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Booklet of Basic English for kindergarten students with a didactic material kit to be used with it at Escuela Oficial de Párvulos No. 5 República de Haití

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Acronyms

- CNB Curriculum Nacional Base
- EFL English as Foreign Language
- ESL English as Second Language
- LCDA. Licenciada
- M.A. Master of Arts
- MINEDUC Ministerio de Educación
- MINI MUNI Centros de atención al público de la Municipalidad de Guatemala.
- PEM Profesor en Enseñanza Media
- PSP Professional Supervised Practice
- TPR Total Physical Response
- TTS Teachers training sessions
- USAC Universidad de San Carlos de Guatemala
- USB Universal Serial Bus

ABSTRACT

Learning English nowadays is very important and necessary, since it is the international language of communication. As it is stated in the book teaching English as foreign language "Of the 4,000 to 5,000 living languages, English is by far the most widely used." (Brumfit, 2003) Consequently, as soon as possible to start acquiring the knowledge the better.

This project presents a Booklet of Basic English for kindergarten students with a didactic material kit to be used with it, by means of this booklet the students have the chance to acquire basic vocabulary in the English language.

This product includes didactic material kits like flashcards, worksheets, a series of videos and songs and unit evaluations. As an additional contribution, teachers attended two workshop sessions to learn how to use the resources provided.

The implementation of this project is the starting point to achieve significant impact in the teaching of English at Escuela Oficial de Párvulos No.5, República de Haití, Guatemala City, Guatemala.

Key words: teaching, booklet, English, impact, didactic material kit.

INTRODUCTION

The Booklet of Basic English for students for kindergarten level and a didactic material kit for teachers at Escuela Oficial de Párvulos No.5, República de Haití, Guatemala City, Guatemala was designed due to the inexistence of an English class on CNB.

Therefore, the general objective of this project is to design a Booklet of Basic English for students from kindergarten level and a didactic material kit for teachers at Escuela Oficial de Párvulos No.5, República de Haití, Guatemala City, Guatemala to be able to teach English class.

Five specific objectives were established to implement the project, the first one is to design a booklet of Basic English and a didactic material kit with lesson plans, worksheets to be used by Spanish teachers and students for kindergarten level. The second one is to design the lesson plans that will be implemented during the school year. The third one is to provide the didactic material kit needed to develop the English class. The fourth one is to provide a series of videos and songs related to the topics. The last one is to develop two workshop sessions for Spanish teachers from kindergarten level with instructions and guidelines that allow them to use the booklet and audiovisual material.

The product of the project has five goals, the first goal is to provide two four unit-booklets of Basic English for Spanish teachers who will develop the English class. The second one is to provide two sets of thirty-six lesson plans designed according to the contents in both languages Spanish and English. The next goal is to provide eighty-tree printable flashcards and fifty-seven printable worksheets including handcrafts and unit evaluations. The fourth goal is to provide a USB flash drive which contains a series of videos and songs related to the topics. The last one is to develop two workshop sessions.

This report is a compilation of the phases completed during the development of the PSP project; it consists of five chapters which are described below:

Chapter I: The diagnosis contains information of the beneficiary institution and describes the process of diagnosis in order to identify its lacks and determine the problems with their suggested solutions. Instruments as observation, interviews and surveys were used. Viability and feasibility of the suggested solutions were also analyzed to get the approval for the project.

Chapter II: The theoretical framework is created by topics related to the teaching of English as a foreign language and concepts related to the project.

Chapter III: The project profile describes general aspects of the project like the type of project, justification, general and specific objectives, goals, budget and planned activities with the purpose of implementing the solutions to the problem found in the diagnosis.

Chapter IV: The project implementation applies the activities stated in the previous chapter. This is one of the most important chapters since this is the elaborated product of the project. This product was designed by using documentary research, dosage of the contents and elaboration of lesson plans and its activities according to the age of the students. This chapter includes a reduced copy of the booklet of Basic English for students from kindergarten level and a didactic material kit.

Chapter V: The evaluation establishes how the achievements of each phase of the project are evaluated.

The conclusions are based on the general and specific objectives of the project, and recommendations are included to optimize the use of the booklet.

A list of references is also shown about the sources consulted during the development of this project.

In the appendix is included documents elaborated by the PSP student such as, planning of chapters and continuity plan, the instruments used for the elaboration of the diagnosis, evaluation checklist for each phase of the project are also included on it.

Finally, the annexes presented official documents supporting the implementation of the project, and pictures.

CHAPTER I

DIAGNOSIS

1.1 General information of the beneficiary institution

1.1.1 Name of the institution

Escuela Oficial de Párvulos No.5 República de Haití, Guatemala City, Guatemala

1.1.2 Type of institution

Educational institution which provides preschool grades which are Pre-kinder, Kinder and Transition.

1.1.3 Geographic location

Escuela Oficial de Párvulos No. 5 República de Haití is located on 21 calle 14 – 62 zona 11, Granai & Towson II. Guatemala City, Guatemala.

1.1.4 Vision

The vision of the institution is stated in a picture that can be seen by all the students, teachers and parents. The adaptation of the Spanish version of the vision reads as follows: “To be an institution that looks for academic, etic and cultural improvement for students and parents; with the commitment towards the aims that need to be fulfilled, consolidating values and principals, promoting the well-being of the family”.

1.1.5 Mission

The mission of the institution is stated in a picture that can be seen by all the students, teachers and parents. The adaptation of the Spanish version of the mission reads as follows: “Escuela Oficial de Párvulos No. 5 República de Haití, is an institution committed with academic excellence through the children’s personal growth of preschool age through a curriculum specifically developed for the required academic level and complemented with courses of English and physical education, to have professors team committed to give coherent, updated and support on the specific needs of children between the ages of 3 to 6 years old. Contributing to the growth and personal development balanced in the physical, mental and moral aspects. Emphasizing moral values as respect, obedience, sincerity, honesty, etc. Create and promote participation in activities of interaction where parents, students and professors are linked, fomenting friendship and solidarity of the whole community involved”.

1.1.6 Objectives

In Escuela Oficial de Párvulos No. 5 República de Haití, there is absence of objectives.

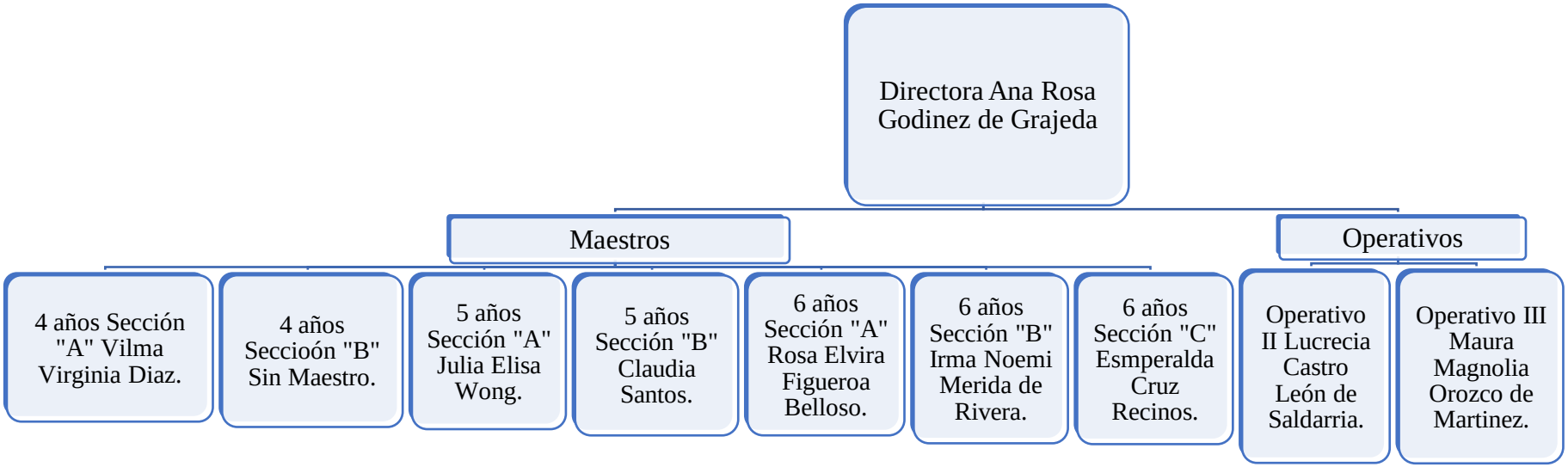
1.1.7 Policies

In Escuela Oficial de Párvulos No. 5 República de Haití, there is absence of policies.

1.1.8 Organizational Structure

According to Plan Operativo Anual, provided by Supervisión Educativa de la zona 11 located on 12 calle, 12 avenida Zona 11 Colonia Roosevelt. Escuela Oficial de Párvulos No. 5 República de Haití is developed as follows:

Organizational Structure



(Ministerio de Educación, 2016)

1.1.8.1 Principal

The person who manages the school. She presents the latter the approaches, aspirations and needs of the educational community to the teachers, she organizes the daily work system also staff, promotes collaboration with families and teachers, likewise, it authorizes expenses in accordance with the budget.

1.1.8.2 Operativo I

The operativo I executes the function of teachers. The main activity of them is to perform educative activities.

1.1.8.3 Operativo II

The operativo II executes the function of janitor.

1.1.8.4 Operativo III

The Operativo III executes the function of baby-sitter.

1.1.9 Resources

1.1.9.1 Human resources

- 1 Principal
- 7 teachers
- 1 babysitter
- 1 Janitor

1.1.9.2 Financial Resources

Escuela Oficial de Párvulos No. 5 República de Haití, as a public institution has an established budget from Ministerio de Educación (MINEDUC).

According to Manual de Transparencia y Rendición de Cuentas del año 2016 Escuela Oficial de Párvulos No. 5 República de Haití, Guatemala City, Guatemala the budget is divided as follows:

- School snack: Q 20,400.00
- School supplies: Q 10,200.00
- Didactic Materials: Q 1, 540.00
- Gratuitousness: Q 4, 080.00
- Total ----------

Q. 36,220.00

(Manual de Transparencia y Rendición de Cuentas, 2016)

1.1.9.3 Physical Resources

The physical resources of Escuela Oficial de Párvulos No. 5 República de Haití

- 1 Principal's office
- 15 Classrooms
- 1 Library
- 1 Storage room
- 1 Kitchen
- 15 whiteboards
- 50 lockers
- 50 triangular tables
- 120 tables
- 48 small tables and chairs
- 56 medium tables and chairs
- 56 big tables and chairs
- 8 restrooms
- 2 yards

1.2 Community context

1.2.1 Historical background

This is an adaptation of the Spanish version of the Historical background. The background of the institution consists in a Contract which was provided by principal Ana Rosa Godinez Rojas de Grajeda which allows the institution to start the educational services. The contract reads as follows:

"On September 9th, 1941. The President of the Republic stated: the approval of the 7 clauses of the contract hold on April 28th , between the deputy secretary of Educación Publica on behalf of the government and with instructions from the secretary of the bank and the lawyer Luis Villacorta as General Representative of Mrs. Elisa Gálvez by giving in leasing the chalet "Villa Gabriela", located on Avenida Reformita of Guatemala city, owned by the aforementioned madam, to start the institutional services, from May 1st of this year of Escuela Nacional de Párvulos "República de Haiti" or another one which will be subsequently designated, by means of the monthly rent payment of 35 Quetzales. Notified.

Secretary of the Presidency of the Republic. Registered. Educational field. Book: 5th. Page: 172. Entry: 1372. Dated on May 8th, 1941.

Ana Maria Ortiga de Rios. 38 avenida 13-89 zona 7 la Floresta. Tel: 92 01 59. Escuela República de El Salvador. Fracción "J" Montserrat II zona 19. Paiz Moril. Colonia de Minerva."

After this Contract, the following events took place according to the current principal, Ana Rosa Godinez Rojas de Grajeda:

In 1976, due to the earthquake in the country, a group of teachers and the principal at that time, decided that in order to safeguard the lives of the students and teachers, it should not be occupied the campus where they were, thus a group of teachers and parents offered their homes to continue with the academic activities in a safer way. In 1978, the school was moved to *Avenida Petapa* y 21 Calle zona 12. Finally, on September 7th, 1982 the school was moved to the current building.

1.2.2 Geographical background

Escuela Oficial de Párvulos No. 5 República de Haití is located on 21 calle 14 – 62 zona 11, Granai & Towson II which corresponds to Metropolitan Area, Central Region.

1.2.3 Social and Cultural background

Escuela Oficial de Párvulos No.5 República de Haití of Guatemala City, Guatemala, the principal Ana Rosa Godinez Rojas de Grajeda, stated the following: Escuela Oficial de Párvulos No. 5 República de Haití has sports exchanges with other schools once a year.

There are many social activities that take place during the school year such as kermes, Family Day, Mother Day, Father Day and all the corresponding celebrations established by the Ministerio de Educación (MINEDUC), in the annual calendar. There are also civic ceremonies every week which are in charge of teachers.

1.2.4 Economical Background

Escuela Oficial de Párvulos No. 5 República de Haití as a public institution has an established budget from Ministerio de Educación (MINEDUC).

According to Manual de Transparencia y Rendición de Cuentas Escuela Oficial de Párvulos No. 5 República de Haití the budget is divided as follows:

- School snack: Q 20,400.00
- School supplies: Q 10,200.00
- Didactic Materials: Q 1, 540.00
- Gratuitousness: Q 4, 080.00
- Total ----------

  Q. 36, 220.00

(Manual de Transparencia y Rendición de Cuentas, 2016)

Escuela Oficial de Párvulos No. 5 República de Haití, has no funds available or accounts statements, but has external auditing and management of accounting books.

1.2.5 Political Background

Escuela Oficial de Párvulos No.5 República de Haiti is covered by laws established on the Constitución Política de Guatemala; this is a translation from the original which is in Spanish.

Fourth section

Education

Article 71.- Education rights. It is guaranteed the freedom of teaching and teaching criteria. It is the obligation of the State to provide and facilitate education to its inhabitants without any discrimination. The foundation and maintenance of cultural educational centers and museums is declared of public utility and necessity.

Article 72.- Purposes of education. Education has as its primary goal the integral development of the human person, the knowledge of the national and universal reality and culture. Education, instruction, social formation and systematic teaching of the Constitution of the Republic and human rights are declared of national interest.

Article 73.- Freedom of education and state economic assistance. The family is the source of education and parents have the right to choose the one to be taught to their minor children. The State may subsidize free private educational centers and the law shall regulate matters related to this matter. Private educational centers will operate under State inspection. Religious education is optional in official establishments and will be taught within the normal schedule, without any discrimination. The State will contribute to the maintenance of religious education without any discrimination.

Article 74.- Required education. The inhabitants have the right and obligation to receive pre-primary, primary and basic education, within the limits of the age set by law The education provided by the State is free. The State will provide and promote scholarships and educational credits. Scientific, technological and humanistic education are objectives that the State must constantly guide and expand. The State will promote special, diversified and extra-school education. (Constitución Política de la República de Guatemala., 1993, págs. 28, 29).

Furthermore, Escuela Oficial de Párvulos No.5 República de Haiti is covered by laws established on Ley de Educación Nacional Decreto Legislativo No. 12-91.

TITLE I

Principles and Purposes of Education

CHAPTER I

Principle

Article 1º. Principles Education in Guatemala is based on the following principles:

a) It is an inherent right to the human person and an obligation of the State.

b) b) In the respect or dignity of the human person and the effective fulfillment of the Rights.

c) Humans

d) It has the learner as the center and subject of the educational process.

e) It is oriented to the development and integral improvement of the human being through a process.

f) permanent, gradual and progressive

g) To be an instrument that contributes to the creation of a just and democratic society.

h) It is defined and carried out in a multilingual, multi-ethnic and pluricultural environment depending on the communities that comprise it.

i) It is a scientific, humanistic, critical, dynamic, participatory and transformative process.

Chapter II

Aims

ARTICLE 2º. Aims. The aims of education in Guatemala are the following:

a) Provide education based on human, scientific, technical, cultural and spiritual principles that educate the student, prepare him for work, social coexistence and allow him access to other levels of life.

b) Develop and promote the physical, intellectual, moral, spiritual and civic qualities of the population, based on their historical process and the values of respect for nature and the human person.

c) Strengthen in the student, the importance of the family as a center of social nucleus and as the first and permanent educational instance.
d) To educate citizens with a critical awareness of the Guatemalan reality in terms of their historical process so that, assuming it, they participate actively and responsibly in the search for economic, social, political, human and solutions.
e) Promote in the student the knowledge of science and modern technology as a means to preserve their ecological environment or modify it plannedly in favor of man and society.
f) Promote the systematic teaching of the Political Constitution of the Republic, the strengthening of the defense and respect for Human Rights and the Declaration of the Rights of the Child.
g) Train and induce the student to contribute to the strengthening of authentic democracy and economic, political and cultural independence of Guatemala within the international community.
h) To foment in the student a complete sense of organization, responsibility, order and cooperation, developing their capacity to overcome their individual interests in accordance with the social interest.
i) Develop a critical and investigative attitude in the student so that he / she can efficiently face the changes that society presents.
j) Develop in the student aptitudes and favorable attitudes for physical, sport and aesthetic activities.
k) Promote in the student responsible attitudes and committed to the defense and development of the historical, economic, social, ethnic and cultural heritage of the Nation.
l) Promote coeducation at all educational levels,
m) And promote and promote systematic adult education. (Ley de Educación Nacional, Decreto número 12- 91, 1991).

1.3 Techniques used for diagnosis

1.3.1 Observation

For this technique, checklists and observation cards are used in order to verify and check the aspects to take into consideration to gather and obtain the necessary information.

1.3.2 Documental Analysis

The analysis is performed in documents found related to the institution such as lease contract, pictures with information of the institution and Guatemalan Laws.

1.3.3 Interviews

This technique is used to obtain information from a trustable source which is the Principal of Escuela Oficial de Párvulos No. 5 República de Haití,

1.4 List of lacks

1. Failure in access control to the students of the school.
2. Absence of security personnel in the school.
3. Lack of multi-purpose room.
4. Lack of library.
5. Absence of information about salaries.
6. Shortage budget for covering all the needs.
7. Lack of administrative personnel to cover all the areas.
8. Lack of operative personnel to cover all the areas.
9. Absence of booklets for English field.
10. Deficiency of periodical training.
11. Insufficiency of internal evaluation.
12. Absence of procedures manual.
13. Deficiency in sport exchanges activities.
14. Failure in projection from the institution to the community.
15. Absence of objectives.
16. Absence of strategies.

1.5 Table of analysis and prioritization of the problem

Problems	Factors	Solutions
Insecurity	Failure to control the access to the students of the school. Absence of security personnel in the school.	Hire security personnel. Equipped school with security cameras.
Lack of infrastructure	Lack of set up for the multi-purpose room. Lack of library.	Organization and equipment of the multiple-purpose room. Organization and equipment of the library.
Deficient administration	Absence of information about salaries. Shortage budget for covering all the needs.	Create assistance to keep record of the salaries. Increase the budget for covering all the needs.
Insufficient personnel	Lack of administrative personnel to cover all the areas. Lack of operative personnel to cover all the areas	Hire administrative personnel. Hire operative personnel
Curricular inefficiency	Absence of booklets for English field. Failure in periodical training.	Creation of a booklet and audiovisual material for English field.

		Organize periodical workshops to train personnel.
Deficiency of Evaluation	Deficiency of internal evaluation. Absence of procedure manuals.	Establish mechanisms to promote internal evaluation. Creation of procedure Manual.
Deficiency in human relations	Deficiency sport exchanges activities. Failure in projection from the institution to the community	Organize more sport exchanges activities. Create activities in order to promote the projection from the institution to the community.
Institutional inconsistency	Absence of objectives. Absence of strategies.	Set up the objectives of the school. Set up the strategies of the school.

1.6 Analysis and Prioritization of problems

The analysis of the problem was classified according the urgency, scope, importance and resource. After this analysis it was found that the curricular inefficiency had the highest result giving priority to this problem with two possible solutions

Option 1

Creation of a booklet for English field.

Option 2

Periodical workshops to train personnel.

1.7 Viability and feasibility analysis

OPTIONS	1		2	
Indicators to perform the analysis of each area	**YES**	**NO**	**YES**	**NO**
FINANCING				
1. Does it have enough economical resources?	X		X	
2. Does it count with external aid?		X		x
3. Will it count with its own budget?	x		x	
4. Does it count with extra money for unforeseen issues?	x			x
5. Is there the possibility of credit for the project?		X		x
6. Were taxes taken into account onto the budget?		X		X
LEGAL				
7. Does the project count with legal authorization?	x		x	
8. Does the project count with the legal representation?		x		x
9. Do laws and norms empower the execution of the project?	x		X	
TECHNICAL				
10. Were assessments designed for the execution of the project?	x		x	
11. Was well defined the scope of the project?	x			x
12. Does the project count with all the resources to be completed?	x		x	
13. Do all the specifications were met?	x			x
14. Is the time programmed enough?	x		X	
15. Were all the goals well defined?	x			x
16. Do activities respond to the project objectives?	x		X	
17. Does the project count with the multi-sectorial opinions?	x		X	
18. Does the project count with the appropriate technology?	x			X
19. Was a plan done to execute the project?	x			x
MARKETING				
20. Does the project count with the population?	x		X	
21. Does the project satisfy the needs of the population?	x		X	
22. Can the project's results be applied in another institution?	x		x	
23. Does the project count with distribution channels?	x		X	
24. Is the project accessible to the public in general?	x			X

OPTIONS	1		2	
25. Do similar projects exist in Guatemala?	x		x	
26. Does the project count with prepared personnel to execute it?	x		X	
27. Does it count with plenty of coverage to promote it?	x		X	
CULTURAL				
28. Is the project designed according to the linguist aspect of the region?	x		X	
29. Does the project interfere with the cultural traditions of the population?		x		x
30. Does the project respond to the cultural expectations of the region?	x		X	
31. Is the focus of the project to a specific ethnic?		x		x
32. Does the project promote equity of gender?	x		X	
SOCIAL				
33. Does the project generate conflicts among social groups?		x		x
34. Does the project benefit the majority of the population?	x		x	
35. Does the project promote the participation of all the population?	x		x	
36. Does the project take into account all people no matter of educational level?	x		x	
37. Is the project focused on a specific sector of the population?	x		x	
ECONOMIC				
38. Has the cost of the project been established?	x			X
39. Does a budget exist for the project?	x			X
40. Is it rentable?	x		X	
41. Has economical inflation been taken into account?	x		X	
42. Does the project count with the economical capacity for its execution in a greater scale?	x			X
TOTAL	**35**	**7**	**25**	**17**

1.8 Problem Selected

According to the prioritization of the problem; it was noticed that one of the most relevant lacks that could be solved in Escuela Oficial de Párvulos No.5 República de Haití, Guatemala City, Guatemala was the absence of a booklet for English field. Therefore, the problem selected was the curricular inefficiency.

