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Project

Methodological guidelines for English language teaching to help
parents and educators at CEBG José Marciano Moreno

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DEDICATION

To my mother, Mayra Meneses, who is that light that never went out and who helped me remain optimistic in the face of adversity.

To my grandmother, Noriz Rodríguez, and my grandfather, Simón Gil, who are my driving force to keep going and who believed in my future, but above all, who inspired me to overcome every challenge in my life.

And, especially, I dedicate it to my own will and strength, which have taught me that even if the road breaks or collapses, there is always the possibility of rebuilding myself stronger and wiser than before.

Patrick G.

To Diana and Daniel,

My beloved beings, my engine, and the biggest reason for never giving up. They have been my light, my inspiration, my joy in sad moments, and the strength that pushed me every step of the way.

Their hugs, smiles, and dreams remind me every day that everything is worth it. Thank you for giving me the eagerness to keep going and for giving a great meaning to my life; everything I do is for and because of them.

Manuel C.

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Patrick G.

I want to thank God for my life and the opportunity to improve myself every day more, to my grandparents Cun and Panchita for being that trunk with strong roots that made me a fruitful seed, to my parents who always instilled in me the value of education and professional growth.

To my teachers for the great learning, they provided and the knowledge they shared. To my classmates for the opportunity to grow with them and share so many experiences. And finally, to Patrick, my project partner, because without him it wouldn't have been possible.

Manuel C.

RESUMEN

Este proyecto está centrado en el diseño de un programa participativo de formación del idioma inglés, dirigido a padres y educadores del CEBG José Marciano Moreno, en la comunidad de Buen Retiro, Antón, provincia de Coclé. Esta iniciativa surgió ante la problemática de las escuelas multigrado-panameñas, en donde carecen de docentes especializados, y esto le sumamos el limitado apoyo de los padres debido a su desconocimiento del idioma.

El objetivo principal es crear una red de apoyo sostenible para mejorar la calidad de la enseñanza, pero sobre todo empoderar a los padres con herramientas prácticas que sirvan como guía en el aprendizaje del idioma inglés.

Teniendo como intervención un diagnóstico inicial de necesidades y la implementación de cuatro sesiones de capacitación interactiva. Estas sesiones abordaron temas como la importancia del inglés, estrategias para incorporarlo en la vida diaria, técnicas de lectura y la creación de una red de apoyo. Como resultado, se fortalecieron las habilidades metodológicas de los docentes, se empoderó a los padres con herramientas prácticas y se fomentó la creación de un mural motivacional que simboliza la unión de la comunidad.

Este estudio de caso, con enfoque participativo, demuestra que la implicación conjunta de familias y educadores es clave para superar las limitaciones estructurales.

Palabras claves: Capacitación, Comunidad educativa, Empoderamiento, Enseñanza del inglés, Motivación, Red de apoyo.

ABSTRACT

This project focuses on designing a participatory English language training program for parents and educators at the José Marciano Moreno CEBG in the community of Buen Retiro, Antón, within the province of Coclé. This initiative addresses the challenges faced by Panamanian multigrade schools, specifically the lack of specialized teachers and the limited support from parents due to their lack of English language proficiency.

The main objective is to establish a sustainable support network to improve the quality of English language teaching and, crucially, to empower parents with practical tools that serve as a guide in their children's English language learning process.

The intervention followed a participatory case study design and consisted of two phases: an initial needs assessment and the implementation of four interactive training sessions. These sessions covered essential topics such as the importance of English, strategies for incorporating it into daily life, reading techniques, and the formation of a support network. The results demonstrate a strengthening of teachers' methodological skills, the empowerment of parents with practical tools, and the creation of a motivational mural symbolizing community unity.

This case study demonstrates that the joint involvement of families and educators is key to overcoming structural and resource limitations in multigrade education.

Keywords: Training, Educational community, Empowerment, English language teaching, Motivation, Support network.

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INTRODUCTION

In Panama's multigrade schools, such as the CEBG José Marciano Moreno in the province of Coclé, English language teaching faces significant critical challenges, primarily the lack of specialized teachers. This structural issue necessitates that generalist educators, who often possess very limited English skills themselves, take on the responsibility for instruction. This situation typically results in pedagogical approaches focused heavily on rote memorization and translation, rather than on fostering meaningful communication. Compounding this problem, parents in these rural communities frequently lack the necessary linguistic tools and confidence to effectively support their children's learning at home. The collective result is low student proficiency, widespread demotivation, and, critically, a widening educational gap compared to students in urban centers.

This project is emphasized as a direct and comprehensive response to this multifaceted problem. It proposes the design and implementation of methodological guidelines for teaching English, specifically adapted to the unique multigrade context of the CEBG José Marciano Moreno. The initiative goes beyond simply providing teaching materials; it seeks to train and empower both educators and parents through targeted sessions. By equipping teachers with practical communicative strategies and providing parents with accessible tools to foster a supportive learning environment at home, the project aims to create a sustainable, community-based support network, focusing its impact on the crucial areas of parents, teachers, and students.

Ultimately, this project is not merely about teaching English; it is an equity-driven intervention. It seeks to transform a scenario of structural limitations into an opportunity for educational innovation, ensuring that students at this school can access quality language education and, subsequently, the vital future academic and professional opportunities that proficiency in English provides.

This document is structured into three main chapters:

Chapter I: Frame of Reference. Presents the project's theoretical background, the diagnosis of the current situation, the justification, the objectives, and the institutional framework.

Chapter II: Project Description. Contains a detailed description of the project, including its theoretical basis, intervention methodology, organizational structure, schedule, and the budget.

Chapter III: Analysis, Conclusions, and Recommendations. Presents the analysis and discussion of the results obtained during the project's implementation, followed by the conclusions and recommendations derived from the entire process.

CHAPTER I

CHAPTER I: PROJECT FRAMEWORK

1.1. Theoretical Background of the Project

The following related projects and studies serve as a **frame of reference**, providing valuable insights and models for quality information searching, methodology, and community engagement relevant to this initiative.

1- “Real English Program”.

Author: Kaplan International Language (2020). United Kingdom.

The Real English program, developed by Kaplan International, implements a project-based learning methodology using the Cambridge Framework for life skills.

The projects include activities such as making short films, creating school newspapers, producing city guides, and recording podcasts.

Objective:

- To help students transition from intermediate to advanced level through motivating projects that allow them to apply their language knowledge in real-world contexts.

Main Results:

- Students were able to significantly improve their fluency and confidence in using English outside the classroom, as well as develop essential transversal skills for the 21st century.

2- “GraphoGame Tool”.

Author:University of Jyväskylä (Finland, 2015-present)

GraphoGame is a video game-based learning tool that teaches reading and writing skills in English and other languages. Initially developed in Finland, it uses artificial intelligence to adapt to each student's level and is based on proven pedagogical principles. It is available in multiple languages and has been successfully

implemented in regions with low literacy rates and limited educational resources (University of Jyväskylä, 2015).

Objectives:

- To combat illiteracy and reading and writing difficulties in children through a digital learning tool based on scientific evidence.
- Develop phonological skills, such as the correspondence between graphemes (letters) and phonemes (sounds), through adaptive and gamified exercises.
- Dyslexia prevention: Early detection and personalized support for children with difficulties.

Main Results:

Gamification has been shown to be an effective strategy for resource-scarce educational settings, allowing students to progress at their own pace while teachers monitor their progress. The results showed significant improvements in English literacy rates in multi-grade contexts, where teachers must attend to different levels simultaneously.

3- “ASANKA”.

Author: TECHAiDE (Technology Aid for Integrated Development and Education) (Ghana, 2022-present)

ASANKA is an offline platform that enables the delivery of educational content to communities without internet access. It uses inexpensive devices to store and distribute educational materials, such as videos, documents, and interactive games. Teachers can customize the content to align with local needs, making it especially useful for multi-grade settings where resources adapted to different learning levels are required (ASANKA Project, 2022).

“This project addresses the connectivity gap, a crucial problem in vulnerable or rural environments.”

Objective:

- “Improving educational outcomes in Ghana and other regions of Africa by providing free access to local educational content without the need for an internet connection.”

Main Results:

The results showed that the use of ASANKA improved access to quality educational content in marginalized communities, empowering both teachers and students. The platform was recognized by HundrED as a scalable innovation that provides equitable access to education. Its modular and adaptable approach makes it useful in different cultural and linguistic contexts, including teaching English as a foreign language (ASANKA Project, 2022).

4- “The BIG Idea”.**Author: Kim Mackenzie-Doyle (Ireland, 2021-present)**

This innovative program connects students with mentors in collaborative projects that foster critical thinking, empathy, and resilience. While not exclusively focused on language teaching, its methodology has been adapted for English as a Second Language learning contexts.

The project emphasizes the development of socio-emotional skills alongside academic competencies, recognizing the importance of student well-being in the learning process (The BIG Idea, 2021).

Objective:

- Equipping young people with creative thinking and problem-solving skills to meet the most pressing social and global challenges.

Main Results:

The results showed that students not only improved their academic skills but also their confidence and motivation to learn. The project highlighted the importance of

connecting learning with real-world challenges, making the process more meaningful for students.

This experience is relevant to the Panamanian context because it offers strategies for maintaining motivation in learning English, which is especially important when teachers are not specialists in the field (The BIG Idea, 2021).

5- "Construction of an innovative methodology that promotes the learning of English in people with low levels of education in rural areas" (Project).

Authors: Adrián Rosales, Randall Vidaurre and Yuliana Dover (National University, Chorotega Regional Campus, Costa Rica).

Objective:

“To develop an innovative methodology for teaching English in rural areas, aimed at people with low levels of education, actively incorporating participants in the design of contextualized pedagogical strategies.”

Main Results:

- The findings demonstrated that incorporating the learners' observations and suggestions allowed for the design of a more effective teaching and learning approach adapted to their sociocultural reality.
- It was evident that the selection of linguistic, social and contextual content must be aligned with the needs and interests of the community to promote language acquisition.
- The project highlighted the importance of post-methods approaches, where participants become active actors in the process, breaking with traditional teaching models.

- This project helped validate the idea that language education processes should be relevant and congruent with the cultural and social context of learners, especially in rural areas.

6- **“Parents as Teachers (PAT) – Basic Studies Curriculum for Parents as Teachers”.**

Authors:Lahti, M., Evans, CB, Goodman, G., Schmidt, MC, & LeCroy, CW (2019), and Schaub, S., Ramseier, E., Neuhauser, A., Burkhardt, SC, & Lanfranchi, A. (2019) (United States and Switzerland).

Objective:

- To promote a reflective approach to supporting partnerships between home visitors and families, strengthening the parent-child relationship and family well-being, with an emphasis on children's development and learning, including support in language learning.

Main Results:

- Small to medium-sized positive effects were found on the reading achievements of school-aged children, as well as on English learning for students of English as a second language.
- The curriculum includes specific guides and resources for home visitors and families, with materials translated into multiple languages (including Spanish), which facilitates its implementation in multicultural contexts.
- The program has been effective in empowering parents and making them feel capable of supporting their children's learning, including in academic areas such as English.

7- **“Parental Involvement and Family Motivational Climate as Perceived by Children: A Cross-cultural Study.”**

Authors:Mirtha del Prado-Morales, Cecilia Simón-Rueda, Aldo Aguirre-Camacho and Jesús Alonso-Tapia (2020)

Objectives:

- To test the validity of a Family Motivational Climate model and questionnaire in samples from Spain and Cuba.
- Investigate how this motivational climate is configured in the two cultures.

Main Results:

- The Family Motivational Climate model was able to predict 74% of the variation in students' motivational change.
- Three key factors in parenting practices that influence motivation were identified: the quality of the emotional relationship, academic expectations, and the value attributed to learning.
- Cultural differences were found in the importance that students attribute to different parenting practices.

8- “Professional Development Program for Non-Specialized English Teachers.”

Authors: Vice-Rectorate for Research and Postgraduate Studies of Universidad de Panamá, Main Campus (2023-Present).

Objective:

Strengthening the linguistic and methodological skills of teachers not specialized in English through intensive training and resources adapted to the national curriculum.

Main Results:

- 30% increase in teachers' confidence in teaching English.
- Development of basic teaching materials for multi-grade classrooms in rural areas.
- Implementation of blended learning workshops in regional centers such as Chiriquí and Veraguas.

9- Parental Support Strategies for English Language Learning in Schools

Officers.”

Authors: Research Group on Education and Society of the Regional University Center of West Panama (2024)

Objective:

Empowering parents to support their children’s English learning through digital literacy workshops and simple resources.

Main Results:

- 80% of parents reported a greater ability to help with English homework.
- A 20% reduction in school dropout rates was achieved among students with language difficulties.
- Creation of an online platform with tutorial videos and practical guides.

10- **Implementation of Active Methodologies for Non-Specialists in English.**

Authors: Department of Research in Foreign Languages UDELAS Main Campus (2023)

Objective:

Design and implement a teaching model based on communicative approaches for generalist teachers.

Main Results:

- A 40% improvement was obtained in the oral expression of primary school students.
- A pedagogical toolkit (games, dialogues, dramatizations) for non-specialized contexts was validated.

11- Training in Applied Linguistics for Primary School Educators.

Authors: Universidad de Panamá (2022).

Objective:

To train primary school educators in basic principles of applied linguistics for teaching English.

Main Results:

- 95% of teachers improved their understanding of English phonetics and grammar.
- Development of a reinforcement manual for students with linguistic delays.
- Articulation with the “Teacher's Diploma Course” program of Angloeducativo.

11- “Family-School Integration Project for English Language Learning”.

Authors: Educational Partnerships Program of the Catholic University Santa María La Antigua of the Panama Metro and Darién Campus (2023)

Objective:

- “Promoting family participation in the English learning process through community networks.”

Main Results:

- Creation of homework clubs run by volunteer parents.
- 70% of families actively participated in language immersion activities.
- Design of a mobile app with exercises to practice at home.

12- **“Innovation in Educational Resources for Non-Specialized Teachers.”**

Authors: Educational Technologies Research Group of the Universidad Tecnológica de Panamá, Panama Metro and Bocas del Toro Campus (2024).

Objective:

Develop adaptive digital resources for teachers who are not specialized in English.

Main Results:

- Creation of a platform with interactive methodological guides aligned with the national curriculum.
- 50% reduction in lesson preparation time for teachers.
- Pilot implementation in 10 public schools in Bocas del Toro.

