements to be developed in this teaching situation are as follows:

- OBJECTIVES:

- Identify and name in English Ecosystems and their respective animals.
- Use adjectives in English to describe characteristics of animals.
- Recognize and name in English the body parts of animals.
- Describe some specific and very basic characteristics of Ecosystems in English.
- Build confidence and motivation in using English as a foreign language.

- COMPETENCIES:

- Linguistic competence in English.
- Cultural and environmental competence.
- Competence in autonomous and cooperative learning.
- Digital competence.

- METHODS:

- Association and memory games to learn vocabulary.
- Dramatizations and role-playing to practice communicative situations.
- Use of songs to introduce new vocabulary and linguistic structures.
- Practical activities to reinforce vocabulary and comprehension.
- Use of audiovisual resources and manipulative materials to facilitate comprehension and active learning.

- GROUPING:

Both individual and group work will be encouraged, thus allowing for peer interaction and language practice in varied contexts. Groupings may be heterogeneous, favoring diversity of abilities and collaboration among students.

- ORGANIZATION OF THE SPACE:

The space will be organized in a flexible way, allowing for both group and individual activities. Thematic corners related to the different Ecosystems will be set up, where children will be able to explore and play while practicing English. Visual resources and manipulative materials will be used to enrich the learning environment and stimulate the curiosity and creativity of the students.

### 1.5. Methodology

An active and participatory methodology that promotes meaningful learning and communicative interaction will be used. The activities will be adapted to the characteristics and needs of the students, promoting experimentation, exploration and play as the main learning points in early childhood education.

Moreover, this learning situation is possible thanks to the project-based learning methodology that is being followed at the school. Since it was through the Savannah project, they are working on there that I was able to carry it out.

### 1.6. Didactic sequence and final task

The didactic sequence will have a duration of 5 sessions in addition to the final assignment.

#### **SESSION 1** (4<sup>th</sup> of April)

Timing: 1h.

- Presentation of animals through flashcards (lion, giraffe, elephant, crocodile, shark, fish, whale, octopus, polar bear, seal, reindeer, walrus, tiger, frog, chameleon, toucan, cow, pig, hen, sheep).
- Wild and domestic animals through a photocopy.
- Colours review through flashcards.

Structure learned: "It is a/an... ."

#### **SESSION 2** (5<sup>th</sup> of April)

Timing: 30 min.

- Review of animals.
- Presentation of Ecosystem through flashcards (Savannah, Ocean, North Pole, Jungle and Farm).
- Association of animals with their Ecosystem.

Structure learned: "It is a/ an... ."

#### **SESSION 3** (9<sup>th</sup> of April)

Timing: 30 min.

- Body shapes:
  - Big/ small
  - Long/ short
  - Heavy/ light
  - Fast/ slow
- Sentence creation with flashcards.

Structure learned: "The ... is ... ."

#### **SESSION 4** (10<sup>th</sup> of April)

Timing: 45 min.

- Presentation of parts of the body (head, legs, teeth, tongue, wings, tail and scales).
- Recognition and representation of the parts of the body.
- Making animal puzzles and labelling with each body part.

Structure learned: "It has ... ."

#### **SESSION 5** (11<sup>th</sup> of April)

Timing: 45 min.

- Classification of animal puzzles according to their habitat.
- Visual exploration of each Ecosystem through Google Maps.
- Songs of each Ecosystem.
  - SAVANNAH: <https://www.youtube.com/watch?v=e8HsHY9FDCY>
  - JUNGLE: <https://www.youtube.com/watch?v=GoSq-yZcJ-4>
  - OCEAN: <https://www.youtube.com/watch?v=i0IkKIQobII>
  - NORTH POLE: <https://www.youtube.com/watch?v=x-AeksMF6NM>
  - FARM: <https://www.youtube.com/watch?v=dAjznDtcy8E>

**FINAL TASK** (12<sup>th</sup> and 15<sup>th</sup> of April)

Timing: 2h.

- Creation of sensory boxes to represent each of the Ecosystems.
- Distribution of Ecosystems by each group.

