

Gloria Marina Cifuentes Noriega

Resource Guide and Syllabus for Teaching the English Course to Eighth Grade

Students from the Instituto Nacional de Educación Básica, 14 de Julio de 1789.

Adviser: Licenciado Ricardo Domingo Sosa Velásquez



USAC
TRICENTENARIA
Universidad de San Carlos de Guatemala

Facultad de Humanidades
Departamento de Letras
Sección de Idiomas

Guatemala, May 2024

The present report was presented by the author as the Professional Supervised Practice work - PSP -, prior to obtaining the academic degree of Licenciatura en Lingüística del Idioma Inglés.

El presente reporte fue presentado por la autora como el trabajo del Ejercicio Profesional Supervisado - EPS -, previo a obtener el grado académico de Licenciatura en Lingüística del Idioma Inglés.

Index

Acronyms

List of Tables

List of Figures

Acknowledgements

Abstract i

Resumen ii

Introduction iii

Chapter 1 1

Diagnosis 1

 1.1. Community/Institutional Context 1

 1.2. Name of the Institution 2

 1.3. Type of Institution 3

 1.4. Geographic Location 3

 1.5. Vision 3

 1.6. Mission 4

 1.7. Policies 4

 1.8. Objectives 14

 1.8.1. General Objectives 14

 1.8.2. Specific Objectives 15

 1.9. Goals 15

1.10. Organizational Structure	16
1.11. Resources	17
1.12. Techniques Used for Diagnosis.....	17
1.13. List of Lacks.....	18
1.14. Analysis and Prioritization of Problems.....	21
1.15. Feasibility, Viability, and Desirability Analysis	23
1.16. Selected Problem and Research Line	25
1.17. Selected Solution.....	26
Chapter 2	27
Theoretical Framework.....	27
2.1. Definitions.....	28
2.1.1. English Language	28
2.1.2. Syllabus	28
2.1.3. Teacher	30
2.1.4. Student.....	31
2.1.5. Resource	31
2.1.6. Guide	31
2.1.7. Skill.....	32
2.2. Approaches.....	36
2.2.1. Research Report.....	36

2.2.2. The Creation of a Resource Guide and Syllabus	37
2.3. Principles	37
2.3.1. Minimizing the Risk of Harm.....	37
2.3.2. Obtaining Informed Consent	37
2.3.3. Protecting Anonymity and Confidentiality.....	37
2.3.4. Avoiding Deceptive Practices.	38
2.3.5. Providing the Right to Withdraw.....	38
2.4. Methods	38
2.4.1. Action Research.....	38
2.4.2. Qualitative Research.....	38
Chapter 3	40
Project Profile	40
3.1. General Aspects of the Project	40
3.1.1. Name of the Project	40
3.1.2. Problem Statement.....	40
3.1.3. Location	41
3.1.4. Executing Unit.....	41
3.1.5. Project Type.....	41
3.2. Project Description.....	41
3.3. Project Justification.....	42

3.4. Project Objectives	43
3.4.1. General Objective	43
3.4.2. Specific Objectives	43
3.5. Goal	44
3.6. Beneficiaries.....	44
3.6.1. Direct	44
3.6.2. Indirect.....	45
3.7. Sources of Funding and Budget	45
3.8. Timetable and Project Implementation	45
3.9. Resources	46
3.9.1. Human Resources	47
3.9.2. Material Resources	47
3.9.3. Physical Resources	48
3.9.4. Financial Resources	48
Chapter 4.....	49
Project Implementation.....	49
4.1. Activities and Results.....	49
4.2. Products and Achievements	52
4.3. Sustainability and Continuity	95

Chapter 5	96
Project Evaluation	96
5.1. Diagnostic's Evaluation	96
5.2. Theoretical Framework Evaluation	97
5.3. Project Profile's Evaluation	98
5.4. Product Evaluation	98
5.5. Project Implementation's Evaluation	99
5.6. Final Evaluation	99
Conclusions	101
Recommendations	103
References	104
Appendix	109
Annex	177

Acronyms

- USIPE Unidad Sectorial de Investigación y Planificación Educativa
- INEB Instituto Nacional de Educación Básica
- MINEDUC Ministerio de Educación
- USB Universal Serial Bus
- CNB Curriculum Nacional Base
- M. A. Master of Arts
- PSP Professional Supervised Practice
- PEM Profesorado de Enseñanza Media en Idioma Inglés

List of Tables

Table 1. Matrix 1: list of lacks, inquiry-problem, and hypothesis-action	19
Table 2. Criteria problem, urgency, importance, scope, and resources	22
Table 3. Feasibility, Viability, and Desirability Analysis	24
Table 4. Project´s Funding Description	45
Table 5. Project Profile Outline	46
Table 6. Activities and Results	49
Table 7. Products and Achievements	52

List of Figures

Figure 1. Google Maps, Geographic Location	3
Figure 2. Organizational Chart	16
Figure 3. Resource Guide and Syllabus for Teaching the English Course to eighth grade students from the Instituto Nacional de Educación Básica, 14 de Julio de 1789, front page	54
Figure 4. Presentation	55
Figure 5. Index	56
Figure 6. Syllabus presentation page	57
Figure 7. Syllabus, General Information	58
Figure 8. Syllabus, page 8	59
Figure 9. Syllabus, page 9	60
Figure 10. Syllabus, page 10	61
Figure 11. Syllabus, page 11	62
Figure 12. Syllabus, page 12	63
Figure 13. Syllabus, page 13	64
Figure 14. Syllabus, page 14	65
Figure 15. Syllabus, page 15	66
Figure 16. Syllabus, page 16	67
Figure 17. Syllabus, page 17	68
Figure 18. Syllabus, page 18	69
Figure 19. Resources Unit 9, page 19	70
Figure 20. Resources Unit 9, page 20	71
Figure 21. Resources Unit 10, page 21	72

Figure 22. Resources Unit 10, page 22	73
Figure 23. Resources Unit 11, page 23	74
Figure 24. Resources Unit 11, page 24	75
Figure 25. Resources Unit 12, page 25	76
Figure 26. Resources Unit 12, page 26	77
Figure 27. Resources Unit 13, page 27	78
Figure 28. Resources Unit 13, page 28	79
Figure 29. Resources Unit 14, page 29	80
Figure 30. Resources Unit 14, page 30	81
Figure 31. Resources Unit 15, page 31	82
Figure 32. Resources Unit 15, page 32	83
Figure 33. Resources Unit 16, page 33	84
Figure 34. Resources Unit 16, page 34	85
Figure 35. Resources Unit 17, page 35	86
Figure 36. Resources Unit 17, page 36	87
Figure 37. Additional Resources, page 37	88
Figure 38. Additional Resources, page 38	89
Figure 39. References, page 39	90
Figure 40. References, page 40	91
Figure 41. References, page 41	92
Figure 42. References, page 42	93
Figure 43. Back cover	94

Acknowledgements

As for every step in my life, I want to thank God for letting me have the wonderful opportunity to become, first an English professor, and now to achieve another goal in my professional development. I feel so grateful for what this experience has meant for my life and for being able to complete this project successfully.

My gratitude goes to the beneficiary institution, the English teacher, and the principal for providing me the opportunity to develop this project there and for their collaboration in the process.

I would like to make a special recognition to my adviser, M. A. Ricardo Sosa, for his time, effort, and advice; this project would not have been possible without his support. As well, I would like to thank the Comisión Revisora for their important support and contribution.

To my family and friends for their affection and for encouraging me.

To my parents, who have always been my example to follow as professionals but mostly as human beings. To my brothers for their love and support and for being an inspiration for me too.

Finally, I want to thank my husband and my sons, who have been my motivation and inspiration throughout this journey. I would not be able to do it without their constant support and love.

Abstract

The English course in public institutions usually does not have many available resources, and the time for the teaching-learning process is also limited. This is the case where the Professional Supervised Practice project was developed at the Instituto Nacional de Educación Básica 14 de Julio de 1789, which, according to the diagnosis made, has deficiencies in the English class, especially related to the resources available for the learning process.

To verify these deficiencies and be able to propose a solution, a survey was made to the English teacher and also an interview was conducted with the institutional principal, determining, as a research line: how access to different resources is crucial in order to get better results in the English class learning process at the Instituto Nacional de Educación Básica 14 de Julio de 1789. Therefore, the action-research project developed, was focused to provide a solution to the absence of a syllabus for the English class, the inexistence of printed material, besides the English books, such as magazines, posters, or flashcards, as well as the unavailability of the internet or technology for the English course.

As a result, the project was the Resource Guide and Syllabus for Teaching the English Course to Eighth Grade Students from the Instituto Nacional de Educación Básica, 14 de Julio de 1789, which provides the teacher with the student's profile, course description, competencies, achievement indicators, and description of contents, as well as different materials for the development of the students listening, reading, writing, and speaking skills. All these resources are intended to be used by the teacher during the teaching-learning process of the English language.

Keywords: *English, language, resource, deficiency, solution, action-research, project, guide, syllabus, skills, material.*

Resumen

El curso de inglés, en las instituciones públicas, usualmente no cuenta con muchos recursos disponibles y el tiempo para el proceso de enseñanza-aprendizaje también es limitado. Este es el caso, en donde el proyecto de Ejercicio Profesional Supervisado fue desarrollado, en el Instituto Nacional de Educación Básica 14 de Julio de 1789, que acorde al diagnóstico realizado, tiene deficiencias relacionadas al curso de inglés, especialmente en relación con los recursos disponibles para el proceso de aprendizaje.

Para verificar estas deficiencias y ser capaz de proponer una solución, se realizó una encuesta a la maestra inglés, así como una entrevista a la directora institucional y se determinó la línea de investigación. Por lo tanto, el proyecto de acción-investigación, se enfocó en dar solución a la ausencia de un programa de la clase de inglés, la inexistencia de material impreso, adicional a los libros de inglés, como revistas, afiches, tarjetas didácticas, así como la inaccesibilidad a internet o tecnología para el curso de inglés.