1.9 Viable and feasible solution

After the analysis was performed to determine what was the most viable and feasible solution. The creation of a booklet for English field was selected. The analysis was done after considering the viability and feasibility in financing, legal, technical, marketing, cultural, social and economic areas.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Education

2.1.1 Definition

According to Cambridge dictionary education is “the process of teaching and learning in a school or collage”. (Cambridge Learner´s Dictionary Third Edition, 2007) Education is also known as the study of methods and theories of teaching and learning.

2.2 Multiple intelligences

Since every individual has developed different skills, different methods and techniques must be used in order to teach any subject.

The theory of multiple intelligences was developed by Dr. Howard Gardner in 1983 at Harvard University. According to Dr. Howard Gardner says that, “the traditional notion of intelligence, based on IQ testing, is far too limited” (Linsley, 2012) Dr. Howard Gardner created different methods of teaching because each person possesses different kinds of minds, therefore learn, remember, perform, and understand in different ways. He identified 8 different intelligences in order to measure the range of human potential in children and adults.

These different intelligences are the following:

- Logical-mathematical intelligence
- Visual-Spatial intelligence
- Bodily-kinesthetic intelligence
- Musical intelligence
- Linguistic intelligence
- Interpersonal intelligence
- Naturalist intelligence
- Intrapersonal intelligence

2.2.1 Logical-Mathematical intelligence

It describes the ability to develop equations, calculate, quantify and to solve abstract problems like numbers and symbols like Thomas Armstrong says, that “It is the understanding and use of logical structures” (Armstrong, 2017).

Children with logical-mathematical intelligence feel comfortable by solving math problems, puzzles. They are organized and they like working with computers.

2.2.2 Visual-Spatial intelligence:

According to Thomas Armstrong visual-spatial intelligence is “the ability to perceive the visual world accurately, to perform transformations upon one´s initial perceptions.” (Armstrong, 2017). In other words, it describes the ability to visualize something in your mind. Children with visual-spatial intelligence like to draw, do jigsaw puzzles and multimedia.

2.2.3 Bodily-kinesthetic intelligence

According to Thomas Armstrong this intelligence includes “specific physical skills such as coordination, balance, dexterity, strength, flexibility and speed”. (Armstrong, 2017, pág. 25) . It means that children communicate well through body language and be taught through physical activities, hands-on learning. Tools included equipment and real objects.

2.2.4 Musical intelligence

According to Thomas Armstrong “It is the capacity to perceived and transform and discriminate among musical forms.” (Armstrong, 2017, pág. 25). This intelligence shows sensitivity to rhythm and sound. Children may study better with music in the background and there is often an affective connection between music and emotions.

2.2.5 Linguistic intelligence

According to Thomas Armstrong “It is the capacity to use words effectively, whether oral or in writing. This intelligence includes the capacity to manipulate the syntax or structure of the language. (Armstrong, 2017, pág. 22). This intelligence allows to understand the order and meaning of the words and these learners like reading, playing Word games, making up poetry and stories.

2.2.6 Interpersonal intelligence

Thomas Armstrong describes this intelligence as: “the ability to perceive and distinguish among the moods, intentions, motivations, and feelings of other people.” (Armstrong, 2017, pág. 37). Children learn with interaction, they have many friends and the way they learn is through group activities, seminars and dialogues.

2.2.7 Naturalist intelligence

According to Thomas Armstrong: “Expertise in the recognition and classification of the numerous species -the flora and fauna – of an individual’s environment.” (Armstrong, 2017, pág. 38). This intelligence identifies and distinguishes among different types of plants, animals and weather formations found in the natural world.

2.2.8 Intrapersonal intelligence

Thomas Armstrong describes this intelligence as: “Self-knowledge and the ability to act adaptively on the basis of that knowledge“ (Armstrong, 2017, pág. 28). It means understanding one’s own interest, goals. Children tend to shy away from others but they have wisdom, intuition and motivation. They can be taught through independent study and introspection.

2.3 Methods

According to Harmer, J. says that, “teaching practice is the direct result of such argument and discussion and not only on the subject of acquisition and learning” (Harmer, How to teach english new edition, 2007). In other words; a method is a procedure or way to achieve the objective of the lesson in class.

2.3.1 Total Physical Response (TPR)

It was developed by James Asher, TPR is a language learning method based on the coordination of language and physical movement. It means that the teacher gives commands to students and they respond with body movements.

2.3.2 Grammar translation

According to Jeremy Harmer this introduced that idea of presenting students with short grammar rules and word lists, and then translation exercises in which they had to make use of the same rules and words (Harmer, 2007, pág. 48). In other words, this method analyzes and studies the grammatical rules of the language.

2.3.3 Audio-lingualism

Jeremy Harmer says that audio-lingualism capitalized on the suggestion that if we describe the grammatical patterns of English, we can have students repeat and learn them (Harmer, 2007, pág. 49). In other words, this method emphasizes on learning grammatical and phonological structure, especially for speaking and listening.

2.3.4 Direct Approach

This means that the activity can be expository strategies, demonstrative, deductive and expository. In other words, this method in general focuses on the development of oral skills.

2.3.5 Inductive approach

It gives new knowledge to students, and it is a method of discovery. This method increases student motivation and participation.

2.3.6 Deductive approach

It does not give any new knowledge, and it is a method of verification. This method starts by giving students rules, then examples then practice. It is teacher-centered.

2.4 Teaching techniques

2.4.1 Mind mapping

According to Tony Buzan, mind mapping is “to draw an organization chart that collects information by using colors, shapes and drawing.” This is a technique that can be used in groups or individuals and teachers can use in order to represent ideas or concepts.

2.4.2 Brainstorming

According to Oxford dictionary brainstorming is “spontaneous group discussion to produce ideas”. (Oxford Dictionary of English , 2010) It describes a way of collecting ideas or information in a creative way.

2.4.3 Gamification

According to Karl M. Kapp, gamification is “To promote learning and engagement.” (Kapp, 2012). Learning through the use of games is a very useful technique because students learn without even realizing and keep students motivated. Teachers should design projects that are appropriate for their students, taking into account their age and knowledge, while making them attractive enough to provide extra motivation.

2.4.4 Social media

According to the Marriam-Webster dictionary, social media "forms of electronic communication through which users create online communities to share information, ideas, personal messages, and other content (such as videos)." (The Merriam-Webster dictionary , 1997) Social media is a very useful technique because teachers can share information, videos, pictures, etc. and since students are always connected to their social network, it is easier for them to be engaged in the subject presented.

2.5 Didactic Resources

According to the free dictionary, a didactic resource is "Something that is available for use or that can be used for support or help" (the free dictionary , 2016) in other words, didactic resources are any instruments that help us to achieve any goal.

2.5.1 Types of resources to use in Preschool

2.5.1.1 Posters

According to Collins English Dictionary poster is "a large notice or picture that is stuck on a wall or board" (Collins , 2016) in other words, a poster can be a large printed placard with a message on it.

2.5.1.2 Videos

An educational video is a teaching tool because it facilitates knowledge and students will be motivated because it can capture their attention. According to Collins English Dictionary it "is the system of recording films and events either digitally" (Collins , 2016).

2.5.1.3 Flashcards

It is a very useful tool for teachers because it is designed for gaining a rapid response form children, according to Collins English Dictionary it is "a card on which are written or printed words for children to look at briefly, used as an aid to learning" (UK, 2010).

2.5.1.4 Worksheets

According to the Longman Dictionary worksheet is “a piece of paper with questions and exercises for students” (Jack C. Richards, 2010) it is a very useful tool to work in the classroom with multiple exercises.

2.5.1.5 Games

It is very useful because students can learn through it. According to Collins English Dictionary it means “a game is an activity or sport usually involving skill, knowledge”. (UK, 2010).

2.5.1.6 Songs

Songs can be found in grammar, reading, writing, and listening as the main point of learning. According to Garner, Howard in the Theory of Multiple intelligences “The song is a learning space where students can explore the acoustic aspects, graphics, morph syntactic, semantic foreign language as all connotative and cultural potentialities which enroll in it”.

2.5.1.7 Booklets

Booklets also are used in the classroom in order to provide extra material to students. Stated in Collins English Dictionary it is “a small, thin book that has a paper cover and that gives information about something” (UK, 2010).

2.6 The teacher in the classroom

It is important the presence of the teacher in the classroom, according to Jeremy Harmer “the way we move and stand, and the degree to which we are physically demonstrative can have a clear effect on the management of the class”. (Harmer, How to teach english new edition, 2007, pág. 34). There are a number of issues to consider on the student’s perception.

2.6.1 Proximity

Some students are uncomfortable if teachers stand or sit close to them. Jeremy Harmer states that “teachers need to consider how close they should be to the students they are working with”. (Harmer, How to teach english new edition, 2007, pág. 34) Teachers should take into account when assessing their students’ reactions and should, modify their behaviors not too close but not too far from them.

2.6.2 Appropriacy

Deciding how close to the students you should be is a matter of appropriacy. According to Jeremy Harmer appropriacy is “the general way in which teachers sit or stand in classrooms” (Harmer, How to teach english new edition, 2007, pág. 35) it is important if a teacher wants to manage a class effectively, such a relationship is crucial.

2.6.3 Movement

Some teachers tend to spend most of their class time in one place, others spend the time walking from side to side in order to retain students’ interest. But Jeremy Harmer says “How much we move around in the classroom will depend on our personal style, where we feel most comfortable for the management of the class” (Harmer, How to teach english new edition, 2007, pág. 35).

2.6.4 Awareness

The teacher has to be aware of what students are doing and what they are feeling in order to manage a class successfully. In other words, watching and listening just as carefully as teaching. Jeremy Harmer says that awareness is “assessing what students have said and responding appropriately” (Harmer, How to teach english new edition, 2007, pág. 35). Teachers need to be conscious and flexible enough.

2.7 English as a Foreign Language (EFL)

According to Cambridge dictionary English as a Foreign Language is “English as taught to people whose main language is not English and who live in a country where English is not the official or main language.” (Cambridge Academic Content Dictionary, s.f.) This describes the study of English by non-native speakers in countries where English is not the dominant language.

The way that English is taught in a country plays a key role in determining what variety of English is spoken there. EFL countries are nations where the medium of instruction in education and government is not English but it is only a language that is taught in schools. There the language is used in an artificial context and mainly within the limits of classrooms.

“EFL is usually learned in environments where the language of the community and the school is not English. EFL teachers have the difficult task of finding access to and providing English models for their students" (Lee Gunderson, 2019, pág. 78).

2.8 Curriculum

Peter Oliva says that the curriculum is "a plan or program for all the experiences that the student is under the direction of the school. In practice, the curriculum consists of a number of plans, written and in depth, in the learning experiences”. (William R. Gordon, 2013). The curriculum can therefore be a course, a unit, a series of courses, a complete program of a school or university and can influence inside or outside the classroom according to the teachers' guidelines.

2.8.1 Types of curriculums use in schools today

2.8.1.1 Written Curriculum

As defined by Salandanan (Salandanan, 2009, pág. 26) “It is usually confined to those written understandings and directions formally designated and reviewed by administrators, curriculum directors and teachers, often collectively”. It includes documents, course of study, or syllabi handed down to the schools, districts, divisions, departments for implementation.

2.8.1.2 Taught Curriculum

Gloria G. Salandanan stated “varied activities that are implemented in order to arrive at the objectives or purposes”. (Salandanan, 2009, pág. 30). It contains different planned activities which are put into action in the classroom and differs according to the learning styles of the students and the teaching styles of the teachers.

2.8.1.3 Hidden Curriculum

Longstreet and Shane refer to “the kinds of learnings children derive from the very nature and organizational design of the public school, as well as from the behaviors and attitudes of teachers and administrators”. (Shane, 1993). Hidden curriculum is not deliberately planned but may modify behavior or influence learning outcomes.

2.8.1.4 Supported Curriculum

According to Gloria G. Salandanan supported curriculum is “to achieve real and lifelong learning” (Salandanan, 2009, pág. 36) in other words, supported curriculum are all the materials which support or help in the implementation of the written curriculum.

2.8.1.5 Assessed curriculum

It is stated by Gloria that the assessed curriculum “A series of evaluations done by the teacher“ (Salandanan, 2009, pág. 40) it is used to determine the progress of the students.

2.9 Teaching across age levels

Teaching English is more than knowing the language or even only to get together resources and techniques for teaching. Teaching English implies to be aware of the complexity of the multiplicity of contexts in which language is learned and taught.

For teaching English, teachers must take into consideration the variable of language proficiency, the sociopolitical context of teaching, the institution in which the teaching will take place and the purpose of learning English. Each of these considerations are the foundation to choose the selection of techniques, lesson plans and supporting materials for teaching English.

2.9.1 Teaching children

There are different needs that have to be considered when teaching language, age and the level that the learner is very important. “Popular tradition would have you believe that children are effortless second language learners and far superior to adults in their eventual success” (Brown, 2020, pág. 87). This is very true when it comes to children because of their pliable minds, they tend to pick up information quicker.

The main difference between children and adults, first “lies primarily in the contrast between child’s spontaneous, peripheral attention to language forms and the adult’s overt, focal awareness of and attention to those forms” (Brown, 2020, pág. 87). Children have to be told more often to sit down, to do their work, to concentrate and have a harder time focusing and sitting still in a classroom setting because their attention span is very short and unless they have a very creative lesson to capture their attention it often can be a lost cause for the teacher. On the other hand, Adults usually want to be in the classroom, and it is much easier to teach them.

As Jeremy Harper says in his book How to teach English “Almost all children acquire a language, apparently without effort. In many parts of the world, children grow up speaking two or more languages… Language acquisition seems to be almost guaranteed for children up to about the age of six. They seem to be able to learn languages with incredible facility.” (Harmer, How to teach English, 2007, pág. 46)

To teach children effectively a foreign language requires specific skills and intuitions. Five categories may help give some practical approaches to teaching children.

2.9.1.1 Intellectual Development

In the stage of learning a new language, children often do not immediately understand the grammatical rules and concepts, explanations and abstract terms, unless the teacher is explaining and describing in detail according to their age.

In the book Teaching by Principles: An Interactive Approach to Language Pedagogy, there is an example of a teacher and a student incident. The student is in need of a pencil and has asked the teacher for one: “Teacher, I ain’t got no pencil,” the teacher perturbed by his grammar, embarked on a barrage of corrective patterns: “I don’t have a pencil. You don’t have a pencil. We don’t have pencils.” The confused child responded. “Ain’t nobody got no pencils?” (Brown, 2020, pág. 102). In this situation aforementioned, the student did not understand what was the mistake. In his mind, he was just asking for a pencil, he did not understand the grammatical rule of asking for a pencil. When speaking about this situation, as a teacher, it is necessary to be careful in correcting the student. Since children are less capable in understanding abstract rules. They need to be taught in a way that makes sense to them since they need to understand why grammar is used in the way that it is.

2.9.1.2 Attention Span

One of the main differences between adults and children is attention span. Children are focused in the here and now, the activities and lessons in the classroom need to be designed to capture their immediate interest. “A teacher needs to be animated, lively, and

enthusiastic about the subject matter. Consider the classroom a stage on which you are the lead actor; your energy will be infectious. While you may think that you're overdoing it, children need this exaggeration to keep spirit buoyed and minds alert. (Brown, 2020, pág. 103) Another thing that needs to be taken into consideration is that children have a natural curiosity, the lessons and activities must encourage their willingness to explore and learn by discovering new things.

2.9.1.3 Sensory Input

When it comes to learning, the teacher needs to stimulate all the five senses of the children. The lessons should include physical activities like play games, Total Physical Response activities, role-play activities, projects and other hands-on interaction to help stimulate the mind and get the blood flowing in the body.

Sensory aids are useful as well, being able to connect the information to something outside like a funny rhyme or songs are useful in helping students remember. Nonverbal language is very important since children are very sensitive to facial features, body language and gestures.

2.9.1.4 Affective Factors

Children are innovative in language forms but still have inhibitions since they are very sensitive and fragile. Teachers need to help them to overcome such potential barriers to learning, children need to be able to laugh at their mistakes. To be patient and supportive is the teachers' task as well as provoke as much oral participation as possible.

2.9.1.5 Authentic, Meaningful Language

"Children are focused on what this new language can actually be used for here and now. They are less willing to put up with language that doesn't hold immediate rewards for them." (Brown, 2020, pág. 104) Using simple situations like telling stories, real life conversations, story lines can help children to contextualize the language. This can help in the process of learning since children's minds are less capable in understanding abstract rules,

isolated and unconnected sentences. A whole language approach is essential. If language is broken into too many bits and pieces, children will not see the relationship to the whole.

2.10 Curriculum for the Pre-Primary Level

2.10.1 Characterization of the level

The level of Pre Primary Education is, characterized by fulfilling a double purpose: the socialization of the human being and the stimulation of the evolutionary processes. Socialization is understood as the process of incorporation, the behavior of people, norms that govern social coexistence and its transformation to meet individual needs and interests: patterns, norms, habits, attitudes and values that are acquired in interaction with others and others: solidarity, spirit of cooperation and respect. The purpose is that the boy and the girl recognize each other as beings with personal identity and as social subjects.

At this stage of life in which it is established the basis and foundations for all the subsequent development of human behavior as well as the existence of great reserves and possibilities that exist in it for the formation of various capacities, personal qualities and the initial establishment of character traits. Personality is also formed based on the plasticity of the infant brain. In addition, socialization and stimulation developed simultaneously allow the child to be prepared for life and for the acquisition of permanent learning.

It is important to note that the role that the teacher plays as a guide, counselor and "privileged interlocutor in this educational dialogue is considered of vital importance; he is the one who has to put into operation, in each school situation, a unitary and precise programming of activities and know the importance of their approaches in relation to the situation and attitude of each child." (Ma. M. Prieto, 1989: 114) (Ministerio de Educación Guatemala, 2008).

2.10.2 Areas

The curriculum of the level of pre primary education is organized in areas that respond to the structure of knowledge in the different stages of human development between the ages of 4 and 6 years 11 months of age. They constitute the basis for the generation of knowledge and consider multiculturalism and interculturality, equity and values as articulating axes. The development of learning skills, logical Mathematical, thinking, artistic expression, and physical education, the strengthening of communication skills and knowledge of and interaction with the social environment are included in the approach to them.

Table No. 1: tentative distribution of time in the classroom**:**

Areas	*Percentage Weekly time*
Learning Skills	40
Communication and language	30
Social and Natural Environment	Inter-area integration axis
Artistic expression	15
Physical education	15

(Ministerio de Educación Guatemala, 2008, pág. 43).

2.10.3 Methodological Guidelines

In the Pre Primary Level, the educational process is developed through physical, mental, social and emotional actions that promote the construction of new learning that contributes to the integral development of childhood. It uses the game as an essential element of the methodology, in addition to techniques and instruments where the boy and the girl are the protagonists.

Although there is no single method to work in the stages of this level, the overall method is outlined as the most appropriate for learning to be meaningful and active.
The teacher proposes to the children's sequences of learning, small projects, didactic units, generative themes or learning corners that require the integration of contents of different types and from different areas. (Ministerio de Educación Guatemala, 2008, pág. 186).

2.10.4 Significant Learning

The significant learning is the result of a direct and immediate experience with the objects, the facts and the people and implies a direct and active action from the boy and the girl. It requires a deep knowledge from the teacher of the necessary methodological procedures that allow the conjugation, effective, of the orientation of the teaching process with the action of learning that children do for themselves. (Ministerio de Educación Guatemala, 2008, pág. 187).

2.10.5 The role of the adult in the meaningful learning

In order for the development of the capacity to generate new knowledge and to apply it in a given environment to be evident in the child, it is necessary that the teacher:

- Be a facilitator or guiding of the development; Its goal is to promote meaningful and active learning for boys and girls.
- Provide the necessary stimulation for the children to plan what they are going to do and how they are going to do it.
- Set the stage for the experiences by asking the relevant questions and suggestions.
- Allow the child to discover, by themselves, the essential relationships without imposing their ideas or conceptions.

The basis of meaningful and active learning is in the joint work of the teacher and the child who learns through a process in which, in a situated and active way, they carry out their own learning process. (Ministerio de Educación Guatemala, 2008, pág. 188).

2.10.6 Organization of Educational environment

An adequate organization of the environment, including spaces, material resources and time distribution, is fundamental for the achievement of educational intentions. The teacher must offer a varied and stimulating range of materials that provide multiple opportunities for manipulation in accordance with the cultural schemes of the People to which the child belongs.
The selection, preparation and disposition of the material and its adaptation to the learning needs are essential elements in this stage.

2.10.7 Classroom setting

The new curricular approach raises the setting of the classroom, as a reinforcement of the learning and skills that are developed, so to set the classroom the teacher must:

• verify that all the material is contextualized, this means that it must respond to the characteristics of each community.

• Prepare a poster for each of the areas to reinforce the contents that you develop. To each area you can designate a color or identify it with its corresponding logo. (Ministerio de Educación Guatemala, 2008, pág. 189).

2.10.8 Atmosphere of the classroom

The atmosphere of the classroom it is a basic condition to guarantee the development and an environment of happiness for the minors, this is achieved through respect and care towards each of them, so it is necessary:

• make them feel that they are estimated

• make them see that their efforts are valued

• strengthen group relationships through shared tasks (Ministerio de Educación Guatemala, 2008, pág. 190).

2.11 Evaluation

According to the Merriam-Webster dictionary is “the act or result of evaluating” (The Merriam-Webster dictionary , 1997) in other words is to determine the value, quality, or significance.

2.11.1 Checklist

Checklists are formats created to perform repetitive activities, collect data in an orderly way and systematic manner. They are used to make systematic checks of activities or products, making sure that the person does not forget anything important. According to the Merriam-Webster dictionary checklist is also known as “a list of things to be checked or done” (The Merriam-Webster dictionary , 1997).

2.11.2 Observation

According to the Merriam-Webster dictionary it is “an act of recognizing and noting a fact or occurrence often involving measurement with instruments” (The Merriam-Webster dictionary , 1997) in other words, the objective of this is to develop an instrument to observe the behavior.

CHAPTER III
PROJECT PROFILE

3.1 General aspects of the project

3.1.1 Name of the Project

Booklet of Basic English for Kinder students with a didactic material kit to be used with the booklet.

3.1.2 Problem statement

Escuela Oficial de Párvulos No.5, República de Haití does not have a booklet of basic English and a didactic material for kindergarten level.

3.1.3 Location

Escuela Oficial de Párvulos No.5, República de Haití, 21 calle 14 – 62 zona 11, Granai & Towson II. Guatemala City, Guatemala.

3.1.4 Executing unit

The student Martha Lucia Rios Calderón from Licenciatura en Lingüística del Idioma Inglés developed a booklet of Basic English for students from kindergarten level and a didactic material kit. Besides, it was prepared worksheets, didactic material and lesson plans for the teachers to be able to teach English to these students.