1.7. Resources

The resources used during this learning situation have been very varied, both material and personal resources, which are listed here:

- Flashcards (animals, Ecosystems, body shapes and body parts).
- Flashcards for the creation of structures.
- Photocopies
- Colours and scissors
- Pencils
- Puzzles
- Computer with projector and internet connection
- Loudspeakers
- Cardboard boxes
- Tempera Paint
- Noodles
- Flour
- Earth and grass
- Green dyed rice
- Egg cup
- Cardboard tubes
- Cotton
- Pasta
- Pipe cleaners
- Plasticine
- Colored paper
- Marker pens
- Toy animal

### 1.8. Extra for families

In addition to the aforementioned sessions, an extra task will be developed for the children to complete with their families at home. This consists of a booklet, in which a series of activities previously worked on in class are collected (see *appendix 1*). Families should carry them out with the children, as I have already mentioned. I have also proposed, on a voluntary basis, the making of a small video, where information learned about animals is collected; each family can choose the format that best suits them, such as a presentation, an audio, a PowerPoint with voice-over... although most of the families resorted to recording.

### 1.9. Assessment

The evaluation will be done by means of a chart that gathers the most significant items of the learning situation. Both students and teachers will be assessed using different charts.

Assessment chart for students:

Ítem	Yes	No	Observations
Identification and naming of the five types of Ecosystems and their respective animals in English.			
Appropriate use of adjectives in English to describe the physical and behavioural characteristics of animals.			
Recognition and naming of animal body parts in English.			
Description in English of some specific characteristics of Ecosystems, such as climate, vegetation and habitat types.			

Active participation in learning activities and demonstration of interest and motivation for learning English and the topics covered.			
Collaboration and teamwork during practical and recreational activities.			
Creativity and autonomy in carrying out activities related to the identification and description of Ecosystems and their animals.			
Understanding and following instructions in English during activities and games.			
Correct use of vocabulary and linguistic structures in English during interactions and activities.			
Demonstration of acquired knowledge about the importance of the diversity of Ecosystems and the need to conserve biodiversity.			

Assessment chart for teachers:

Item	Observation
Appropriate design and planning of learning activities, taking into account the objectives, contents and competences to be developed.	

Effective use of didactic methods and resources to favour the learning of English and the topics covered.	
Creation of a motivating and safe learning environment that encourages the participation and overall development of the students.	
Adaptation of activities and materials to the needs and interests of the group of 5 year old.	
Facilitation of communication in English, providing opportunities to practise the language in a meaningful and contextualised way.	
Observation and individualised attention to the needs and progress of each pupil.	
Encouragement of teamwork and collaboration between students.	
Formative and continuous assessment of student learning, using different strategies and tools.	
Reflection on teaching practice and willingness to make adjustments and improvements according to the needs detected.	
Collaboration with other professionals and families to promote the learning and integral development of children.	



## 2. LEARNING SITUATION 2

### 2.1. Introduction

The title of this learning situation is: ‘*Go for the gold!*’, which will be carried out with 5-year-old children and specifically in the learning of a foreign language, English.

### 2.2. Contextualisation

In a globalised world, a foreign language has become a much-needed skill. In this context, I have designed a learning situation for 5 year olds that combines learning English with the Olympic Games. Through this experience, children will explore the values of sport, the importance of healthy eating and the preparation of nutritious recipes, all while acquiring vocabulary and language structures in English.

### 2.3. Justification

This learning situation offers a unique opportunity to integrate English language learning with the promotion of healthy lifestyle habits and education in sporting values. By exploring themes related to the Olympic Games, healthy food and the preparation of nutritious recipes, children will not only develop their English language skills, but also gain knowledge about the importance of a balanced diet and healthy habits for sports practice. In addition, teamwork, creativity and autonomy will be encouraged through practical activities such as making a healthy breakfast, which will promote the integral development of children in a playful and motivating environment.

### 2.4. Curricular concreteness

Some of the curricular elements to be developed in this teaching situation are as follows:

- **OBJECTIVES:**

- Identify and name in English the different sports and activities related to the Olympic Games.
- Recognise and classify healthy and unhealthy food in English.
- To learn specific vocabulary related to the preparation of healthy recipes in English.
- Participate actively in the preparation of a healthy breakfast, following instructions in English.
- Know and name in English the essential elements in an athlete's life, such as hydration, rest and training.

- COMPETENCES:

- Linguistic competence in English.
- Competence in self-awareness and self-care.
- Competence in autonomous and cooperative learning.
- Competence in knowledge and interaction with the physical and natural world.