Como resultado, el proyecto fue la “Resource Guide and Syllabus for Teaching the English Course to Eighth Grade Students from the Instituto Nacional de Educación Básica, 14 de Julio de 1789” que provee al maestro con el perfil del estudiante, descripción del curso, competencias, indicadores de logro, y descripción de los contenidos, así como diferentes materiales para el desarrollo de las habilidades de escucha, lectura, escritura, y oral. Todos estos recursos están destinados a ser usados por la maestra durante el proceso de enseñanza-aprendizaje del idioma inglés. **Palabras clave: inglés, idioma, recurso, deficiencia, solución, acción-investigación, proyecto, guía, programa, habilidades, material.**

Introduction

The English language is one of the most important tools to succeed and to have better professional and personal opportunities. However, English courses in public institutions often lack sufficient resources and are limited in teaching-learning time. According to the diagnosis conducted at the beneficiary institution, the English course has deficiencies, especially related to the resources available for the learning process.

Therefore, the general objective of the Supervised Practice's project was to provide the Instituto Nacional de Educación Básica 14 de Julio de 1789 with a syllabus and resource guide containing a compilation of diverse and useful didactic resources specific to teaching students in the eighth grade so that the teaching-learning process of the English course can be improved.

In order to achieve this objective, five specific objectives were proposed. They are as follows: To summarize the contents and create the syllabus for the English course to be used in eighth grade. To provide useful materials to improve the teaching-learning process of the English course for students in eighth grade. To gather and classify the materials according to the institutional needs for the resource guide to fulfill them in an effective manner. To design and create the resource guide with the collected materials to provide the institution and the English course with additional resources to improve the teaching-learning experience and process. Finally, to find the financial resources for the speaker and USB that will be donated to the institution.

On the other hand, the main goal of the project was to provide a syllabus as a guide for the English course and also a resource guide with different materials and activities to complement the class and provide better results in the teaching-learning process. As this will be designed for the eighth grade, it will also be an example that can be applied to other courses according to their

specific contents. Furthermore, the donation of the speaker and USB will allow the English teacher to use this technology to implement listening activities and have access to other materials to make the English course more dynamic and effective.

For the purpose of developing the action-research project, some data collection methods were implemented, such as surveys and interviews. Besides, some techniques were used, such as checklists and rating scales.

The present report has five chapters that were developed along the process of the Professional Supervised Practice´s project, as follows:

Chapter I includes all the information related to the diagnosis. It consists of the community/institutional context, name of the institution, type of institution and its geographic location, the vision, mission, policies, general and specific objectives, goals, organizational structure, and resources—all this information is related to the beneficiary institution. It also contains the techniques used for diagnosis, as well as a list of lacks found and an analysis and prioritization of problems; feasibility, viability, and desirability analysis. Finally, it presents the selected problem and research line, as well as the selected solution.

Chapter II covers all the information related to the theoretical framework. It provides support to the research based on the selected problem and the solution proposed through a series of definitions, approaches, principles, methods, and techniques from all the reliable sources consulted with the proper citations.

Chapter III contains the general and specific aspects of the project, including the name of the project, the problem statement, its location, the executing unit, and the project type, followed by the project description, justification, general and specific objectives, the goal of the project, and

the description of the direct and indirect beneficiaries, sources of funding and budget, timetable, and project implementation. Finally, it describes all the resources, such as human resources, material resources, physical resources, and financial resources.

Chapter IV describes the activities that were held and the results from each one. It also presents each one of the products from the project with their respective achievements. In this chapter, the Resource Guide and Syllabus can be found in images. At the end of this chapter there is a description of the project's sustainability and continuity.

Chapter V summarizes the evaluation of each one of the chapters from this report, as well as their results and achievements. It verifies the completion of the objectives that were presented.

The conclusions are also presented, based on the general and specific objectives of the project. In the same line, the recommendations are included with the intention of making the best use of the project, the Resource guide, the materials, speaker, and USB memory donated, and also for the continuity of it in the other grades.

The references are also listed and included, according to the resources that were taken into account for the development of the project and the creation and gathering of all the material and resources included.

The appendix includes all the documents that were created by the Professional Supervised Practice's student: chapter plans, instruments used for the diagnosis, a continuity plan, and the evaluation instruments of each chapter.

Finally, the annex includes all the official documents and authorizations from the institutional authorities of the beneficiary institution, as well as photographic evidence from the delivery/reception of the project.

Chapter 1

Diagnosis

1.1. Community/Institutional Context

The functioning authorization for this educational establishment is outlined in Acuerdo Ministerial No. 1361 from the Ministerio de Educación from September 19, 1988. It includes the designation of two teachers, Enrique Chalí and José Alfredo Juárez, in October. Despite the absence of a building, the process of gathering sixth-grade students who would be entering 1st grade began.

When the two teachers wanted to take possession to start working, they did not find any buildings. Therefore, they went to the “Supervisión de USIPE” that was located in zone 4, and the answer they received was to take possession and to start going to any other institute; but it started a process of delivering flyers to 6th grade students.

The request was made for the Instituto that operated at Escuela Leónides Mencos from Colonia Ciudad Real II by cooperative in the night shift, but the resolution was provided for the evening shift. Then, in 1989, it started with two sections of 20 students and a total of 40 students in the Salón Comunal Ciudad Real II. During the following 2 years, on weekends it was used for wrestling, and on Monday, students found the desks in deteriorated condition.

Being located in Ciudad Real, the Instituto Nacional de Educación Básica Ciudad Real II, the France Ambassador came and named it Instituto Nacional Mixto Nacional Básica “14 de Julio de 1789,” offering a building, furniture, amenities, sport areas, a music classroom, etc. There was a party, animated by the marimba from Policía Nacional, but unfortunately, the offerings were not provided.

Years passed until some holes in the sheet metal roof caused the suspension of classes. Some teachers started to come: Olga Pantuj, David Cortez, and Omina Sanchinelly, among others.

With Carlos Chalí as principal and when teacher Omiria Sanchinelly arrived, the field where the Instituto is currently located was managed and obtained. Then, it was relocated to Guajitos in the Escuela de Párvulos Canadá (now the Escuela de Párvulos República de Guatemala), and it stayed there for three years. Some individuals attempted to invade, but thanks to the guardian, it was prevented. Throughout those 6 years, the principal of Escuela Oficial Mixta Nimajuyú "A" provided accommodations. It was in 1998, 10 years later that the Instituto was finally moved to where it currently operates.

In 2003, the anthem from the Instituto Nacional de Educación Básica 14 de Julio de 1789 was created by teacher José Alfredo Juárez.

Since that time, the school has achieved a prestigious level and high educational quality due to the academic achievements of its students. Currently, there are around 450 students enrolled, ranging in age from 13 to 15 years old, in 9 sections for the grades of 7th, 8th, and 9th junior high. (Primero, segundo y tercero básico).

Through all these years, there have been many outstanding students, among whom we can mention Carlos Ruiz in sports and Elena Lemus in music, in addition to those who have participated in choral groups performing at Teatro Nacional.

This is a literal translation from the Spanish version of the institutional document Historia del Instituto Nacional de Educación Básica “14 de Julio de 1789” provided by the Principal.

1.2. Name of the Institution

Instituto Nacional de Educación Básica 14 de Julio de 1789

1.3. Type of Institution

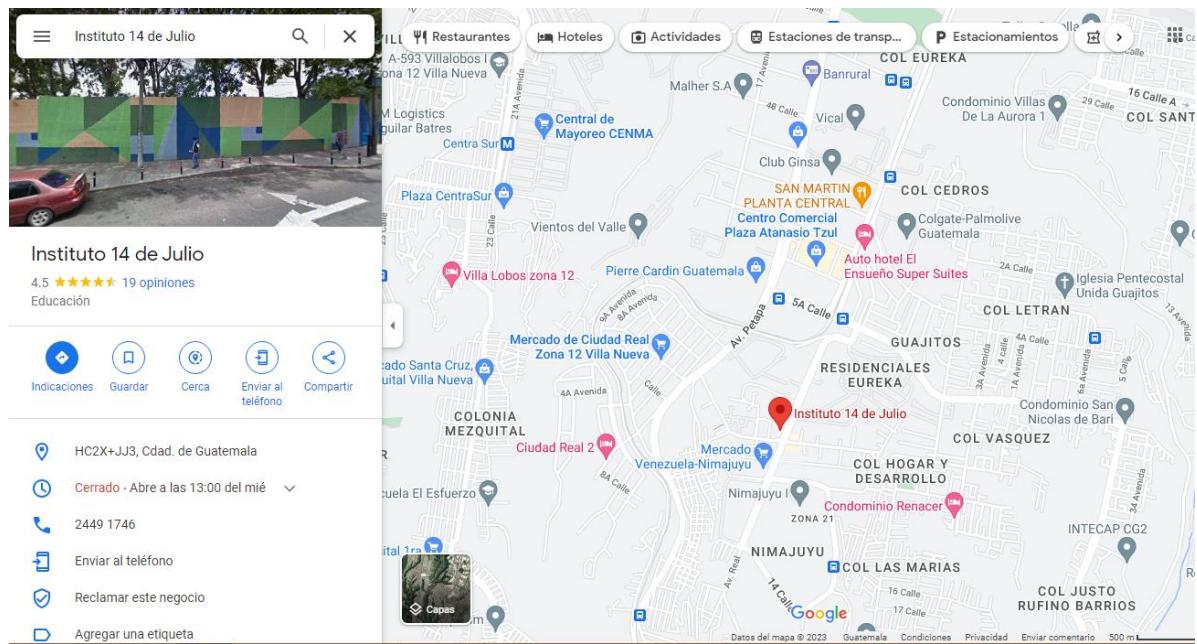
Public School

1.4. Geographic Location

4a avenida 10-82 zona 21, colonia Bello Horizonte, Guatemala, Guatemala

Figure 1

Google Maps, geographic location



1.5. Vision

To be a leading educational center in the integral education of youth by applying innovative methodologies and providing, as a result, critical young people qualified to perform themselves efficiently and respond to the needs that Guatemalan society offers. This is a literal translation of the information from the Principal's office.