3.1.5 Project type

It is a product for an educational service. This booklet of Basic English and a didactic material for kindergarten students and teachers, it is created with the intention to provide an English material that teachers can use along the school year. The product is a complete planning of the contents of the Basic English course and the related didactic material for it.

3.2 Project description

The booklet of Basic English and a didactic material kit for Spanish teachers and students from Kindergarten Level is divided in four units, each unit has a series of activities such as songs, worksheets, handcrafts and flashcards related with specific topics that will be taught in each unit according to the knowledge and understanding of students of five years of age.

In the first unit, students will be able to identify and recognize the classroom furniture, parts of the school, school supplies and also name and recognize the means of transportation.

In the second unit, students will Identify, recognize and name the colors, besides they will memorize and name geometric figures.

On the other hand, in the third unit, students will be able to identify and recognize the numbers from one to five, memorize, name vegetables and fruits, and also name the most common toys.

Finally, in the fourth unit, students will identify, recognize and name the parts of the body and also recognize and memorize the different types of animals such as domestic, farm, aquatic, and wild, reptiles and insects.

The instructions and main aspects of this Booklet of Basic English and a didactic material kit for Spanish teachers and student from kindergarten level is written in both languages English and Spanish with the main purpose that Spanish teachers will carry out the content of the lessons.

With this project students will be developing listening comprehension and oral production skills in English**.**

3.3 Project justification

Due to the demand of this new era, in which English is the universal language, involving English in schools is needed. This Booklet of Basic English and a didactic material kit for teachers and students from Kinder level will provide to the Spanish teachers the necessary material to involve students in the English field.

3.4 Project Objectives

3.4.1 General Objective

To provide a Booklet of Basic English for students from kindergarten level and a didactic material kit for teachers at Escuela Oficial de Párvulos No.5, República de Haití, Guatemala City, Guatemala to be able to teach English class.

3.4.2 Specific objectives

a. To design a booklet of Basic English and a didactic material kit with lesson plans, worksheets to be used by Spanish teachers and students for kindergarten level.
b. To design the lesson plans that will be implemented during the school year.
c. To provide the didactic material kit needed to develop the English class.
d. To provide a series of videos and songs related to the topics.
e. To develop two workshop sessions for Spanish teachers from kindergarten level with instructions and guidelines that allow them to use the booklet and audiovisual material.

3.5 Goals

a. To provide two four unit-booklets of Basic English for Spanish teachers who will develop the English class.
b. To provide two sets of thirty-six lesson plans designed according to the contents in both languages Spanish and English.
c. To provide eighty-tree printable flashcards and fifty-seven printable worksheets including handcrafts and unit evaluations.
d. To provide a USB flash drive which contains a series of videos and songs related to the topics.
e. To develop two workshop sessions.

3.6 Beneficiaries

3.6.1 Direct beneficiaries

The direct beneficiaries will be the students and teachers from Escuela Oficial de Párvulos No.5, República de Haití of Guatemala.

3.6.2 Indirect beneficiaries

The indirect beneficiaries will be the community where the school is located, the principal of the institution and the parents of the students.

3.7 Sources of funding and budget

Description	Cost per unit	Total cost
Printed documents	Q. 65.50	Q. 393.00
Laminated machine	Q. 1.500	Q. 1,500
Laminated paper	Q. 30.00	Q. 90.00
Usb	Q. 75.00	Q. 75.00
Cd burning	Q. 10.00	Q. 30.00
Ink	Q. 80.00	Q. 320.00
Paper for invitations	Q. 2.00	Q. 10.00
Printed invitations	Q. 1.50	Q. 7.50
Envelopes for invitations	Q. 1.50	Q. 7.50
Bind of booklets	Q.10.00	Q. 120.00
Awards	Q. 125.00	Q. 125.00
Coffee break	Q. 12.00	Q. 200.00
Decorative items	Q. 500.00	Q.500.00
Total		Q. 3,378.00

3.8 Timetable of project implementation

The following activities were planned as part of the Project implementation.

Timetable (Gantt Chart)													
		Year 2019											
No.	Activity	April				May				June			
		1	2	3	4	1	2	3	4	1	2	3	4
1.	Research of concepts, definitions of kindergarten level												
2.	Dosage of all topics in units and time for the class periods												
3.	Elaboration for the design of the plan ad material that would be included in the booklet of basic English and a didactic material kit												
4.	Distribution of all the topics for the lesson plans												
5.	Planning of the English class lessons												
6.	Revision of plans and material												

7.	Draft of the English booklet												
8.	Revision of the document												
9.	Corrections of the document												
10.	Final revision of the product and final approval from adviser												
11.	Printing material												
12.	Deliverance of booklet and workshop in the sponsored institution												

3.9 Resources

3.9.1 Human resources

- Principal of the school Ana Rosa Godínez Rojas de Grajeda
- Kindergarten teachers
- PSP student Martha Lucia Ríos Calderón from Licenciatura en Lingüística del Idioma Inglés.

3.9.2 Material Sources

- 1 Computer
- Cds
- USB flash drive
- Booklet
- Videos
- Printer
- Audiovisual material
- Worksheets
- Laminate machine
- Laminate paper

3.9.3 Financial resources

The project is sponsored by PSP student Martha Lucia Ríos Calderón form Licenciatura en Lingüística del Idioma Inglés.

3.9.4 Physical resources

Escuela Oficial de Párvulos No.5 República de Haití, Guatemala City, Guatemala.

CHAPTER IV
PROJECT IMPLEMENTATION

4.1 Activities and Results

The following table contains all the activities that were carried out during the implementation of the project and their results.

No.	Activity	Results
1.	Research of definitions and concepts related to kindergarten level.	List of topics and competences regarding kindergarten level.
2.	Research of theories and methodologies related to English language teaching.	Specific methodologies and theories related to the English language teaching.
3.	Dosage of all topics in units and time for the class periods.	Topics are divided into four units and each lesson class is thirty minutes.
4.	Elaboration of the lesson plans and worksheets that would be included in the booklet.	A final draft for teaching plans and worksheets.
5.	Planning of the English class lessons.	36 lesson plans elaborated.
6.	Planning of the worksheets.	57 worksheets including handcrafts and unit evaluations elaborated.
7.	Planning of the flashcards.	87 flashcards elaborated.
8.	Editing the document as a booklet.	First draft of the booklet.
9.	First revision of the booklet.	Observations of the first draft to correct.
10	Update the booklet, according to the first revision.	Booklet corrected according to the first revision.

11.	Second revision of the booklet from the adviser.	Corrections and observations.
12.	Second update of the booklet, according to the second revision.	Booklet corrected according to the second revision, ready to print.
13.	Printing of booklet.	Physical booklet.
14.	Collect a series of videos and songs related to the topics.	Save a series of videos and songs related to the topics in a USB flash drive to deliver to school.
15.	Plan for deliverance of workshop and booklet.	Activities to deliver the workshop and booklet.
16.	Deliverance of booklet and workshop in the sponsored school.	Successful deliverance of booklet and workshop for teachers in the sponsored school.
17.	To create a continuity plan for the project.	A continuity plan was obtained.
18.	To convert the PSP product to a digital format and burn to a Cd.	A Cd was burnt and a digitalized PSP product was obtained.
19.	To deliver the final report to the authorities of Sección de Idiomas.	Final report was presented to the authorities of Sección de Idiomas.

4.2 Product and achievement

The following table contains the final products obtained and a description of whether there was an achievement or not.

No.	Product	Achievement
1.	Booklet of Basic English for kindergarten students with a didactic material kit to be used with it, which includes 36 lesson plans, 57 worksheets, 87 flashcards and a USB flash drive with a series of videos and songs.	The product was completed successfully and positive results were obtained during its implementation, teachers were motivated since the booklet and activities are very easy to carry out, therefore there is an achievement with product.

4.3 Service product

The following table contains the description of the final service product and a description of whether there was an achievement or not.

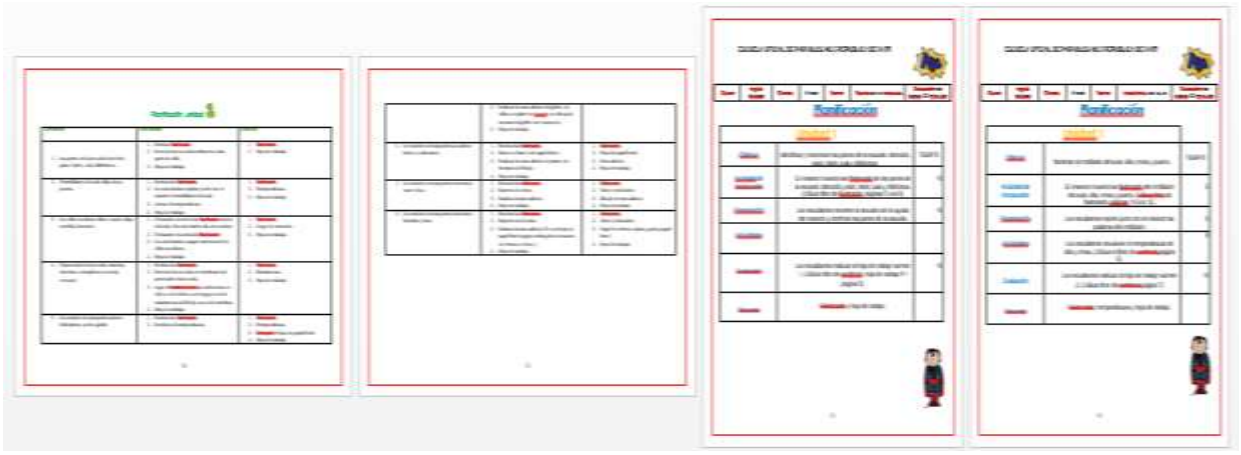
No.	Service product	Achievement
1.	Development of basic English class lessons, workshops for Spanish teachers.	Positive feedback was obtained from the teachers who assisted in two session workshops. Teachers were animated and expressed that they look forward to using the booklet to develop their English class lessons, therefore the product achieved its objective.

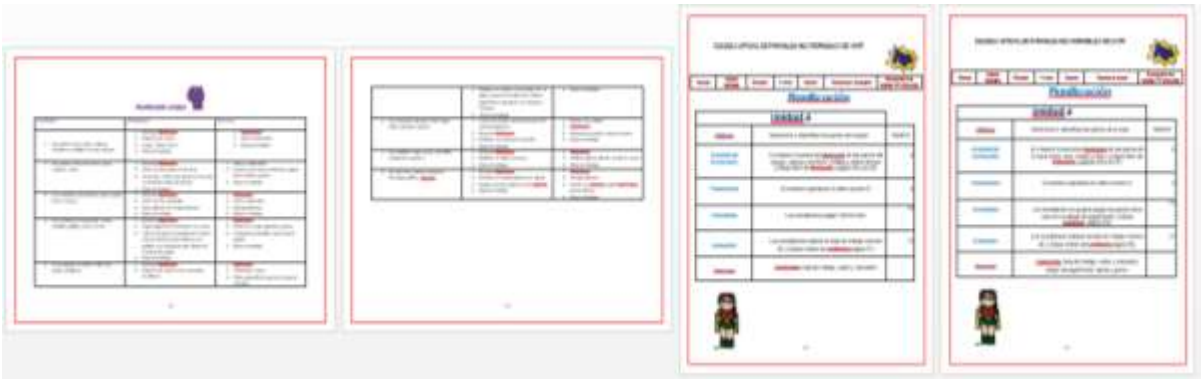
4.4 Product

In the following pages, the final product is presented: this booklet is divided in three parts: planning, flashcards and worksheets.

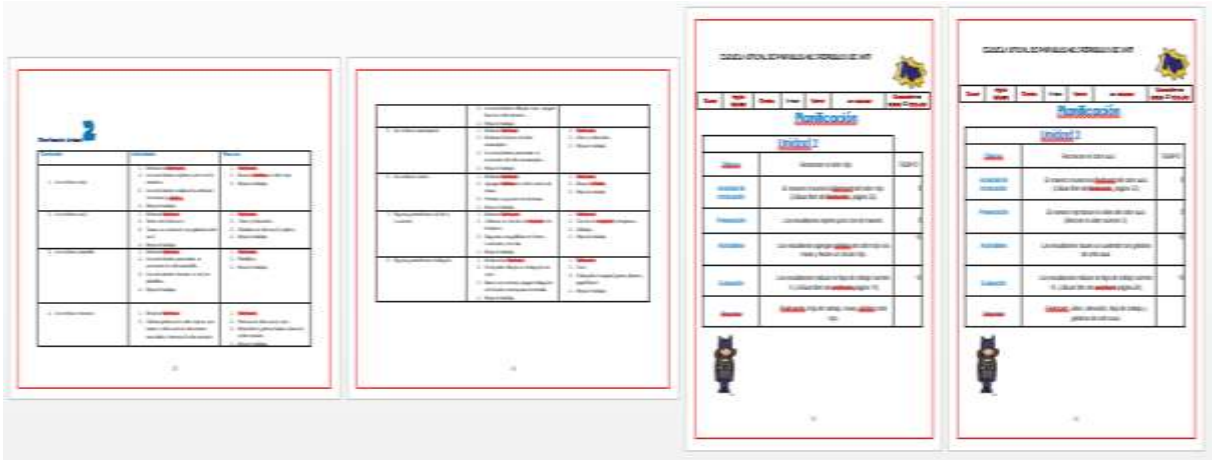
4.4.1 Planning book

This booklet includes introduction, objectives and instructions for the professor in order to develop the class.





Unidad 2
Perfil del Estudiante



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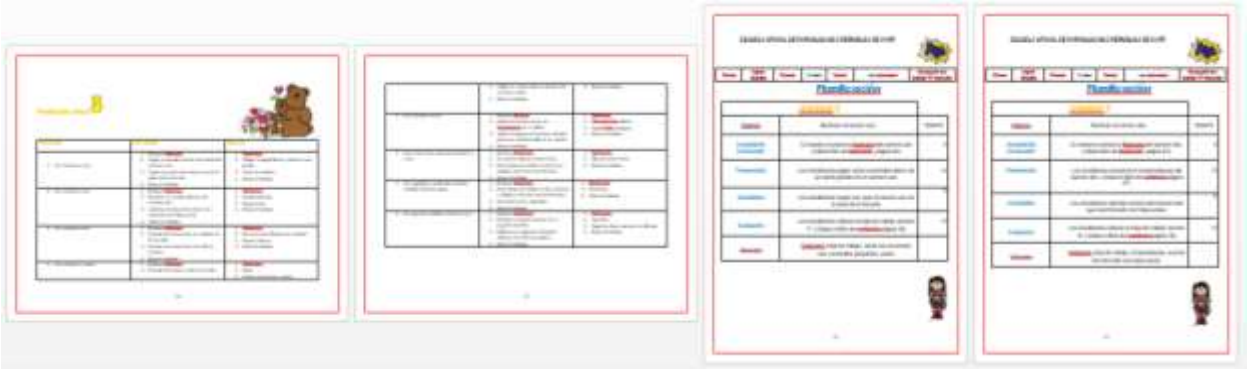
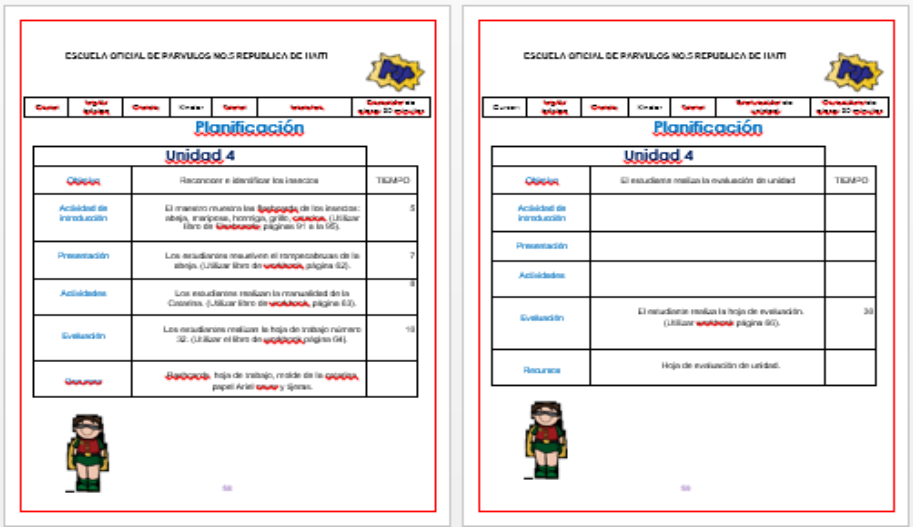
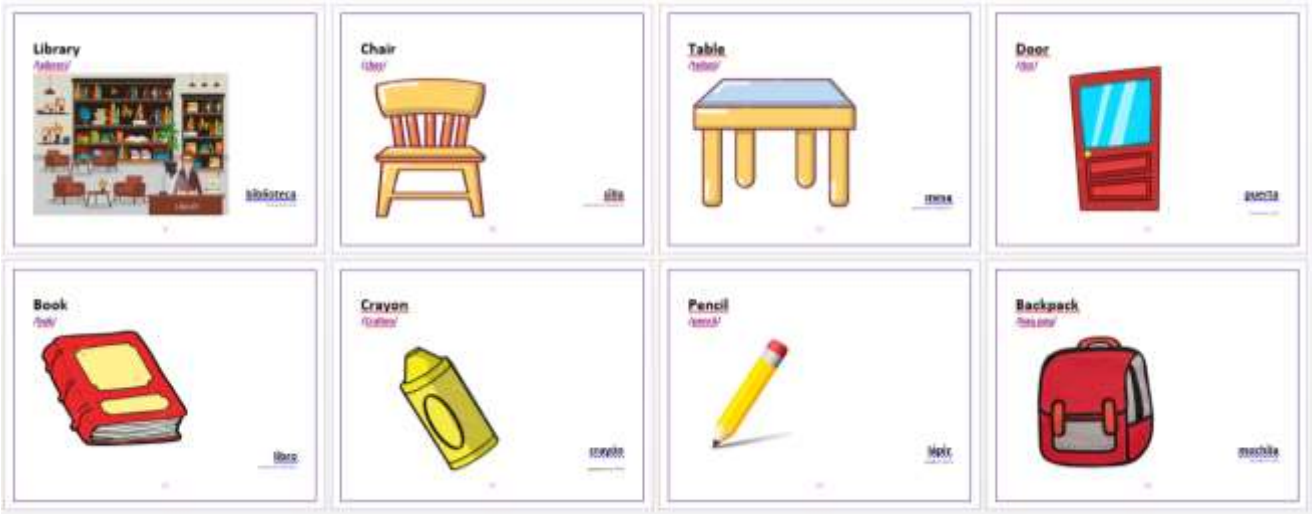



ESCUELA OFICIAL DE PARVULOS NO.5 REPUBLICA DE HAITI
Planificación
Unidad 4
Objetivo
Reconocer e identificar los insectos
TIEMPO
Actividad de introducción
El maestro muestra las fotografía de los insectos: abeja, mariposa, hormiga, grillo, cucaracha. (Utilizar libro de Destrezas páginas 91 a la 95).
5
Presentación
Los estudiantes resuelven el rompecabezas de la abeja. (Utilizar libro de vocabulario, página 62).
7
Actividades
Los estudiantes realizan la manualidad de la Cucaracha. (Utilizar libro de vocabulario, página 63).
8
Evaluación
Los estudiantes realizan la hoja de trabajo número 32. (Utilizar el libro de actividades página 64).
10
Recursos
Fotografía, hoja de trabajo, molde de la cucaracha, papel Arlet color y tijeras.

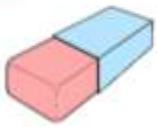
ESCUELA OFICIAL DE PARVULOS NO.5 REPUBLICA DE HAITI
Planificación
Unidad 4
Objetivo
El estudiante realiza la evaluación de unidad
TIEMPO
Actividad de introducción
Presentación
Actividades
Evaluación
El estudiante realiza la hoja de evaluación. (Utilizar evaluación página 90).
30
Recursos
Hoja de evaluación de unidad.

4.4.2 Flashcard book

This booklet contains words that are going to be use on the lessons.