- METHODS:

- Association and memorisation games to learn vocabulary related to the Olympic Games and food.
- Drama and role-playing to practise communicative situations related to recipe preparation and healthy eating.
- Culinary experiments to prepare a healthy breakfast, following instructions in English.
- Use of visual and manipulative materials to reinforce learning and understanding of concepts such as hydration, rest and training.

- GROUPING:

Both individual and group work will be encouraged, allowing for peer interaction and language practice in a variety of contexts. Groupings may be heterogeneous, favouring the diversity of skills and collaboration between students.

- ORGANISATION OF THE SPACE:

The space will be organised in a flexible way, allowing for both group and individual activities. Different themed corners will be set up, such as a kitchen corner, a sports play area and a rest area, where children will be able to explore, experiment and learn in an active and meaningful way. Visual resources and manipulative materials will be used to enrich the learning environment and stimulate the curiosity and creativity of the pupils.

## 2.5. Methodology

An active and participatory methodology will be used that encourages experimentation, exploration and play as the main ways of learning. Practical and playful activities will be used to engage children in the learning process, such as association games, role plays, cooking experiments and small group work.

## 2.6. Didactic sequence and final task

The didactic sequence will have a duration of 4 sessions in addition to the final assignment.

### **SESSION 1** (26<sup>th</sup> of April)

Timing: 45 min.

- Presentation of food vocabulary.
- Differentiation between healthy and unhealthy.

Structure learned:

“Do you like ...? Yes, I do/ No, I don’t.”

“The ... is healthy” or “The ... is unhealthy.”

### **SESSION 2** (3<sup>rd</sup> of May)

Timing: 1h.

- Presentation of new ingredients.
- Presentation of actions and tools.
- Preparation and degustation of a recipe.

Structure learned:

“Do you like ...? Yes, I do/ No, I don’t.”

“I need ...”

### **SESSION 3** (10<sup>rd</sup> of May)

Timing: 30 min.

- Presentation of sports.

Athletics

Tennis

Cycling

Basketball

Football  
Rhythmic gymnastics  
Taekwondo  
Swimming  
Skiing

Structure learned:

“I practice...”

#### **SESSION 4** (15<sup>th</sup> of May)

Timing: 30 min.

- Healthy life for a sportsman and a sportswoman

Rest

Eat healthy

Drink water

Train

Structure learned:

“I am a sportsman and I ...”

“I am a sportswoman and I ...”

#### **FINAL TASK** (17<sup>th</sup> of May)

Timing: 1h and 30 min.

- Knowledge of themes related to the topic: healthy lifestyle.

Sportsman and sportswoman

Actions done by them: drink water, rest, train, eat healthy.

Ingredients

Actions

### Kitchen tools

- Preparation of their healthy breakfast.

### 2.7. Resources

The resources used for this learning situation are:

- Flashcards (for the ingredients, for the actions and for the tools).
- Labels: health and unhealthy.
- Ingredients and tools for the courgette cake recipe.
- Ingredients for the healthy breakfast.

### 2.8. Extra for families

In addition to the sessions developed previously, families have also been included in this learning situation. The task this time consisted of preparing a recipe of their choice, the only condition being that it had to be healthy. Firstly, and after the work carried out in the classroom, the food will be presented on the photocopy that they will take home (on this sheet there will be space to include more food that they need for the recipe, but that we have not seen in class). Then, they will draw them; and finally, on the back, they will develop the recipe in the way that best suits them, for example, through pictures, drawings made by them or even simple sentences (see *appendix 2*).

### 2.9. Assessment

The evaluation will be done by means of a chart that gathers the most significant items of the learning situation. Both students and teachers will be assessed using different charts.

Assessment chart for students:

Ítem	Yes	No	Observations
Identification and naming of sports and activities related to the Olympic Games in English.			

Classification of healthy and unhealthy food in English.			
Active participation in the preparation of healthy recipes, following instructions in English.			
Recognition and naming of essential elements of an athlete's life, such as hydration, rest and training, in English.			
Appropriate use of English vocabulary and language structures during activities and interactions.			
Collaboration and teamwork during practical and recreational activities.			
Creativity and autonomy in making recipes and participating in games and activities related to the Olympic Games.			
Understanding and following instructions in English during the preparation of a healthy breakfast.			
Active participation in learning activities and demonstration of interest and motivation for learning English and the topics covered.			
Demonstration of acquired knowledge about the importance of healthy eating and healthy lifestyle habits in general.			