13- **One-room schools of Chiriquí (Chiriquí, Panama, 2022).**

Authors: MEDUCA, Chiriquí (2022)

Objective:

Strengthening English language teaching in one-room schools through training, materials, and parental involvement.

Main Results:

- Parental involvement was key to success, providing additional support at home.
- Teachers felt more supported and empowered to teach English without being specialists.

14- **Linguistic Integration Project (Darién, Panama, 2024).**

Authors: MEDUCA Darién (2024)

Objective:

Integrating English language teaching with the preservation of indigenous languages through a multilingual and culturally contextualized approach.

Main Results:

- The students felt more motivated when they saw their culture represented in the materials.
- Teachers reported greater engagement with language teaching.

15- English Teachers Network (Coclé, Panama, 2023)

Author: Coclé English Teachers Network (2023)

Objective:

To create a community of practice among English teachers to share resources and strategies adapted to the context of Coclé.

Main Results:

- Teachers reduced their sense of isolation and improved their teaching practices.
- The viability and value of communities of practice among teachers was demonstrated.

16- English Immersion Program, Herrera, Panama (2024).

Author: MEDUCA Herrera (2024).

Objectives:

- To improve students' communicative competence in English.
- To foster confidence in using the language in real-life situations.
- To Maximize limited resources through periods of concentrated immersion.
- To train non-specialized teachers to teach English effectively.
- To Create immersive learning environments accessible in contexts with limited resources.

Main Results:

- Rapid improvement in English listening comprehension.

- Notable increase in confidence to actively use the language.
- Greater interest and motivation for learning English.
- Significant progress even with teachers who are not specialized in English.
- They noticed practical applications of English outside the classroom.

1.2. Diagnosis of the Current Situation

The CEBG José Marciano Moreno faces a persistent shortage of teachers specializing in English language instruction. This structural limitation forces generalist teachers, primarily trained for general primary education, to assume the responsibility for teaching the subject (MEDUCA, 2019).

1.2.1. Pedagogical and Linguistic Gaps

One of the main difficulties is the lack of specific training. Most teachers have a limited command of the language—often equivalent to levels A1 or A2 of the Common European Framework of Reference for Languages (CEFR)—which directly impacts their confidence and ability to teach effectively. This results in pedagogical practices focused on the mechanical use of textbooks, neglecting oral communication and error correction, which are essential for developing a genuine interest in the language (García & López, 2020).

Furthermore, there is a distinct lack of methodological training. Even teachers with Basic English knowledge have not received training in contemporary foreign language teaching methodologies. As scholars like Richards and Rodgers (2014) point out, this often leads to a reliance on traditional methods like translation and rote memorization, which are ineffective for achieving meaningful communicative learning.

1.2.2. Lack of Family Support and Educational Inequality

Another critical aspect is the absence of support within the family environment. Parents in this rural community often have low levels of education and limited English proficiency, leaving them without the necessary tools to support their children's learning at home. This confines the subject to the school setting (Smith, 2018).

Consequently, students finish primary school with very low or negligible English skills. This places them at a clear disadvantage compared to their peers in urban or private schools upon entering secondary education, ultimately limiting their future academic and employment opportunities (World Bank, 2018).

1.2.3. National Context and Equity Gap

The problem at CEBG José Marciano Moreno reflects a wider national trend. According to MEDUCA (2019), the coverage of specialized English teachers is significantly lower in rural schools: while 85% of urban primary schools have at least one English teacher, this percentage drops to less than 30% in the multi-grade rural areas of Coclé province.

This inequality is starkly evident in academic results. Data from the standardized CRECER tests (MEDUCA, 2022) reveal that 75% of sixth-grade students in rural public schools are at the "elementary" or "below elementary" level in English, compared to 40% of students in urban contexts.

Although Panama's National English Plan aims for primary school graduates to reach the A1 CEFR level (MEDUCA, 2019), its implementation is hindered by the lack of trained teachers and resources in rural and indigenous regions. This creates an equity gap that limits access to quality education. Globally, Panama's proficiency level is categorized as "very low," ranking 79th according to the EF English Proficiency Index (2022), signaling a structural challenge that the education system must address (World Bank, 2018).

1.3. Justification

At the CEBG José Marciano Moreno, the limited teacher training and lack of adapted resources for both teachers and parents have resulted in persistently low levels of English proficiency among students. This situation perpetuates educational inequalities and severely restricts students' future academic and employment opportunities.

The project is justified by its response to two urgent, interconnected needs:

1. The Pedagogical Imperative

Teachers in multi-grade schools in this region often resort to traditional and outdated methods focused on rote memorization without context. These practices generate demotivation and hinder meaningful learning. Compounding this, many rural schools in Coclé province face structural and material limitations, such as a lack of electricity and up-to-date, contextualized learning materials. Students from low-income families rely on the school as their sole space for formal learning, making it crucial that the pedagogical approaches used there are flexible and effective.

The fear of making mistakes, which leads many students to avoid participation, reflects an educational environment that penalizes errors. This discourages vital oral practice and reinforces the marginalization of rural communities. The results of national assessments confirm this exclusion: most multi-grade schools have been left out of major national bilingualism policies, widening the educational gap with urban areas.

2. The Equity and Community Imperative

This initiative is justified as a direct answer to the **marginalization** of schools like CEBG José Marciano Moreno by centralized educational policies that overlook their specific context. Instead of relying on specialized external resources, the project proposes an empowerment model by:

- Training Regular Teachers and Parents: Providing practical and sustainable strategies adapted to the rural context.
- Recognizing Parents as Cornerstones: Their support, motivation, and example directly influence students' attitudes. Active parental participation strengthens the school-home bond and builds supportive learning environments.
- Focusing on Motivation: The project uses dynamic, collaborative, and contextualized learning experiences to make English learning an opportunity for personal and collective growth, not an imposition.
- Leveraging Local Resources: The methodology incorporates recycled materials, local customs, and elements of the environment (crops, animals) to create contextualized bilingual guides and micro-lessons that integrate English with other subjects like mathematics.

The expected impact is sustainable and community-based. By including families and teachers, a local support network is built that can be maintained long-term, even with limited resources. This joint participation fosters shared educational responsibility, strengthens students' self-esteem, and transforms a scenario of deficiencies into an opportunity for educational innovation with sociocultural relevance.

In summary, this project is a contextualized, motivating, and inclusive response aimed at transforming structural, pedagogical, and social limitations into development opportunities by strengthening teacher training, family involvement, and meaningful English language learning as a crucial tool for the future.

1.4. Objectives

1.4.1. General Objective:

To design and implement a participatory English language training program to empower parents and non-specialist teachers at the José Marciano Moreno School, fostering a collaborative support network.

1.4.2. Specific Objectives:

- Needs Analysis: To identify and analyze the problems and specific needs of teachers and parents at the José Marciano Moreno School regarding English teaching and learning, using surveys, focus groups, and classroom observations.
- Teacher Empowerment: To strengthen the pedagogical skills and knowledge of the teaching staff in practical, achievable, and effective English teaching methodologies for generalist educators.
- Parental Support: To promote English language learning at home by providing parents with practical, context-specific tools to easily support their children.
- Resource Creation: To create and validate didactic guides adapted for classroom application, which will help non-specialist teachers effectively cover the contents defined in the English curriculum.
- Network Building: To foster effective collaboration between the school, families, and the community to establish a sustainable support network for English language learning.

1.5. Duration

The current project has a total duration of four months (one semester), running from August to December, 2025.

1.6. Beneficiaries

Direct Beneficiaries:

- Teachers of CEBC José Marciano Moreno

Expected Benefit: Training in effective English teaching methodologies without requiring specialization.

Indirect Beneficiaries

- Parents of CEBC José Marciano Moreno

Expected Benefit: Practical tools and increased confidence to support English learning at home.

- Students of CEBC José Marciano Moreno

Expected Benefit: Improvement in the quality of English education, reduction of fear of error, and increased academic/future opportunities.

- Rural Educational Community of Cocle

Expected Benefit: Replicability of the methodological guides in other multi-grade schools in the province.

- Panamanian Educational System

Expected Benefit: A validated model for closing educational gaps in the implementation of the National Bilingual Plan in rural contexts.

1.7. Physical Location

The project is located at the CEBG José Marciano Moreno in the community of Buen Retiro, township of El Chirú, district of Antón, province of Coclé, Republic of Panama.

This school was selected due to its urgent need, as this Educational Center, like many other multi-grade schools, has been marginalized by centralized educational policies, resulting in a very low level in English language teaching. The school presents an ideal structure and context for the proposed implementation. The study will encompass the entire school community (students, teachers, and parents) over the period of one semester, serving a student population of 67 in the elementary sector.

1.7.1. Macro location

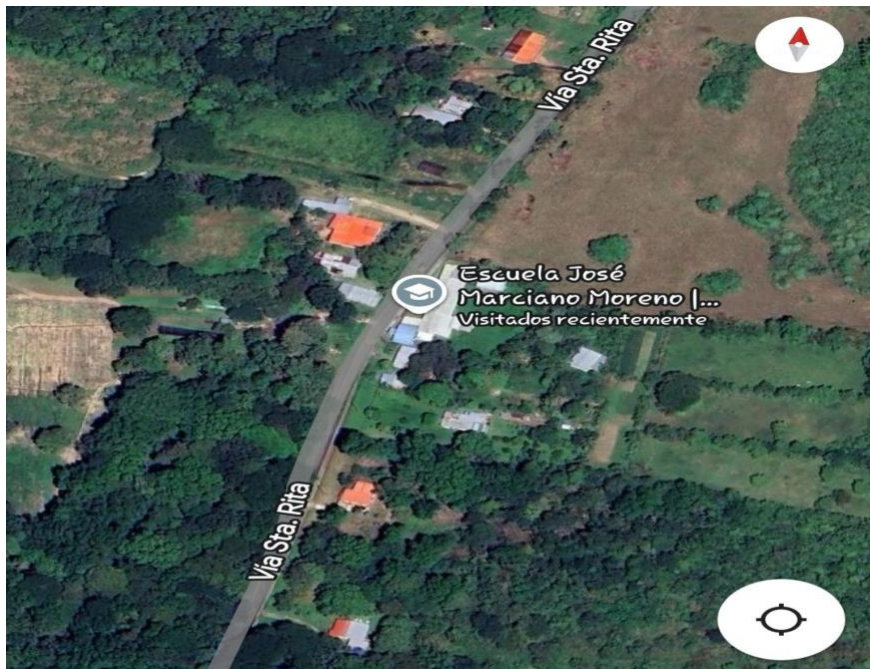
Figure 1. Macro Localization

Source: Google Maps (2025).



1.7.2. Micro-location

Figure 2. Micro-location



Source: Google Maps (2025).

1.1 Institutional Framework

The project will be executed at the CEBG José Marciano Moreno, located in the community of Buen Retiro, township of El Chirú, district of Antón, province of Coclé, Republic of Panama.

1.1.1 Institutional Support and Roles

The project benefits from key institutional collaboration:

- UDELAS Coclé Extension: This academic institution will provide essential academic follow-up on the project's planning and execution through the support of its students and the thesis advisor.
- CEBG José Marciano Moreno: The school contributes its population (students, parents, and teachers) and its physical and administrative

structure. This collaboration is vital for the analysis, design, and evaluation phases of the methodological guidelines for English language teaching.

- Township of El Chirú Representative: Financial support was secured from the Representative, who contributed to covering the refreshments for the four scheduled training sessions with the parents.

1.1.2 Project Personnel and Population

The project involves the following key individuals and population groups at the CEBG José Marciano Moreno:

A. School Personnel and Target Population

- School Director: Mary Martinez.
- Teaching Staff (Total: 3 Teachers):
 - 1 Teacher in charge of the two Pre-Kindergarten groups.
 - 1 Teacher covering the 1st, 2nd, and 3rd Grade multi-grade groups.
 - 1 Teacher covering the 4th, 5th, and 6th Grade multi-grade groups.
- Students: 67.
- Parents: Approximately 45 parents.

B. Project Managers

- Undergraduate Thesis Student: Patrick Alexis Gil Meneses.
- Undergraduate Thesis Student: Manuel Antonio Cárdenas Aguirre.
- Thesis Advisor: Professor Digna R. Sánchez E.

CHAPTER II

CHAPTER II: PROJECT DESCRIPTION

2.1. Theoretical Foundation

2.1.1 The English Language: Catalyst for Educational Equity

English proficiency has become an indispensable tool in the 21st century. It is not merely a subject for accessing better job opportunities (Femxa, 2025), but a crucial mechanism for social mobility and the reduction of inequality. In the context of this project, English functions as a catalyst for educational equity. The lack of access to quality English instruction perpetuates a cycle of marginalization, widening the gap between rural and urban areas. The command of English, or the lack thereof, operates as a form of "linguistic capital" whose unequal distribution reinforces socioeconomic disparities. This project aims to redistribute this capital, offering students a tool that enables them to compete on equal footing in their future academic and professional lives.

2.1.2. Foundations of Multigrade Pedagogy: A Methodological Opportunity

Multigrade schools are defined as an educational modality where one or a few teachers simultaneously attend to students from several school grades in the same physical space (Fernández, 2018). While often perceived as a response to demographic and budgetary limitations, effective multigrade pedagogy is a model that actively fosters self-learning, peer learning, and transforms the teacher's role into that of a facilitator (Torres, 2019). The project aligns with methodologies like the ENEA (New Active School) model used in Panama (MINEDU, 2020). The proposed didactic guides are designed to integrate with learning corners and the classroom library, creating an environment where students across different grades can work simultaneously on activities adapted to their specific skill levels, thereby transforming structural limitations into an opportunity for educational innovation.

2.1.3. The Multilingual Approach as a Strategy for Cultural Inclusion

The concept of multilingual education refers to the use of at least three languages in education: the mother tongue, a regional/national language, and an international language (Council of Europe, 2001). This approach, promoted by UNESCO (2016),

advocates for starting learning in the mother tongue to improve overall educational achievement and preserve cultural heritage. In the Coclé context, this foundation is crucial as it validates Spanish as a solid base for learning English, rather than viewing it as an obstacle. By incorporating contextualized vocabulary (e.g., "farm animals" or "crops"), the methodological guide not only makes learning English more meaningful but also honors and values students' cultural identity, a factor shown to increase motivation and engagement (Ruiz, 2022).