Eraser



borrador

Teacher

maestra

Principal

directora

Classmates

compañeros de aula

Janitor

conserje

Helicopter

helicóptero

Airplane

avión

Hot-air ballon

globo

Ship

barco

Submarine

submarino

Car

carro

Bus

bus

Bike

bicicleta

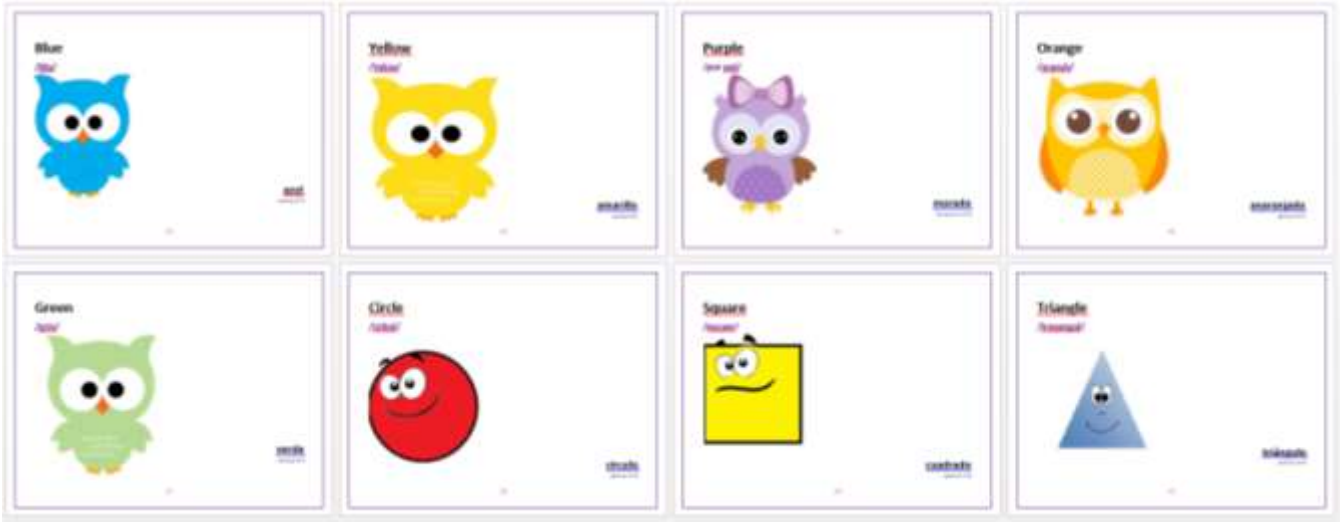
Train

tren

Unidad 2

Red

rojo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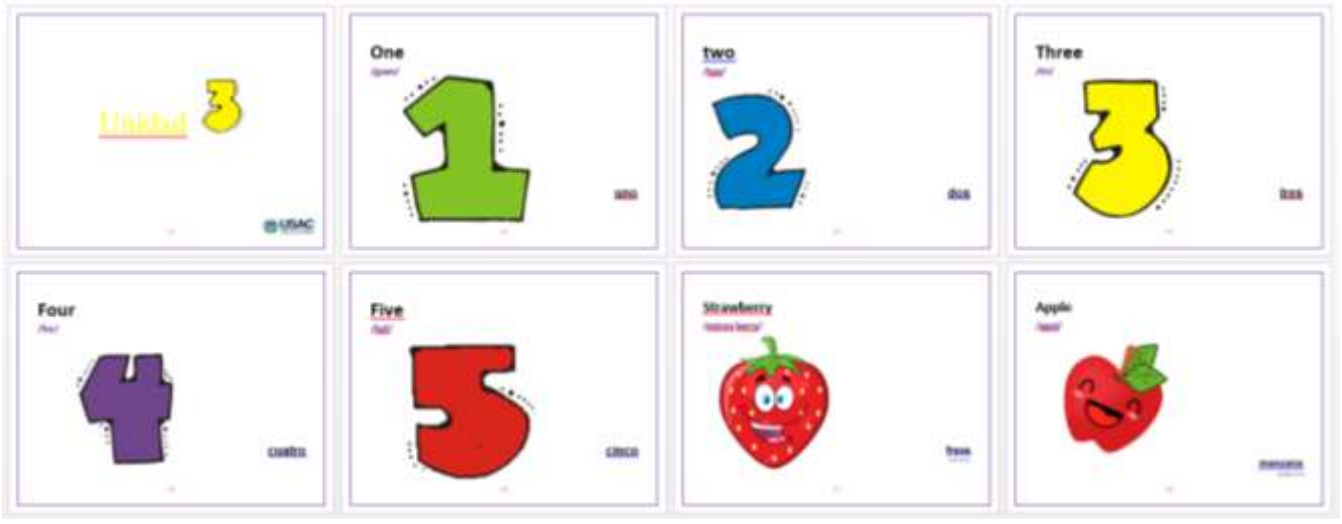
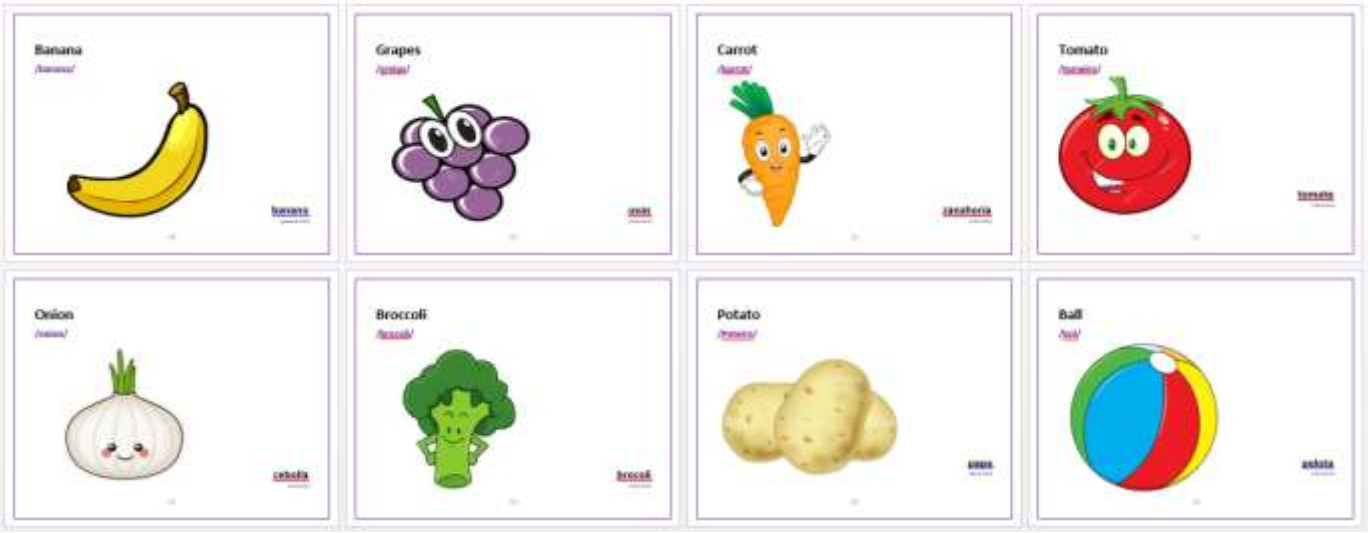
Yellow
Purple
Orange
Green
Circle
Square
Triangle


One
two
Three
Four
Five
Strawberry
Apple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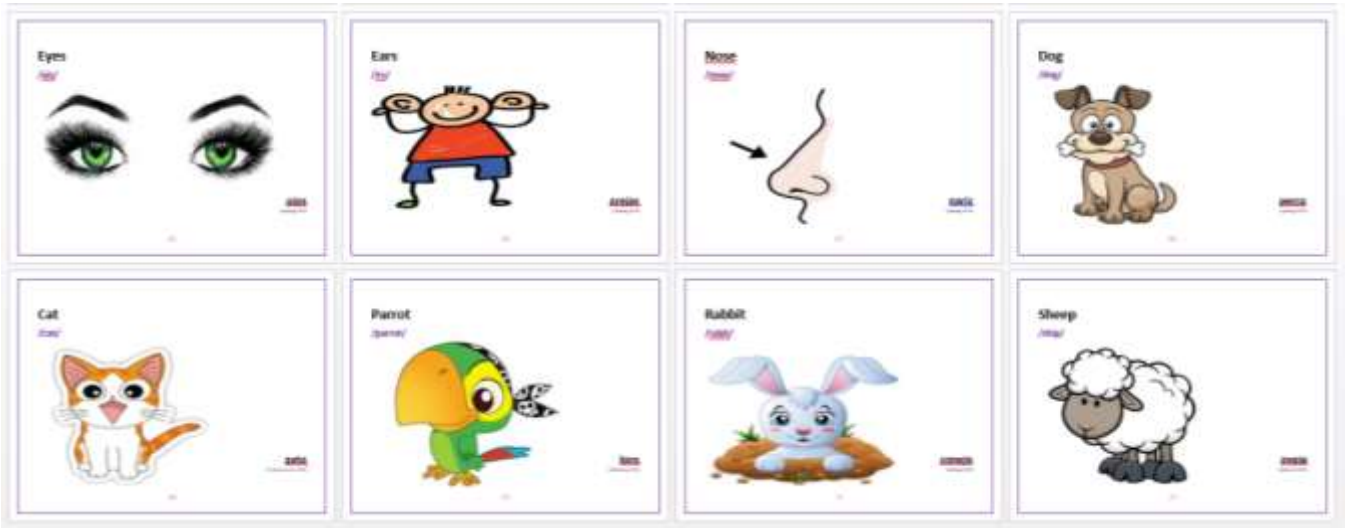
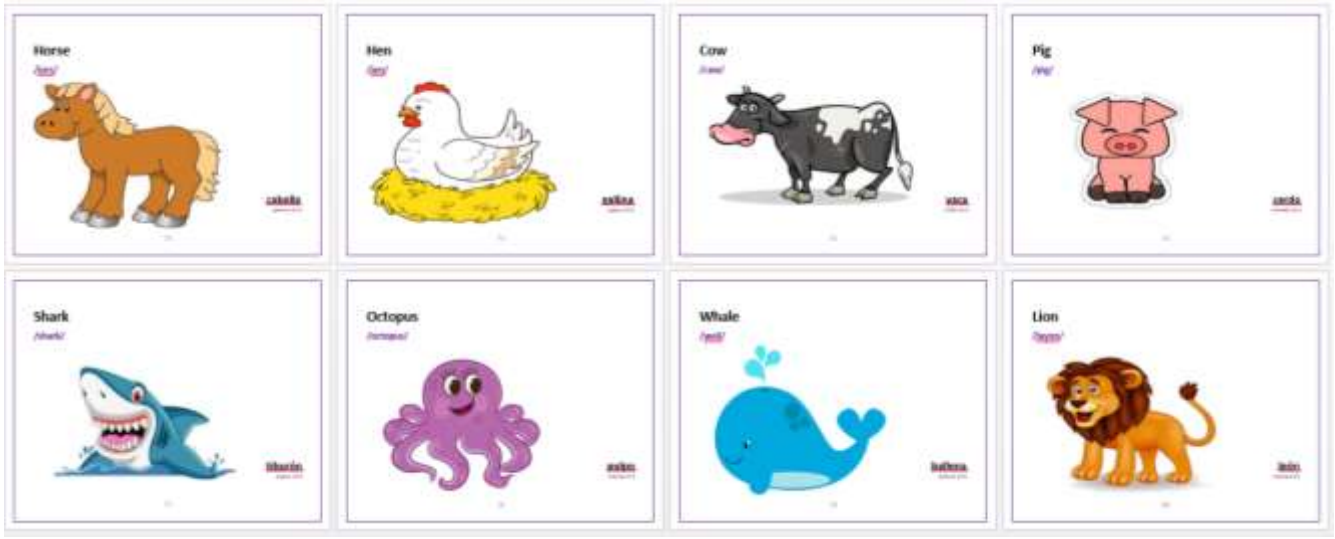
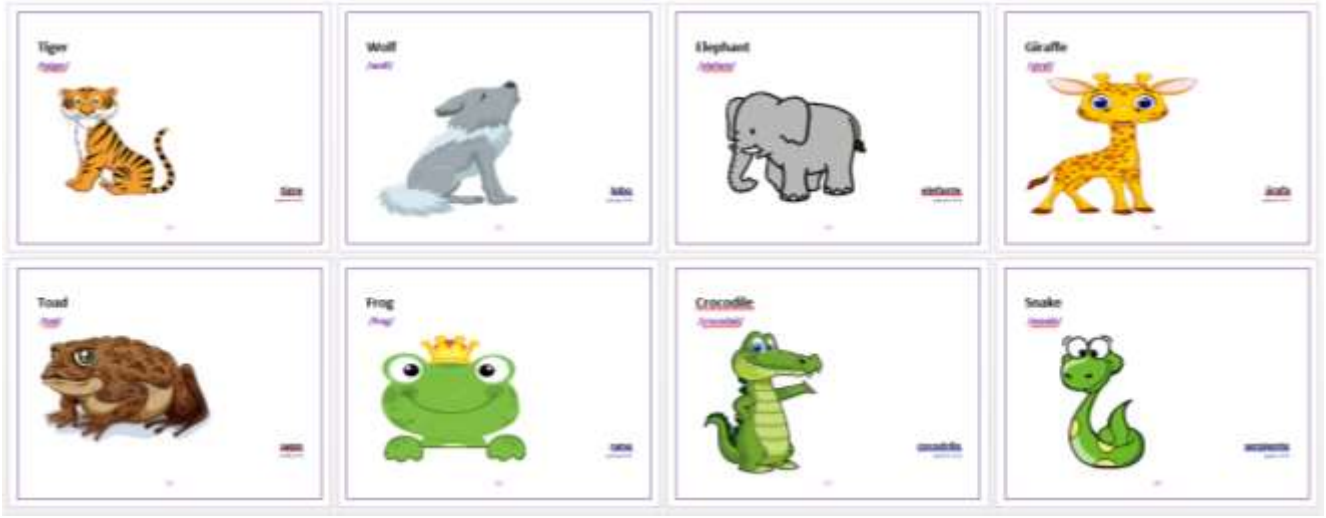
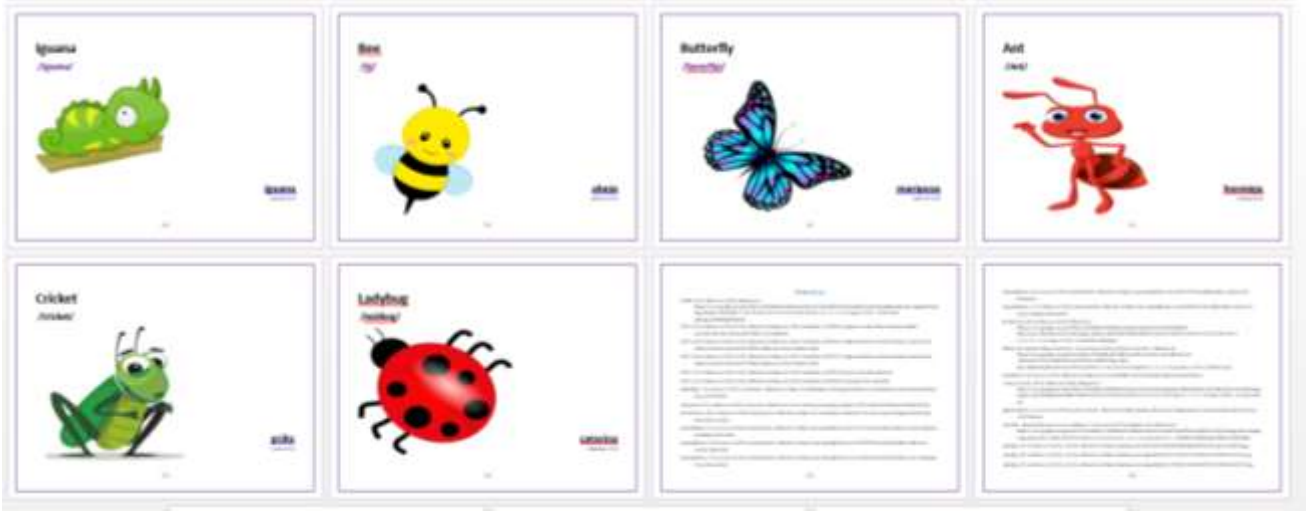
Grapes
Carrot
Tomato
Onion
Broccoli
Potato
Ball

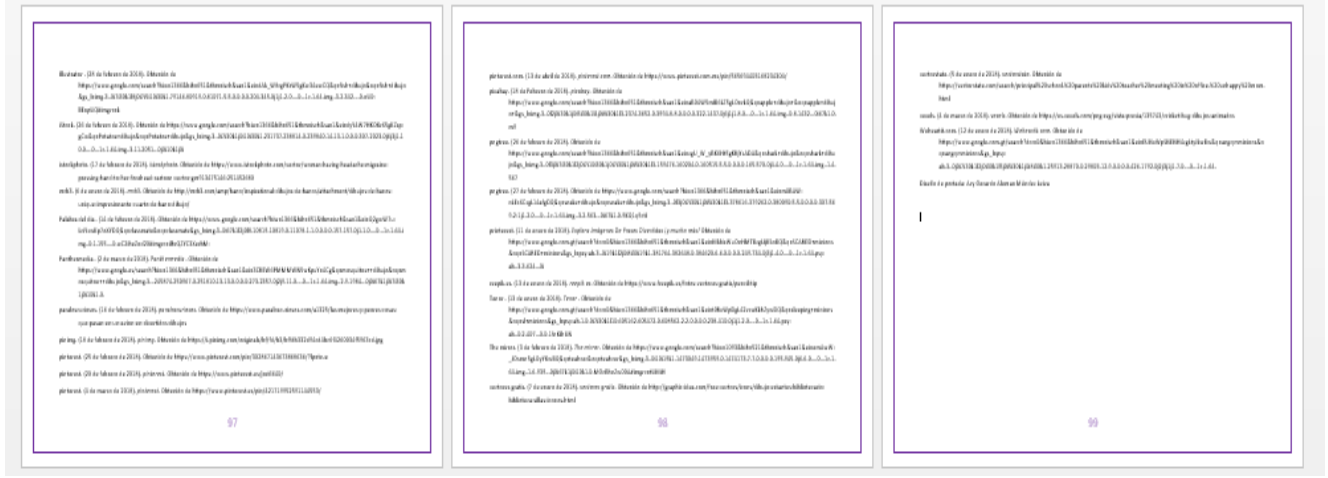
Doll
Bear
Unidad
USAC
Head
Shoulders
Knees
Toes
Mouth


Eyes
Ears
Nose
Dog
Cat
Parrot
Rabbit
Sheep


Horse
Hen
Cow
Pig
Shark
Octopus
Whale
Lion

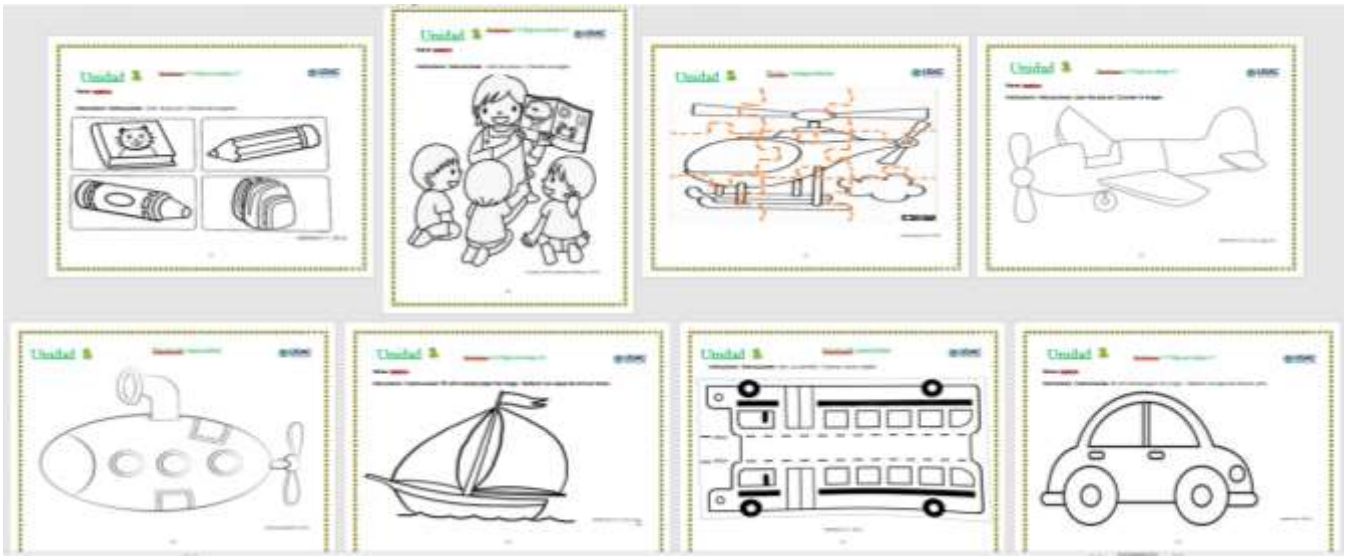

Tiger
Wolf
Elephant
Giraffe
Toad
Frog
Crocodile
Snake


Iguana
Bee
Butterfly
Ant
Cricket
Ladybug

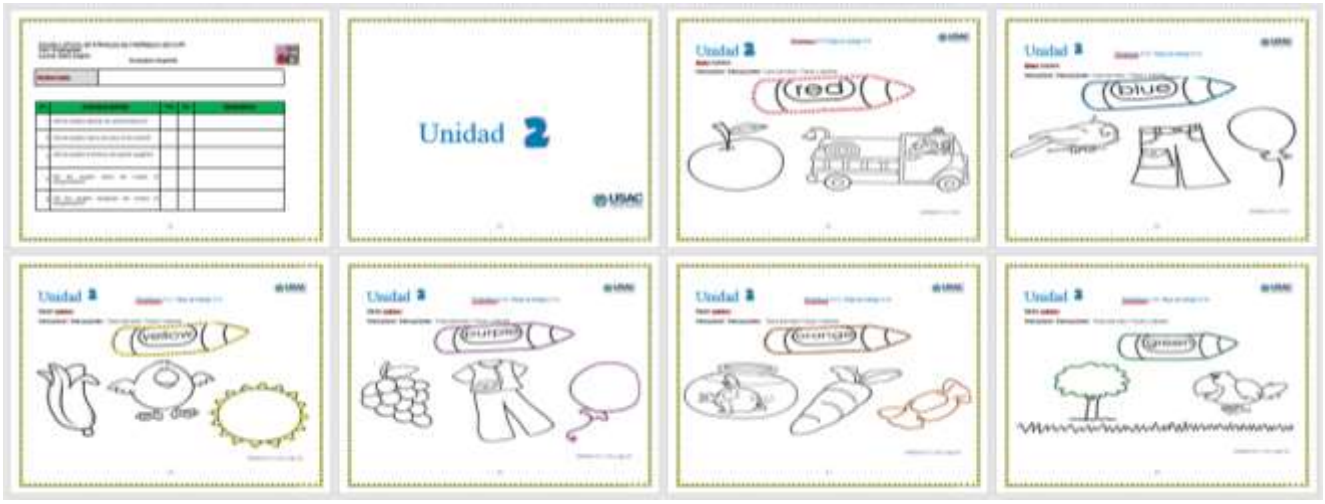


4.4.3 Workbook

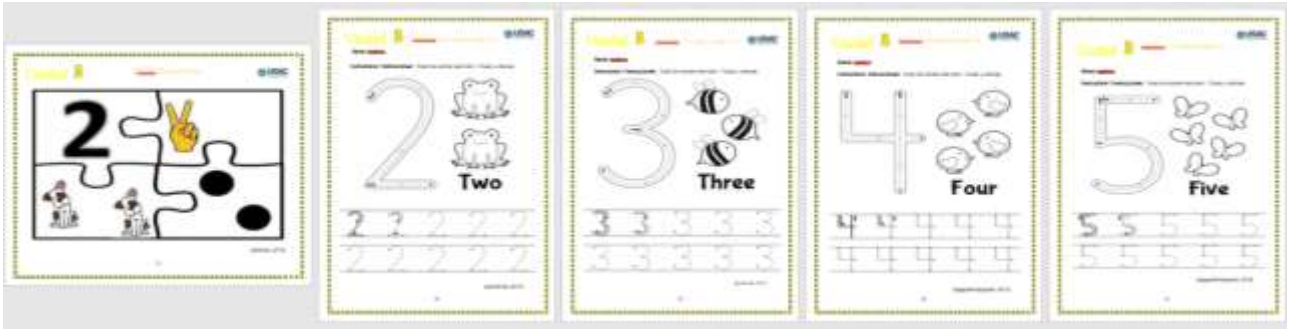
This booklet contains a compilation of worksheets for students to reinforce the content of each lesson plans.