Assessment chart for teachers:

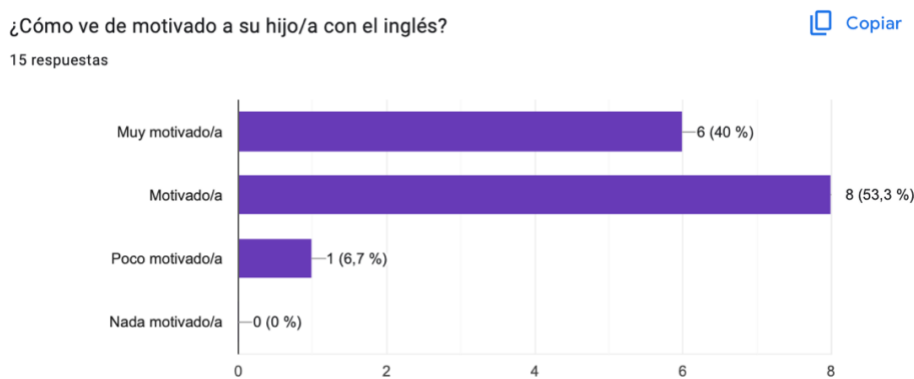
Item	Observation
Appropriate design and planning of learning activities, taking into account the objectives, contents and competences to be developed.	
Effective use of didactic methods and resources to favour the learning of English and the topics covered.	
Creation of a motivating and safe learning environment that encourages the participation and overall development of the students.	
Adaptation of activities and materials to the needs and interests of the group of 5-year-old.	
Facilitation of communication in English, providing opportunities to practise the language in a meaningful and contextualised way.	
Observation and individualised attention to the needs and progress of each pupil.	
Encouragement of teamwork and collaboration between students.	
Formative and continuous assessment of student learning, using different strategies and tools.	
Reflection on teaching practice and willingness to make adjustments and improvements according to the needs detected.	
Collaboration with other professionals and families to promote the learning and integral development of children.	

## 7. RESULTS

Learning English at an early age is crucial in early childhood education, and its success depends not only on the methodology used by teachers, but also on the support and participation of parents in the educational process. In order to assess parents' participation and satisfaction with the level of English taught in the classroom after the learning situations developed, a survey was carried out among parents of 5-year-olds at the school where I did my internship. A detailed analysis of the results obtained is presented here, covering various aspects such as children's motivation, parents' interest and support, the appropriateness of the activities, and suggestions for improving the teaching process.

One of the most positive aspects reflected in the survey is the high motivation the children show towards learning English. According to the results:

- Motivated: Approximately 50% of the children are in this category, which indicates a high level of enthusiasm and commitment to learning the language.
- Highly motivated: An additional 40% of the children also show significant interest in English activities.



This level of motivation is crucial, as a positive attitude towards learning can facilitate the acquisition of new skills and knowledge. The activities that children enjoy most are those that combine learning and play, such as:

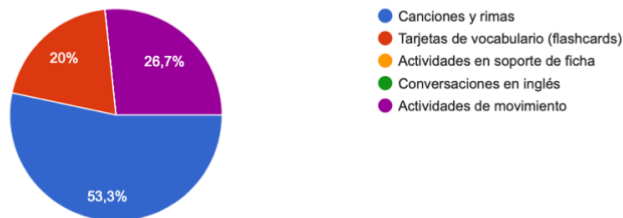
- Songs and rhymes (53.3%): songs are a powerful tool for language learning, as they help children remember words and phrases through repetition and melody.
- Movement activities (26.7%): These activities not only help children learn English in a fun way, but also promote coordination and physical development.



- Flashcards (20%): These flashcards allow children to learn new words in a visual and interactive way, which is especially effective for pre-school children.

¿Qué actividades de inglés disfruta más su hijo/a?  
15 respuestas

 Copiar



Parents' interest in their children's English language learning is a crucial factor for educational success. The survey shows that the vast majority of parents are ‘very interested’ in their children's progress:

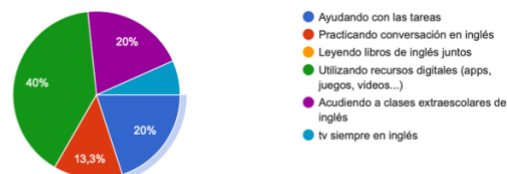
- Very interested: 80% of parents fall into this category, reflecting a high degree of commitment to their children's foreign language education.