2.1.4. Communicative and Active Approaches to Second Language Teaching

The project's methodology is based on approaches that prioritize interaction and the production of real language, moving past outdated methods based on repetition and rote memorization, which are recognized as ineffective (Richards & Rodgers, 2014). The goal is to shift the focus from "knowing about the language" to "knowing how to use the language."

- Project-Based Learning (PBL): Validated by programs like the Real English Program (Brown, 2021), the use of projects (e.g., creating school newspapers) allows students to apply the language in authentic contexts and develop essential 21st-century transversal skills.
- Gamification and Technology (Adaptive Learning): Projects like GraphoGame and ASANKA (Smith & Jones, 2019) demonstrate that games and adaptive platforms can maintain student motivation and allow them to progress at their own pace, which is invaluable in multi-level, multi-grade classrooms.
- Post-Method Approaches: The importance of participants (teachers and parents) becoming co-creators of the educational process, breaking with traditional models, is highlighted by studies such as the Costa Rican project (Gómez, 2023). This principle justifies the proposed training, which empowers local stakeholders to adapt and personalize the guides, ensuring the proposal's relevance and pertinence to their specific rural context.

2.1.5. The Role of Family Support and School-Community Integration

Parental involvement is a fundamental pillar for student academic success (Martínez, 2017). Programs like *Parents as Teachers* (PAT) have shown positive effects on reading achievements and have been effective in empowering parents to feel capable of supporting their children's learning (Peña, 2018). Local initiatives, such as the Chiriquí project and the USMA Family-School Integration Project (Santa María la Antigua University, 2020), validate the importance of this approach. The project does not aim to turn parents into teachers, but rather into "facilitators of learning at home," equipping them with simple, practical tools to create a supportive and continuous learning environment.

2.1.6. Andragogy: The Science of Adult Learning

Andragogy is defined as the science and art of teaching adults, based on principles recognizing that adult learning is self-directed, experiential, and oriented toward solving practical problems (Knowles, 1973). Unlike pedagogy, andragogy posits that adults learn best when knowledge is immediately applicable, connects with their life experience, and responds to a concrete, recognized need (Zepeda, 2019). This is the crucial foundation for designing the training programs for the teachers and parents, who are adult learners. As Knowles (1973) noted, "adults are oriented toward the application of knowledge" (p. 45), which justifies the practical, micro-lesson-based approach. Generalist teachers need concrete methodological tools they can apply *the next day* in their multi-grade classroom, not abstract theory. Similarly, parents require simple, contextualized strategies that allow for immediate support, reinforcing their sense of empowerment and utility in the process (Zepeda, 2019).

2.2 Intervention

The intervention involves a series of four interactive training sessions delivered to parents and teachers of the CEBG José Marciano Moreno, conducted once a week over the course of one month. The focus is to reinforce English language teaching strategies, provide parents with practical tools for homework support and home

motivation, and foster the recognition that parents are fundamental pillars in their children's learning.

The intervention is structured across the following stages:

Stage 1: Diagnostic Research and Project Adaptation

- Context Analysis: Review of local data (MEDUCA, INEC) concerning English proficiency and teacher training in multi-grade schools in Coclé.
- Contextualization: Identifying key local elements necessary to adapt and contextualize the learning materials.

Stage 2: External Educational Center Research

- Comparative Analysis: Researching other educational centers in the District of Antón, focusing on teacher training status and the existing level of English language instruction.

Stage 3: Initial Institutional Approach

- Project Presentation: Conducting a first informal meeting with the Director of the Educational Center to present the project idea and articulate its potential benefits to the institution.

Stage 4: Community Authority Engagement

- Securing Support: Approaching the Authorities of the Township of El Chirú to request formal support for the implementation of the project at CEBG José Marciano Moreno.

Stage 5: Organizational Scheme for Training Sessions

This stage involves the delivery of the four key training sessions:

Session 1: The Importance of English: A Catalyst for the Future

- Focus: Explaining to parents the importance of learning English and its positive influence on their children's future opportunities, ranging from academic access to career mobility.

- Content: Introduction to basic, easily accessible tools and activities (e.g., Duolingo, YouTube Kids, educational TV programs, English karaoke, board games).
- Motivation and Roles: Leading a discussion to emphasize the crucial role of parents in motivating their children, illustrating education as a collaborative link between Parents, Students, and Teachers.
- Practical Example: Presenting a mini-lesson to demonstrate to parents that they already possess basic language concepts and simply need guidance on how to activate and practice them.

Session 2: Incorporating English into Daily Life

- Focus: Sharing practical, low-resource strategies for creating a supportive bilingual environment at home.
- Activity: Conducting a round table where parents share their existing home learning tools and techniques.
- Content: Sharing ideas such as changing cell phone language settings or creating a Word Wall where family members contribute new words daily or weekly.
- Resources: Distributing printed vocabulary lists with foundational English terms aligned with the elementary curriculum.
- Practice: Engaging in dynamic activities where parents practice recognizing, translating, and pronouncing words found in short paragraphs.
- Conclusion: Encouraging parents to embrace the learning process by normalizing and accepting that making mistakes is a natural part of language acquisition, positioning fear as the main obstacle to learning.

Session 3: Strategies for Implementing Reading in English

- Focus: Highlighting the importance of basic English reading skills for reinforcing language comprehension, aiding vocabulary retention, and unlocking access to global information.
- Reading Techniques: Showing fun and engaging ways to start reading beyond basic texts:
 - Visual/Contextual Texts: Using illustrated books and comics to deduce meaning from images, helping to maintain interest.
 - Subtitles: Demonstrating how activating subtitles during videos (combining audio, images, and text) naturally reinforces learning.
- Dynamic Activities:
 - Illustrated Stories: Parents engage in a three-part task: 1) identifying the story's theme from images (deduction), 2) reading the text with their own assumed pronunciation, and 3) translating and explaining the story's meaning.
 - Movie Dialogues: Using short clips from popular media with subtitles to practice reading, watching, translating, and offering opinions on the scene.
- Assessment Tools: Presenting simple evaluation options for children at home (e.g., visual matching, fill-in-the-blanks, true or false).
- Cultural Connection: Using popular media, like Lady Gaga's song *Die With A Smile*, to illustrate how listening to music naturally helps in learning vocabulary and practicing grammar/pronunciation rules.

Session 4: Creating a Sustainable Support Network

- Focus: Emphasizing the critical importance of a support network where parents, teachers, and students collaborate under the shared goal of educational success.

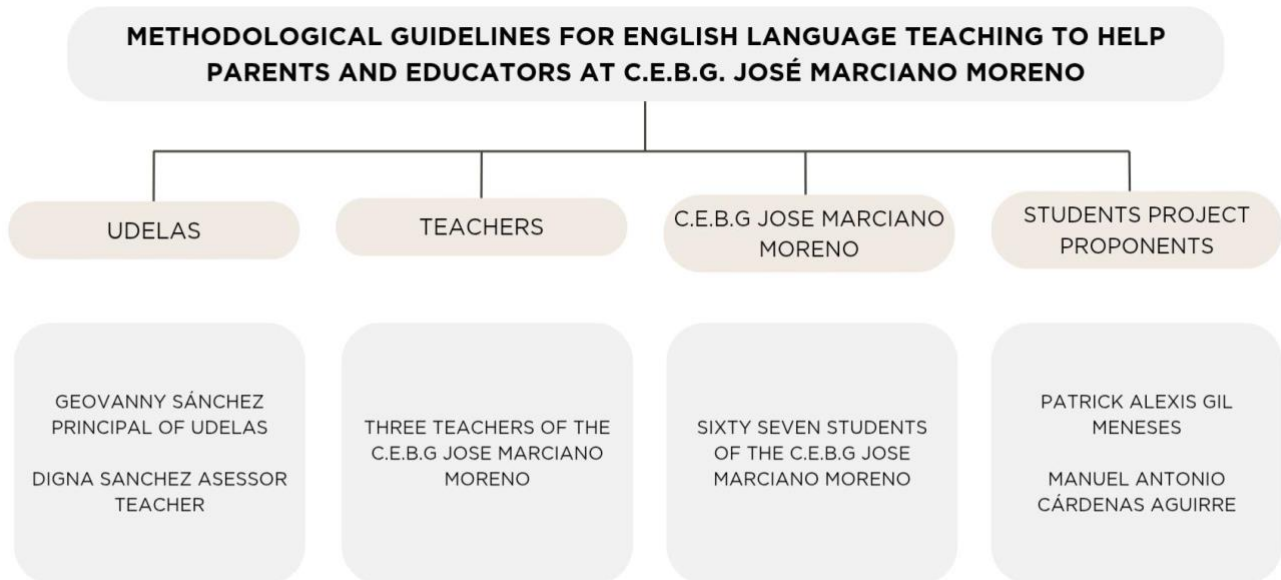
- **Role Definition:** Clarifying the distinct, yet collaborative, roles of the teacher (as a role model and facilitator) and the parents (as co-educators), promoting the understanding that educators and parents are on the same team.
- **Pronunciation Aids:** Providing simple pronunciation techniques (e.g., phonetic rules for 'Y' or 'Th') to help parents overcome common linguistic difficulties and feel more confident.
- **Year-Round Activities:** Recommending simple, low-resource activities that can be implemented throughout the year, not just during "English Week," to foster continuous learning:
 - Creating talent days where children sing in English.
 - Decorating a space with vocabulary posters, an English calendar, and "word of the day" displays.
 - Showing children's films or short films in English with English subtitles.

Stage 6: Creation of the Motivational Mural

- **Goal:** To establish a tangible, lasting symbol of community unity and commitment to learning.
- **Activity:** In the final session, parents and teachers receive a piece of a jigsaw puzzle where they express what they learned or the key messages from the training.
- **Outcome:** These messages are used to create a Motivational Mural that serves as a permanent reminder that "Knowledge takes up no space, regardless of age," and reinforces the project's central vision: when teachers and parents work together, significant educational achievements are possible.

2.3 Organizational and Project Management Structure.

Figure 3: Project Organizational Structure



Functions:

CEBG José Marciano Moreno: elementary school where the project is done

Universidad Especializada de las Américas, is the educational center that promote and has the responsibility to prepare, guide and advice the Degree work students in order to put in practice their learning through projects and thesis.

2.4. Operational specifications and tasks to be performed.

Chart 1: Project objectives and tasks

Objectives	Tasks
<p>Session 1: Exploring the importance of learning English and how it positively influences our children's future.</p>	<ul style="list-style-type: none"> • Conducting surveys of parents and teachers at CEBG José Marciano Moreno to assess their level of English. • Informative discussion on the importance of learning English and the opportunities that come with mastering the language. • Presentation of tools such as Duolingo, YouTube Kids, board games, karaoke, among others. • Presentation of a mini lesson to show parents that they already have a basic grasp of English and simply do not put it into practice.
<p>Session 2: Identify practical strategies for implementing the use of English in everyday life and promoting learning through daily activities.</p>	<ul style="list-style-type: none"> • Hold a roundtable discussion for parents to share tools and techniques they use at home to learn English. • Share ideas for creating a bilingual environment at home (e.g., change the language on your cell phone, create a "Word Wall," label objects in your home, listen to music in English, and dedicate 20 to 25 minutes per day to learning any concept in English). • Provide printed vocabulary lists with terms that students use at the elementary level for practice. • Implement fun activities to recognize, translate, and pronounce words in short paragraphs from stories or popular songs.

Session 3: Develop effective strategies to encourage reading in English, strengthening comprehension and vocabulary through adapted resources.

- Demonstrate ways to get started with reading in a fun way, including visual and contextual texts, illustrated books, and comics.
- Introduce the technique of adding subtitles to videos to combine audio, images, and text.
- Carry out reading activities with short stories where parents must identify the plot, read, and translate.
- Show a dialogue with subtitles from a popular movie to practice reading, translation, and opinion with the mission of showing them how to apply this method at home.
- Play Lady Gaga song Die With A Smile to demonstrate vocabulary and pronunciation learning through music.

Session 4: Strengthen collaboration between parents, teachers, and students, creating a support network that promotes continuous English language learning.

- Raise awareness of the role of teachers as role models and the importance of bonding with students through discussion.
- Promote the idea that educators and parents are on the same team to create an effective learning environment.
- Conduct a mini lesson to teach pronunciation techniques (e.g., pronouncing “Y” as “Latin l” or “Th” as “D”).
- Share examples of activities that can be done throughout the year (talent days, decorating areas of the classroom with vocabulary posters, showing movies with English subtitles).
- Create a mural with motivational messages or knowledge learned from parents and teachers in the different sessions.

Source: P. Gil & M. Cárdenas (2025) students in UDELAS.

2.5. Products

Chart 2: product

In this regard, something very specific and important was to generate practical and sustainable tools that help empower parents and teachers at CEBG José Marciano Moreno with the aim of creating a support network involving parents, teachers, and students, which is why these are the expected outcomes.:

Objetives	Product
Exploring the importance of learning English and how it positively influences our children's future	<ul style="list-style-type: none"> • Surveys were effectively conducted with 20 parents and 3 teachers from the José Marciano Moreno CEBG to assess their level of English. • An explanatory discussion was held on the importance of learning English and the opportunities that come with mastering the language. • The tools Duolingo, YouTube Kids, board games, karaoke, among others, were presented to help parents learn English. • A mini-lesson was presented to demonstrate that parents have a basic understanding of the English language but simply do not put it into practice.
Identify practical strategies for implementing the use of English in everyday life and promoting learning through daily activities.	<ul style="list-style-type: none"> • A roundtable discussion was held where parents shared the tools and techniques they use at home to learn English. • Ideas for creating a bilingual environment at home were shared, including the following (changing the language on cell phones, creating a "Word Wall," labeling objects in the home,

	<p>listening to music in English, and dedicating 20 to 25 minutes per day).</p> <ul style="list-style-type: none"> • Printed vocabulary lists were handed out with terms that students use at the primary level, and the topics covered in these vocabularies were even practiced. • Various fun activities were implemented, including recognizing, translating, and pronouncing English terms in short paragraphs from different stories and songs, among which we can mention verses from the song Flowers by Miley Cyrus.
<p>Develop effective strategies to encourage reading in English, strengthening comprehension and vocabulary through adapted resources</p>	<ul style="list-style-type: none"> • Ways to get started with reading in a fun way were demonstrated, including visual and contextual texts, illustrated books, and comics. • The technique of adding subtitles to videos to combine audio, images, and text was introduced. • Reading activities were carried out with short stories where parents were able to identify the plot, read, and translate. • Different dialogues with subtitles from popular movies were shown to practice reading, translation, and opinion, including scenes from the movies Mean Girls and Up. • Lady Gaga's song Die With A Smile was played to demonstrate that vocabulary and pronunciation can be learned through music.
<p>Strengthen collaboration between parents, teachers, and students,</p>	<ul style="list-style-type: none"> • The role of teachers as role models and the importance of bonding with students was highlighted during the discussion.

creating a support network that promotes continuous English language learning.