1.6. Mission

We are an educational institution with wide prestige in discipline and academic education, developing skills in a scientific-humanistic manner with innovative methodology techniques, consolidating moral and ethical values, and reinforcing the spiritual, allowing for excellence in education.

This is a literal translation of the information from the Principal's office.

1.7. Policies

Internal Regulation of Peaceful Coexistence and Discipline

Elaborated based on the Acta Ministerial 01-2011 from MINEDUC

Chapter II Rights and Obligations, according to the Acuerdo Ministerial 1506-2013 The public educational centers are ideal places for the accomplishment of the integral development of the students; therefore, the educational community's participation is necessary to consolidate and guarantee a peace culture for the construction of a fair, supportive, and equitable society.

The Discipline commission from each educational center is the highest entity in regards to the disciplinary regime and penalties for students, in charge of guaranteeing justice, equity, due process, the right of defense, respecting the integrity and dignity of students. Article 24 Chapter I, Title II. The responsible for compliance with the present regulation are the teaching, administrative, and operative personnel, students, fathers, mothers, and persons in charge.

Students' obligations

1. Identification card / Art. 7

a. (...) present it when coming to the educational institution in a visible place.

2. Attendance and punctuality / Art. 9

- a. (...) The normal entrance schedule is from 12:45 to 13:00 hours, and the exit schedule from the institution will be at 18:00 hours.
- b. If any student comes after the entrance time (13:00), they should stay in the Principal office, where they will be recorded in a notebook for the late comings and they will be able to enter to classes until the second period, without any exception. Article 29 subsection F Acuerdo Ministerial 1505-2013. They have to do, without any exception, the activities they are asked to, when they come late to the institution.
- c. The student has the obligation, once in the class, they have to carry in their school supplies, an additional book for reading, and to read during approximately 20 minutes in the assigned schedule.
- d. The student that needs to leave the institution before the exit time, has to present a note signed by their parents/person in charge, to the professor / assistant professor, with the phone number to confirm its authenticity.
- e. The students must stay in the classroom, they can only go outside at recess time or due to an emergency, asking for permission from the teacher or assistant teacher.

3. Students' entry and exit /Art. 10
 - a. It is forbidden to stay outside and around the institution's facilities at entry and exit schedules.
4. Use of foreign objects to scholar activity / Art. 12
 - a. The students shouldn't carry foreign objects (electrical devices and make up)
 - b. The institution does not take responsibility for the partial or total loss of any object or material.

- c. They should only carry the necessary money.
- d. The use of mobile phones is forbidden in the institution.

5. Belongings. Art. 13

- a. The students are responsible for the care and control of their belongings and to identify them with their complete name, grade and section.

6. Personal presentation and grooming. Art. 14

- a. To use well-polished clean black shoes for the daily uniform and sneakers for the physical education uniform with white socks.
- b. Formal pants, not tight, flare or low waist pants.
- c. Clean Institute's polo shirt, inside the pants and white shirt without pattern.
- d. They can use clothing adequate to their origins and cultural traditions.
- e. The students must appear in daily uniform.

The gentlemen students:

- a. To use black belt without giant buckles, diabolic, etc.
- b. To come well shaved and without waxes or eyeliner.
- c. To use short hair well-groomed, without tails or topknot and little gel on the hair.
- d. It is forbidden to use earrings, piercing, staples or other body accessories.
- e. It is forbidden to use temporary or permanent tattoos.
- f. It is forbidden to use bracelets or necklaces of any type; otherwise, they will be confiscated.
- g. Do not use cap or bonnet, inside the classrooms; on the day of physical education (cap).

The ladies students:

- a. To use a ponytail or hair clip, if they have long hair.
- b. To use discreet earrings. It is forbidden to use temporary or permanent tattoos.
- c. To use white knee-length socks for the daily uniform.
- d. Skirt with 3 cms. below the knee with a lycra underneath.
- e. It is forbidden to use earrings, piercing, staples or other body accessories.
- f. It is forbidden to use bracelets or necklaces of any type; otherwise, they will be confiscated.
- g. Do not use extravagant hair dye or from any color.
- h. It is forbidden the use of makeup.
- i. Short nails, without nail polish, nor acrylic or synthetic nails.

7. Materials and forbidden substances

- a. It is forbidden to bring, consume and commercialize any type of drogue, pornography and others.

8. Weapon restriction. Art. 15

- a. It is forbidden to enter to the institution any artifact or object created to attack, cause physical or psychological damage or to damage the furniture or facilities.

9. Behavior in the facilities. Art 22

- a. To prevail the respect with their classmates, the administrative, operational, and teaching staff.
- b. The permanence of the students in the bathrooms must be for a justified cause or during the authorized time.

- c. To stay in the classrooms during the established periods, without trash and organized.
- d. Do not enter or consume food or drinks in the classrooms.
- e. It is forbidden any type of manifestation of engagement in or around the facilities.
- f. It is forbidden to throw trash or keep it in the classroom. They have to put it in the pertinent place.
- g. It is forbidden the disorder, bustle, cries.
- h. It is forbidden to destroy, damage, stain, and paint partially or totally any institutional property, furniture or equipment.
- i. Individual and group fights are forbidden inside or around the facilities.
- j. To promote the respect and fellowship. The ones that promote fights inside or outside the institution, verbal aggressions or that have any participation directly or indirectly in them will be punished. (Acuerdo Ministerial 1505-2013)
- k. Only with the authorization from the educational center's authorities is it allowed for students to get into the teacher's office, as well as to any other restricted area.

10. About the students' academic behavior

- a. To comply with all the assigned activities from teachers and to pay attention in class.
- b. They have to read and practice the written documents every day to understand and grasp all the different classes in an effective manner.
- c. To ask whenever in doubt about the topics and methodology of the classes.
- d. To bring all their materials and other necessary supplies of the different classes.

- e. To study every day to improve their academic development and increase their intelligence.
- f. It is forbidden to copy, steal, clone, and reproduce the homeworks, exercises and tests that another person has already solved or underpinned during the unit.
- g. They have to meet 80% of attendance to have the right to take their respective tests.

11. Use of practical areas. Art. 23 (Home, Industrial Arts, Physical Education, others)

- a. The permanency of all the students in the laboratories, workshops or sport areas must be in the assigned schedules and under supervision of the educators.

Fathers, mothers, credited person in charge obligations. Dec. Leg. 12-91 / Ley de Educación Nacional

1. Parents Obligations. Art. 35

- a. To be guiders in the educational process of their children.
- b. To send their children to the educational centers.
- c. To give their children the moral and material support needed for the right development in the educational process.
- d. To ensure that their children comply with the obligations established in the present Law and in internal regulations of the educational centers.
- e. To inform themselves personally, periodically, about the academic and disciplinary performance of their children.
- f. To attend the meetings and sessions, the times required per the educational center.
- g. To collaborate actively with the educational community according to the regulations from the educational centers.
- h. To contribute to the compliance of this Law.

- i. To constantly ask their child about the delivery of the homeworks.
- j. To be a friend, mate, father, or mother from their child to feel loved.
- k. To provide gestures of affection and dedication daily.

2. Art. 80 Cap. II, Tit. VII / Código de la Niñez y la Juventud // Art. 78. Cap. II Tit. V Ley de Protección Integral de la Niñez y Adolescencia.

- a. To make efforts to identify their children's talent to be able to look for the necessary support.
- b. To guide in a fair way and without violence their children's behavior under their care.
- c. To guide their children preventively, as well as participate actively in programs and rehabilitation.

3. To contribute to the solution of the problematic that is presented in the institution, using the dialogue, without drawing on psychological, verbal, or any other type of violence at any moment.

4. They have to treat the people who work in the institute with cordiality and respect.

5. They have to ask for a previous meeting with the teachers, to ask for information about the performance of their children.

6. They have to present a valid excuse, signed by them, informing why their children were absent. The following reasons are considered valid: sickness verified with a medical certificate, religious obligations; the death of a close relative. Bring the original with a copy to the principal and teachers.

7. To be responsible for covering repair costs of partial or total reparation incurred by their son or daughter.

8. To ensure that their son or daughter attends the classes punctually.
9. It is forbidden for the fathers, mothers and persons in charge of the students, to be in the institution without a previous date, to stay inside the institute. FORBIDDEN TO INTERRUPT the teachers in the class periods.

Faults and Sanctions / Cap. III / Ac. Min 01-2011 del MINEDUC reforma 1505-2003

1. Art. 27 about the faults.

A fault is committed by the student who transgresses any of the precepts established in these regulations, being creditor to a type of sanction duly established depending on the magnitude of the fault.

2. Art. 29 Minor faults. They are sanctioned with a verbal call of attention and registered in written form according to the type of the fault, with a maximum of three verbal calls. The case will be discussed with teachers, disciplinary committee and school counselor. The following are considered minor offenses:

- a. Inappropriate behavior in the use of facilities, equipment and materials.
- b. Discriminate the physical condition, ethnicity, age, gender, economy, religion, pregnancy or disability of any member of the educational community.
- c. Being in the bathrooms, at times not allowed, except in very marked emergency cases.
- d. Being in the store at times not allowed.
- e. Evading class, leaving class without authorization.
- f. Lack of personal hygiene. Produce flatulence with bad intention. Breach of the personal grooming and presentation.