This interest manifests itself in various forms of support at home, including:

- Help with homework: Many parents indicated that they regularly help their children with English homework sent from school, which reinforces language learning and practice.
- Use of digital resources: Parents mentioned the use of English language apps, games and videos to supplement learning. These digital resources can make learning more engaging and accessible for children.
- After-school classes: Some children attend after-school English classes, which provide additional exposure to the language and reinforce what they learn in the classroom.

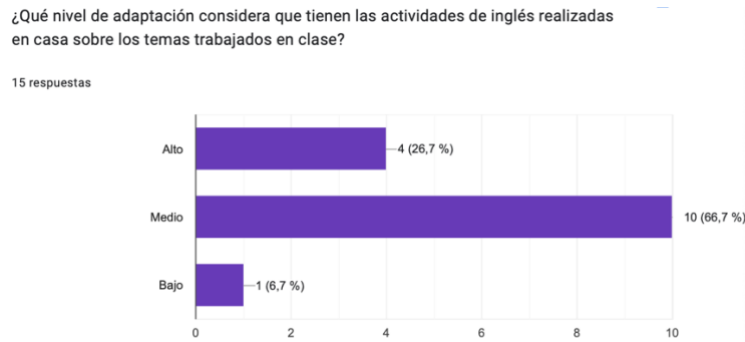
¿De qué manera apoya el aprendizaje del inglés de su hijo/a en casa? (Seleccione todas las que apliquen)

15 respuestas



Parents' perception of the appropriateness and clarity of the English activities at home in relation to the learning situations in the classroom is an important aspect that was assessed in the survey:

- **Level of Appropriateness:** The majority of parents consider that the activities are ‘moderately’ adapted to the topics worked on in class. This suggests that there is room for improvement in the alignment between classroom and home activities.

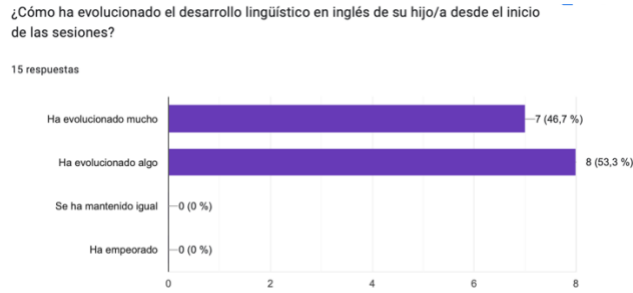


- **Clear instructions:** Although many parents found that the activities had clear instructions, some parents noted that these could be improved. Clear instructions are essential for parents to be able to effectively support their children in learning English, and this is an area for improvement for future classroom interventions.



The evolution of children's language development is a key indicator of the success of English language teaching. Parents observed a positive evolution in their children's language skills since the beginning of the sessions:

- **Significant evolution:** Approximately 40% of parents reported a great evolution in their children's language skills, highlighting remarkable progress.
- **Moderate evolution:** Another 50% indicated that their children have shown some improvement, suggesting that most of the children are making progress in their learning of English.



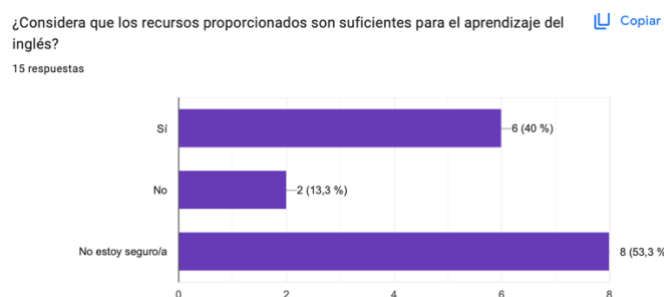
As for the frequency of practising English at home, the results were mixed:

- Rarely: Most children practise English at home sporadically, which could be related to the availability of time and resources at home.
- Several days a week: A small but significant group of children practise the language several times a week, which may be contributing to greater progress in their learning.