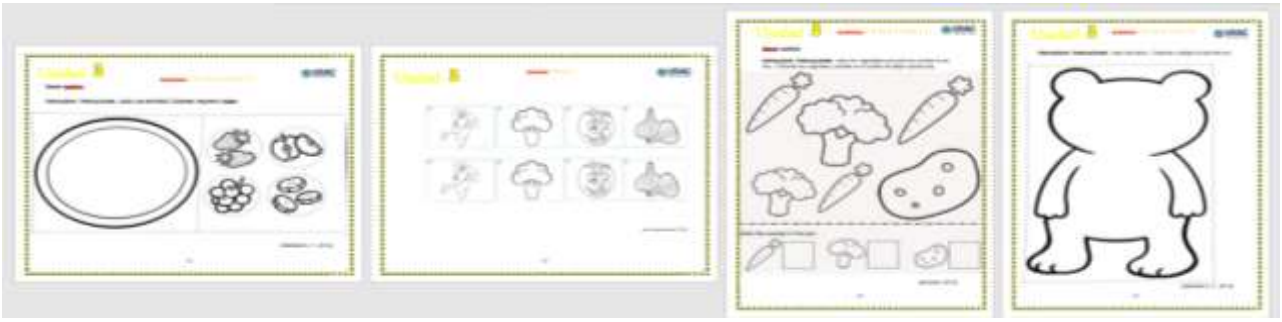


Unidad 1
Evaluación de unidad
Unidad 1


Unidad 2
Unidad 2
red
blue
yellow
purple
orange
green

Evaluación de unidad
Unidad 3
One


2
Two
3
Three
4
Four
5
Five



Evaluación de unidad

Unidad

Unidad
Unidad
Unidad
Unidad
Unidad

Unidad
Unidad
Unidad
Unidad
Unidad

Unidad
Evaluación de unidad
Unidad

CHAPTER V
PROJECT EVALUATION

To evaluate each of the chapters that the project contains, a checklist which was used as an instrument, each of the checklists have 5 aspects to be analyzed to determine whether the settled time, instruments, human and material resources were suitable to achieve the established objectives in each of the chapters.

5.1 Diagnosis Evaluation

According to the evaluation performed using the checklist for this chapter, it was found out that most of the aspects were reached in the estimated time. The aspects included in the diagnosis plan showed to be the most appropriate to determine the lacks of the sponsored institution; therefore, the objectives were achieved successfully. The instruments that were used to obtain information and identify the lacks of the institution were effective. The invested resources were minimal and well distributed.

5.2 Theoretical Framework Evaluation

In this chapter are included concepts related to teaching English to preschooler students. These concepts were taken into account to design the booklet of Basic English. The invested time and resources were well administered.

5.3 Project Profile Evaluation

This chapter analyzed the contents of the CNB for the kindergarten level, then based on those contents a booklet and didactic kit were created according to the students´ needs. The planning, the design of the worksheets, evaluations, handcrafts, flashcards and the selection of videos and songs took more than the settled time. The invested resources were high; however, the booklet was a very innovative tool, because it is easy to understand and to follow step by step to develop an English class.

5.4 Project Implementation Evaluation

The project implementation was a success, but its results are going to be verified until the end of the year. Even the results are not going to be verifying right at the moment it had a great acceptance among the Spanish teachers and students. This innovative tool will help students to get involved in the English language.

5.5 Final evaluation

A checklist was used to perform the final evaluation. The objectives were the base to measure if objectives were achieved. The evaluations for each chapter were gathered and with a checklist it was determined that all the activities and objectives for each chapter were successfully achieved, giving as a result the Booklet of Basic English for kindergarten students with a didactic material kit to be used with it.

CONCLUSIONS

1. The Booklet of Basic English for kindergarten students and a didactic material kit to be used with it, was provided to the teachers at Escuela Oficial de Párvulos No.5, República de Haití, Guatemala City, Guatemala in order to be able to teach English class.

2. The booklet of Basic English and a didactic material kit with lesson plans, worksheets to be used by teachers and students for kindergarten level were elaborated according to their needs.

3. The elaboration of lesson plans that will be implemented during the school year to carry out the English class were provided to the teachers of kindergarten level.

4. The didactic material kit which was composed by flashcards, worksheets, handcrafts and evaluation units were provided to carry out the lessons from English class.

5. A series of videos and songs related to the topics were provided to enrich the contents stated in the lesson plans.

6. Two workshop sessions for teachers from kindergarten level were developed in order to give them the instructions and guidelines that allow them to use the booklet and the didactic material kit correctly.

RECOMMENDATIONS

1. The principal of Escuela Oficial de Párvulos No.5, República de Haití, Guatemala City, Guatemala should establish a plan to perform the implementation of the usage of the booklet and the didactic material kit.

2. The principal of Escuela Oficial de Párvulos No.5, República de Haití, Guatemala City, Guatemala should create a plan of evaluating the booklet and the didactic material kit and determine if it fulfills the needs of the school.

3. The principal of Escuela Oficial de Párvulos No.5, República de Haití, Guatemala City, Guatemala should take into account the opinion of the Spanish teachers of kindergarten level when the implementation of the Project takes place and should determine if the lesson plans can be improved or modified.

4. The didactic material kit provided to carry out the lessons from English class should be updated at the end of the school year by the teachers.

5. The teachers of kindergarten level should modify the series of videos and songs related to the topics provided to enrich the contents to suit their different teaching styles and to the students' needs.

6. The principal of Escuela Oficial de Párvulos No.5, República de Haití, Guatemala City, Guatemala should encourage teachers to acquire English vocabulary in order to carry out in a better way the booklet and the didactic material kit.

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APPENDIXES

APPENDIXES

- Diagnosis plan
- Theoretical framework plan
- Project profile plan
- Project implementation plan
- Continuity plan
- Evaluation plan
- Instruments
- Graphics
- Matrix of prioritization
- Checklist of evaluation for each chapter

CHAPTER I
DIAGNOSIS PLAN

1.1 Identification

1.1.1 Name of the institution

Escuela Oficial de Párvulos No.5 República de Haití. Guatemala City, Guatemala.

1.1.2 Location

21 calle 14 – 62 zona 11, Granai & Towson II. Guatemala City, Guatemala.

1.2 Objectives

1.2.1 General objective

Describe the situation and condition of Escuela Oficial de Párvulos No.5 República de Haití. Guatemala City, Guatemala.

1.2.2 Specific objectives

- Determine the geographical, historical, political, social, administrative, infrastructure and environment aspects of Escuela Oficial de Párvulos No.5 República de Haití. Guatemala City, Guatemala.
- Establish the financial sources and financial situation of the institution.
- Analyze information gathered to locate lacks and problems in the school.
- Identify lacks in each sector in the institution and choose the one that is factible.
- Propose possible solutions to solve the problem found in the institution.
- Determine the main problem to be solved in the institution.

1.3 Justification

Diagnosis becomes a tool to detect lacks and needs in the institution; by doing so, those needs will generate problems. When the problems will be established, solutions can be proposed.

The importance of the diagnosis lays in detecting the lacks and needs of the institution. For a researcher, this step is the first phase before trying to solve any problem that the institution may have.

1.4 Activities

- Adviser Assigned.
- Meeting with the adviser.
- Select an institution
- Approval of the institution selected
- Selection of methods and techniques in order to elaborate the instruments
- Elaboration of instruments
- Instruments validation.
- Implementation of techniques
- Collection of data from public school.
- Analyzing information in order to determine lacks, problems and solutions.
- Prioritization of the problem that will be solved.
- Problem statement.
- State viability and feasibility.
- Draft of diagnosis.
- Adviser presentation of diagnosis
- Diagnosis authorization.
- Proposal of a new project.

1.5 Resources

1.5.1 Human

- Principal
- Adviser
- Student

1.5.2 Materials

- 1 Computer
- Photocopies
- Books
- Pens
- Internet
- Transportation

1.5.3 Financial

Auto financial

1.5.4 Physical

Escuela Oficial de Párvulos No.5 República de Haití. Guatemala City, Guatemala.

1.6 Techniques

- Observation
- Documentary research
- Interview
- Surveys

1.7 Timetable

Timetable (Gantt Chart)													
		Year 2016											
No.	Activity	May				June				July			
		1	2	3	4	1	2	3	4	1	2	3	4
1.	Adviser assigned												
2.	Meeting with the adviser												
3.	Select an institution												
4.	Approval of the institution selected												
5.	Selection of methods and techniques in order to elaborate the instruments												
6.	Elaboration of instruments												
7.	Instrument's validation												
8.	Implementation of techniques												
9.	Collection of data form school												
10.	Analyzing information in order to determine lacks, problems and solutions												
11.	Prioritization of the problem that will be solved												
12.	Problem statement												
13.	State viability and feasibility												
14.	Draft of diagnosis												
15.	Adviser presentation of diagnosis												
16.	Diagnosis authorization												
17.	Proposal of a new project												

1.8 Evaluation

Evaluation will consist in observation, techniques, interviews by applying checklist in order to achieve the objectives through the activities according to Grant timetable.

CHAPTER II
THEORETICAL FRAMEWORK PLAN

2.1. Sponsored institution

2.1.1. Name

Escuela Oficial de Párvulos No.5 República de Haití. Guatemala City, Guatemala.

2.1.2. Location

Escuela Oficial de Párvulos No. 5 República de Haití is located on 21 calle 14 – 62 zona 11, Granai & Towson II. Guatemala City, Guatemala.

2.2. Objectives

2.2.1. General objectives

To define the main concepts and information related to the creation of a booklet and a didactic material kit for an English Course for Spanish teachers and students.

2.2.2. Specific objectives

- To select the main concepts and ideas about topics related with the teaching methodology and a didactic material kit for English.
- To select the needed resources to develop the theoretical framework.
- To analyze the information to build up the theoretical framework.
- To acquire the knowledge basis about the theory of the research.
- To create the theoretical framework of the research.

2.3. Justification

In order to have a view about the product of the research it is needed to research concepts and definitions in which it is based, at the same time needs to be formal, efficiently and accurate.

It will be used as a support to know the meaning and basic concepts which are involved in the teaching learning process and the creation of didactic material.

2.4. Activities

- Create an outline of the different topics which will make up the theoretical framework.
- Research the topics.
- Select the different data sources that will be useful and efficient for creating the theoretical framework.
- Discriminate and analyze the collected data.
- Create the first draft of the theoretical framework.
- Revision of the first draft from the theoretical framework.
- Execute and present the corrections to the adviser.
- Final revision from the theoretical framework.
- Presentation of Theoretical framework.

2.5. Resources

2.5.1. Human Resources

- PSP student Martha Lucia Rios Calderón from Licenciatura en Lingüística del Idioma Inglés
- Adviser M.A. Ester Tezahuic

2.5.2. Economical Resources

- All expenses of the action research are sponsored by student Martha Lucía Rios Calderón of Licenciatura en Lingüística del Idioma Inglés.

2.5.3. Material Resources

- Internet
- Computers
- Paper
- Printer
- Books
- Dictionaries

2.5.4. Institutional Resources

Escuela Oficial de Párvulos No.5 República de Haití. Guatemala City, Guatemala.

2.6. Timetable

Timetable (Gantt Chart)									
		Year 2018							
No.	Activity	**August**				**September**			
		1	2	3	4	1	2	3	4
1.	Divided topics								
2.	Create an outline of the different topics which will make up the theoretical framework								
3.	Research the topics								
4.	Selected the different data sources that will be useful and efficient for creating the theoretical framework								
5.	Discriminate and analyze the collected date								
6.	Revision of the first draft from the theoretical framework								
7.	Execute and present the corrections to the adviser								
8.	Final revision from the theoretical framework								
9.	Presentation of the theoretical framework								

2.7. Evaluation

Evaluation of theoretical framework will be in charge of the adviser M.A. Ester Tezahuic by applying checklist in order to achieve the objectives through the activities according to the timetable.

CHAPTER III
PROJECT PROFILE PLAN

3.1. General aspects of the project

3.1.1. Name of the institution

Escuela Oficial de Párvulos No.5, República de Haití, Guatemala City, Guatemala.

3.1.2. Location

21 calle 14 – 62 zona 11, Granai & Towson II. Guatemala City, Guatemala.

3.1.3. Project

Booklet of Basic English for Kinder students with a didactic material kit to be used with it.

3.2. Objectives

3.2.1. General Objective

To create a Booklet of Basic English for students from Kindergarten level and a didactic material kit for teachers at Escuela Oficial de Párvulos No.5, República de Haití, Guatemala City, Guatemala.

3.2.2. Specific objectives

a. To design a booklet of Basic English for kindergarten students.
b. To create a kit for didactic material with tools and plans to be used according to the planning.
c. To develop a workshop for Spanish teachers of kindergarten Level with instructions and guidelines that enable them to use the didactic material, according to the booklet.

3.3. Justification

Due to the demand of this new era, in which English is the universal language, involving English in schools is needed. This Booklet of Basic English and a didactic material kit for teachers and students from Kinder level will provide to the Spanish teachers the necessary material to involve students in the English field.

3.4. Resources

3.4.1. Human resources

1. Principal of the school Ana Rosa Godinez Rojas de Grajeda
2. Kindergarten teachers
3. PSP Student Martha Lucia Ríos Calderón from Licenciatura en Lingüística del Idioma Inglés.

3.4.2. Material Sources

- Computer
- Internet
- Sheets of paper
- Printer

3.5. Timetable

Timetable (Gantt Chart)													
		Year 2019											
No.	Activity	April				May				June			
		1	2	3	4	1	2	3	4	1	2	3	4
1.	Research of concepts, definitions of kindergarten level												
2.	Dosage of all topics in units and time for the class periods												
3.	Elaboration for the design of the plan and material that would be included in the booklet of basic English and didactic material												
4.	Distribution of all the topics for the lesson plans												
5.	Planning of the English class lessons												
6.	Revision of plans and material												
7.	Draft of the English booklet												
8.	Revision of the document												
9.	Corrections of the document												
10.	Final revision of the product and final approval from adviser												
11.	Printing material												
12.	Plan for the deliverance of the booklet												
13.	Deliverance of booklet in the sponsored institution												
14.	Delivering the final product to authorities												

3.6. Budget

Description	Cost per unit	Total cost
Printed documents	Q. 65.50	Q. 393.00
Laminated machine	Q. 1.500	Q. 1,500
Laminated paper	Q. 30.00	Q. 90.00
Usb	Q. 75.00	Q. 75.00
Cd burning	Q. 10.00	Q. 30.00
Ink	Q. 80.00	Q. 320.00
Paper for invitations	Q. 2.00	Q. 10.00
Printed invitations	Q. 1.50	Q. 7.50
Envelopes for invitations	Q. 1.50	Q. 7.50
Bind of booklets	Q.10.00	Q. 120.00
Awards	Q. 125.00	Q. 125.00
Coffee break	Q. 12.00	Q. 200.00
Decorative items	Q. 500.00	Q.500.00
Total		Q. 3,378.00

3.7. Evaluation

Evaluation of project profile will be evaluated by means of a checklist in order to achieve the objectives through the activities according to the timetable.

CONTINUITY PLAN

1.1 Identification

1.1.1 Sponsored School

Escuela Oficial de Párvulos No.5 República de Haití.

1.1.2 Location

21 calle 14 – 62 zona 11, Granai & Towson II. Guatemala City, Guatemala.

1.2 Project

Booklet of Basic English for kindergarten students with a didactic material kit to be used with it.

2.1 Contribution of the product

The most significant contribution of the creation of the Booklet of Basic English for kindergarten students with a didactic material kit to be used with it, is that students have the chance to acquire basic vocabulary in the English language and start to have knowledge in this language considered as one of the most spoken around the world, as it is stated on the book teaching English as foreign language “Of the 4,000 to 5,000 living languages, English is by far the most widely used.” (Brumfit, 2003) .

The elaboration of this booklet which is composed by four units, 87 flashcards, 36 lesson plans, 57 worksheets with handcrafts and a series of videos and songs contained in a USB flash drive which contributes to the exposure of the students to EFL development, this action will be very helpful as Douglas Brown exposes in his book teaching by principles “Popular tradition would have you believe that children are effortless second language learners and far superior to adult in their eventual success” (Brown, 2020, pág. 87).

The content of the booklet supports the development and improvement of the English learning since it was carefully designed and planned in order to be practical to use and easy to be carried out for any teacher who is not specialized in the English language.

3.1 Project implementation process

3.1.1 Methodology

In order to take the decision to create a booklet of Basic English was based on a diagnosis performed in the school. It showed that one of the greatest lack was the absence of English class in the CNB for kindergarten students.

After a careful analysis of the contents and guidelines of the CNB for kindergarten, the content of the booklet of basic English and the dosage of the topics were stated.

The Translation Method was used in order to design the booklet since teachers do not speak the target language.

3.1.2 Techniques

The techniques used in the implementation of the project were various, the first one is the documentary analysis, it was used to determine the content of the booklet. Another one was the observation; it was used to evaluate in the model class that was taught during the development of one of the workshops, the effectiveness of the booklet and the didactic kit, finally survey was used for the teachers, in order to evaluate the efficiency of the project.

3.1.3 Innovation

The innovation of the booklet of Basic English and a didactic material kit supplies the need of the students to be exposed to English language at an early age, as Jeremy Harper says in his book how to teach English “Language acquisition seems to be almost guaranteed for children up to about the age of six. They seem to be able to learn languages with incredible facility.” (Harmer, How to teach English, 2007, pág. 46).

Another innovative aspect is that with the booklet of Basic English and the didactic material kit to be used with it, the students of kindergarten will have their five senses stimulated since all the lessons have different activities which contribute to develop and acquire the knowledge of the new language.

The creation of this booklet has a great impact in the public sector since this is the first didactic material for teaching English in kindergarten level and this not only benefits the sponsored school but this material can be reproduced and taught for other educational institutions.

Another innovative aspect is that this booklet of Basic English and the didactic material kit to be used with it, is an instrument with which students and teachers may start loving the English language.

Finally, the methodology used in the design of the booklet is not based on the traditional one but it uses technology which helps students to be engaged and learn the language better.

3.1.4 Success and learned lessons

The implementation of the project made awareness that there was a lack in the public education field to update the CNB curriculum in kindergarten level in order to add the EFL class since this exposure is very important at this age.

The greatest accomplishment with this product is that it allowed the teachers to be able to apply the content of the booklet by performing model classes during the training workshops and to put into practice all the activities planned in the workshops.

The creation of the Booklet of Basic English for kindergarten students with a didactic material kit to be used with it, accomplished the needs of the students and teachers of the school consequently they get motivated and enthusiastic about to use of the booklet and the didactic material and even if this implies that they are going to teach an extra class.

Throughout the development of this project, another major accomplishment was that PSP student was able to share the acquired knowledge through the career to sow the seed of love for the English language and specially to help with the development of others.

4.1 Justification

A continuity plan is necessary to maintain the project development and to reduce the risks that could affect its process. The planning of future activities that involve the continued use of the Booklet of basic English for kindergarten students and the didactic material kit to be used with it means the stability of the project. This plan will be useful to provide the activities to achieve the objectives and goals stated in the project.

5.1 Objectives

5.1.1 General objective

To motivate Spanish teachers to be able to teach the English lessons to students of kindergarten level.

5.1.2 Specific objectives

a) To suggest a list of activities that ensure the continuity of the project.

b) To prepare teachers to be able to use the booklet of basic English.

6.1 Goals

a) To propose six activities that will guarantee the continuity of the project.

b) To have two workshops in order to prepare teachers to be able to use the booklet of Basic English.

7.1 Suggested activities

a) That Sección de Idiomas considers to open a new career of PEM in English for Preschool and Elementary level.

b) That request Sección de Idiomas to send teachers in training from PEM in English to teach Spanish teachers the English language.

c) That the school teachers attend to the TTS congress of the Universidad de San Carlos de Guatemala, Sección de Idiomas.

d) That ask Mini muni gives scholarships to teachers to be specialized in English.

e) That school teachers use Duolingo application to acquire English vocabulary.

f) That school teachers browse educational webpages to acquire English knowledge.

8.1 Timetable

Activity	Year 2020												Year 2021											
	Months												Months											
	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D
1. That Sección de Idiomas considers to open a new career of PEM in English for Preschool and Elementary level																								
2. That request Sección de Idiomas to send teachers in training from PEM in English to teach Spanish teachers the English language																								
3. That the school teachers attend to the TTS																								

congress of the Universidad de San Carlos de Guatemala, Sección de Idiomas																							
4. That Ask Minimuni gives scholarship to teachers to be specialized in English																							
5. That school teachers use Duolingo application to acquire English vocabulary																							
6. That school teachers browse educational webpages to acquire English knowledge																							

9.1 Resources

9.1.1 Human Resources

- Principal of the school Ana Rosa Godinez Rojas de Grajeda.
- Teachers of the sponsored school.
- PSP Student Martha Lucia Rios Calderón.

9.1.2 Material Resources

- One Computer
- Internet connection
- 50 Paper sheets
- One kit of ink
- One printer machine

9.1.3 Institutional Resources

Facilities of Escuela Oficial de Párvulos No.5 República de Haiti.

10.1 Techniques

1. Documentary analysis: this technique was used to analyze the different information about techniques, methods related to the English field.

2. Survey: this was used to gather information about the effectiveness of the usage of the Booklet of Basic English for kindergarten level.

3. Observation: this was used to observe the school teachers when they developed the model class of the English project and evaluated the effectiveness of the booklet.

11.1 Budget

The Budget is the economical source needed in order to continue the project. The following description shows the relevant materials to be used and approximately budget for one year.

No.	DESCRIPTION	QUANTITY	COST PER UNIT Q.	TOTAL Q.
1.	Letter via email to consider opening a new career of PEM in English for Preschool and Elementary level and to request Facultad de Humanidades, Sección de Idiomas to send training teachers to the school.	2	0.00	0.00
2	Letter via email to Mini Muni to give scholarships to teachers.	1	0.0	0.00
3.	Attend to TTS congress of Universidad de San Carlos de Guatemala, Sección de Idiomas.	2	0.0	0.00
4.	Contract an internet service to use Duolingo and browse educational web pages.	1	189.00	189.00
5.	Total			189.00

12.1 Evaluation

The evaluation was in charge of the principal of the school Escuela Oficial de Párvulos No.5 República de Haiti and teachers of kindergarten level. They decided which of the activities stated in the continuity plan they want to carry out and how to approach them. A checklist was used to determine the effectiveness of the activities proposed.

13.1 Long term indicators of the project

a) That the school accomplished the six activities suggested for the continuity plan.

b) That number of teachers that participated in the TTS congress increased every year.

c) That number of students that learned Basic English grows every year.

CHAPTER IV
PROJECT IMPLEMENTATION PLAN

4.1 Sponsored school

4.1.1 Identification

Escuela Oficial de Párvulos No.5 República de Haití.

4.1.2 Location

21 calle 14 – 62 zona 11, Granai & Towson II. Guatemala City, Guatemala.

4.2 Objective

4.2.1 General Objective

To create a booklet of basic English, a didactic material kit to be used with it, a series of English guides and resources for teaching English lessons to the kindergarten students at Escuela Oficial de Párvulos No.5 República de Haití.

4.2.2 Specific Objectives

- To motivate Spanish teachers to develop English class with the Booklet of Basic English for kindergarten students with a didactic material kit to be used with it.
- To teach the teachers the techniques and methods used in the Booklet of Basic English.
- To deliver to the school the final version of the Booklet of Basic English, a didactic material kit, a series of English guides and audiovisual material.
- To provide a plan with objectives, activities, techniques and evaluation tools and other aspects for the continuity of this project.
- To create a continuity plan for the sponsored school to continue with the project.