- g. Faking illnesses, ailments, injuries and other symptoms that interfere or impede, totally or partially, the academic development of their classes.
- h. Shouting, whistling, making shrill, unpleasant sounds in class, during the development of the class.
- i. Entering and consuming food of any kind, in class or in other places prohibited for this purpose.
- j. Disrupt and promote disorder.
- k. Play gambling. Play ball at times and places not allowed within the institution.
- l. Poorly uniformed or poorly dressed. Shirts, blouses, shirts out of pants, trousers, skirts.
- m. Manifestations of courtship.
- n. Chewing gum.
- o. Refusing to follow instructions or orders from the teacher, principal, and/or other authority of the institution.
- p. Not returning signed notices sent to their parents or falsifying them.
- q. Not performing tasks, exercises, crafts and / or other activities to be developed in class.
- r. Arriving late to the educational institution or class periods.
- s. Not bringing the materials, instruments and other tools necessary for the development of the class or subject.
- t. Not using the identification card in the proper way.
- u. Organize activities without prior authorization inside the institute.
- v. Make personal sales within the educational center.

- w. Raising money or goods without the corresponding authorization of the educational authorities.
- x. Failing classes.
- y. Wear large earrings, painted hair, bracelets, necklaces, gauntlets, large and painted nails.
- z. Using a cell phone, wearing a short skirt and makeup.
 - aa. Using hairstyles, bizarre, extravagant haircuts, excess gel, and in males, long hair, with tails.
 - bb. Using piercing, pins or any other body accessory not allowed.
 - cc. Using temporary or permanent tattoos.
 - dd. Using objects foreign to the school activity.
 - ee. Using vulgar language in conversations.

3. Art. 30 Regarding the major offenses. These will be sanctioned with a written call out (It will be recorded in the minutes book) plus a summons from the student's parent, the case will be treated by the teachers, disciplinary committee and school counselor. The following are considered major offenses:

- a. Lying and/or trying to deceive.
- b. Partially or totally damaging furniture, equipment and educational facilities.
- c. Carrying printed or digital material that incites violence or contains pornography.
- d. Copying, providing copy, use any unauthorized material to resolve the exams.
- e. Unjustification of absences to the educational center or duly scheduled external activity.

- f. Insulting, slandering, defaming, threatening or repressing any member of the educational community.
- g. Stealing or taking other people's belongings, materials or furniture.
- h. Burning of fireworks without authorization.
- i. Being the author or promoter of vulgar expressions or drawings in the facilities of the educational center.

This is a literal translation from the Spanish version of the Internal Regulation of Peaceful Coexistence and Discipline from the Instituto Nacional de Educación Básica “14 de Julio de 1789” provided by the Principal.

1.8. Objectives

1.8.1. General Objectives

Teamwork will be applied to the Scholar Cycle 2023 plan.

- To promote the coexistence among the teaching and administrative staff to acquire quality in all the activities of the scholar cycle.
- To strengthen the discipline in the alumni and personnel in general.
- To promote the quality improvement in the teaching-learning process.
- To strengthen the civic values with the students.
- To establish communication with the alumni and parents.
- To lead to an education in cultural and artistic values with the students.
- To promote, in the educational community, respect in general and for the environment.

- To strengthen the values of the human being in the students and teaching staff.
- To strengthen the student spirit and respect for the environment.

This is a literal translation from the Spanish version of the institutional document Historia del Instituto Nacional de Educación Básica “14 de Julio de 1789” provided by the Principal.

1.8.2. Specific Objectives

To have periodic meetings with the teaching staff for the student's academic and disciplinary performance control.

- To develop civic and cultural acts according to calendarization.
- To celebrate meetings with parents every two months to inform them regarding their children's evaluations.
- To support planned visits for teachers to enrich the course.
- To develop clean-up campaigns within the establishment and its surroundings.
- To make students and personnel aware of the adequate use of the establishment's facilities.
- To review periodically the student's personal hygiene.
- To improve the quality of the didactical process in an efficient and ethical manner.

This is a literal translation from the Spanish version of the institutional document Historia del Instituto Nacional de Educación Básica “14 de Julio de 1789” provided by the Principal.

1.9. Goals

- Work sessions with the teaching staff to evaluate the work that is being developed.
- To celebrate civic acts on the first Monday of each month according to the calendarization of 2023.
- To make coexistence with the teaching staff.

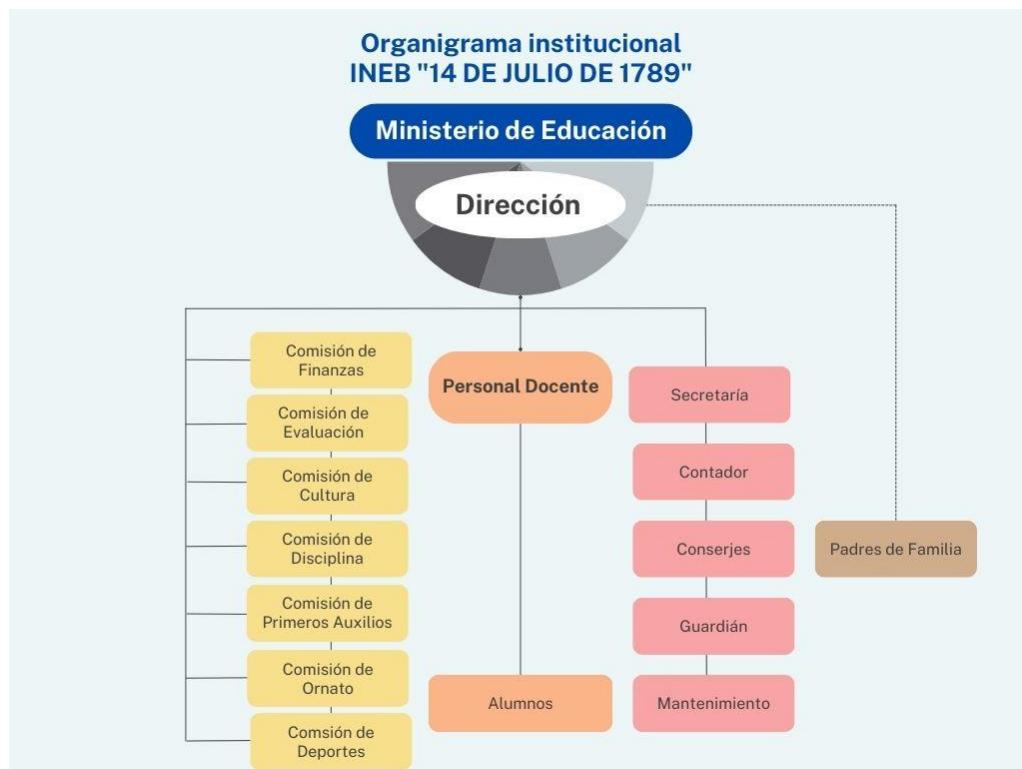
- Festival activities.
- Clean-up campaigns in the year.
- To develop the CNB effectively.
- To create the Board of Education
- To complement the Computer lab.
- To guide the students positively for each professor and professor guide.

This is a literal translation from the Spanish version of the institutional document Historia del Instituto Nacional de Educación Básica “14 de Julio de 1789” provided by the Principal.

1.10. Organizational Structure

Figure 2

Organizational Chart



Information from the original organizational chart of the Institution

1.11. Resources

According to the information provided by the principal, the INEB “14 de Julio de 1789” has the following resources:

- 9 classrooms
- 1 basketball court
- 1 warehouse
- 2 bathrooms (1 for students and another for personnel)
- 1 computer lab
- 1 teachers’ office

A total of 18 employees, including:

- 1 principal
- 12 teachers (1 English teacher)
- 2 secretaries

Source of economical resources: government budget

- Computers, printers, and furniture

1.12. Techniques Used for Diagnosis

In order to gather the information required for the diagnosis, at Instituto Nacional de Educación Básica, 14 de Julio de 1789, an online survey was selected.

One survey with different questions was designed to obtain all the necessary information regarding the English course, lacks, needs, and available resources, among other aspects that would be necessary to determine the line of this PSP project.

On the other hand, an interview with the principal was carried out to gather all the necessary information regarding the institution, mission, vision, objectives, community, human resources, facilities, etc.

For this research, it was taken into consideration that there is only one English teacher in the institution, who is in charge of teaching this course to all the grades and sections.

1.13. List of Lacks

Based on the results from the instruments used for the diagnostic. These are the lacks found:

- Instituto Nacional de Educación Básica 14 de Julio de 1789 only has one English teacher for all grades, from 7th to 9th.
- There is no syllabus for the English class.
- There are only 3 periods a week for the English course (30 minutes per period).
- There is no access to the internet, or technology that can be used for the English course.
- Some of the students do not have the book used for the English course.
- There are a few resources available for the English class.
- Students' English level is very low, and they have weaknesses related to all the four skills: listening, speaking, reading, and writing. Especially listening and speaking.
- Lack of didactic material such as magazines, posters, or flashcards.
- Students' unmotivation regarding English class.

Table 1

Matrix 1: list of lacks, inquiry-problem, and hypothesis-action

Lacks	Inquiry-Problem	Hypothesis- Action
1. Instituto Nacional de Educación Básica 14 de Julio de 1789 only has one English teacher for all grades, from 7th to 9th.	How is it possible for the INEB 14 de Julio de 1789 to teach all the students efficiently, having only one English teacher.	If the English teacher is well prepared and has enough resources, it is possible for the teacher to teach all the students efficiently.
2. There is no syllabus for the English class.	How can a syllabus be implemented for the English course?	If a syllabus for the English class is designed, the English teacher will be able to visualize and distribute the content, among the time available, and get better results.
3. There are only 3 periods a week assigned for the English course (30 minutes per period).	How can the English course be well developed if there is not enough time for all the content to be taught during the year?	If there is a Resource guide for the teacher with materials to make content more accessible, the class could be more dynamic and efficient.
4. There is no access to internet, or	How can some technology be implemented in the	If the English teacher could have a device to be able to listen to the audios from the books, besides other audio

technology that can be used for the English course.	English course?	materials, this could help the class to be more interactive and also to help the improvement of the students' listening skill.
5. Some of the students do not have the book used for the English course.	How could students have access to the English book used for the English class?	If students could all have access to the book, they would be able to follow all the activities and have a better understanding of the content and practice.
6. There are a few resources available for the English class.	How can more resources be available for the English class?	If a variety of materials are available for the teacher, including: flashcards, worksheets, audios, and also some technological resources, such as a speaker and a USB flash drive, this could be helpful to improve the English class.
7. The English level of students is very low, and they have weaknesses related to all the four skills: listening, speaking, reading, and writing. Especially	How can the English level of students be improved, especially their listening and speaking skills?	If students could have access to more audio materials and different activities, they could improve their English level, and the four skills, especially listening and speaking.

listening and speaking.		
8. The English teacher does not have printed material, besides the English books, such as magazines, posters, or flashcards.	How could the English teacher have printed material, besides the English books?	If a resource guide including different materials such as posters, flashcards, worksheets, and others could be available for the teacher, this would be helpful to have a more dynamic and efficient English class.
9. Students are not interested in the English class.	How could the students be more interested in the English class?	If students are exposed to different materials, they could be more interested in the English class, and enjoy it too.