- The idea that educators and parents are on the same team in creating an effective learning environment was promoted.
- A mini-lesson was given to teach pronunciation techniques (e.g., pronouncing "Y" as "Latin I" or "Th" as "D").
- Recommendations were given for examples of activities that can be done throughout the year or each quarter, including talent days, decorating areas of the classroom with vocabulary posters, and even showing movies with English subtitles.
- A mural was created with motivational messages and knowledge learned from different parents and teachers throughout the sessions.

Source: P. Gil & M. Cárdenas (2025) students in UDELAS.

2.6. Project Delivery Schedule

Table 1: Project Timeline

Tasks	March	April	may	jun	Jul	aug	Sept	oct	nov
Project launch Chapters I and II	x	x	x	x	X	x	x		
Entry permits to the schools							x		
Instrument development							x		
Development of methodological guides.						x	x	x	
Sessions with parents and teachers								x	

CHAPTER III

CHAPTER III: ANALYSIS OF RESULTS

The results obtained from the diagnostic phase provide a deeper understanding of the current state of English language teaching at the CEBG José Marciano Moreno and the perceptions held by the educational community regarding this process.

Key Findings and Educational Implications

- Parental Profile and Engagement (Socio-Educational Context)

It is evident that the parents, who constitute the majority of the respondents, primarily possess a secondary level of education. This profile directly influences their capacity to support English language learning at home, a challenge underscored by the fact that more than half have not received formal training in the language. Despite this limitation, a strong commitment is visible: most parents report supporting their children with English homework. This indicates a high level of family commitment, though the effectiveness of this support is inherently limited by their own lack of English proficiency.

- Awareness of English's Value

The perception of English as a fundamental tool for academic and professional development is overwhelmingly shared. The finding that three-quarters of respondents consider it "very important" reflects a widespread, positive awareness of its value in a globalized world. This positive attitude is crucial, as studies consistently indicate that a learner's positive attitude toward a language is a key predictor of success in its acquisition.

- Perception of Teaching Quality and Training Needs

In evaluating the teaching process, most respondents perceive English instruction at the school as "good," yet a significant proportion rate it as "fair." This suggests moderate satisfaction but clearly signals areas that require improvement, particularly in academic planning and resource management.

Crucially, the perception that teachers require more training is among the most important findings. More than a third of the community considers teacher preparation

to be insufficient. This directly coincides with the initial problem identified in the diagnosis: the "limited teacher training" among generalist educators is a main difficulty hindering effective language learning.

- Motivation, Technology, and Resource Gaps

While student motivation is generally perceived as high, the systematic use of technology to reinforce English learning is not yet widespread. More than half of students use digital resources only occasionally. This can be attributed both to a potential lack of home access and the absence of institutional strategies promoting the consistent use of these tools. However, the overwhelming support (96%) for implementing a digital platform clearly indicates that the community recognizes the potential of technology to significantly strengthen learning.

The difficulties identified—the lack of specialized resources, limited time allocated to the subject, and the pressing need for teacher training—show a consistent pattern aligning with common structural limitations found in educational centers in similar rural contexts.

- Community-Driven Solutions and Project Validation

The community's own proposals for improvement—specifically, the appointment of a specialized teacher, the incorporation of recreational activities, and an increase in English instruction hours—strongly align with modern pedagogical approaches based on active methodologies and communicative teaching.

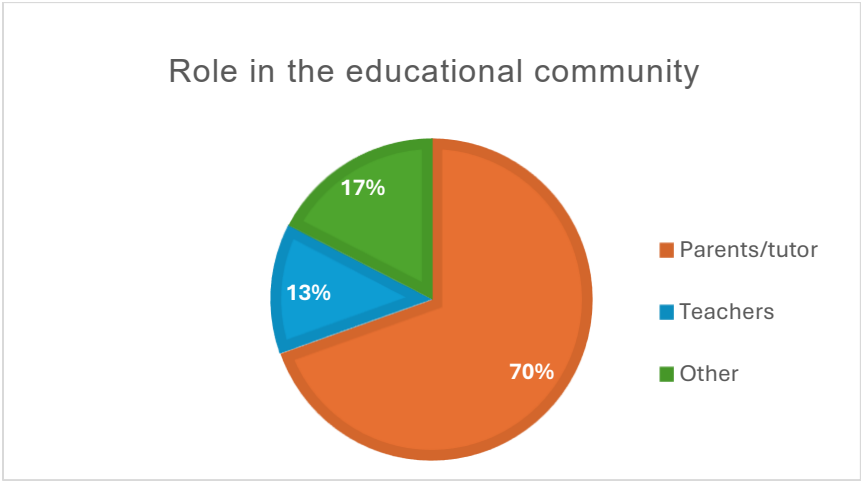
Ultimately, the high level of willingness among parents to participate in activities that promote English is the most significant and actionable factor. This commitment represents a key asset that the school can immediately leverage to build a more participatory, collaborative, and effective learning community, thereby validating the project's core focus on community and parental empowerment.

The analysis confirms the project's fundamental premise: the limitations in English language teaching at CEBG José Marciano Moreno are structural (lack of specialized teachers) and pedagogical (outdated methods), but the community

possesses a high level of motivation and commitment to overcome them. The willingness of parents to participate, despite their own linguistic constraints, is the driving force upon which a successful, sustainable support network must be built.

3.1. Analysis of the results of the survey used to evaluate the perception of the English language of the educational Community

Graph 1. Role in the educational community



Source: M. Cárdenas & P. Gil (2025) Students in UDELAS.

This demonstrates a strong level of involvement from families in educational activities or decision-making processes, the teachers indicating a smaller but still essential presence in the overall composition and finally others community members who also contribute to the educational environment.

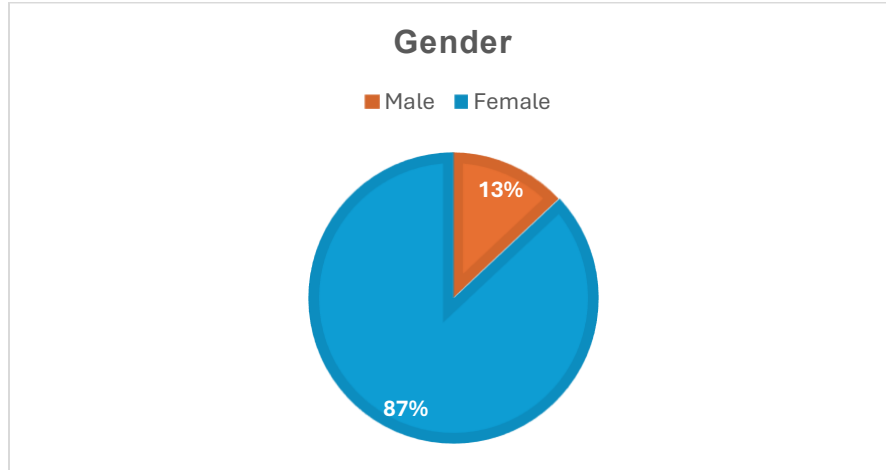
Table 3

People	Parents/tutor	Teachers	Other
23	16 (70%)	3 (13%)	4 (17%)

Source: Survey by Cardenas and Gil, 2025

In this graph shows that the 70% are Parents or Tutor, the 13% are teachers and the 17% are others role in the educational Community.

Graph 2. Gender



Source: M. Cárdenas & P. Gil (2025) Students in UDELAS.

It is possible that the high female participation is because, in many cases, mothers tend to spend more time at home with their children and therefore have more availability to engage in educational activities. On the other hand, fathers are often more occupied with work outside the home, which could explain their lower representation in the survey.

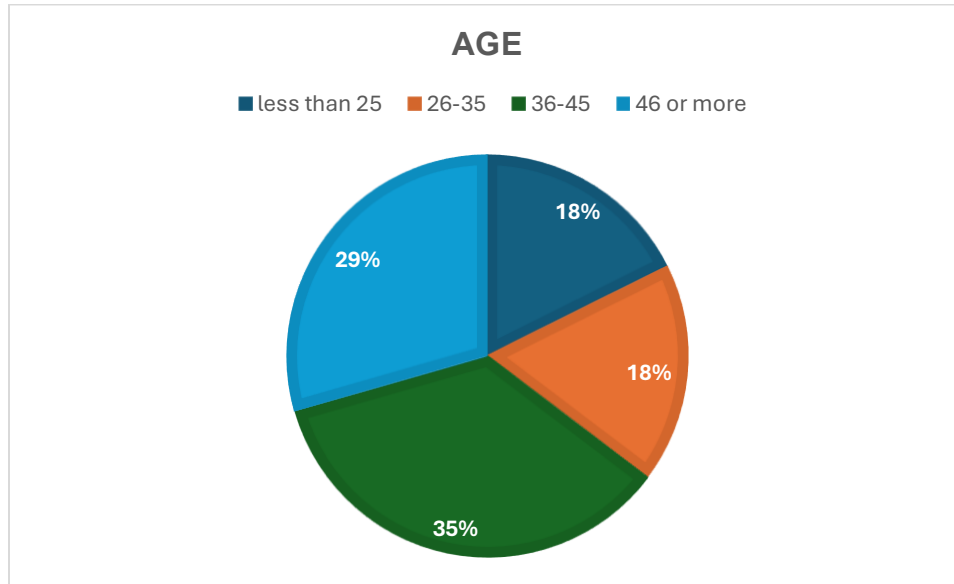
Table 4

People	Male	Female
23	3 (13%)	20 (87%)

Source: Survey by Cardenas and Gil, 2025

The data shows that 87% of the individuals identify as female, making this the majority group within the sample. In contrast, 13% identify as male, representing a significantly smaller portion of the population.

Graph 3. Age



Source: M. Cárdenas & P. Gil (2025) Students in UDELAS.

This graphic shows the age of the people in the session, most of the people are between 36 and 45 years old, while the minority are between 25 and 35 years old

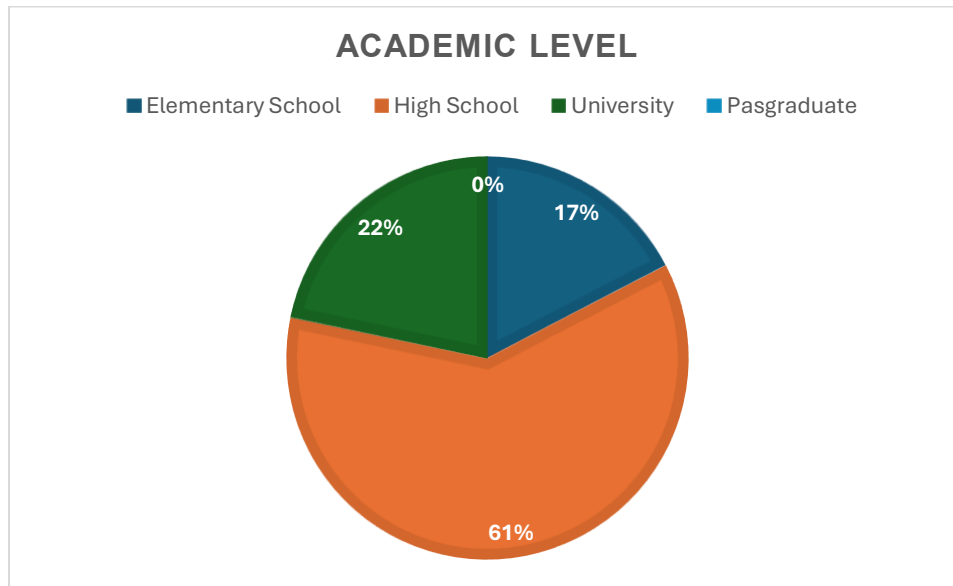
Table 5: Age

People	Less than 25 years	26-35 years	36-45 years	46 or more years
23	3 (13%)	9 (13%)	6 (26%)	5 (22%)

Source: Survey by Cardenas and Gil, 2025

In this table show that the 18% of the people are less than 25 years too in 26 to 35, are 18%, in the 35% are 36 to 45 years and finally the 29% of the people are 46 or more years old.

Graph 4. Academic Level



Source: M. Cárdenas & P. Gil (2025) Students in UDELAS.

This graph shows the educational levels attained by individuals who attended our sessions. Each category reflects the percentage of participants with different levels of academic achievement. This analysis helps us understand how the various educational profiles of attendees might influence their ability to support their children in learning English.

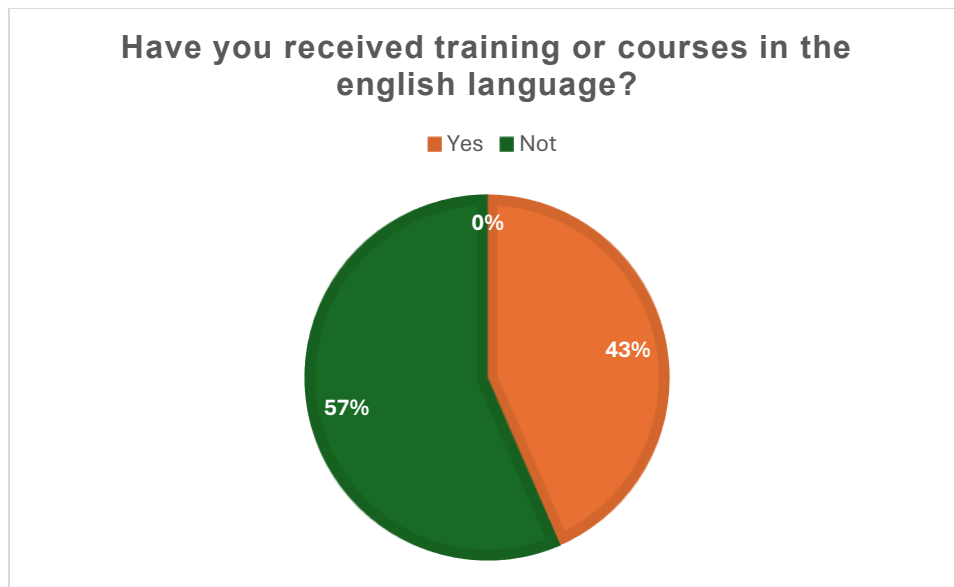
Table 6: Academic Level

People	Elementary School	High School	University	Postgraduate
23	4 (17%)	14 (61%)	15 (22%)	0 (0%)

Source: Survey by Cardenas and Gil, 2025

The majority, 14 people (61%), have completed high school, which suggests they can provide basic support to their children in English, 15 people (22%) have completed university, enabling them to offer more advanced support, 4 people (17%) have completed elementary school, which may limit their ability to offer direct support. No participants have completed postgraduate studies.