4.3 Justification

One of the reasons why this booklet of Basic English for kindergarten students with a didactic material kit to be used with it was designed, was because students have the chance to acquire basic vocabulary in English language and also teachers need the appropriate didactic resources to develop the English class.

4.4 Recourses

4.4.1 Human resources

Ana Rosa Godínez Rojas de Grajeda principal of the school.

Three teachers from kindergarten level.

Martha Lucia Ríos Calderón PSP student from Licenciatura en Lingüística del Idioma Inglés.

4.4.2 Material resources

- 57 worksheets
- 36 lesson plans
- 87 flashcards
- 1 computer
- 500 paper sheets
- 1 printer
- 1 set of ink

4.4.3 Institutional resources

Facilities of Escuela Oficial de Párvulos No.5 República de Haití. Guatemala City, Guatemala.

4.5 Timetable

Timetable (Gantt Chart)									
		Year 2019				Year 2020			
No.	Activities	October				January			
1.	To plan two training workshops to explain the Spanish teachers how to use the booklet.								
2.	To review and correct the workshop presentations.								
3.	To set up a meeting with the principal of the school to carry out the workshops.								
4.	To print the Booklet of Basic English for kindergarten students with a didactic material kit to be used with it.								
5.	To present the workshops at Escuela Oficial de Párvulos No.5 República de Haití.								
6.	To deliver the Booklet of Basic English for kindergarten students with a didactic material kit to be used with it.								
7.	To deliver the continuity plan.								

4.6 Evaluation

Evaluation Project implementation plan will be evaluated by means of a checklist in order to achieve the objectives though the activities according to the timetable.

CHAPTER V
PROJECT EVALUATION PLAN

5.1 General information

5.1.1 Sponsoring institution

Martha Lucia Rios Calderón PSP student from the career of Licenciatura en Lingüística Del Idioma Inglés.

5.1.2 Location

21 calle 14 – 62 zona 11, Granai & Towson II. Guatemala City, Guatemala.

5.2 Objectives

5.2.1 General objective

To evaluate the efficiency, effectiveness and invested time and resources of the planned activities to complete the chapter.

5.2.2 Specific objective

a) To analyze the process of the project through its results in each chapter.

b) To determine weakness and strengths on each step of the project.

c) To evaluate whether the objectives described in each chapter were achieved at the end of the process.

5.3 Justification

Due to the importance of this project, it is necessary to evaluate each of the chapters in order to identify the different strengths and weaknesses during the process of the research.

5.4 Activities

- To create instruments for the evaluation of each chapter.
- To gather the results of each chapter.
- To do the comparison of the established and performed objectives and activities.
- To elaborate recommendations according to the evaluation analysis results.
- To receive the approval of the evaluator.

5.5 Resources

5.5.1 Human resources

Martha Lucia Rios Calderón PSP student from Licenciatura en Lingüistica Del Idioma Inglés.

5.5.2 Physical

Escuela Oficial de Párvulos No.5 República de Haití, Guatemala City, Guatemala.

5.5.3 Material resources

- 500 paper sheets.
- 1 set of ink
- 5 checklist

5.5.4 Technological resources

- 1 computer
- 1 printer

5.5.5 Financial

The action research is sponsored by Martha Lucia Rios Calderón PSP student from the career of Licenciatura en Lingüística Del Idioma Inglés.

5.6 Timetable

Timetable (Gantt Chart)									
		Year 2020							
No.	Activity	March				April			
		1	2	3	4	1	2	3	4
1.	Creating instruments to evaluate each chapter.								
2.	Gathering results of each chapter.								
3.	Comparison of the established and performed objectives and activities.								
4.	Elaboration of recommendation according to the evaluation analysis results.								
5.	Approval of the evaluator								

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Licenciatura en Lingüística del Idioma Inglés

INTERVIEW

Instructions: please answer the following questions in a brief and clear way.

Name: _____ Position: _____

1. Do you know where the Escuela Oficial de Párvulos No.5 República de Haití is located?

_____

2. Does Escuela Oficial de Párvulos No.5 República de Haití has geographical area plans and format information available in order to make research?

_____

3. Does Escuela Oficial de Párvulos No.5 República de Haití have history background?

_____

4. How many classrooms does the institution have?

_____

5. Does the institution have a multi-purpose room?

_____

6. In your opinion, what would be an urgent need to be solved for the operation of the institution?

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INTERVIEW

Instructions: please answer the following questions in a brief and clear way.

Name: _____ Position: _____

1. Do you think that English is important to be taught?

_____

2. Do you think that it is important that children learn English?

_____

3. Do you think that children learn easily when they are exposed to any language at this age?

_____

4. Do you think that children will learn English easily?

_____

5. Do you think that the methodology of songs, games and videos are useful for teaching English in pre-school level?

_____

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INTERVIEW

Instructions: please answer the following questions in a brief and clear way.

Name: _____ Position: _____

1. What percentage of the financing provided by the Ministerio de Educación receives the Escuela Oficial de Párvulos No.5 República de Haití?

_____

2. Are there any extra contributions from some private institutions that directly benefit Escuela Oficial de Párvulos No.5 República de Haití?

yes_____ No_____

3. Does the Escuela Oficial de Párvulos No.5 República de Haití have the necessary budget to cover wages, materials and supplies, repair and construction, maintenance and general services such as electricity, water, telephone, etc.?

Yes_____ NO _____

4. Does the Escuela Oficial de Párvulos No.5 República de Haití have account statements and availability of funds?

Yes _____ No_____

5. Does the institution have management accounting books?

6. Does Escuela Oficial de Párvulos No.5 República de Haití have internal and external auditing and management of accounting books?

Yes_____ No_____

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INTERVIEW

Name: _____ Position: _____

Instructions: please answer the following questions in a brief and clear way.

1. How many people work at Escuela Oficial de Párvulos No.5 República de Haití?

_____

2. What is the academic degree that a teacher in Escuela Oficial de Párvulos No.5 República de Haití should have?

_____

3. Do you have an attendance record for each teacher?

_____

4. How many students does Escuela Oficial de Párvulos No.5 República de Haití have?

_____

5. What is the percentage of people who joined or removed annually?

_____

6. How many people work in the service area?

_____

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INTERVIEW

Instructions: please answer the following questions in a brief and clear way.

Name: _____ Position: _____

1. What administrative plans do you have and in which terms do you have it?

---

2. Are the plans base on:

--- The serving level
--- The covering areas
--- Special programs
--- Co-curricular activities
--- Type of services

3. Does the institutional schedule is flexible, rigid or varied or does it adapt to the students' needs?

_____

4. Are the teachers trained about the subject they teach?

_____

5. How do you assess teachers?

_____

6. What is the methodology used by that teachers?

_____

7. What type of techniques are used by the teachers?

_____

8. Do the teachers have booklets or manuals for specific courses?

_____

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INTERVIEW

Instructions: please answer the following questions in a brief and clear way.

Name: _____ Position: _____

1. What type of plans do you have?

_____

2. Does the institution have organizational structure?

_____

3. What administrative functions manuals or booklets do you have?

_____

4. How often are the internal administrative or management reports updated?

_____

5. What type of administrative communication do you have?

_____

6. How often do you have re-programing meetings?

_____

7. Which are the control standards that the institution counts with?

_____

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CHECK LIST

Instructions: Mark with a X if there is or not evidence of the elements below

No.	Aspects	Yes	No	No evidence
1	There is a website for Escuela Oficial de Párvulos No.5 República de Haití			
2	Promote activities through website			
3.	Social activities			
4.	Academic activities			
5.	Co-curricular activities			
6.	Training Sessions			
7.	Academic tutoring for students			

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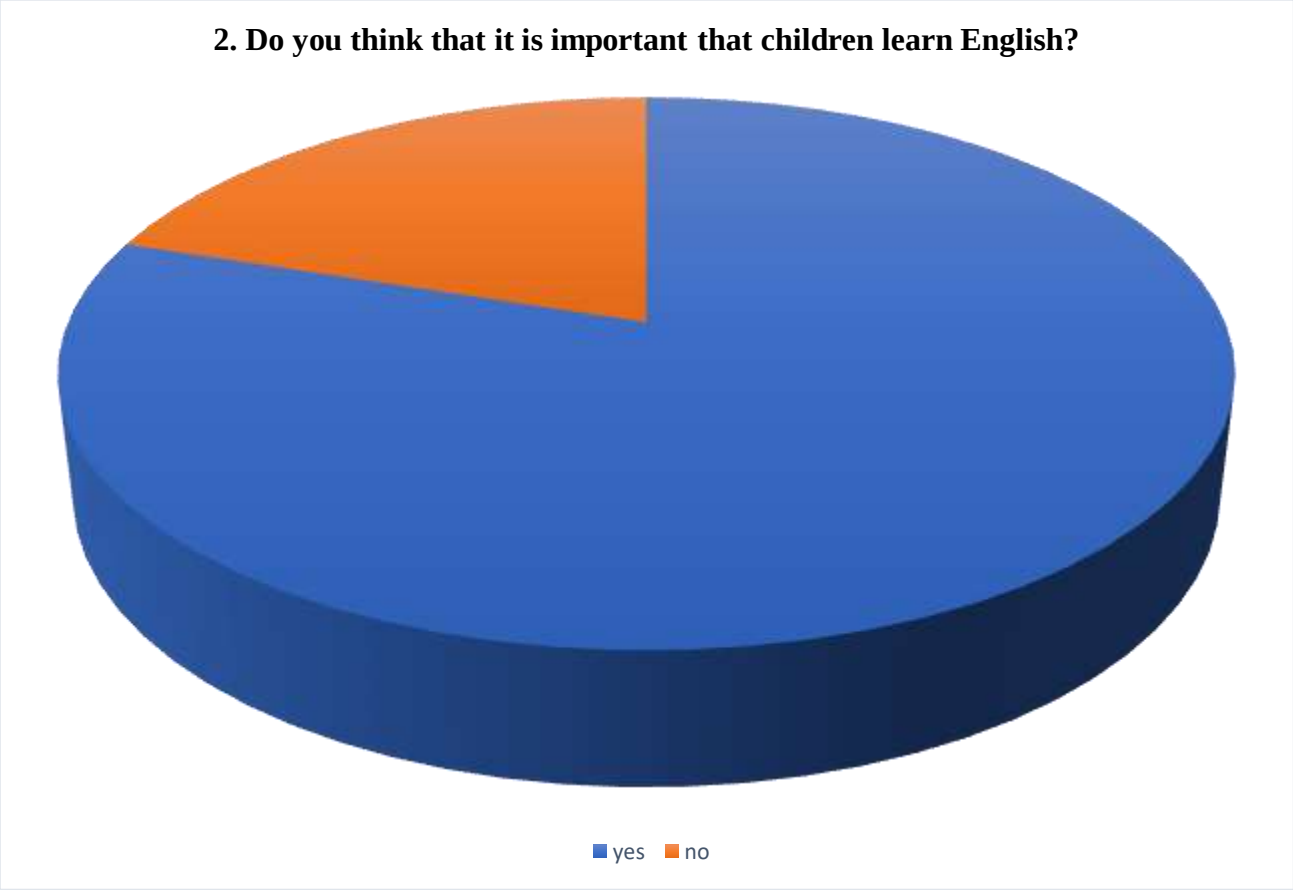
CHECKLIST

Instructions: Mark with a X if there is or not evidence of the elements below.

No.	Aspects	Si	No	No evidence
1	Escuela Oficial de Párvulos No.5 República de Haití is based on philosophical principles			
2	Mission and vision			
3.	Institutional policies have congruency.			
4.	Organized Internal regulations and functions.			

Graphic number 1

Graphic number 2



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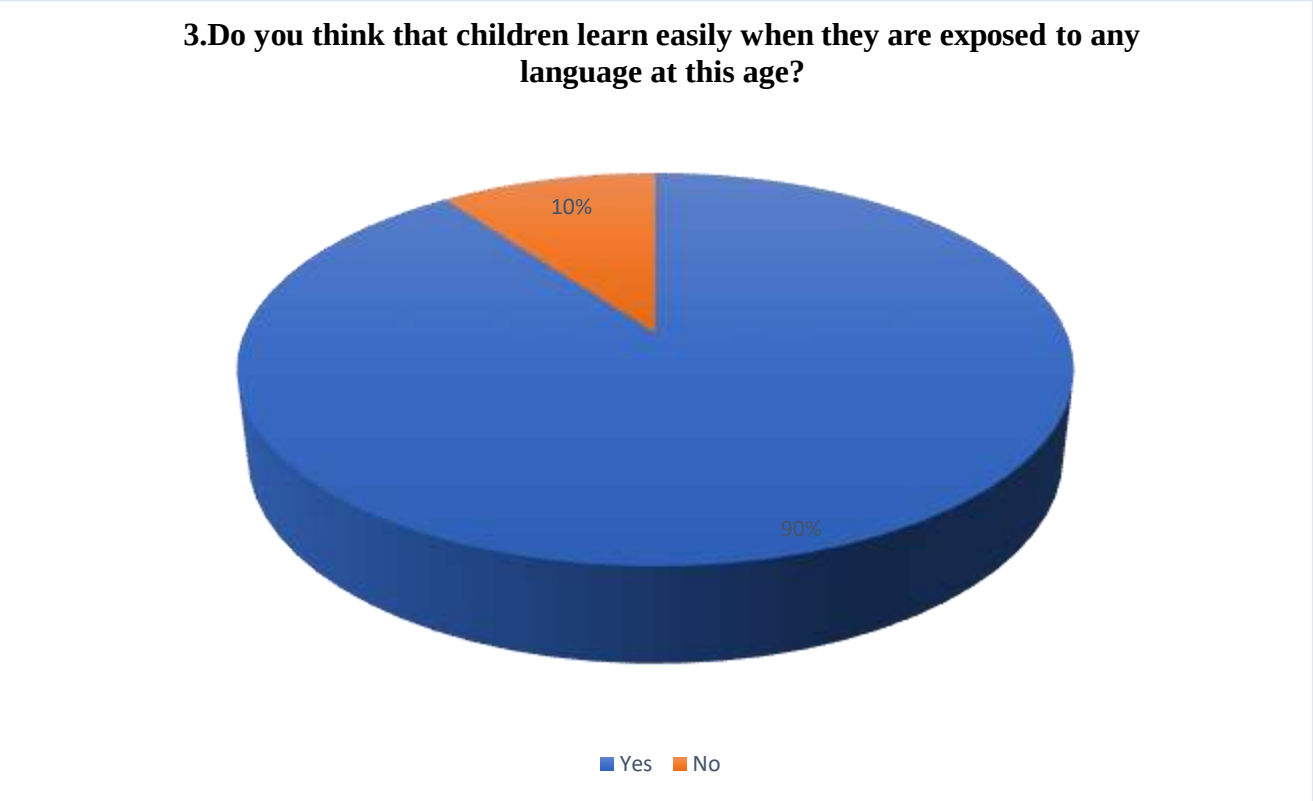

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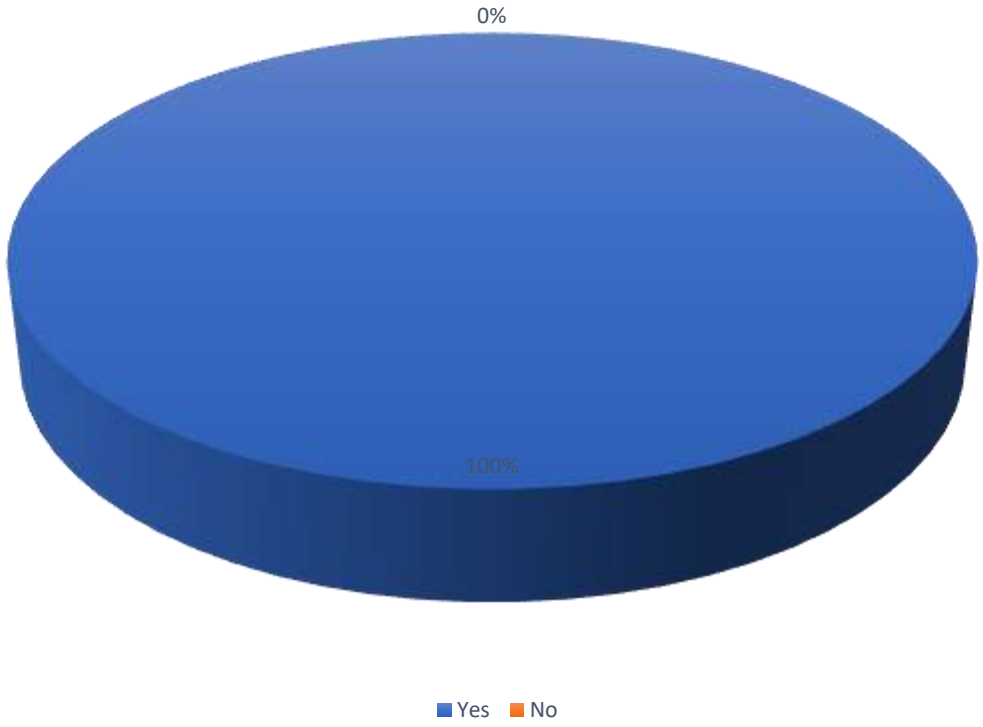
Graphic number 4

Graphic number 5

5.Do you think that the metodology of songs, games and videos are useful for teaching English in pre-school level?



Universidad de San Carlos de Guatemala
Facultad de Humanidades
Sección de Idiomas
Licenciatura en Lingüística del Idioma Inglés

Matrix of prioritization of problems

OPTIONS		**1**		**2**
Indicators to perform the analysis of each area	**YES**	**NO**	**YES**	**NO**
FINANCING				
1. Does it have enough economical resources?	X		X	
2. Does it count with external aid?		X		x
3. Will it count with its own budget?	x		x	
4. Does it count with extra money for unforeseen issues?	x			x
5. Is there the possibility of credit for the project?		X		x
6. Were taxes taken into account onto the budget?		X		X
LEGAL				
7. Does the project count with legal authorization?	x		x	
8. Does the project count with the legal representation?		x		x
9. Do laws and norms empower the execution of the project?	x		X	
TECHNICAL				
10. Were assessments designed for the execution of the project?	x		x	
11. Was well defined the scope of the project?	x			x
12. Does the project count with all the resources to be completed?	x		x	
13. Do all the specifications were met?	x			x
14. Is the time programmed enough?	x		X	
15. Were all the goals well defined?	x			x
16. Do activities respond to the project objectives?	x		X	
17. Does the project count with the multi-sectorial opinions?	x		X	

OPTIONS	1		2	
18. Does the project count with the appropriate technology?	x			X
19. Was a plan done to execute the project?	x			x
MARKETING				
20. Does the project count with the population?	x		X	
21. Does the project satisfy the needs of the population?	x		X	
22. Can the project's results be applied in another institution?	x		x	
23. Does the project count with distribution channels?	x		X	
24. Is the project accessible to the public in general?	x			X
25. Do similar projects exist in Guatemala?	x		x	
26. Does the project count with prepared personnel to execute it?	x		X	
27. Does it count with plenty of coverage to promote it?	x		X	
CULTURAL				
28. Is the project designed according to the linguist aspect of the region?	x		X	
29. Does the project interfere with the cultural traditions of the population?		x		x
30. Does the project respond to the cultural expectations of the region?	x		X	
31. Is the focus of the project to a specific ethnic?		x		x
32. Does the project promote equity of gender?	x		X	
SOCIAL				
33. Does the project generate conflicts among social groups?		x		x
34. Does the project benefit the majority of the population?	x		x	
35. Does the project promote the participation of all the population?	x		x	
36. Does the project take into account all people no matter of educational level?	x		x	
37. Is the project focused on a specific sector of the population?	x		x	
ECONOMIC				
38. Has the cost of the project been established?	x			X
39. Does a budget exist for the project?	x			X

OPTIONS	1		2	
40. Is it rentable?	x		X	
41. Has economical inflation been taken into account?	x		X	
42. Does the project count with the economical capacity for its execution in a greater scale?	x			X
TOTAL	**35**	**7**	**25**	**17**

DESCRIPTION OF THE BENEFICIARY INSTITUTION ACCORDING TO THE CONTEXTUAL AND INSTITUTIONAL ANALYSIS GUIDE

1.1 Community Sector

1.1.1 Geography

The Republic of Guatemala has an area of 108,889 km². It borders with Mexico, El Salvador, Honduras and Belize, as well as with the Caribbean and the Pacific Ocean. Guatemala is a country with a great bio-diversity in a small territory, with geo-morphological and climatic areas which vary markedly, with regions of considerable agro-ecological richness. Two thirds of the country is mountainous, and 34 per cent is covered by woodland. The average temperature is between 18 and 22º C. Guatemala is located in the Central-American Isthmus, a region with a high level of risk from natural phenomena, as well as being extremely vulnerable due to the poverty of the majority of the population. Guatemala is divided into 8 Regions, 22 Departments and 331 Municipalities. Guatemala City is located in the Metropolitan Region.

The country has a population of 11.3 million. There are 2.5 million inhabitants in the Metropolitan Region – 20 percent of the total. National population density is 104 inhabitants/km2, climbing to 1,213 inhabitants/km2 in the Metropolitan Region. In the second half of the 1990s, the population grew at a rate of 2.7 per cent, much higher than the average for Latin America and the Caribbean. (Cerezo, 2000)

1.1.2 Historical Background

Guatemala City was founded in 1776 to replace Antigua Guatemala, which had been virtually destroyed by an earthquake in 1773, as the capital of the captaincy general of Guatemala. After independence from Spain, it was declared in 1821, Guatemala City served successively as the capital of the province of Central America under the Mexican Empire of Agustín de Iturbide (1822–23), the Central American Federation (1823–33), the state; and, Finally, the independent Republic of Guatemala, distrust of the city in other areas of Central

America and the prevalence of open fighting in the city's streets and public buildings was a factor in the demise of the federation and in the failure of subsequent attempts to revive it. When Quetzaltenango, which had become the capital of Guatemala in all but name, was destroyed by an earthquake in 1902, many of the leading families moved to Guatemala City.

The modern city was largely rebuilt after the disastrous earthquakes of 1917–18, which shook the city intermittently for six weeks. The characteristic appearance created by low, massive structures has been modified somewhat by the erection of steel and concrete multistoried hotels and office and apartment buildings of modern design. Elegant residential districts have grown up on the borders of the old city, particularly toward the south, and low-cost housing units have been constructed in various parts of the urban area. (Britannica, 2016)

1.1.3 Policies

1.1.3.1 Historical background of Political Constitution of the Republic of Guatemala

The Political Constitution of the Republic of Guatemala is the supreme regulation that governs the country, it is known as the Magna Carta, the Constitution regulates the rights and obligations of citizens, the integration of the state and the agreements that must be protected to all citizens within the territory of Guatemala. As time goes by, Guatemala has had a series of Constitutions that are adapted to the socio-political situation that the country is living, then a brief history of the Constitutions that have prevailed in Guatemala.