1.14. Analysis and Prioritization of Problems

Taking into consideration the results from the diagnostic instruments, the lacks found are presented as problems, and they are analyzed through four different categories: urgency, importance, scope, and resources. These lines of action/categories are prioritized on a scale from 1 to 4, with 1 as the least urgent, 2 as necessary, 3 as vital, and 4 as most urgent. The total obtained from this scale will provide the selected problem and the research line. On the other hand, it will be considered the result of the analysis based on the feasibility, viability, and desirability.

Table 2*Criteria problem, urgency, importance, scope, and resources*

Criteria Problem	Urgency	Importance	Scope	Resources	Total
1. Existence of only one teacher for the English class, for all grades, from 7th to 9th at Instituto Nacional de Educación Básica 14 de Julio de 1789.	3	3	3	1	10
2. Absence of a syllabus for the English class.	3	4	4	3	14
3. Insufficient time for the English class (having only 3 periods a week of 30 minutes each).	3	3	3	1	10
4. Unavailability of internet, or technology for the English course.	3	4	4	1	12
5. Inaccessibility of the book used for the English class for some students.	3	3	3	1	10
6. Unavailability of enough resources for the English class.	3	3	3	1	10

7. The deficiency of the English level of students.	3	3	3	2	11
8. Inexistence of printed material, besides the English books, such as magazines, posters, or flashcards.	4	4	4	4	16
9. Disinterested students in the English class.	3	3	3	2	11

1.15. Feasibility, Viability, and Desirability Analysis

According to the previous analysis and prioritization of problems, taking into account the urgency, importance, scope, and resources, the problem that has the most importance and needs to be prioritized is the inexistence of printed material besides the English books, such as magazines, posters, or flashcards, along with the unavailability of internet or technology for the English course, as well as the absence of a syllabus for the English class. These three will be combined to propose a solution, as follows:

To elaborate the syllabus for the English course, for 8th grade. Which will provide the teacher with the elements to use it as a base for the other grades.

To elaborate a resource guide to provide the teacher with different materials that will be available to help the development of the students listening, reading, writing, and speaking skills, all these resources are intended to be used by the teacher during the teaching-learning process of the English language. This will be based on the content for the 8th grade, may be

an example for the teacher for the other grades, and may be used for the contents that are shared if applicable.

To donate a speaker and a USB memory has been considered. This action is meant to bring technology into the institution, providing a different experience for both students and teacher during the English class by making use of a variety of listening materials.

Below, it is described the feasibility, viability and desirability analysis:

Table 3

Feasibility, Viability, and Desirability Analysis

ANALYSIS INDICATOR	YES	NO
Continuity		
Is the Instituto Nacional de Educación Básica 14 de Julio de 1789 willing to continue with the project?	YES	
Is the Instituto Nacional de Educación Básica 14 de Julio de 1789 willing to implement the project?	YES	
Is the English Teacher from Instituto Nacional de Educación Básica 14 de Julio de 1789 willing to implement the project?	YES	
TOTAL	3	0
Financial		
Are there financial resources for the creation of the project?	YES	
TOTAL	1	0
Social impact		
Is there a positive impact from the implementation of this project?	YES	
Does the project satisfy the needs of the educational	YES	

community?		
Is the project designed for the specific community?	YES	
Will the project promote the improvement of the English class?	YES	
TOTAL	4	0
Sources		
Is there enough information to implement the project?	YES	
TOTAL	1	0
Technical		
Does the project have a person to execute it?	YES	
Does the project have the resources to be implemented?	YES	
TOTAL	2	0
Technological		
Does the person in charge have the knowledge to develop the project?	YES	
Are there going to be resources to implement the project correctly?	YES	
TOTAL	2	0

1.16. Selected Problem and Research Line

The Instituto Nacional de Educación Básica 14 de Julio de 1789 has deficiencies in the English class, especially related to the resources available for the learning process. According to the results from the diagnosis phase, nine deficiencies were identified that are affecting the teaching-learning process.

The prioritization matrix was filled out with the objective of finding a problem and implementation of a possible solution. These factors were analyzed in detail, and a score was assigned to them to determine as a research line: how the access to different resources is crucial in order to get better results in the English class learning process at the Instituto Nacional de Educación Básica 14 de Julio de 1789.

Therefore, the selected problems were the absence of a syllabus for the English class, the inexistence of printed material, besides the English books, such as magazines, posters, or flashcards, as well as the unavailability of internet or technology for the English course.

1.17. Selected Solution

Taking into consideration the results from the feasibility, viability, and desirability analysis, the selected solutions are:

To elaborate the syllabus for the English course for 8th grade. Which will provide the teacher with the elements to use it as a base for the other grades.

To elaborate a resource guide to provide the teacher with various materials that will be available to help the development of the students listening, reading, writing, and speaking skills, all these resources are intended to be used by the teacher during the teaching-learning process of the English language. This will be based on the content for the 8th grade, may be an example for the teacher for the other grades, and may be used for the contents that are shared if applicable.

To donate a speaker and a USB memory has been considered. This action is meant to bring technology into the institution, providing a different experience for both students and teacher during the English class by making use of a variety of listening materials.

Chapter 2

Theoretical Framework

The importance of action research relies not only on the implementation and execution of a project based on the selected problem and solution from the beneficiary institution but also on the development of a theoretical framework including all the key elements for the process and defining the most relevant variables of study that support the design of the project, being this: "To elaborate the syllabus for the English course for 8th grade, which will provide the teacher with the elements to use as a base for the other grades, to elaborate a resource guide to provide the teacher with different materials that will be available to help the development of the students listening, reading, writing, and speaking skills; all these resources are intended to be used by the teacher during the teaching-learning process of the English language. This will be based on the content for the 8th grade and may be an example for the teacher for the other grades and be used for the contents that are shared, if applicable. And finally, the donation of a speaker and a USB memory has been considered. This action is meant to bring technology into the institution, providing a different experience for both students and teachers during the English class by making use of a variety of listening materials."

On the other hand, it also considers the line of research established: how access to different resources is crucial in order to get better results in the English class learning process at the Instituto Nacional de Educación Básica 14 de Julio de 1789.

Therefore, this will be the information taken into consideration for the development of the theoretical framework for the present project.

2.1. Definitions

According to the previous information, the following definitions have been selected for the development of the theoretical framework.

2.1.1. *English Language*

According to the Cambridge dictionary, it refers to the language spoken in the United Kingdom and the United States, as well as in many other countries around the world. (Cambridge Dictionary, 2023).

Harmer, in How to Teach English, makes three distinctions related to the English language in the learning context, including:

- a. ***English as a Foreign Language.*** Mostly, when the person learns it, they are able to use it for traveling and communicating with other people from different countries who also use this language as a common language.
- b. ***English as a Second Language.*** In this case, it refers to when students are usually living in the target-language community, in which context it may be needed the learning of a variety related to that specific community, including the way of living, traditions, among others.
- c. ***English for Speakers of Other Languages.*** Which may be used to describe both of the previous ones, English as a Foreign Language and also English as a Second Language.

2.1.2. *Syllabus*

In language teaching, "input" refers to the linguistic content of a course. It seems logical to assume that before we can teach a language, we need to decide what linguistic content

to teach. Once content has been selected it then needs to be organized into teachable and learnable units as well as arranged in a rational sequence. The result is a syllabus. (Richards, 2013, p. 6)

2.1.2.1. Types of Syllabi

According to Krahne (1987), there are many types of syllabi, even though, in practice, normally two or more are combined. Some of them are:

- a. ***Structural or Formal Syllabus.*** This includes a collection of structures and forms, usually related to grammar of the language that is being taught. For example, verbs, statements, questions, etc.
- b. ***Notional or Functional Syllabus.*** In this case, it is based on a collection of the functions, as requesting and promising, or notions, as comparison and size, that are carried out when using a certain language.
- c. ***Situational Syllabus.*** This one includes a collection of situations that can be real or fictional, in which the language occurs. It has the purpose of teaching the language that occurs in different situations. Some situations may be: going shopping, going to the movies, work interviews, among others.
- d. ***Skill-based Syllabus.*** This type of syllabus is based on a collection of abilities that may be useful when using the language. This includes: linguistic competencies like pronunciation and vocabulary, as well as listening to spoken language, writing paragraphs in a logical manner, being able to express themselves orally, reading texts, understanding the main ideas of it, among others. The purpose of this syllabus is to learn the specific language skill and also developing other competencies related to the language.

- e. ***Task-based Syllabus.*** One characteristic of this type of syllabus, as in the content-based syllabus, is that teaching is not organized around linguistic features of the language, but related to another organizing principle. The content of this syllabus is a series of activities that students would have to develop in the language they are learning. Therefore, language learning depends on task performance. It aims to provide the resources necessary to complete a task successfully. Some examples of tasks may be: applying for a job, preparing a paper for another course, etc.
- f. ***Content-based Syllabus.*** This syllabus is based on the objective of teaching some content using the language that students are learning. It is not really a language syllabus. Therefore, students are simultaneously learners of a specific content and also language learners.