Graph 5. Have you received training or courses in the English language?



Source: M. Cárdenas & P. Gil (2025) Students in UDELAS.

This graph shows whether participants have previously received training or courses in the English language.

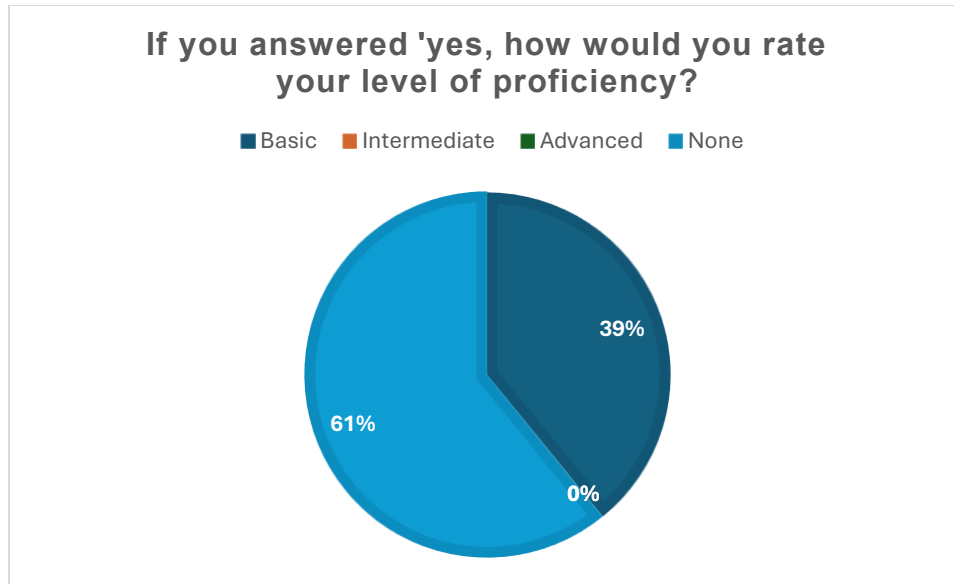
Table 7:

Source: Survey by Cardenas and Gil, 2025

People	Yes	No
23	3 (43%)	9 (57%)

the majority, 13 participants (57%), reported not having received training in English, suggesting potential limitations when supporting their children academically. Meanwhile, 10 individuals (43%) have participated in some form of English instruction.

Graph 6. If you answer 'yes, how would you rate your level of proficiency?



Source: M. Cárdenas & P. Gil (2025) Students in UDELAS.

This graph shows how participants who reported receiving English training evaluate their proficiency.

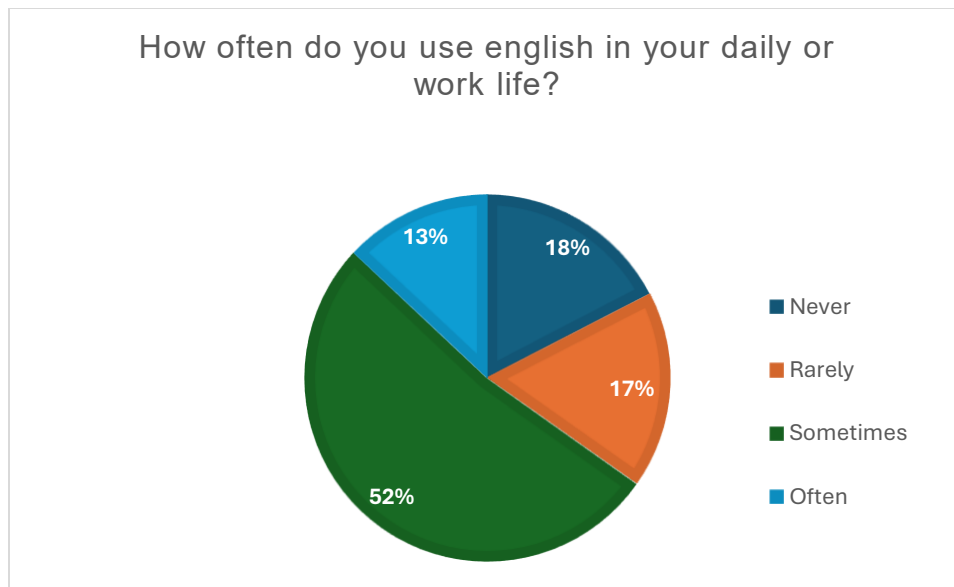
Table 8:

People	Basic	None	Other
23	9 (39%)	14 (61%)	0 (17%)

Source: Survey by Cardenas and Gil, 2025

Most respondents, 14 (61%), consider not good level of English, while nine (39%) rate themselves basic. No participants described their level as Intermediate or advanced.

Graph 7. How often do you use English in your daily or work life?



Source: M. Cárdenas & P. Gil (2025) Students in **UDELAS**.

The graph visually shows that “Sometimes” is the dominant category, highlighting that most parents use English at an intermediate level in their daily or work life. The “Never” and “Rarely” bars are low and equal, while “Often” is the smallest, showing that few parents use English consistently.

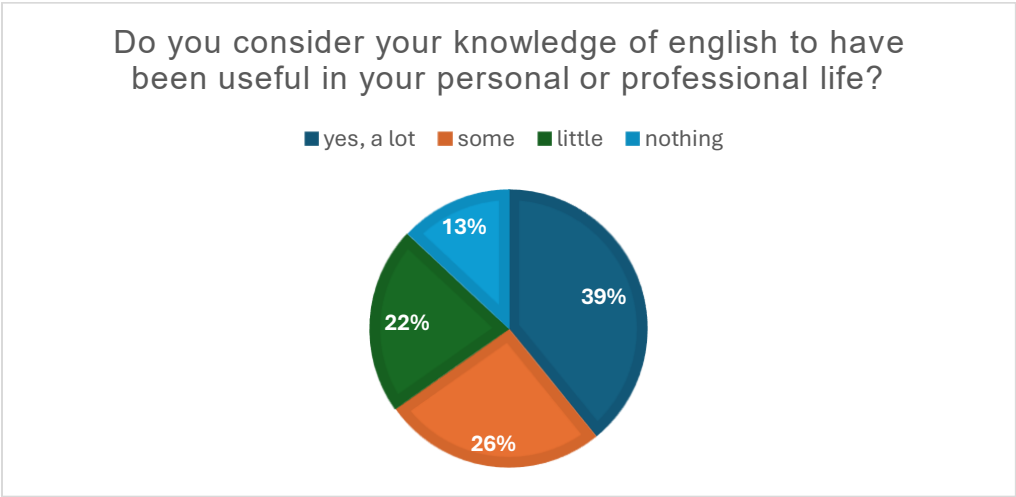
Table 9:

People	Never	Rarely	Sometimes	Often
23	4 (17%)	4 (17%)	12 (52%)	3 (13%)

Source: Survey by Cardenas and Gil, 2025

Among the 23 parents surveyed, most (12 people, 52%) use English “Sometimes”, while 4 parents (17%) reported “Never” and another 4 (17%) “Rarely”, and only 3 parents (13%) use it “Often”. This indicates that English is used occasionally in daily or work life for most parents, with few using it frequently and some hardly at all.

Graph 8. Do you consider your knowledge of English to have been useful in your personal or professional life?



Source: M. Cárdenas & P. Gil (2025) Students in UDELAS.

The graph visually shows that “Yes, a lot” is the dominant category, reflecting that many members of the school community consider their English knowledge highly useful. The “Somewhat” and “Little” bars are moderate, and “Not at all” is the smallest, indicating that few parents or teachers find English knowledge completely unhelpful.

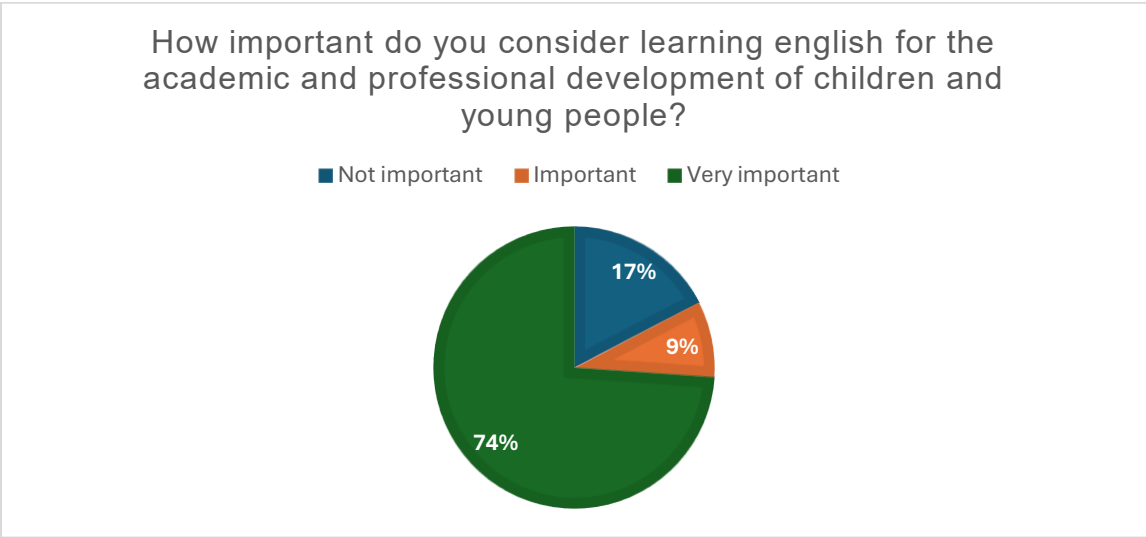
Table 10:

Source: Survey by Cardenas and Gil, 2025

People	Yes, a lot	Some	Little	Nothing
23	9 (39%)	6 (26%)	5 (22%)	3 (13%)

Among the 23 members of the school community surveyed, most (9 people, 39%) reported that their knowledge of English has been “very useful”, 6 (26%) said “Somewhat”, 5 (22%) said “Little”, and 3 (13%) said “Not at all”. This indicates that a significant portion of parents and teachers find English knowledge beneficial in their personal or professional lives, while a smaller group perceives little or no usefulness.

Graph 9. How important do you consider learning English for the academic and professional development of children and young people?



Source: M. Cárdenas & P. Gil (2025) Students in UDELAS.

The graph shows that “Very Important” clearly dominates, indicating that most of the school community strongly values learning English. The “Important” bar is very small, and “Not Important” is slightly larger but still much smaller than the dominant category, showing that few parents or teachers underestimate the importance of English for children and youth.

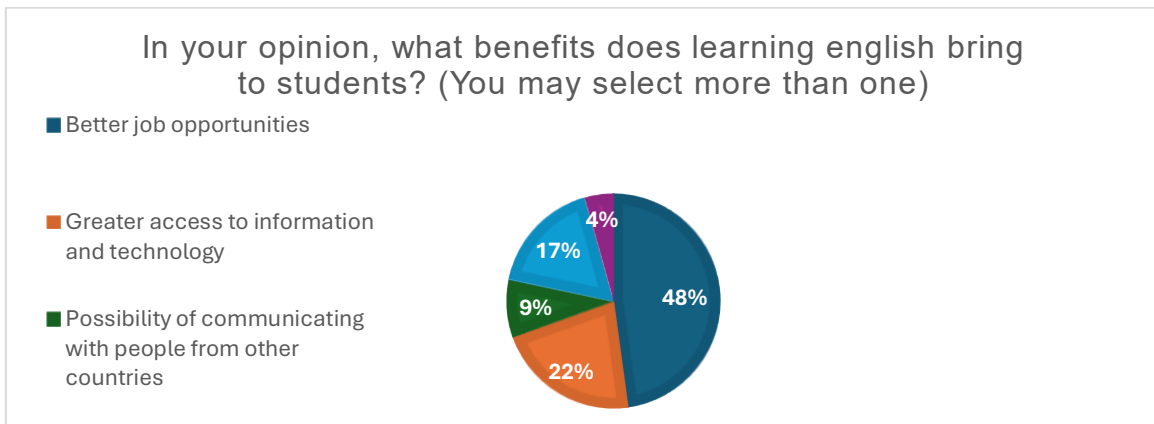
Table 11:

People	Very Important	Important	Not importan
23	17 (74%)	2 (9%)	4 (17%)

Source: Survey by Cardenas and Gil, 2025

Out of the 23 members of the school community, 17 people (74%) consider learning English “Very Important” for the academic and professional development of children and young people. Only 2 people (9%) said it is “Important”, and 4 (17%) said “Not Important”. This shows that most parents and teachers recognize the strong value of English in supporting students’ future success.

Graph 10. In your opinion, what benefits does learning English bring to students?
(You may select more than one)



Source: M. Cárdenas & P. Gil (2025) Students in UDELAS.

The graph shows that “Better job opportunities” is the most selected benefit, highlighting the focus on professional advantages. “Greater access to information and technology” and “Better academic results” are less frequent, while “Other” and the single alternative response are minimal, reflecting that practical benefits are prioritized.