The resources provided for English language learning are another crucial aspect assessed in the survey. Parents' opinions on this were mixed:

- Sufficient: Some parents believe that the resources are adequate and sufficient for their children's English language learning.
- Insufficient: Other parents suggested the need for more resources, especially materials that are geared towards daily tasks and more vocabulary. This indicates that there is a demand for additional tools that can facilitate English learning at home.



Parents also offered a number of suggestions for improving English language learning, highlighting some key points:

- More vocabulary: Several parents mentioned the need to expand the vocabulary taught, which would help children have a stronger foundation in the language.
- Orientation to everyday tasks: Integrating English into everyday tasks can make learning more practical and relevant for children. For example, using English to describe daily activities such as going to the toilet, eating or playing.

In addition to the suggestions, additional comments reflect high satisfaction with the involvement and dedication of the teachers:

‘Many thanks to Carolina for her involvement far beyond her duties.’

‘You have been very involved with the children's bilingual homework, something that many of us parents have been asking for.’

‘We are sure you will be an amazing teacher and our children will miss you.’

These positive comments underline the importance of committed and personalised teaching, which focuses not only on the curriculum, but also on attention to the students.

The results of this survey address several important aspects of parental involvement and satisfaction with the level of English taught in the classroom. The high motivation of the children, the strong parental interest and support, and the positive perception of the children's language development indicate that the English language teaching in this school is effective and well received. However, there are also areas for improvement, especially in the clarity of activity instructions and the provision of additional resources.

Teaching English at an early age is a complex process that requires the collaboration of teachers and parents. Following this survey, an outlook for future educational strategies is provided, highlighting the importance of dynamic and playful teaching methods, the use of digital resources, and the need for clear and continuous support both in the classroom and at home. By addressing these areas, English language learning can be further enhanced and ensure that children develop a strong language foundation from an early age.

## 8. CONCLUSIONS

The conclusions of this Final Degree Project on the involvement and interest of parents in their children's English learning and their collaboration in the classroom reveal the crucial importance of this participation in the educational process. Throughout the research, it has been evidenced that parents who show active and constant engagement not only enhance their children's language skills, but also create a more stimulating and motivating environment both at home and in the school setting.

First, parental involvement in their children's English language learning is a key determinant of academic success. Data collected through surveys and observations show that students whose parents actively participate in language-related activities, such as reading books in English, using audio-visual resources, or practicing the language in everyday conversations, perform better and have greater confidence in their language skills. This participation improves student competencies and strengthens the parent-child relationship, creating a positive, cooperative learning environment.

Regarding collaboration in the classroom, the results of the study highlight that the presence and support of parents in school activities have a significant positive impact. The two learning situations developed, one on the different Ecosystems and the other on the Olympic Games, are clear examples of how additional tasks performed at home, with the collaboration of parents and after classroom work, can consolidate the knowledge acquired in class. In the activity on Ecosystems, students filled out a booklet with the information worked on in class and created an imaginary animal with certain characteristics, culminating in an explanatory video. This process not only reinforced their understanding of the concepts, but also fostered creativity and the use of English in a practical context.

In relation to the methodology implemented, it has proven to be viable for teaching English as a foreign language and for addressing content in the mother tongue. This integrated approach encourages a collaborative learning model that adapts to diverse educational contexts, enhancing both linguistic skills and interdisciplinary content. This methodology allows its application in multiple educational environments, contributing to

the development of communicative skills and meaningful learning for students. This model, therefore, promotes inclusive and multidimensional teaching.

Similarly, in the second learning situation about the Olympic Games, students developed a recipe using healthy food studied in class. This additional task allowed parents to be directly involved with the creation of the recipe and promoting healthy habits. Participation in these activities consolidated English language learning and taught the children the importance of a balanced diet, as well as the value of cooperation between family and school.

Finally, the survey conducted provides evidence of the positive impact of parental involvement. The data reflect that parental support is a key factor for students' academic and personal success in learning a foreign language, underlining the importance of fostering this collaboration.

In conclusion, this dissertation highlights the relevance of parental involvement and interest in their children's English language learning. The active collaboration between parents and teachers in the educational process enriches academic learning and creates a more dynamic and effective learning environment. Encouraging this collaboration and providing strategies for parents to become meaningfully involved in their children's learning is essential to enhance their academic and personal success.

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# 10. APPENDIX

## Appendix 1:

Extra for families (Learning situation 1).

### ME AND MY FAMILY

Draw your family.