2.1.3. Teacher

According to the Cambridge Dictionary (2023), a teacher is “someone whose job is to teach in a school or college”.

On the other hand, we can distinguish the differences between teachers in terms of their personalities, intelligence, knowledge, and experience, for example. Harmer, in *How to Teach English*, expresses that this profession can be differentiated from others in the fact that we become different people when we are facing the class; he remarks, “when we are at work is especially important.” (Harmer, 2007, p. 23-24)

2.1.3.1. Teacher Roles

According to Harmer (2007), the art of teaching includes the ability to adopt various roles in the class:

- a. **Controller.** Like when they stand in front of the class and dictate. They are the focus of attention.
- b. **Prompters.** When they encourage students and push them to achieve more.
- c. **Feedback Providers or Assessors.** As when they evaluate the students' performance and recognize and tell them how well they have done.
- d. **Resource.** To provide language information and when students need to consult.
- e. **Tutor.** Being an advisor, acting to what the student does and also advising them on what to do next. (Harmer, 2007)

2.1.4. Student

According to the Oxford Learner's Dictionary (2023), this term refers to a “person who is studying at a university or college”.

2.1.5. Resource

According to the Merriam-Webster Dictionary (2022), the word resource means “a source of supply or support: an available means —usually used in plural. It also provides the definition of “a source of information or expertise”, which is closely related to the resources that can be used when teaching a language, such as books, flashcards, among others, that can improve and facilitate the teaching-learning process.

2.1.6. Guide

A guide is a book that gives you information or instructions to help you do or understand something. (Collins English Dictionary, 2023)

2.1.7. Skill

Skill is the knowledge and ability that enable you to do something well. (Collins English Dictionary, 2023)

According to Brown (2015), when talking about English language teaching, it is possible to identify four skills, which include: listening, speaking, reading, and writing.

2.1.7.1. Listening

The listening skill is related to the ability students have to understand what people say, either face to face, on TV, social media, radio, theaters, cinema, etc. Therefore, developing these skills is crucial, as it helps students have better pronunciation. The more they hear and understand, the more they will be able to absorb the language. (Harmer, 2007)

“Students need to be able to listen to a variety of things in a number of different ways.”
(Harmer, 2007, p. 135)

According to Harmer (2007), there are six listening principles:

- a. ***Encourage students to listen as often and as much as possible.*** This will allow students to get better at listening, understanding, and using the language appropriately.
- b. ***Help students prepare to listen.*** For this to happen, they will need to look at images, discuss the topic, and previously read questions. This will allow them to predict what is coming next.
- c. ***Once may not be enough.*** It is important that students have the opportunity for repetition to clarify anything that was not captured in the first listening experience.

d. ***Encourage students to respond to the content of listening, not just to the language.***

Asking for their opinions on topics, seeing if they understood the meaning or found it interesting, will also be an enriching experience.

e. ***Different listening stages demand different listening tasks.*** In this case, it will be necessary to assign different tasks for different stages in the listening process. The first listening may be useful to get the general idea, and the later listening may be focused on the details, language use, and pronunciation.

f. ***Good teachers exploit listening texts to the full.*** This consists of taking the most benefit from the listening activity and profiting from it for all the possible applications.

2.1.7.2. Reading

This is the ability needed when reading texts for different purposes, such as for their careers or even for pleasure. This skill is useful for language acquisition. When a student understands what they are reading, they will be able to read more and get better at it.

2.1.7.2.1. Kinds of Reading

a. ***Extensive Reading.*** This type of reading is normally done away from the classroom, it is when students read for pleasure.

b. ***Intensive Reading.*** It usually happens in the classroom, and it has a specific purpose. It usually goes along with study activities. (Harmer, 2007)

According to Harmer (2007), there are six listening principles:

a. ***Encourage students to read as often and as much as possible.*** Teachers must encourage students to read, especially extensively. The more they do it, the more they will become better at it.

- b. *Students need to be engaged with what they are reading.* It is very important to get students to enjoy and engage in the reading activity.
- c. *Encouraging students to respond to the content of a text (and explore their feelings about it), not just concentrate on its construction.* The structures and formal uses of language are as important as the meaning of the text read. Teachers must try to encourage students to express their feelings regarding the topic, especially with extensive reading.
- d. *Prediction is a major factor in reading.* Teachers must profit before reading to provide hints to students so they can predict what will happen in the reading, what is it about, etc. It can be done by showing them the cover of the book, reading the headline, among others.
- e. *Match the task to the topic when using intensive reading texts.* In this matter, choosing tasks is very important, such as the right questions and activities related to reading, to maximize its benefits. Also, it is crucial to take into consideration the level, the topic of the text, its linguistics, and other facts related to the group of students.
- f. *Good teachers exploit reading texts to the full.* To achieve this, teachers must integrate the reading text into interesting lesson sequences, for example, by promoting discussion of the topic and additional tasks, trying to bring text to life.

2.1.7.3. Writing

This skill is related to what students are able to produce in a written way. This provides the students with the opportunity to think more, as they have more time than when they have a spontaneous conversation, for example. This allows them to process language, or, in other words, to think about the language.

As Harmer (2007) describes, we can distinguish two types of writing:

- a. **Writing for learning.** This can be helpful to support what students are learning, and help them practice what they have been studying.
- b. **Writing for writing.** Especially used to promote the student's skills as writers.

2.1.7.4. Speaking

This skill is related to the ability students have to express themselves orally. It is one of the more challenging ones; nevertheless, it is meaningful, as it provides rehearsal opportunities in a safe place (the classroom), where students have the chance to practice what they have learned and receive the necessary feedback. (Harmer, 2007)

2.1.7.5. Teaching Language

According to Harmer (2007), teaching a language is both a science and an art. Considered a science due to the need to look for the best manners to have students understand and also due to the changes and evolution of language, taking into consideration the technical skills teachers must have.

On the other hand, it is also considered an art, as it involves developing a relationship between teacher and students. Rapport is an essential part of the teaching-learning process.

2.1.7.6. Learning

“Learning is a conscious process where separate items from the language are studied and practised in turn.” (Harmer 2007, p. 47)

2.1.7.7. Acquisition

“The former is subconscious and anxiety free.” “Krashen, among others, suggested that teachers should concentrate on acquisition rather than learning and that the role of the language teacher should be to provide the right kind of language exposure, namely comprehensible input (that is, language that the students understand more or less, even if it is a bit above their own level of production). (Harmer 2007, p. 47)

2.1.7.8. Process

According to the Cambridge dictionary (2023), it is “a series of actions that you take in order to achieve a result.”

2.1.7.9. Technology

“The application of scientific knowledge to the practical aims of human life, or, as it is sometimes phrased, to the change and manipulation of the human environment.” (Britannica, The Editors of Encyclopaedia. "technology", 2023)

2.2. Approaches

According to the subject matter of the present research, the following approaches have been considered:

2.2.1. *Research Report*

According to the Formplus Blog (2020), “a research report is a well-crafted document that outlines the processes, data, and findings of a systematic investigation. It is an important document

that serves as a first-hand account of the research process, and it is typically considered an objective and accurate source of information.”

2.2.2. The Creation of a Resource Guide and Syllabus

A resource guide is a book/guide with a compilation of materials and resources to support the teaching process that will be complemented with a syllabus with the contents to be covered for the 8th grade, in the English class, at the Instituto Nacional de Educación Básica 14 de Julio de 1789.

2.3. Principles

According to Laerd Dissertation (2012), there are some ethical principles that need to be considered when doing undergraduate and master's level research. Some of them are:

2.3.1. Minimizing the Risk of Harm.

It is related to being careful with no causing discomfort in all the participants.

2.3.2. Obtaining Informed Consent.

This means that the participants in the research have to be aware that they are part of it and what will be required of them.

2.3.3. Protecting Anonymity and Confidentiality.

This is especially important if the information provided is sensitive or private. In such cases, if needed, the researcher will have to be careful with holding the information in confidence to avoid any possible issues.

2.3.4. Avoiding Deceptive Practices.

There are some cases in which the researcher has to develop the research without revealing their identity or the purpose of the research. This can be the case when it involves observation.

2.3.5. Providing the Right to Withdraw.

It is important to let participants withdraw if necessary or desired at any stage of the research without being pressured or forced to continue.

2.4. Methods

To comply with the objective of this research, the following methods have been selected:

2.4.1. Action Research

Action research combines theory and practice (and researchers and practitioners) through change and reflection in an immediate problematic situation within a mutually acceptable ethical framework. Action research is an iterative process involving researchers and practitioners acting together on a particular cycle of activities, including problem diagnosis, action intervention, and reflective learning. (Avison et. Al, 1999)

2.4.2. Qualitative Research

“Qualitative research focuses in understanding a research query as a humanistic or idealistic approach.” (Pathak et. Al, 2013, p. 192)

“Qualitative method is used to understand people’s beliefs, experiences, attitudes, behavior, and interactions. It generates non-numerical data. The integration of qualitative research

into intervention studies is a research strategy that is gaining increased attention across disciplines.” (Pathak et. Al, 2013, p. 192)

2.4.3. Quantitative Research

“Quantitative approach is a more reliable method as it is based upon numeric and methods that can be made objectively and propagated by other researchers.” (Pathak et. Al, 2013)

2.5. Techniques

In order to complete the present research project, it is necessary to use the following techniques.

2.5.1. Research Techniques

According to Hassan (2022), research techniques include methods, processes, and tools that are used for collecting, analyzing, and interpreting data to be able to answer the research questions. Some of these techniques include:

2.5.2. Interview

“Interviews are another technique used in research, and they can be conducted in person or over the phone. They are often used to gather in-depth information about an individual’s experiences or opinions. For example, a researcher might conduct interviews with cancer patients to learn more about their experiences with treatment. (Hassan, 2022)

2.5.3. Survey

“This is a quantitative research technique that involves collecting data through questionnaires or interviews to gather information from a large group of people.” (Hassan, 2022)

Chapter 3

Project Profile

3.1. General Aspects of the Project

3.1.1. *Name of the Project*

Resource Guide and Syllabus for Teaching the English Course to Eighth Grade Students from the Instituto Nacional de Educación Básica, 14 de Julio de 1789.