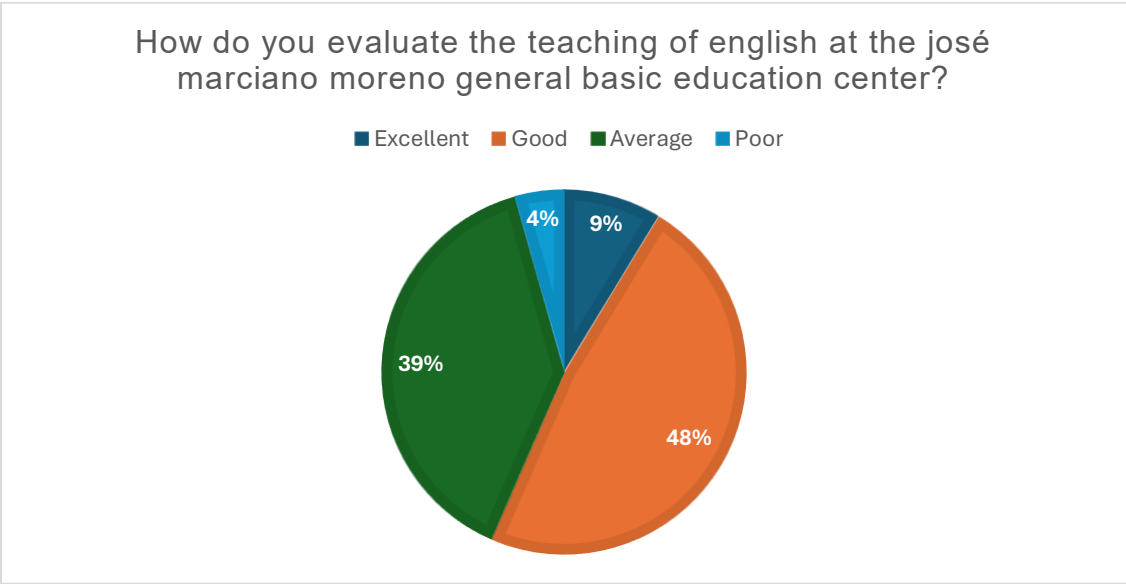
Table 12:

People	Better job opportunities	Greater access to information and technology	Possibility of communicating with people from other countries	Better academic results	other
23	11 (48%)	5 (22%)	2 (9%)	4 (17%)	1 (4%)

Source: Survey by Cardenas and Gil, 2025

Nearly half of the respondents (48%) associate English with better job opportunities, 22% with greater access to information and technology, 9% with better academic results, and 17% mentioned other benefits. This indicates that the school community values English mainly for career prospects, while also recognizing its role in academic growth and communication skills.

Graph 11. How do you evaluate the teaching of English at the José Marciano Moreno General Basic Education Center?



Source: M. Cárdenas & P. Gil (2025) Students in UDELAS.

The graph illustrates that “Good” is the most frequent rating, followed closely by “Average”, reflecting a generally satisfactory evaluation of English teaching. The “Excellent” and “Poor” bars are minimal, indicating that only a few respondents see the teaching as outstanding or unsatisfactory.

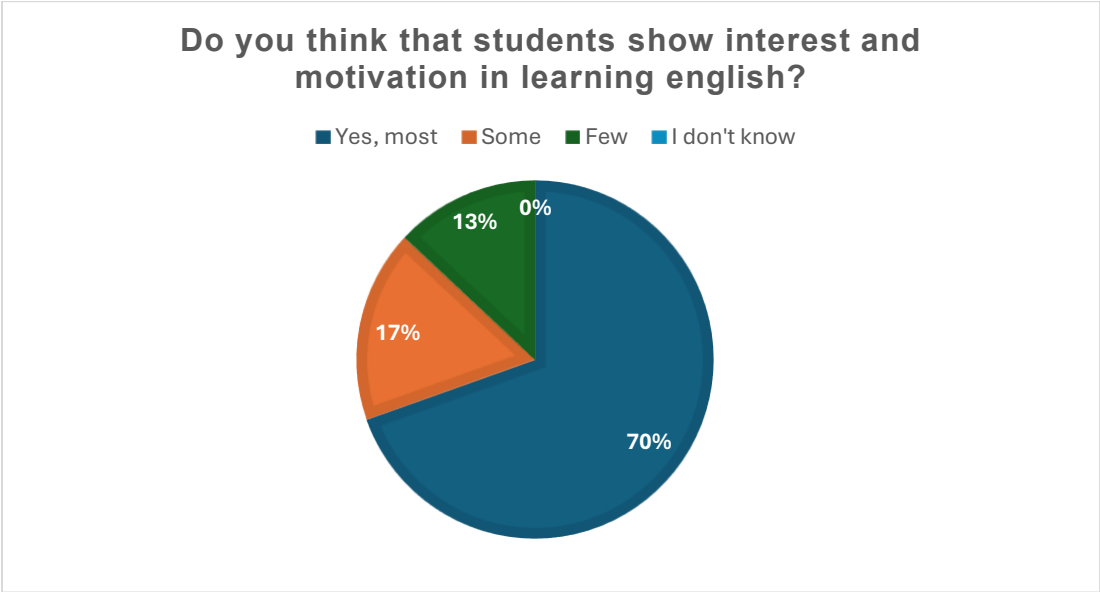
Table 13:

People	Excellent	Good	Average	Poor
23	2 (9%)	11 (48%)	9 (39%)	1 (4%)

Source: Survey by Cardenas and Gil, 2025

Survey responses show that 11 participants (48%) consider the English teaching “Good”, 9 (39%) rated it “Average”, 2 (9%) said “Excellent”, and 1 (4%) rated it “Poor”. This suggests that most of the school community perceives English instruction positively, though there is room for improvement to reach higher levels of excellence.

Graph 12. Do you think that students show interest and motivation in learning English?



Source: M. Cárdenas & P. Gil (2025) Students in UDELAS.

It can be observed from the graph that “Yes, most” clearly dominates, highlighting that parents and teachers generally recognize strong student motivation. Smaller bars for “Some” and “Few” show that only a minority of respondents see limited interest in learning English.

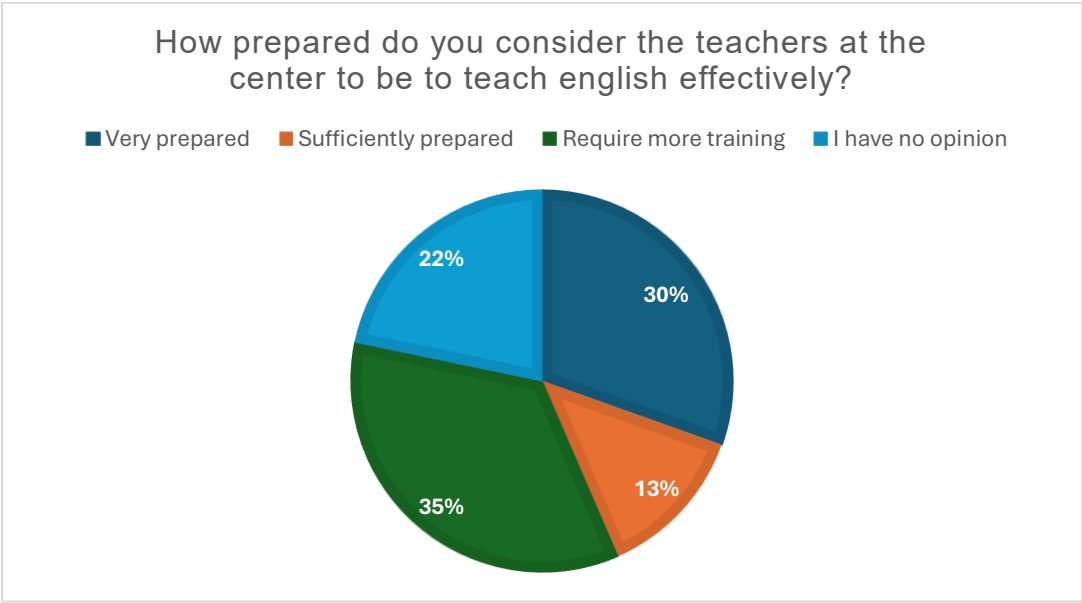
Table 14:

People	Yes, most	Some	few	I don't know
23	16 (70%)	4 (17%)	3 (13%)	0

Source: Survey by Cardenas and Gil, 2025

The results indicate that 16 respondents (70%) think students are interested and motivated in learning English, 4 (17%) said this applies to some students, and 3 (13%) selected few students. No respondents chose “I don't know”, suggesting that most of the school community perceives a high level of student engagement.

Graph 13. How prepared do you consider the teachers at the center to be to teach english effectively?



Source: M. Cárdenas & P. Gil (2025) Students in UDELAS.

It can be seen in the graph that “Few” represents the largest group, highlighting that many in the school community perceive limited readiness among teachers. Smaller bars for “Most” and “Some”, together with a notable “I don’t know”, reflect varied perspectives and some uncertainty about the effectiveness of English instruction.

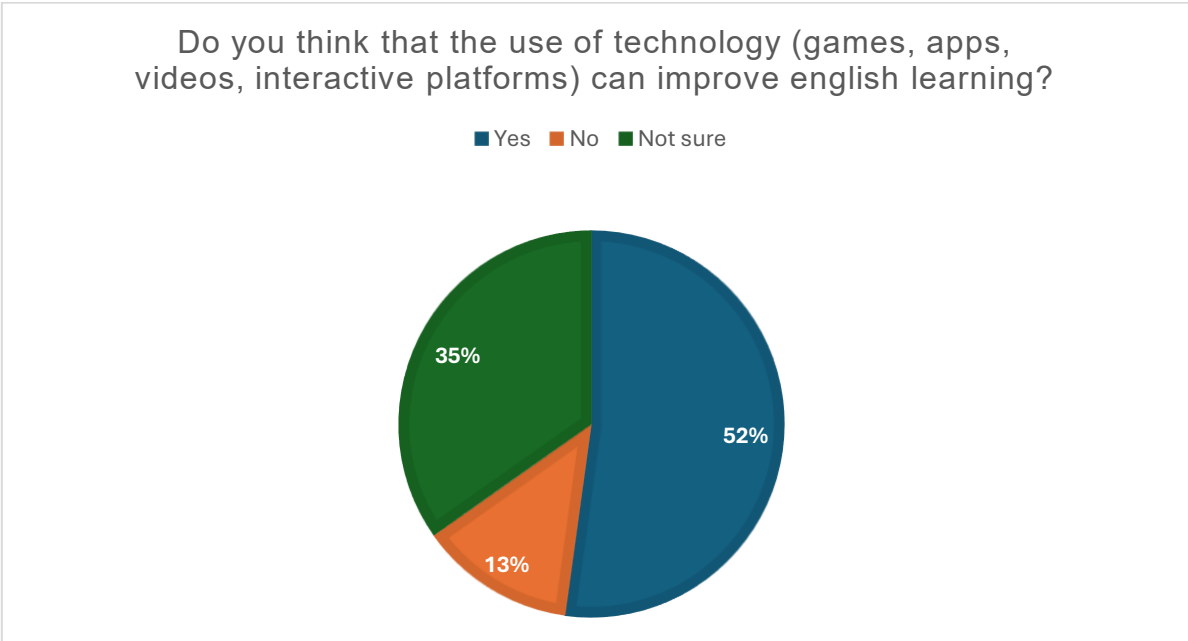
Table 15:

People	Yes, most	Some	few	I don't know
23	7 (30%)	3 (13%)	8 (35%)	5 (22%)

Source: Survey by Cardenas and Gil, 2025

Responses indicate that 7 participants (30%) think most teachers are well-prepared to teach English effectively, 3 (13%) said some teachers, 8 (35%) selected few teachers, and 5 (22%) responded “I don’t know”. These results suggest that opinions about teacher preparedness are mixed, with a considerable portion expressing doubt or uncertainty.

Graph 14. Do you think that the use of technology (games, apps, videos, interactive platforms) can improve english learning?



Source: M. Cárdenas & P. Gil (2025) Students in UDELAS.

The graph shows “Yes” as the largest category, indicating that most members of the school community value technology for enhancing English learning. The “Not sure” bar is also notable, reflecting some uncertainty, while the “No” category is the smallest, showing few respondents are opposed to using technology.

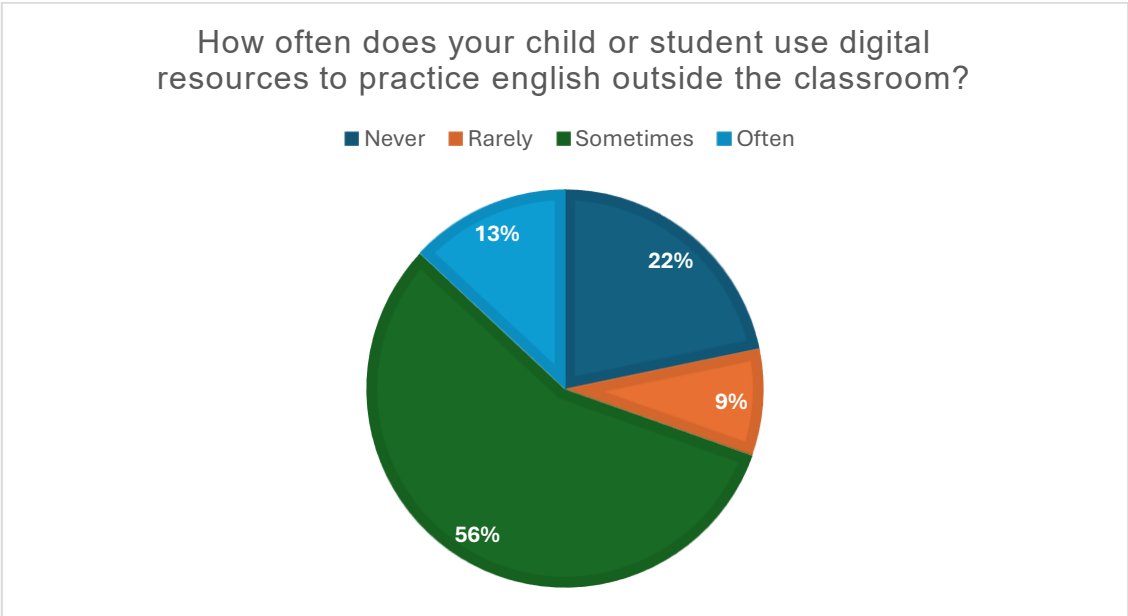
Table 16:

People	Yes	No	Not sure
23	12 (52%)	3 (13%)	8 (35%)

Source: Survey by Cardenas and Gil, 2025

Survey results reveal that 12 participants (52%) believe the use of technology such as games, apps, videos, and interactive platforms can improve English learning, 3 (13%) said No, and 8 (35%) responded Not sure. This suggests that while a majority sees technological tools as beneficial, a significant portion remains uncertain about their impact.

Graph 15. How often does your child or student use digital resources to practice english outside the classroom?



Source: M. Cárdenas & P. Gil (2025) Students in UDELAS.

It can be observed in the graph that the “None” category is the largest, highlighting that most students do not use digital resources to practice English outside the classroom. The “Basic” category is smaller, showing that only a minority engages with such tools, and “Other” is not represented.