### ANIMALS

- Colour with the correct colour.

- Circle and write down the names.

Circle with red the wild animals.  
 Circle with blue the domestic animals.

Tiger	Shark	Walrus
Hen	Octopus	Pig

TIGER      SHARK      PIG  
 HEN      OCTOPUS      WALRUS

My animal is a

ORANGE   WILD   TIGER  
 colour      wild / domestic      animal

### ECOSYSTEMS

Draw something characteristic of each ecosystem and match it with the correct animal.

Jungle	    
Savanna	
Ocean	
Farm	
North pole	

My animal lives in the JUNGLE.

### CHARACTERISTICS

- Write down the correct characteristic.

~~Small~~   ~~Light~~   ~~Long~~   ~~Fast~~

Big	<del>SMALL</del>	Heavy	Light
LONG	Short	FAST	Slow

My animal is Big  
HEAVY and FAST.

## BODY PARTS

- Tick and write down the body parts for your animal.

	 Head	 Legs	 Teeth	 Tongue	 Wings	 Scales	 Tail
 Lion	✓	✓	✓	✓			✓
 Fish	✓		✓	✓		✓	✓
 Crocodile	✓	✓	✓	✓	✓	✓	✓
 Seal	✓	✓		✓			✓
 Sheep	✓	✓	✓	✓			✓
 Toucan	✓	✓	✓	✓	✓		✓

My animal has HEAD, LEGS, TEETH,  
TONGUE, WINGS AND TAIL.

## DESCRIPTION OF MY INVENTED ANIMAL

- Fill the blanks with your choices.

My animal is a

ORANGE WILD TIGER

My animal lives in the JUNGLE

My animal is BIG HEAVY  
and FAST.

My animal has HEAD, LEGS,  
TEETH, TONGUE, WINGS AND  
TAIL

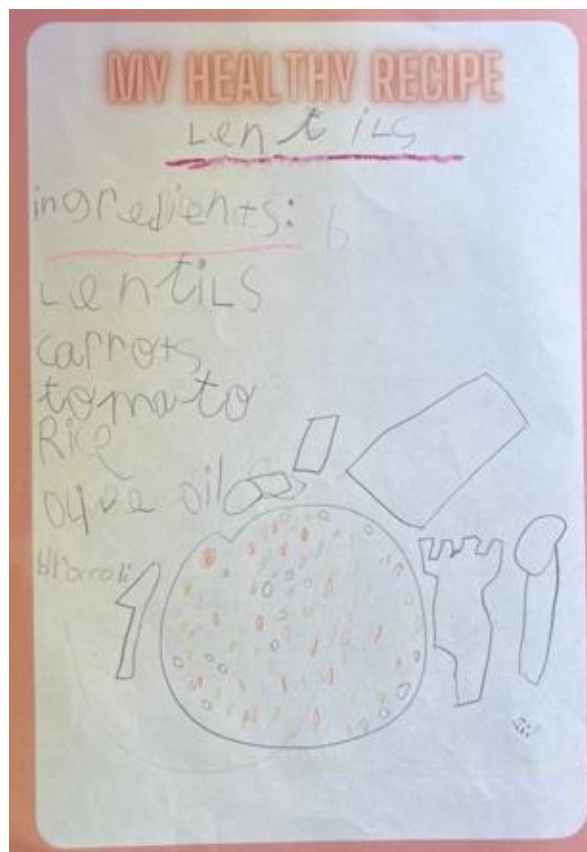
## MY INVENTED ANIMAL

- Draw your invented animal and the ecosystem.



**Appendix 2:**

*Extra for families (learning situation 2).*





## FOOD FOR A SPORTSWOMAN



## MY HEALTHY RECIPE

### FRUIT SALAD

#### UTENSILS:

- A KNIFE
- A CONTAINER

#### INGREDIENTS:

- BANANA
- KIWI
- PEARS
- ORANGE
- APPLE
- WATERMELON
- PINEAPPLE
- GRAPES
- YOGURT

#### PREPARATION:

- 1.- WASH ALL FRUITS
- 2.- PEEL AND CUT THE FRUITS INTO SMALL PIECES.
- 3.- PLACE ALL FRUITS IN A CONTAINER
- 4.- MIX FRUITS WITH YOGURT.
- 5.- SERVE AND TASTE.