3.1.2. *Problem Statement*

The English course is part of the mandatory classes included in secondary education nationwide; nevertheless, in the public sector, the time and resources available for it are, most of the time, not enough. Therefore, teachers have to struggle with many deficiencies.

At Instituto Nacional de Educación Básica 14 de Julio de 1789, there is only one teacher in charge of teaching the English course for the three grades, 7th, 8th, and 9th. The availability of resources is very limited, including boards, markers, and the books Side by Side 1A, 1B, and 2A, respectively. It is also important to mention that there are only three weekly periods of 30 minutes each for this course.

As the research has shown, there is no Syllabus for the English course, and there is a lack of resources available that could allow for better results and an improvement in the teaching-learning process.

The creation of a syllabus and a Resource guide for the 8th grade, as well as the donation of a speaker and USB for the English course, aims to facilitate and improve the teaching-learning

process at the beneficiary institution while also being an example that can be replicated for the other grades.

3.1.3. Location

Instituto Nacional de Educación Básica 14 de Julio de 1789, at 4a avenida 10-82 zona 21, colonia Bello Horizonte, Guatemala, Guatemala.

3.1.4. Executing Unit

The Professional Supervised practice's student will be the executing unit from the present project.

3.1.5. Project Type

This project responds to the characteristics of a product project, designing, creating, presenting, and implementing a Resource Guide and Syllabus for Teaching the English Course to Eighth Grade students from the Instituto Nacional de Educación Básica, 14 de Julio de 1789. (Speaker and USB donations are included as part of technology implementation.)

3.2. Project Description

The present project has been conceived in three parts that would include:

The elaboration of the syllabus for the English course for eighth grade will provide the teacher with the elements to use as a base for the other grades.

The elaboration of a resource guide to provide the teacher with different materials that will be available to help the development of the students listening, reading, writing, and speaking skills; all these resources are intended to be used by the teacher during the teaching-learning process of

the English language. This will be based on the content for the eighth grade and may be an example for the teacher for the other grades and be used for the contents that are shared, if applicable.

Finally, the donation of a speaker and a USB memory has been considered. This action is meant to bring technology into the institution, providing a different experience for both students and teachers during the English class by making use of a variety of listening materials.

3.3. Project Justification

The English language is one of the main tools that help people succeed and have better professional and personal opportunities worldwide, no matter the field. Nevertheless, in Guatemala, especially in the public sector, the English course does not have the relevance it should, and there is a limited amount of time aimed at the teaching-learning process of this course, as well as limited resources. This situation is not different at Instituto Nacional de Educación Básica 14 de Julio de 1789, located in zone 21, where the institution has only one English teacher in charge of nine junior high sections from seventh to ninth grade.

The limited resources and time to carry out the teaching-learning process properly, represent a difficulty for the teacher to perform a dynamic class; these lacks end up affecting all the students, who have a low level of English and who cannot take advantage of the English course. Therefore, in order to contribute to a successful teaching-learning process, it is necessary to elaborate a syllabus for the English course and a resource guide to provide the teacher with different materials that will be available to help the development of the students listening, reading, writing, and speaking skills; all these resources are intended to be used by the teacher during the teaching-learning process of the English language. This guide for the English course represents an important tool that will provide the teacher with a variety of materials adapted to the content

covered during the school year, in order to make the English course more interesting and efficient. Additionally, the donation of a speaker and a USB memory has been considered. This action is meant to bring technology into the institution, providing a different experience for both students and teacher during the English class by making use of a variety of listening materials.

3.4. Project Objectives

3.4.1. General Objective

To provide the Instituto Nacional de Educación Básica 14 de Julio de 1789 with a syllabus and resource guide containing a compilation of diverse and useful didactic resources specific to teaching students in the eighth grade so that the teaching-learning process of the English course can be improved.

3.4.2. Specific Objectives

- To summarize the contents and create the syllabus for the English course to be used in eighth grade.
- To provide useful materials to improve the teaching-learning process of the English course for students in eighth grade.
- To gather and classify the materials according to the institutional needs for the resource guide to fulfill them in an effective manner.
- To design and create the Resource guide with the collected materials to provide the institution and the English course with additional resources to improve the teaching-learning experience and process.
- To find the financial resources for the speaker and USB that will be donated to the institution.

3.5. Goal

According to what has been previously exposed, as in many other public institutions, the English course at Instituto Nacional de Educación Básica 14 de Julio de 1789 does not have many resources for the teaching-learning process, which makes it difficult for students to improve in the different skills needed to master the English language, which can provide them with many opportunities in their lives, both in the professional and personal fields.

This project aims to provide a syllabus as a guide for the English course and also a Resource guide with different materials and activities to complement the class and provide better results in the teaching-learning process. As this will be designed for the eighth grade, it will also be an example that can be applied to other grades according to their specific contents.

On the other hand, the donation of the speaker and USB will allow the English teacher to use this technology to implement listening activities and have access to other materials to make the English course more dynamic and effective.

3.6. Beneficiaries

The beneficiaries of the project will be:

3.6.1. Direct

Students from the eighth grade at the Instituto Nacional de Educación Básica, 14 de Julio de 1789. The English teacher from the Instituto Nacional de Educación Básica, 14 de Julio de 1789.

3.6.2. Indirect

Students from 7th and 9th grades from the Instituto Nacional de Educación Básica 14 de Julio de 1789 will be indirect beneficiaries, as the resource guide and syllabus will be examples for the English teacher to implement in the other grades, as well as some material to use in the English class. In the case of the speaker and USB, they can also be used to implement technology in the class.

3.7. Sources of Funding and Budget

The Professional Supervised Practice student will provide the funds for the implementation of the project. The budget will be distributed as follows:

Table 4

Project's funding description

Item	Description	Cost
Speaker	Bluetooth speaker with USB port	Q.180.00
USB memory	USB memory, 64 Gb	Q100.00
Resource Guide and materials	Resource guide and materials, such as: flashcards, worksheets, audios, etc.	Q.300.00
Internet	Claro's internet service	Q.300.00
Electricity	Electricity service	Q.300.00
TOTAL		Q.1,180.00

3.8. Timetable and Project Implementation

The activities for the present project will be implemented as follows:

Table 5*Project profile outline*

No.	Activity	July			
		w.1	w.2	w.3	w.4
1.	Syllabus creation				
2.	Resource guide Design				
3.	List of activities and materials for the guide				
4.	Creation of Resource guide and materials (including flashcards, worksheets, audios, etc.)				
5.	Approval/corrections to syllabus, resource guide and materials				
6.	Corrections delivery				
7.	Final approval/validation of the Syllabus, Resource guide and materials				
8.	Continuity plan elaboration				

3.9. Resources

The following resources will be necessary for the project's implementation:

3.9.1. Human Resources

3.9.1.1. The Professional Supervised Practice's Student. The person in charge of the process will be the Professional Supervised Practice's Student, who will gather information, design, and present the Syllabus and resource guide.

3.9.1.2. The Professional Supervised Practice's Student Adviser. Who will guide and provide advice during the whole process.

3.9.1.3. Institutional Authorities. They will authorize the student to have access to information from the institution, provide relevant information, and be the link between the student and the English teacher.

3.9.1.4. The English Teacher. She will provide the relevant information regarding the English course, content, etc.

3.9.2. Material Resources

3.9.2.1. The Computer. This tool will be indispensable to the creation of the Syllabus, the Resource guide, and the collection and creation of materials.

3.9.2.2. Design Programs and Tools. For the design of the resource guide and material, as well as web pages and others from where the materials will be collected.

3.9.2.3. Electricity. Energy is needed for the use of the computer and for everything to work correctly.

3.9.2.4. Internet. A computer network is needed to send information, have meetings, work on reports, and keep communication going at different times.

3.9.3. Physical Resources

3.9.3.1. Students' House. This will be the place with access to electricity and internet services, where the project will be made. The collection of materials, the design of the Resource guide, the creation of the Syllabus, and all the activities needed to complete the project. This is the place where the electricity and internet will be available.

3.9.4. Financial Resources

All the expenses needed for the Professional Supervised practice project will be borne by the student, including the printed materials that will be provided, the resource guide, the speaker, and the USB memory.

Chapter 4

Project Implementation

4.1. Activities and Results

For the development of the Supervised Practice project, the following activities were performed, and the results of these activities are described in the following table:

Table 6

Activities and Results

No.	Activities	Results
1.	Profile design	The profile was designed to describe how the project would be executed.
2.	Profile authorization	Once the profile design was completed, it was presented to the Adviser, M. A. Ricardo Sosa who provided the observations and corrections needed.
3.	Plan profile corrections	According to the observations received, the corrections were made. The profile was reviewed again, and it was finally approved.

4.	Syllabus creation	According to the information provided by the English Teacher, the book Side by Side 1B, used in 8th grade for the English course, and also taking into consideration the CNB, the Syllabus was created.
5.	Resource Guide, material creation, and resources gathering.	According to the topics in the syllabus and the needs of the institution, the materials were created, and the different resources were gathered.
6.	Resource Guide design	Canva was the online design platform selected for the design of materials and also for the Resource Guide design.
7.	Resource Guide creation	With all the materials created and gathered, the Resource guide was designed, and links were added to it, to access all the resources.
8.	Syllabus and Resource guide revision	Syllabus and Resource Guide were presented to the Adviser, M. A. Ricardo Sosa, who provided the feedback and corrections needed to both.