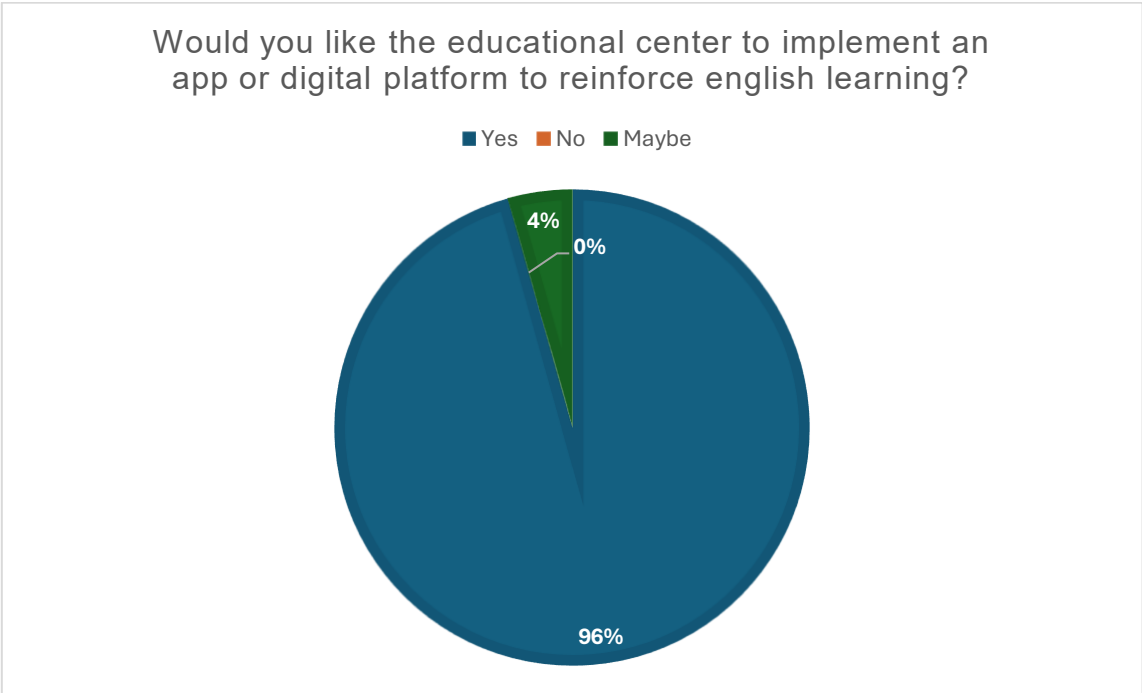
Table 17:

People	Basic	None	Other
23	9 (39%)	14 (61%)	0 (17%)

Source: Survey by Cardenas and Gil, 2025

The responses indicate that 9 participants (39%) report that their child or student uses digital resources at a basic level to practice English outside the classroom, while 14 (61%) said none. No one selected Other. This suggests that the use of digital tools for practicing English at home or outside class is still limited among students.

Graph 16. Would you like the educational center to implement an app or digital platform to reinforce english learning?



Source: M. Cárdenas & P. Gil (2025) Students in UDELAS.

It can be seen in the graph that “Yes” overwhelmingly dominates, highlighting the community’s strong interest in technology for learning English. The “Maybe” category is minimal, and “No” is absent, demonstrating near-unanimous approval for implementing digital resources.

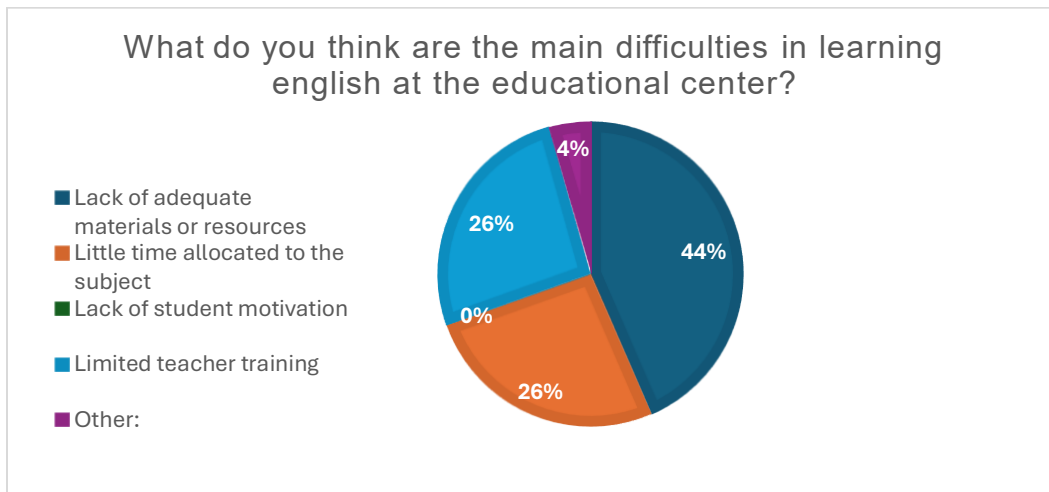
Table 18:

People	Yes	No	Maybe
23	22 (96%)	0 (0%)	1 (4%)

Source: Survey by Cardenas and Gil, 2025

Results indicate that 22 participants (96%) support the implementation of an app or digital platform to reinforce English learning, 1 (4%) responded Maybe, and no one selected No. This shows that the school community strongly favors the use of digital tools to enhance English instruction

Graph 17. What do you think are the main difficulties in learning english at the educational center?



Source: M. Cárdenas & P. Gil (2025) Students in UDELAS.

The graph shows “Lack of adequate materials or resources” as the largest category, emphasizing the importance of providing sufficient teaching tools. Little time allocated to the subject and limited teacher training are moderate, while others are minimal and lack of student motivation is absent, indicating that most difficulties are linked to resources and instructional conditions rather than student attitude.

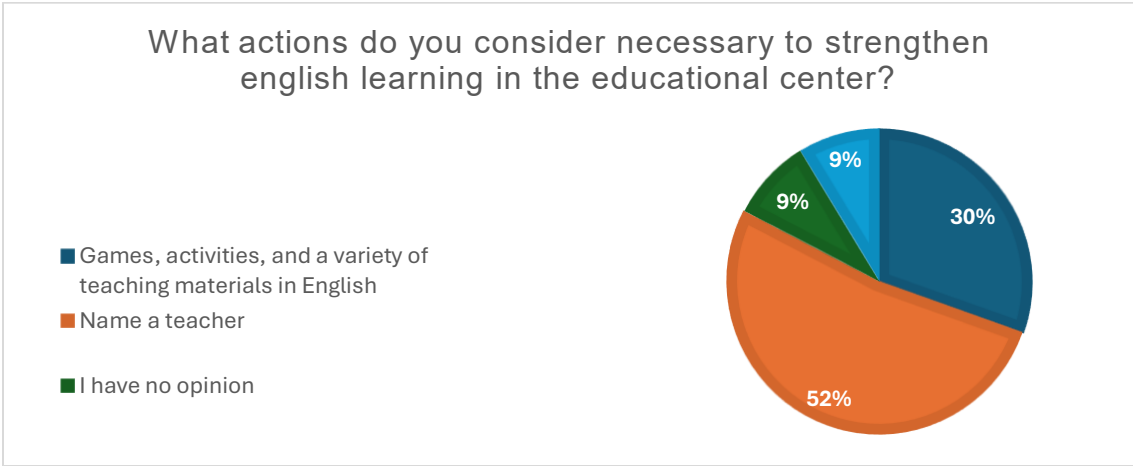
Table 19:

People	Lack of adequate materials or resources	Little time allocated to the subject	Lack of student motivation	Limited teacher training	Other
23	10 (44%)	6(26%)	0 (0%)	6 (26%)	1 (4%)

Source: Survey by Cardenas and Gil, 2025

Survey responses reveal that 10 participants (44%) consider lack of adequate materials or resources as a main difficulty in learning English, 6 (26%) cited little time allocated to the subject, another 6 (26%) indicated limited teacher training, and 1 (4%) selected other. No one identified lack of student motivation as a problem.

Graph 18. What actions do you consider necessary to strengthen english learning in the educational center?



Source: M. Cárdenas & P. Gil (2025) Students in UDELAS.

The graph shows “New English Teacher” as the largest category, highlighting the community’s view that teacher quality is key. Games and activities are also valued, while increasing hours and no opinion are minimal.

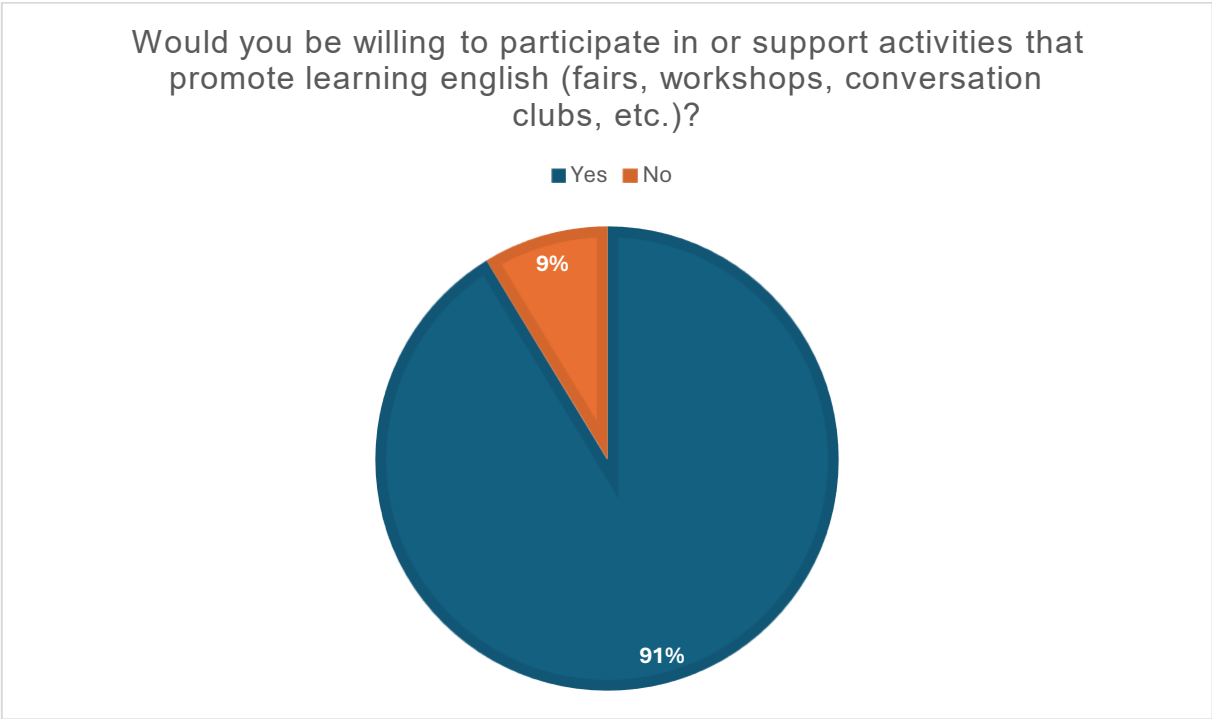
Table 20:

People	Games, activities, and a variety of teaching materials in English	New English Teacher	I have no opinion	Increase in English hours
23	7 (30%)	12 (52%)	2 (9%)	2 (9%)

Source: Survey by Cardenas and Gil, 2025

Responses show that 12 participants (52%) consider hiring a new English teacher the most necessary action to strengthen English learning, 7 (30%) suggested using games, activities, and a variety of teaching materials in English, 2 (9%) support an increase in English hours, and 2 (9%) said I have no opinion. This indicates that the school community prioritizes teacher quality, while also recognizing the value of interactive and diverse learning strategies.

Graph 19. Would you be willing to participate in or support activities that promote learning english (fairs, workshops, conversation clubs, etc.)?



Source: M. Cárdenas & P. Gil (2025) Students in UDELAS.

The graph clearly shows “Yes” as the dominant response, reflecting widespread willingness among parents and teachers to engage in activities that enhance English learning. The “No” category is minimal.

Table 21:

People	Yes	No
23	21 (91%)	2 (9%)

Source: Survey by Cardenas and Gil, 2025

Survey results show that 21 participants (91%) are willing to participate in or support activities that promote English learning, while 2 (9%) said No. This indicates strong community interest in actively supporting initiatives to improve English skills.

CONCLUSION

Following the completion of this project, it is firmly established that the educational community at CEBG José Marciano Moreno clearly recognizes the vital importance of English as a key tool for students' academic and professional development. Parents, teachers, and community members exhibit a positive attitude and strong commitment, demonstrating their willingness to participate in school activities, support homework, and collaborate in initiatives aimed at strengthening language learning.

While English instruction is generally perceived as satisfactory, certain areas demand strategic attention. The training of the teaching staff is heterogeneous, and there is a recognized need to reinforce their preparation in English didactics and active methodologies. Furthermore, limitations persist in the availability of contextualized materials, the allocated instructional time, and the systematic integration of digital resources. These findings underscore the necessity for strategic institutional management to elevate the quality of the teaching-learning process.

Despite these resource constraints, the community shows a significant and high interest in incorporating technological tools, such as educational platforms and applications, and actively participating in complementary activities like workshops, fairs, and English conversation clubs. This strong intrinsic motivation presents an immediate opportunity to design collaborative projects that make learning more dynamic, meaningful, and relevant to students' lives.

In summary, by strategically combining efforts to strengthen teacher training, optimize available resources, extend learning time, and systematically incorporate technological tools, the CEBG José Marciano Moreno can establish a more robust, practical, and enduring English learning process. This will significantly enhance students' linguistic skills and open greater opportunities for their future academic and professional advancement.

RECOMMENDATIONS

The following recommendations are directed toward the key stakeholders to ensure the sustainability and scalability of the project's success.

For Teachers

- **Increase Instructional Time:** Increase the time allocated to English, especially in the early grades, to build solid foundational competencies for progressive language development.
- **Promote EdTech Integration:** Systematically promote the use of educational technologies through guided classroom activities and practical workshops for students.
- **Integrate Active Methodologies:** Incorporate playful and dynamic strategies—such as games, songs, dramatizations, and collaborative projects—to facilitate meaningful and communicative learning.