1.1.3.2 Bayona constitution (1808)

The first constitution that governed Guatemalan territory was the Constitution of Bayonne, established in 1808 by José Bonaparte, brother of Napoleón Bonaparte; he, governed Spain and all countries that belonged to the Spanish colony. At that time, Guatemala was called General Captaincy of Guatemala, the constitution had 146 articles which regulated certain individual rights, such as the inviolability of housing and the limitations of the freedom right, and legal detention. (Digesto constitucional, 2001, pág. 9).

1.1.3.3 Constitution of Cadíz (1812)

It was called the Political Constitution of the Spanish Monarchy; it was the first antecedent of a constitution for Guatemala. This project had 112 articles, additionally, a declaration of rights that were presented to the court of Cádiz, and it was promulgated on March 19, 1812. One of the most important factors that regulated this Constitution was the process of creating a law. (Digesto constitucional, 2001, pág. 33).

1.1.3.4 Constitutional bases (1823)

The constitutional bases were the first step for the creation of the first Constitution of Guatemala, since these bases were given after the independence of Spain in 1821. Even though at that time, part of the population wanted to create the federation of Central American countries. It was issued by means of a National Constituent Assembly on December 17, 1823 and it was approved on December 27 of the same year. In the Constitution of 1823, they established the Federated States of Central America. (Digesto constitucional, 2001, pág. 99).

1.1.3.5 Constitution of the Federal Republic of Central America (1824)

Almost a year after the constitutional bases, on November 22, 1824, the National Constituent Assembly approved the new Constitution of the Federal Republic of Central America. In this constitution, it was established the republican, representative and federal system, being the popular choice the cornerstone of this system. Likewise, the division of powers was established and freedom of worship was allowed again. (Digesto constitucional, 2001, pág. 109).

1.1.3.6 Constitution of the State of Guatemala (1825)

The State of Guatemala, by means of a State Assembly, was reunited on September 15, 1824 in Antigua Guatemala, and in order to complement the constitution of the Federal Republic of Central America, promulgated its own constitution which was approved on October 11, 1825. In this Magna Carta, Guatemala was recognized as a sovereign, independent and free country, despite being united to the other countries by the Federation. Among the fundamental rights that were recognized in this constitution, were, freedom of thought, freedom of action, right of petition, among others. (Digesto constitucional, 2001, pág. 143).

1.1.3.7 Constitutive Act of the Republic of Guatemala (1851)

This document was the first one created after the dissolution of the Central American Federation, such was the case that the dissolution was ratified in the aforementioned document. This act entered into force on October 19, 1851. A government ruled by a president was established, with a validity of 4 years and the possibility of re-election. (Digesto constitucional, 2001, pág. 231).

1.1.3.8 Constitutive Law of the Republic of Guatemala (1879)

After the Constitutive Act of the Republic of Guatemala was almost 20 years in force, the Constitutive Law of the Republic of Guatemala, was decreed on December 11, 1879. This Constituent Law had as its antecedent the revolution led by Justo Rufino Barrios. This Constitution had as its main elements that it was secular, concise and it had the right to personal exhibition. For the first time, the Constitution used the term guarantees to refer to the freedom of industry, freedom of speech, property and other inherent rights of Guatemalans. This constitution experienced several modifications and reforms, among which the period of 4 years to be President was introduced. (Digesto constitucional, 2001, pág. 245).

1.1.3.9 Constitution of the Federal Republic of Central America (1921)

As background of this Constitution, there was the failed attempt to recover the Central American Federation. The constitution never came into effect, despite it had been decreed, on September 9, 1921, by the representatives of Guatemala, Honduras, and El Salvador. Specifically, in the years 1927, 1935 and 1941 there were several reforms, among which, the idea of extending the presidential period was included. (Digesto constitucional, 2001, pág. 307).

1.1.3.10 Constitution of the Republic of Guatemala (1945)

In Guatemala, October 20, 1944 is a very important date because it is known as the day of the revolution, since this day General Jorge Ubico was overthrown. After this overthrow, on March 11, 1945, the New Constitution of the Republic of Guatemala was decreed, which had three important characteristics. The first characteristic was that public officials should be honest, the second one was that education should be improved through literacy and the third was that the correctional system should be improved. In this constitution, labor focus was emphasized, especially the fact that workdays were set, the minimum wage, the right to strike, the regulation of women's work, among others. (Digesto constitucional, 2001, pág. 447).

1.1.3.11 Constitution of the Republic of Guatemala (1956)

The constitution lasted 11 years, because on February 2, 1956, Carlos Castillo Armas as President of the Republic, decreed a new constitution. This constitution was influenced by two ratified agreements, in 1948, by Guatemala, the American Declaration of Rights and Duties of Man and Universal Declaration of Human Rights. Among the most important elements of the constitution of 1956 was the recognition of the legal entity of the church, the improvement of the legal regime of private universities and the processes of expropriation of the land are limited. (Digesto constitucional, 2001, pág. 507).

1.1.3.12 Constitution of the Republic of Guatemala (1965)

Manuel Ydígoras Fuentes was overthrown on March 31, 1963, by the Defense Minister. Coronel Enrique Peralta Azurdia. By virtue of this coup d'état, on September 15, 1965, the new Political Constitution of the Republic of Guatemala was decreed and approved, which entered into force on May 5, 1966. This magna carta contained 282 articles, among which standed out the creation of the Vice President position of the Republic, established again the presidential period of 4 years and not to be able to be re-elected which it is in force nowadays. (Digesto constitucional, 2001, pág. 573).

1.1.3.13 Constitution of the Republic of Guatemala (1985)

The constitution that currently rules Guatemala, has its origins in a coup d'état, held on March 23, 1982, in which a military meeting of government, led by General Efrain Rios Montt, Horacio Maldonado Schaad and Coronel Francisco Luis Gordillo Martinez, who overthrew the president, Fernando Romeo Lucas García. It was promulgated on May 31, 1986 and entered into force on January 14, 1986. This constitution is divided into 2 parts, the first one is the dogmatic part that regulates individual and social rights and the second one is the organic part that regulates the State of Guatemala with its divisions of powers and international relations. (Digesto constitucional, 2001, pág. 659).

Escuela Oficial de Párvulos No.5 República de Haití is covered by laws established on the Constitución Política de Guatemala.

SECCIÓN CUARTA
EDUCACIÓN

Artículo 71.- Derecho a la educación. Se garantiza la libertad de enseñanza y de criterio docente. Es obligación del Estado proporcionar y facilitar educación a sus habitantes sin discriminación alguna. Se declara de utilidad y necesidad pública la fundación y mantenimiento de centros educativos culturales y museos.

Artículo 72.- Fines de la educación. La educación tiene como fin primordial el desarrollo integral de la persona humana, el conocimiento de la realidad y cultura nacional y

universal. Se declara de interés nacional la educación, la instrucción, formación social y la enseñanza sistemática de la Constitución de la República y de los derechos humanos.

Artículo 73.- Libertad de educación y asistencia económica estatal. La familia es fuente de la educación y los padres tienen derecho a escoger la que ha de impartirse a sus hijos menores. El Estado podrá subvencionar a los centros educativos privados gratuitos y la ley regulará lo relativo a esta materia. Los centros educativos privados funcionarán bajo la inspección del Estado. Están obligados a llenar, por lo menos, los planes y programas oficiales de estudio. Como centros de cultura gozarán de la exención de toda clase de impuestos y arbitrios. La enseñanza religiosa es optativa en los establecimientos oficiales y podrá impartirse dentro de los horarios ordinarios, sin discriminación alguna. El Estado contribuirá al sostenimiento de la enseñanza religiosa sin discriminación alguna.

Artículo 74.- Educación obligatoria. Los habitantes tienen el derecho y la obligación de recibir la educación inicial, preprimaria, primaria y básica, dentro de los límites de edad que fije la ley. La educación impartida por el Estado es gratuita. El Estado proveerá y promoverá becas y créditos educativos. La educación científica, la tecnológica y la humanística constituyen objetivos que el Estado deberá orientar y ampliar permanentemente. El Estado promoverá la educación especial, la diversificada y la extraescolar. (Constitución Política de la República de Guatemala., 1993, págs. 28, 29)

Furthermore, Escuela Oficial de Párvulos No.5 República de Haití is covered by laws established on Ley de Educación Nacional Decreto Legislativo No. 12-91.

TITULO I

Principios y Fines de la Educación

CAPITULO I

Principios

ARTÍCULO 1º. Principios. La educación en Guatemala se fundamenta en los siguientes principios:

a) Es un derecho inherente a la persona humana y una obligación del Estado.

b) En el respeto o la dignidad de la persona humana y el cumplimiento efectivo de los Derechos

c) Humanos.

d) Tiene al educando como centro y sujeto del proceso educativo.

e) Está orientada al desarrollo y perfeccionamiento integral del ser humano a través de un proceso

f) permanente, gradual y progresivo.

g) En ser un instrumento que coadyuve a la conformación de una sociedad justa y democrática.

h) Se define y se realiza en un entorno multilingüe, multiétnico y pluricultural en función de las comunidades que la conforman.

i) Es un proceso científico, humanístico, crítico, dinámico, participativo y transformador.

CAPITULO II

Fines

ARTÍCULO 2º. Fines. Los Fines de la Educación en Guatemala son los siguientes:

a) Proporcionar una educación basada en principios humanos, científicos, técnicos, culturales y espirituales que formen integralmente al educando, lo preparen para el trabajo, la convivencia social y le permitan el acceso a otros niveles de vida.

b) Cultivar y fomentar las cualidades físicas, intelectuales, morales, espirituales y cívicas de la población, basadas en su proceso histórico y en los valores de respeto a la naturaleza y a la persona humana.

c) Fortalecer en el educando, la importancia de la familia como núcleo básico social y como primera y permanente instancia educadora.

d) Formar ciudadanos con conciencia crítica de la realidad guatemalteca en función de su proceso histórico para que asumiéndola participen activa y responsablemente en la búsqueda de soluciones económicas, sociales, políticas, humanas y justas.

e) Impulsar en el educando el conocimiento de la ciencia y la tecnología moderna como medio para preservar su entorno ecológico o modificarlo planificadamente en favor del hombre y la sociedad.

f) Promover la enseñanza sistemática de la Constitución Política de la República, el fortalecimiento de la defensa y respeto a los Derechos Humanos y a la Declaración de los Derechos del Niño.

g) Capacitar e inducir al educando para que contribuya al fortalecimiento de la auténtica democracia y la independencia económica, política y cultural de Guatemala dentro de la comunidad internacional.

h) Fomentar en el educando un completo sentido de la organización, responsabilidad, orden y cooperación, desarrollando su capacidad para superar sus intereses individuales en concordancia con el interés social.

i) Desarrollar una actitud crítica e investigativa en el educando para que pueda enfrentar con eficiencia los cambios que la sociedad le presenta.

j) Desarrollar en el educando aptitudes y actitudes favorables para actividades de carácter físico, deportivo y estético.

k) Promover en el educando actitudes responsables y comprometidas con la defensa y desarrollo del patrimonio histórico, económico, social, étnico y cultural de la Nación.

l) Promover la coeducación en todos los niveles educativos, y

m) Promover y fomentar la educación sistemática del adulto. (Ley de Educación Nacional, Decreto número 12- 91, 1991).

1.1.4 Social

Guatemala City also dominates the cultural life of the country. It is the seat of the principal faculties of the San Carlos University of Guatemala (established 1676 in Antigua Guatemala); the major institutions for artistic, commercial, vocational, and military education; the Society of Geography and History; and several important museums. Public buildings of note include the National Palace, the post office, police headquarters, the National Archives, the National Archaeological Museum (with its collection of Mayan artifacts), the National Library, and the modern cluster of buildings around the city hall. Among the major religious structures are the cathedral (1815) and the churches of San Francisco, Santo Domingo (famous throughout Central America for its Holy Week procession), and La Merced (colonial but rebuilt after 1917).

Other points of interest include the remarkable concrete relief map of the country in Minerva Park, the archaeological and historical museums, the colonial aqueduct, the central market, and Olympic City, built for the Central American Olympic Games of 1950. (Britannica, 2016).

2.1 Institution sector

Escuela Oficial de Párvulos No.5 República de Haití. Guatemala City, Departamento de Guatemala. Principal Ana Rosa Godinez Rojas de Grajeda stated the following:

2.1.1 Geographical Location

2.1.1.1 Location

Escuela Oficial de Párvulos No. 5 República de Haití is located on 21 calle 14 – 62 zona 11, Granai & Towson II. Guatemala City, Guatemala.

2.1.1.2 Access routes

Escuela oficial de Párvulos adjoins on 21 calle Granai & Towson II; Anillo Periférico y 21 calle and 14 avenida and 21 calle de la zona 11.

2.1.2 Administrative Location

2.1.2.1 Institution Type

Educational institution which provides preschool grades which are *Pre-kinder, Kinder* and *Transition.*

2.1.2.2 Region

Escuela Oficial de Párvulos No. 5 República de Haití corresponds to Metropolitan area, central region.

2.1.3 Institution's History

2.1.3.1 Background

This is an adaptation of the Spanish version of the Historical background. The background of the institution consists in a Contract which allows the institution to start the educational services. The contract reads as follows:

"On September 9th, 1941. The President of the Republic stated: the approval of the 7 clauses of the contract hold on April 28th , between the deputy secretary of Educación Publica on behalf of the government and with instructions from the secretary of the bank and

the lawyer Luis Villacorta as General Representative of Mrs. Elisa Gálvez by giving in leasing the chalet "Villa Gabriela", located on Avenida Reformita of Guatemala city, owned by the aforementioned madam, to start the institutional services, from May 1st of this year of Escuela Nacional de Párvulos "República de Haiti" or another one which will be subsequently designated, by means of the monthly rent payment of 35 Quetzales. Notified.

Secretary of the Presidency of the Republic. Registered. Educational field. Book: 5th. Page: 172. Entry: 1372. Dated on May 8th, 1941. Ana Maria Ortiga de Rios. 38 Avenida 13-89 zona 7 la Floresta. Tel: 92 01 59.

Escuela Republica de El Salvador. Fracción "J" Montserrat II zona 19. Paiz Moril. Colonia de Minerva."

After this Contract, the following events took place according to the current principal, Ana Rosa Godinez Rojas de Grajeda:

In 1976, due to the earthquake in the country, a group of teachers and the principal at that time, decided that in order to safeguard the lives of the students and teachers, it should not be occupied the campus where they were, thus a group of teachers and parents offered their homes to continue with the academic activities in a safer way.

In 1978, the school was moved to Avenida Petapa y 21 Calle zona 12. Finally, on September 7th, 1982 the school was moved to the current building.

2.1.4 Building

2.1.4.1 Building area

Escuela Oficial de Párvulos No. 5 República de Haití is located in zona 11. Guatemala City, Guatemala.

2.1.4.2 Environments and equipment

Escuela Oficial de Párvulos No. 5 República de Haití has 15 classrooms, 7 of them are in use, other 2 are used as an informal storage; there are 8 restrooms, 15 whiteboards, 50 lockers, 50 triangular tables, 60 pair tables, 48 small tables and chairs, 56 medium tables and chairs, 56 big tables and chairs.

Escuela Oficial de Párvulos No. 5 República de Haití also has a room for the library, another one for multi-purpose room both of them are not in use. The kitchen is not fully equipped; there is an office which belongs to the principal and two yards.

3.1 Financial Sector

Ana Rosa Godinez Rojas de Grajeda, principal of Escuela Oficial de Párvulos No.5 República de Haití stated the following:

3.1.1 Financial Sources

Escuela Oficial de Párvulos No. 5 República de Haití as a public institution has an established budget from Ministerio de Educación (MINEDUC).

According to Manual de transparencia y rendición de cuentas Escuela Oficial de Párvulos No. 5 República de Haití the Budget is divided as: Q. 20,400.00 for school snack, Q. 10,200.00 for school supplies, Q. 1,540.00 for didactic materials and Q. 4,080.00 for gratuitousness. (Manual de Transparencia y Rendición de Cuentas, 2016).

3.1.2 Costs

Escuela Oficial de Párvulos No. 5 República de Haití does not have the necessary budget to cover materials, supplies, repairs, constructions.

3.1.3 Finance control

Escuela Oficial de Párvulos No. 5 República de Haití, has no funds available or accounts statements, but has internal and external auditing and management of accounting books.

4.1 Human resources sector

Ana Rosa Godinez Rojas de Grajeda, principal of Escuela Oficial de Párvulos No.5 República de Haití stated the following:

4.1.1 Operative Personnel

4.1.1.1 Teachers

Escuela Oficial de Párvulos No.5 República de Haití has 7 teachers, who teach different levels.

4.1.1.2 Academic Level

Teachers have different academic levels as nursery teachers and various bachelor's degrees.

4.1.2 Administrative Personnel

4.1.2.1 Employees

The principal who performs also functions as secretary and administrator.

4.1.3 Users

4.1.3.1 Students

Escuela Oficial de Párvulos No.5 República de Haití has 210 students. The range of ages are from 4 to 6 years old. Daily shift journey is attended.

4.1.4 Service

4.1.4.1 Employees

Service area is operated by 2 personnel.

5.1 Sector Curriculum

Escuela Oficial de Párvulos No.5 República de Haití of Guatemala City, Guatemala, the principal Ana Rosa Godinez Rojas de Grajeda, stated the following:

5.1.1 Studies Plan

The level that Escuela Oficial de Párvulos No. 5 República de Haití has is preschool grades.

5.1.2 Institutional Schedule

The schedule of Escuela Oficial de Párvulos No. 5 República de Haití is fixed. The attention to the parents is from Monday to Friday from 8:00 to 8:30 am and 11:30 am to 12:00 pm.

Escuela oficial de Párvulos No. 5 República de Haití has a daily shift from Monday to Friday from 8:30 am to 11:30 am.

5.1.3 Teaching materials

Teacher sources are various the most important ones can be mentioned as:

- markers
- crayons
- whiteboards
- pens
- newspapers
- sheets of paper

Each teacher elaborates its own didactic material for each class. Ministerio de Educación (MINEDUC) provides a general booklet. English is not a course included in the Curriculum Nacional Base (CNB) for pre-school level.

5.1.4 Methods, techniques and procedures

Each teacher uses the Curriculum Nacional Base (CNB) as the methodology for the class. The criteria that is used to gather the students is by age.

Ministerio de Educación (MINEDUC) plans periodic trainings which are scheduled, a memo is sent to each school in order to motivate teachers to assist.

5.1.5 Evaluation

The evaluation that each teacher applies is based on competences according to Curriculum Nacional Base (CNB).

Teacher´s performance is evaluated by observation and based on the reviewing of Diario Pedagogico.

6.1 Administrative sector

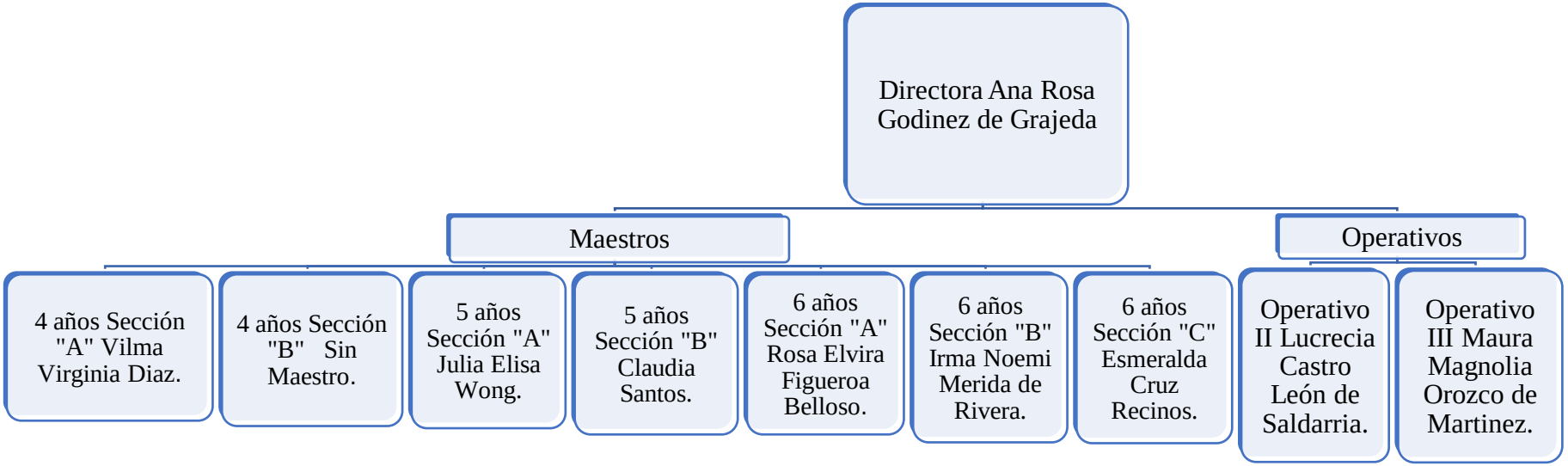
Escuela Oficial de Párvulos No.5 República de Haití, of Guatemala City, Guatemala, the principal Ana Rosa Godinez Rojas de Grajeda, stated the following:

6.1.1 Planning

Escuela Oficial de Párvulos No. 5 República de Haití makes bimonthly planning, which is based on CNB, the content of the planning is according with the level and the age of the students.

6.1.2 Organizational Structure

According to Plan Operativo Anual, provided by *Supervisión Educativa* de la zona 11 which is located on 12 Calle, 12 Avenida Zona 11 Colonia Roosevelt. Escuela Oficial de Párvulos No. 5 República de Haití is structured as follows: The Principal which manages the school, organizes the daily work system also staff, promotes collaboration with families and teachers. Operativo I executes the function of teachers. The main activity of them is to perform educational activities. Operativo II executes the function of janitor and finally Operativo III executes the function of baby-sitter.



(Ministerio de Educación, 2016)

6.1.3 Coordination

Escuela Oficial de Párvulos No. 5 República de Haití is ruled under an internal regulations and also under Manual de Convivencia which is provided by Ministerio de Educación (MINEDUC).

The communication between the members of the school is through oral communication and memorandums.

6.1.4 Control

Escuela Oficial de Párvulos No. 5 República de Haití has an attendance list for the teachers, which is controlled by the principal.

Every teacher has an attendance list for the students in which has control of the absences which is design by each teacher.

6.1.5 Supervision

Escuela Oficial de Párvulos No. 5 República de Haití is supervised by a supervisor designated by Ministerio de Educación (MINEDUC) from Supervisión Educativa number: 01 – 01 – 24, located at 13 calle 11 – 00 zona 11 Colonia Roosevelt, Guatemala City, Guatemala.