For Parents and Tutors

- **Offer Emotional Support:** Accompany students in digital or learning activities, even if the parent is not proficient in English, as emotional support is a powerful driver of motivation and self-esteem.
- **Active School Participation:** Participate consistently in activities proposed by the school, such as workshops or conversation clubs, to strengthen the collaborative educational environment.
- **Promote Natural Exposure:** Promote natural, low-resource exposure to the language through music, videos, free language applications, or simple reading activities.

- **Sustain Home Strategies:** Continue applying the practical strategies learned during the training, such as the 'Word Wall,' to integrate English into the daily home routine.

For UDELAS (Universidad Especializada de las Américas)

Based on the findings, UDELAS can play a strategic role in strengthening English teaching in public educational centers:

- **Supervised Practices:** Promote and expand supervised practices in real-world scenarios where students from the English Teaching program can directly support the teaching process at CEBG José Marciano Moreno.
- **Volunteer Programs:** Create student volunteer programs where English Teaching students offer assistance with school tasks, specialized tutoring, and bilingual extracurricular activities.
- **Resource Development (Addressing Material Gap):** Given the recognized difficulty regarding the lack of materials and resources (43%), **UDELAS** should contribute through:
 - Development of didactic guides, activity books, videos, and digital resources, adapted to the national curriculum, created by students in the English Teaching program.
 - Establishment of digital repositories with free, open-access activities for classroom and home use.
 - Production of inclusive material, specifically adapted for students with special educational needs, aligning with the university's strong special education offerings.

For Local Authorities

- **Personnel Stability:** Designate or stabilize the position of the English specialist teacher at CEBG José Marciano Moreno to ensure continuity, consistency, and expert guidance in language teaching.

- Digital Infrastructure Support: Support the implementation of a digital platform or application to support learning outside the classroom, given the strong community support for this initiative.
- Community Engagement: Actively participate in school-proposed activities (workshops, clubs) to strengthen the community-school bond.
- Model Replication: Support the Educational Community in its extracurricular activities and champion the replication of the 'support network' model among parents, teachers, and students in other multi-grade schools in Coclé and nationwide.

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ANNEXES

ANNEX 1

LETTER OF REQUEST OF AUTHORIZATION FOR THE REALIZATION OF THE PROJECT



UNIVERSIDAD ESPECIALIZADA DE LAS AMÉRICAS
Extensión Universitaria en Coclé



Antón, 13 de octubre de 2025.
EUC-1177-2025

Maestra
Mary Martínez
Directora
CEBG José Marciano Moreno -
Provincia de Coclé
E. S. D.

La Universidad Especializada de Las Américas (UDELAS), con la seguridad del éxito en sus funciones, le saluda y expresa las siguientes consideraciones.

Muchos de los estudiantes de esta Universidad están en el proceso de culminar su carrera profesional y para ello deben presentar un Trabajo de Grado, que sustente la misma; en este caso **el Trabajo de Grado se Titula "Orientaciones metodológicas en la enseñanza del inglés para padres y educadores del C.E.B.G. José Marciano Moreno"**. Por lo tanto, requieren hacer investigaciones, aplicar encuestas y realizar entrevistas. Los nombres de los estudiantes son:

- Manuel Antonio Cárdenas Aguirre Cédula.: 2-726-1242
- Patrick Alexis Gil Meneses Cédula.: 2-751-1971

Agradecemos la atención que le brinde a la presente, con muestras de consideración y respeto.

Atentamente,



Magister
Lázaro Bernal
Director
UDELAS Extensión Universitaria en Coclé
Lazaro.bernal@udelas.ac.pa

El Jagüito de Antón
Vía Interamericana,
Provincia de Coclé

Teléfonos:
906-0206
906-0207 Dirección
906-0208-Admisión

www.udelas.ac.pa

Síguenos en:
@UDELASCOCLE27

ANNEX 2

SAMPLE OF APPLIED INSTRUMENTS

CHECKLIST FOR EVALUATING PARENTAL LEARNING IN DIFFERENT SESSIONS

School: _____ Name: _____ Date: _____

POINTS TO EVALUATE	THEY DID IT	THEY TRIED	THEY SHOULD IMPROVE.
PARTIPATION			
1. They discuss the topics covered in class and express their ideas and questions.			
2. They show interest in participating in the different activities scheduled for the sessions.			
INTEREST			
3. Demonstrates interest in the topics covered in the sessions.			
4. Shows interest in participating in the different activities related to training.			
INTERACTION			
5. They completed the assigned tasks that they took home.			
6. They collaborate with other parents and teachers during the sessions.			
7. They actively practice vocabulary and pronunciation.			
8. They contribute to building a support network.			

EVALUATION RESULTS

EVALUATION FOR EACH CRITERION	PERFORMANCE EVALUATION	OBSERVATIONS
1. They discuss the topics covered in class and express their ideas and questions.	THEY DID IT	Most parents share their ideas and experiences.
2. They show interest in participating in the different activities scheduled for the sessions.	THEY TRIED	Some of the parents were interested in participating in the activities, while others had to be sent to participate in order for them to do so.
3. Demonstrates interest in the topics covered in the sessions.	THEY DID IT	We managed to generate good interest from the parents and even achieved good attendance at the different sessions
4. Shows interest in participating in the different activities related to training.	THEY TRIED	Acceptable interest was obtained, although some units were hesitant to participate.
5. They completed the assigned tasks that they took home.	THEY DID IT	Of the two activities they were asked to do at home, they were able to complete them satisfactorily.
6. They collaborate with other parents and teachers during the sessions.	THEY DID IT	There was good collaboration between parents and teachers, resulting in good teamwork.
7. They actively practice vocabulary and pronunciation.	THEY DID IT	The parents showed good progress in the vocabulary practice, although their pronunciation wasn't perfect; they did their best to pronounce the words as clearly as possible.
8. They contribute to building a support network.	THEY DID IT	A good contribution was made to the creation of the support network; they even gave their opinions on how certain points could be improved for collaborative work.

ANNEX 3

PICTURES FROM THE DIFFERENT SESSIONS



ANNEX 4

PICTURES OF PARENTAL PARTICIPATION



ANNEX 5

PICTURES OF THE MURAL'S CREATION



ANNEX 6

PICTURES OF THE DONATIONS FROM THE TOAST BY H.R. MICHAEL JURADO



ANNEX 7

SURVEYS CONDUCTED WITH PARENTS AND TEACHERS

Centro Educativo Básico General José Marciano Moreno
Encuesta sobre la percepción y valoración del idioma inglés en la comunidad educativa

Objetivo:
Recopilar información sobre los conocimientos, actitudes y valoraciones que poseen los padres, madres, familias y docentes respecto al aprendizaje del idioma inglés, con el fin de fortalecer las estrategias pedagógicas del centro educativo.

Instrucciones:
Lea cuidadosamente cada pregunta y marque con una **X** la respuesta que mejor refleje su opinión. En las preguntas abiertas, escriba su respuesta con claridad. Sus respuestas son confidenciales y se utilizarán únicamente con fines educativos.

I. Información general

1. Rol en la comunidad educativa:
 Padre / Madre / Tutor(a) Docente
 Otro: _____

2. Sexo:
 Femenino Masculino

3. Edad:
 Menos de 25 años 26 - 35 años
 36 - 45 años 46 años o más

4. Nivel académico alcanzado:
 Primaria Secundaria Técnico / Universitario Postgrado

II. Conocimientos y experiencias con el inglés

5. ¿Ha recibido formación o cursos en el idioma inglés?
 Sí No

6. Si respondió "Sí", ¿cómo calificaría su nivel de dominio?
 Básico Intermedio Avanzado

7. ¿Con qué frecuencia utiliza el inglés en su vida cotidiana o laboral?
 Nunca Rara vez A veces Frecuentemente

8. ¿Considera que su conocimiento del inglés le ha sido útil en su vida personal o profesional?
 Sí, mucho Algo Poco Nada

9. ¿Ha tenido la oportunidad de apoyar a sus hijos/estudiantes en tareas relacionadas con el inglés?
 Sí No
Si respondió "Sí", ¿cómo se ha sentido en ese rol? _____

III. Percepción y valoración del inglés

10. ¿Qué tan importante considera el aprendizaje del inglés para el desarrollo académico y profesional de los niños y jóvenes?
 Poco importante Importante Muy importante

11. En su opinión, ¿qué beneficios aporta el aprendizaje del inglés a los estudiantes? (Puede marcar más de una)
 Mejores oportunidades laborales
 Mayor acceso a información y tecnología

Posibilidad de comunicarse con personas de otros países
 Mejores resultados académicos
 Otro: _____

12. ¿Cómo valora la enseñanza del inglés en el Centro Educativo Básico General José Marciano Moreno?
 Excelente Buena Regular Deficiente

13. ¿Cree que los estudiantes muestran interés y motivación por aprender inglés?
 Sí, la mayoría Algunos Pocos
 No lo sé

14. ¿Qué tan preparados considera que están los docentes del centro para enseñar inglés de manera efectiva?
 Muy preparados Suficientemente preparados Requieren más capacitación No tengo opinión

IV. Tecnología y apoyo educativo

15. ¿Cree que el uso de tecnología (juegos, aplicaciones, videos, plataformas interactivas) puede mejorar el aprendizaje del inglés?
 Sí No No está seguro(a)

16. ¿Con qué frecuencia su hijo/a o estudiante utiliza recursos digitales para practicar inglés fuera del aula?
 Nunca Rara vez A veces Frecuentemente

17. ¿Le gustaría que el centro educativo implementara una aplicación o plataforma digital para reforzar el aprendizaje del inglés?
 Sí No Tal vez

V. Opiniones y sugerencias

18. ¿Cuáles cree usted que son las principales dificultades para el aprendizaje del inglés en el centro educativo?
 Falta de materiales o recursos adecuados
 Poco tiempo destinado a la asignatura
 Falta de motivación del estudiante
 Escasa capacitación docente
 Otro: _____

19. ¿Qué acciones considera necesarias para fortalecer el aprendizaje del inglés en el centro educativo?

20. ¿Estaría dispuesto(a) a participar o apoyar actividades que promuevan el aprendizaje del inglés (ferias, talleres, clubes de conversación, etc.)?
 Sí No

Agradecemos sinceramente su participación.
Su opinión contribuirá al mejoramiento continuo de la enseñanza del idioma inglés en nuestra comunidad educativa.

ANNEX 8

ENGLISH CERTIFICATION AND PERMISSION NOTES



UNIVERSIDAD ESPECIALIZADA DE LAS AMÉRICAS

Evaluación para Trabajo de grado
Evaluación del Profesor de Inglés

Aspirantes: el estudiante: Cárdenas Aguirre, Manuel Antonio 2-726-1242
Y el estudiante Gil Meneses, Patrick Alexis 2-751-1971

Título del trabajo de grado: Methodological guidelines for English language teaching to help parents and educators at CEBG José Marciano Moreno

GRADOS INTERMEDIOS

APRECIACIÓN GENERAL DEL

TRABAJO DE GRADO (Si) 1

2

3

4

5 (No)

Está bien citado y documentado.

CLARIDAD

La ortografía y gramática son correctas.

OBSERVACIONES (Debe modificar)

*Se corrigieron errores de ortografía, de conexión, cohesión y coherencia.
Hay más claridad en los párrafos, se hicieron algunos ajustes y fue subsanado*

Se añadieron algunos enlaces correlativos para que hubiese mejor coherencia y formalidad. Y se hicieron pequeñas reestructuras de frases.

EVALUACIÓN FINAL DEL TRABAJO DE GRADO

X

Aceptable

No
Aceptable

NOMBRE Y FIRMA DEL EVALUADOR

Dimas Gil Meneses

FECHA DE LA EVALUACIÓN

27 / 11 / 2025



UNIVERSIDAD ESPECIALIZADA DE LAS AMÉRICAS
Facultad Educación Social y Desarrollo Humano

COMISIÓN DE TRABAJO DE GRADO

Panamá, 27 de noviembre de 2025.

Señores
COMISIÓN DE TRABAJO DE GRADO

Presente:

El suscrito certifica que a la estudiante: Cárdenas Aguirre, Manuel Antonio 2-726-1242 y el estudiante Gil Meneses, Patrick Alexis 2-751-1971

se le ha revisado el trabajo de grado titulado:

Methodological guidelines for English language teaching to help parents and educators at CEBG José Marciano Moreno

Doy fe que el trabajo cumple con todas las exigencias de redacción y ortografía del idioma inglés.

Atentamente,

Profesor de Inglés: **OMAR ALEXIS PINZÓN FERNÁNDEZ**

Cédula: 2-135-25

Registro del Diploma No. 65349 / 0570

Adjunto: Copia del Diploma.

UNIVERSIDAD DE PANAMA

LA FACULTAD DE

Humanidades

EN VIRTUD DE LA POTESTAD QUE LE CONFIEREN LA LEY Y EL ESTATUTO UNIVERSITARIO,
HACE CONSTAR QUE

Omar A. Pinzón F.

HA TERMINADO LOS ESTUDIOS Y CUMPLIDO CON LOS REQUISITOS
QUE LE HACEN ACREEDOR AL TITULO DE

Licenciado en Humanidades con Especialización en Inglés

Y EN CONSECUENCIA, SE LE CONCEDE TAL GRADO CON TODOS LOS DERECHOS,
HONORES Y PRIVILEGIOS RESPECTIVOS, EN TESTIMONIO DE LO CUAL SE LE EXPIDE
ESTE DIPLOMA EN LA CIUDAD DE PANAMA A LOS **veintiséis**
DIAS DEL MES DE **Mayo** DE MIL NOVECIENTOS **noventa y nueve**

Manuel...
Secretario General
Diploma 65349
Identificación Personal 2-135-25

Roberto...
Decano

[Signature]
Rector



Columbus University

Vicerrectoría de Investigación y Post-Grado
Dirección de Doctorados, Maestrías y Post-Grados

Según lo autorizado y en virtud de la potestad que le confiere la Ley y el Estatuto Universitario

Hace Constatar Que:

Omar Alexis Pinzón Fernández

Con Pédula N.º 2-135-25

Ha terminado los estudios y ha cumplido con todos los requisitos para obtener el título de

Magister en Inglés Con Honores

Con todos los derechos, honores y privilegios de este grado académico. En fe de lo cual, se expide el
presente diploma en Panamá, República de Panamá, a los cuatro días del mes de septiembre del año dos mil dos.

[Signature]
President Board of Directors
Diploma N.º 6520

[Signature]
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