The supervisor comes to the school periodically and has his own type of supervision which there is no evidence of.

7.1 Relation Sector

Escuela Oficial de Párvulos No.5 República de Haití of Guatemala City, Guatemala, the principal Ana Rosa Godinez Rojas de Grajeda, stated the following:

7.1.1 Institution

During the school year, Escuela Oficial de Párvulos No. 5 República de Haití has academic activities like closing ceremonies and graduations.

7.1.2 Cultural social and sports activities

Escuela Oficial de Párvulos No. 5 República de Haití has sports exchanges with other schools once a year.

There are many social activities that take place during the school year such as kermes, Family Day, Mother Day, Father Day and all the corresponding celebrations established by the Ministerio de Educación (MINEDUC), in the annual calendar. There are also civic ceremonies every week which are in charge of teachers.

8.1 Philosophical, political and legal sector

8.1.1 Philosophy of institution

8.1.1.1 Vision

The vision of the institution is stated in a picture that can be seen by all the students, teachers and parents. The adaptation of the Spanish version of the vision reads as follows:

“To be an institution that looks for academic, etic and cultural improvement for students and parents; with the commitment towards the aims that need to be fulfilled, consolidating values and principals, promoting the well-being of the family”.

8.1.1.2 Mission

The mission of the institution is stated in a picture that can be seen by all the students, teachers and parents. The adaptation of the Spanish version of the mission reads as follows:

"Escuela Oficial de Párvulos No. 5 República de Haití, is an institution committed with academic excellence through the children's personal growth of preschool age through a curriculum specifically developed for the required academic level and complemented with courses of English and physical education, to have a professors team committed to give coherent, updated and support on the specific needs of children between the ages of 3 to 6 years old. Contributing to the growth and personal development balanced in the physical, mental and moral aspects. Emphasizing moral values as respect, obedience, sincerity, honesty, etc. Create and promote participation in activities of interaction where parents, students and professors are linked, fomenting friendship and solidarity of the whole community involved".

8.1.1.3 Legal Sector

Escuela Oficial de Párvulos No.5 República de Haití is covered by laws established on the Constitución Política de Guatemala.

SECCIÓN CUARTA
EDUCACIÓN

Artículo 71.- Derecho a la educación. Se garantiza la libertad de enseñanza y de criterio docente. Es obligación del Estado proporcionar y facilitar educación a sus habitantes sin discriminación alguna. Se declara de utilidad y necesidad pública la fundación y mantenimiento de centros educativos culturales y museos.

Artículo 72.- Fines de la educación. La educación tiene como fin primordial el desarrollo integral de la persona humana, el conocimiento de la realidad y cultura nacional y universal. Se declaran de interés nacional la educación, la instrucción, formación social y la enseñanza sistemática de la Constitución de la República y de los derechos humanos.

Artículo 73.- Libertad de educación y asistencia económica estatal. La familia es fuente de la educación y los padres tienen derecho a escoger la que ha de impartirse a sus hijos menores. El Estado podrá subvencionar a los centros educativos privados gratuitos y la ley regulará lo relativo a esta materia. Los centros educativos privados funcionarán bajo la inspección del Estado. Están obligados a llenar, por lo menos, los planes y programas oficiales de estudio. Como centros de cultura gozarán de la exención de toda clase de impuestos y arbitrios. La enseñanza religiosa es optativa en los establecimientos oficiales y podrá impartirse dentro de los horarios ordinarios, sin discriminación alguna. El Estado contribuirá al sostenimiento de la enseñanza religiosa sin discriminación alguna.

Artículo 74.- Educación obligatoria. Los habitantes tienen el derecho y la obligación de recibir la educación inicial, preprimaria, primaria y básica, dentro de los límites de edad que fije la ley. La educación impartida por el Estado es gratuita. El Estado proveerá y promoverá becas y créditos educativos. La educación científica, la tecnológica y la humanística constituyen objetivos que el Estado deberá orientar y ampliar permanentemente. El Estado promoverá la educación especial, la diversificada y la extraescolar. (Constitución Política de la República de Guatemala., 1993, págs. 28, 29)

Furthermore, Escuela Oficial de Párvulos No.5 República de Haití is covered by laws established on Ley de Educación Nacional Decreto Legislativo No. 12-91.

TITULO I

Principios y Fines de la Educación

CAPITULO I

Principios

ARTÍCULO 1º. Principios. La educación en Guatemala se fundamenta en los siguientes principios:

j) Es un derecho inherente a la persona humana y una obligación del Estado.

k) En el respeto o la dignidad de la persona humana y el cumplimiento efectivo de los Derechos

l) Humanos.

m) Tiene al educando como centro y sujeto del proceso educativo.

n) Está orientada al desarrollo y perfeccionamiento integral del ser humano a través de un proceso

o) permanente, gradual y progresivo.

p) En ser un instrumento que coadyuve a la conformación de una sociedad justa y democrática.

q) Se define y se realiza en un entorno multilingüe, multiétnico y pluricultural en función de las comunidades que la conforman.

r) Es un proceso científico, humanístico, crítico, dinámico, participativo y transformador.

CAPITULO II

Fines

ARTÍCULO 2º. Fines. Los Fines de la Educación en Guatemala son los siguientes:

n) Proporcionar una educación basada en principios humanos, científicos, técnicos, culturales y espirituales que formen integralmente al educando, lo preparen para el trabajo, la convivencia social y le permitan el acceso a otros niveles de vida.

o) Cultivar y fomentar las cualidades físicas, intelectuales, morales, espirituales y cívicas de la población, basadas en su proceso histórico y en los valores de respeto a la naturaleza y a la persona humana.

p) Fortalecer en el educando, la importancia de la familia como núcleo básico social y como primera y permanente instancia educadora.

q) Formar ciudadanos con conciencia crítica de la realidad guatemalteca en función de su proceso histórico para que asumiéndola participen activa y responsablemente en la búsqueda de soluciones económicas, sociales, políticas, humanas y justas.

r) Impulsar en el educando el conocimiento de la ciencia y la tecnología moderna como medio para preservar su entorno ecológico o modificarlo planificadamente en favor del hombre y la sociedad.

s) Promover la enseñanza sistemática de la Constitución Política de la República, el fortalecimiento de la defensa y respeto a los Derechos Humanos y a la Declaración de los Derechos del Niño.

t) Capacitar e inducir al educando para que contribuya al fortalecimiento de la auténtica democracia y la independencia económica, política y cultural de Guatemala dentro de la comunidad internacional.

u) Fomentar en el educando un completo sentido de la organización, responsabilidad, orden y cooperación, desarrollando su capacidad para superar sus intereses individuales en concordancia con el interés social.

v) Desarrollar una actitud crítica e investigativa en el educando para que pueda enfrentar con eficiencia los cambios que la sociedad le presenta.

w) Desarrollar en el educando aptitudes y actitudes favorables para actividades de carácter físico, deportivo y estético.

x) Promover en el educando actitudes responsables y comprometidas con la defensa y desarrollo del patrimonio histórico, económico, social, étnico y cultural de la Nación.

y) Promover la coeducación en todos los niveles educativos, y

z) Promover y fomentar la educación sistemática del adulto. (Ley de Educación Nacional, Decreto número 12- 91, 1991)

Universidad San Carlos de Guatemala

Facultad de Humanidades

Sección de Idiomas

Licenciatura en Lingüística del Idioma Inglés

Diagnosis Evaluation Checklist

No.	Aspects to evaluate	Yes	No	Observations
1.	Did the instruments used were appropriate to gather the qualitative data needed?	X		
2.	Did the surveys help the student to gather the quantitative data to complement the qualitative information?	X		
3.	Did all the activities scheduled in the timetable were accomplished in the established time?		X	The activities scheduled, in the timetable were not accomplished in time due to several modifications and corrections needed in the instruments used for the diagnosis.
4.	Did the human and material resources were sufficient to carry out the diagnosis process?	X		
5.	Did the lacks and deficiencies of the institution were identified successfully?	X		

Theoretical framework Evaluation Checklist

No.	Aspects to evaluate	Yes	No	Observations
1.	Did the selected concepts were related with topics from the projector?	X		
2.	The resources used to build up the theoretical framework were useful?	X		
3.	Did the student acquire the knowledge basis about the theory of the research?	X		
4.	Did the concepts and knowledge basis were suitable to build up the theoretical framework?	X		
5.	Did all the activities scheduled in the timetable were accomplished in the statable time?		X	The activities scheduled in the timetable were not accomplished in time due to several modifications and corrections needed in the instruments used for the theoretical framework.

Project Profile Evaluation Checklist

No.	Aspects to evaluate	Yes	No	Observations
6.	Did the content was created according to the student´s needs?	X		
7.	Did the lesson plan format include the basic aspects for teaching the course?	X		
8.	Did the activities and worksheets include vocabulary?	X		
9.	Did the booklet have the appropriate elements to develop a basic English class?	X		
10.	Did all the activities scheduled in the timetable were accomplished in the established time?		X	Due to the corrections of the lesson plans, worksheets, activities, and the editing process the activities scheduled in the timetable were not carried out in the established time.

Project Implementation Evaluation Checklist

No.	Aspects to evaluate	Yes	No	Observations
1.	Did the materials and resources provided to the teachers were appropriate?	X		
2.	Did Spanish teachers feel motivated to develop an English lesson?	X		
3.	Did the Spanish teachers were familiar with some of the techniques and methods used during the process of creation of the booklet?	X		
4.	Were the workshops carried out with any kind of difficulties?		X	
5.	Did all the activities scheduled in the timetable were accomplished in the established time?	X		

Final Evaluation Checklist

No.	Aspects to evaluate	Yes	No	Observations
1.	Did the objectives and goals on each chapter were accomplished?	X		
2.	Did the resources in each chapter were enough to complete the project?	X		
3.	Did the activities in each chapter were accomplished on time?	X		
4.	Did the project show any weaknesses or difficulties?		X	
5.	Did the final product was accomplished successfully?	X		

ANNEXES

USAC
TRICENTENARIA

Universidad de San Carlos de Guatemala
Facultad de Humanidades

Guatemala, 29 de Abril de 2016

Maestra
ESTER TEZAHUIC LÓPEZ DE GODINEZ
Asesora de EPS
Facultad de Humanidades
Presente

Atentamente se le informa que ha sido nombrada como ASESORA que deberá orientar y dictaminar sobre el trabajo de EPS (X) que ejecutará la estudiante

MARTHA LUCIA RIOS CALDERÓN
201119103

Previo a optar al grado de Licenciada en Lingüística del Idioma Inglés.

Licda. Mayra Damaris Solares Salazar
Directora Departamento Extensión

Vo. Bo. M.A. Walter Ramiro Mazariegos Biolis
Decano

C.C expediente
Archivo.

USAC
TRICENTENARIA

Universidad de San Carlos de Guatemala
Facultad de Humanidades

Guatemala, 6 de Junio, 2016

Señora
Ana Rosa Godínez Rojas de Grajeda
Directora
Escuela Oficial de Párvulos No.5 República de Haití
Presente

Estimada señora

Atentamente le saludo y a la vez le informo que la Facultad de Humanidades de la Universidad de San Carlos de Guatemala, con el objetivo de participar en la solución de los problemas educativos a nivel nacional, realiza el Ejercicio Profesional Supervisado –EPS-, con los estudiantes de la carrera de Licenciatura en Lingüística del Idioma Inglés.

Por lo anterior, solicito autorice el Ejercicio Profesional Supervisado a la estudiante Martha Lucia Rios Calderón *carné* No. 201119103 En la institución que dirige.

El asesor –supervisor asignado realizará visitas constantes, durante el desarrollo de las fases del diagnóstico, perfil, ejecución y evaluación del proyecto.

Deferentemente,

"ID Y ENSEÑAD A TODOS"

Licda. Mayra Damaris Solares Salazar
Directora Departamento de Extensión

mygo/mdss.

Educación Superior, Incluyente y Proyectiva
Edificio S-4, ciudad universitaria zona 12
Teléfonos: 2418 8601 24188602 24188620
2418 8000 ext. 85301-85302 Fax: 85320

Facultad de Humanidades

Guatemala, 10 de junio de 2016

Señor(es) Coordinador(es):
Departamento de Ejercicio Profesional Supervisado EPS
Facultad de Humanidades
Sección de Idiomas
Universidad de San Carlos de Guatemala

Deseándole éxitos en sus actividades cotidianas, por este medio me permito saludarle y expresarle mis agradecimientos por tomar en cuenta a la Escuela Oficial de Párvulos No. 5 República de Haití para realizar el Ejercicio Profesional Supervisado -EPS-

.

El motivo de la presente es para informarle que se acepta a la estudiante universitaria Martha Lucía Ríos Calderón, identificada con CIU numero: 2290172580101, y registro académico número 201119103. Estudiante de la carrera de Licenciatura en Lingüística del Idioma Inglés, realizando el ejercicio de la profesión antes mencionada a partir del 10 de junio del año en curso.

Sin más por agregar extiendo, firmo y sello la presente, para los usos que al interesado convenga.

Atentamente,

Ana Rosa Godinez Rojas de Grajeda
Directora

ESCUELA OF. DE PARVULOS No. 5 "REPUBLICA DE HAITI" GUATEMALA, C. A.

Guatemala, 31 de octubre de 2019

Señor(es) Coordinador(es):
Departamento de Ejercicio Profesional Supervisado EPS
Facultad de Humanidades
Sección de Idiomas
Universidad de San Carlos de Guatemala

Por medio de la presente les informo, que a solicitud de la estudiante universitaria Martha Lucia Rios Calderón, identificada con CIU numero: 2290172580101, y registro académico número 201119103. Estudiante de la carrera de Licenciatura en Lingüística del Idioma Inglés, realizando el ejercicio de la profesión antes mencionada. Resuelvo.

Que se autorizó y concluyó satisfactoriatmente la ejecución Del Proyecto titulado, **"Booklet of Basic English for kindergarten students with a didactic kit to be used with it".** En esta institución en el periodo de tiempo comprendido a partir del día 30 de mayo del año 2019.

Sin más por agregar extiendo, firmo y sello la presente, para los usos que al interesado convenga.

Atentamante,

Ana Rosa Godinez Rojas de Grajeda
Directora

ESCUELA OF. DE PARVULOS "REPUBLICA DE HAITI" GUATEMALA, C.A.

Guatemala, 31 de octubre de 2019

Señores coordinadores
Departamento de Ejercicio profesional supervisado EPS
Facultad de Humanidades
Sección de idiomas
Universidad de San Carlos de Guatemala

Señores coordinadores EPS.

Reciban un cordial saludo, deseando éxitos en sus actividades. Por medio de la presente hacemos constar que la ESCUELA OFICIAL DE PARVULOS No. 5 "REPUBLICA DE HAITI" luego de la realización del ejercicio profesional supervisado EPS, realizado por la estudiante universitaria MARTHA LUCIA RÍOS CALDERÓN, identificada con el CUI 2290 17258 0101, y registro académico número 2011-19103. Estudiante de la carrera de LICENCIATURA EN LIGÜISTICA DEL IDIOMA INGLES cuyo proyecto titulado BOOKLET OF BASIC ENGLISH FOR KINDERGARTEN STUDENTS WITH A DIDACTIC KIT TO BE USED WITH IT OF ESCUELA DE PARVULOS No. 5 "REPUBLICA DE HAITI", fue planificado, ejecutado e implementado en esta institución de forma SATISFACTORIA, en el periodo comprendido a partir del 10 de JUNIO de 2016 a la fecha. Por lo cual nos comprometemos al uso obligatorio del METODO implementado a partir de la presente con los maestros y alumnos de nivel kínder.

Sin otro particular, quedo atentamente.

ANA ROSA GODINEZ ROJAS DE GRAJEDA
Escuela oficial de Párvulos No. 5 "Republica de Haití"
Directora

ESCUELA OF. DE PARVULOS No. 5 "REPUBLICA DE HAITI" GUATEMALA, C. A.

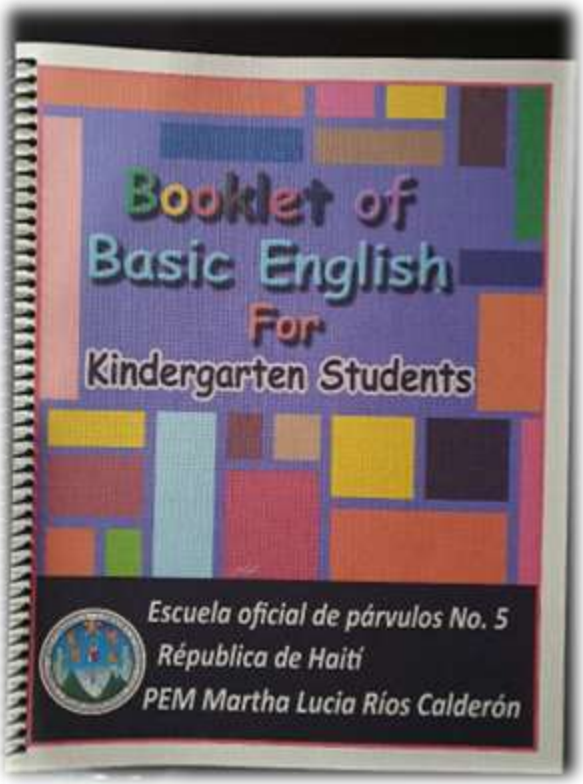
cc./archivo

Escuela Oficial de párvulos No.5 República de Haití located at 21 calle 14-62 zona 11, Granai & Towson II . Guatemala City, Guatemala. Source: picture taken by PSP student.

Reorganization of the classroom by PSP student. Source: picture taken by PSP student.

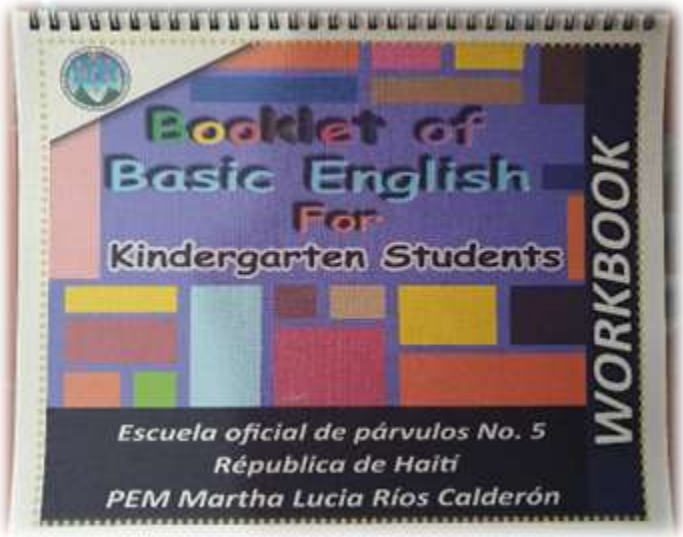
PSP student present the objectives and goals of the Booklet of Basic English and a didactic material kit to be use with it at Escuela Oficial de Párvulos No.5 República de Haití who attended the first session of the workshop. Source: picture taken by PSP student.

PSP student explain how to use the Booklet of Basic English and a didactic material kit to be use with it at Escuela Oficial de Párvulos No.5 República de Haití who attended the second session of the workshop. Source: picture taken by PSP student.

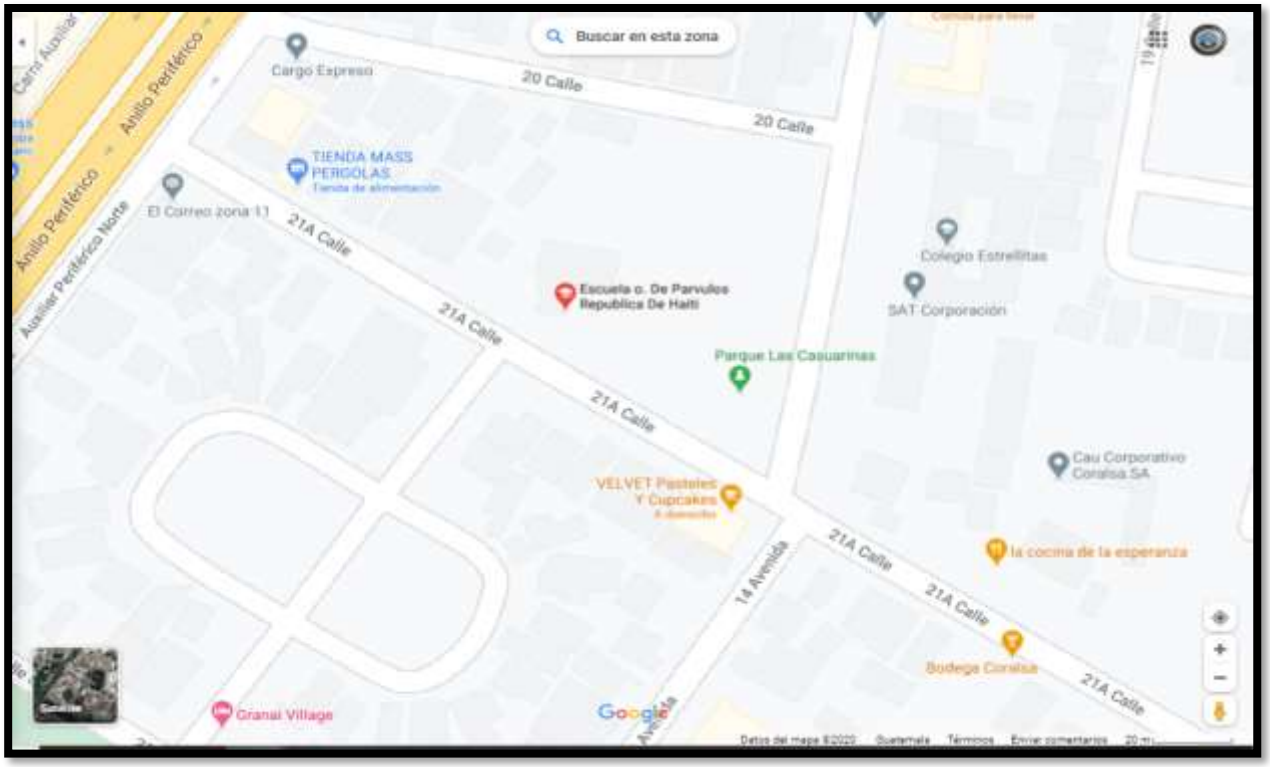


Planning book for teachers to develop the class.
Source: PSP student´s field work

Flashcard book for teachers to develop the English class. *Source: PSP student´s field work*



Student´s workbook with the compilation of worksheets, handcrafts and evaluations.
Source: PSP student´s field work



Satellite view of location of Escuela Oficial de Párvulos No.5 República de Haití, Guatemala City, Guatemala. Source: https://www.google.com/maps/search/escuela+republica+de+haiti/@14.6062904,-90.557714,19z

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