9.	Syllabus and Resource guide corrections	<p>According to the observations received, the corrections were made. The Syllabus and Resource Guide were reviewed again by the Adviser, M. A. Ricardo Sosa, and they were finally approved.</p>
10.	Continuity plan elaboration	<p>In order to provide the institution with a guide to continue with this project in the coming years, a continuity plan was created.</p>
11.	Presentation, socialization and validation of the Syllabus and Resource Guide	<p>The Syllabus and Resource Guide were presented and socialized to the Institutional authorities and the English Teacher, and a copy of them was delivered in printed form, as well as all the printed materials, such as worksheets and flashcards, this, for them to validate the material.</p>
12.	Speaker and USB Memory delivery	<p>Along with the Syllabus and Resource guide, a Speaker and a USB Memory with all the digital files from the materials, resources, and Resource Guide were delivered to the institution.</p>

13.	Evaluation of the Syllabus and Resource Guide	With the aid of a checklist, the Adviser evaluated the Syllabus and Resource Guide to examine if the objectives were accomplished.
-----	---	--

4.2. Products and Achievements

The products from the Supervised Practice project are described in the following table:

Table 7

Products and Achievements

No.	Products	Achievements
1.	Syllabus for English course for the 8th grade from Instituto Nacional de Educación Básica 14 de Julio de 1789	The Syllabus includes the general information from the institution, the student's profile, the course description, and the contents to cover, from unit 9 to 17, as well as the competencies and achievement indicators, based on the book Side by Side 1B and the CNB. With this, the teacher will have structured content and defined objectives to accomplish at every stage of the teaching-learning process during the year.

2.	Resource Guide and Syllabus for Teaching the English Course to Eighth Grade Students from the Instituto Nacional de Educación Básica, 14 de Julio de 1789.	<p>This Resource Guide provides different materials to help the development of the students' listening, reading, writing, and speaking skills. All the resources included will be helpful tools for the teacher during the teaching-learning process of the English language. This guide was based on the content for the 8th grade and may be an example for the teacher for the other grades and be used for the contents that are shared, if applicable.</p>
3.	Speaker and USB donation	<p>These two donations will bring technology into the institution for the English course, providing a different experience for both students and the teacher during the English class by making use of a variety of listening materials. The USB memory will have all the digital files for the teacher to have access to them, according to their needs.</p>

Figure 3

*Resource Guide and Syllabus for Teaching the English Course to eighth grade students
from the Instituto Nacional de Educación Básica, 14 de Julio de 1789, front page*

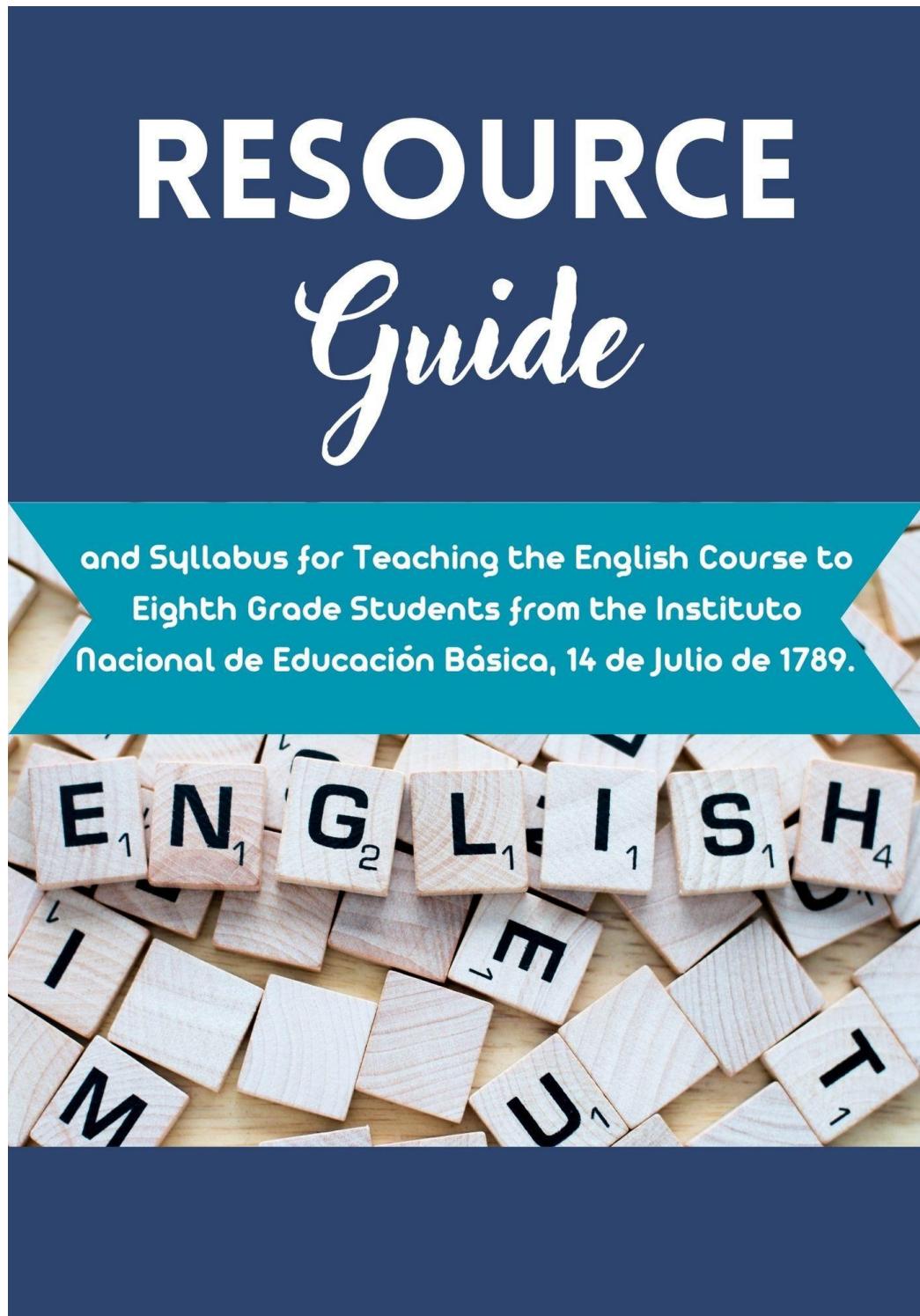


Figure 4

Resource Guide for Teaching the English Course to eighth grade students from the Instituto Nacional de Educación Básica, 14 de Julio de 1789, presentation



The present Resource Guide and Syllabus for Teaching the English Course to Eighth Grade Students from the Instituto Nacional de Educación Básica, 14 de Julio de 1789 is aimed to provide English teachers with additional resources to improve the teaching-learning process of the English course. This material has been gathered, selected, and created based on the teachers' needs and their availability to use it, including flashcards, worksheets, and audios, among other useful materials for the English course.

Guatemala, October 2023

La presente Guía de Recursos y Programa para Enseñar el Curso de Inglés a Estudiantes del Octavo Grado del Instituto Nacional de Educación Básica, 14 de Julio de 1789, tiene el objetivo de proveer a los maestros de inglés, recursos adicionales para mejorar el proceso de enseñanza-Aprendizaje para el curso de Inglés. Este material ha sido recolectado, seleccionado y creado con base en las necesidades de los maestros, de acuerdo a la disponibilidad de ellos para utilizarlo, incluyendo tarjetas didácticas, hojas de trabajo, audios, entre otros materiales útiles para el curso de Inglés.

Guatemala, October 2023



Figure 5

Resource Guide for Teaching the English Course to eighth grade students from the Instituto Nacional de Educación Básica, 14 de Julio de 1789, index

INDEX	
Syllabus	6-16
Unit 9 Resources	19-20
Unit 10 Resources	21-22
Unit 11 Resources	23-24
Unit 12 Resources	25-26
Unit 13 Resources	27-28
Unit 14 Resources	29-30
Unit 15 Resources	31-32
Unit 16 Resources	33-34
Unit 17 Resources	35-36
Links for additional resources	37-38
References	39-42

Figure 6

*Resource Guide and Syllabus for Teaching the English Course to eighth grade students
from the Instituto Nacional de Educación Básica, 14 de Julio de 1789, Syllabus presentation page*



Figure 7

Resource Guide and Syllabus for Teaching the English Course to eighth grade students from the Instituto Nacional de Educación Básica, 14 de Julio de 1789, Syllabus, General Information

English Course
 8th Grade

I. GENERAL INFORMATION

INEB, 14 de Julio de 1789
 Class time: 3 periods per week (30 minutes each)
 Professor's name: Sandra Velásquez
 Book: Side by Side 1B / CNB

II. STUDENT'S PROFILE

INCOME

- The student has a low knowledge of the English Language.
- The student has the ability to work in groups.

OUTCOME

- The student has the ability to understand and communicate basic ideas using the structures and vocabulary from Units 9 to 17 from Side by Side 1B, used in the English course for 8th grade.
- The student works and communicates in groups, using the English Language.
- The student acquires vocabulary and knowledge about structures like simple present, present continuous, among others.

III. COURSE DESCRIPTION

The English language is one of the main tools to succeed and have better professional and personal opportunities worldwide, no matter the field. The English course at Instituto Nacional de Educación Básica 14 de Julio de 1789, for 8th grade students, is aimed to provide knowledge in different topics, based on the Side by Side 1B book, Units from 9 to 17, and the CNB, which allows students who come from different backgrounds and normally come with deficiencies in this language, as they come mostly from public schools with a low level of this language, to achieve a basic to intermediate level that allows them to understand and communicate in the English language.

Syllabus

7

Figure 8

*Resource Guide and Syllabus for Teaching the English Course to eighth grade students
from the Instituto Nacional de Educación Básica, 14 de Julio de 1789, Syllabus, page 8*

**English Course
8th Grade**

COMPETENCY (UNIT 9-10)
Understands simple phrases and specific range of vocabulary concerning to known topics in short dialogues and oral sentences.

Achievement indicators:

- Distinguishes the meaning of basic vocabulary concerning to familiar topics.
- Responds to greetings, farewells, and apologies appropriately.
- Understands sentences about known topics.

UNIT 9

- Simple present Tense
- Languages and Nationalities
- Everyday Activities

CONTENT

1. Vocabulary (verbs)
Call, cook, drive, eat, listen to music, paint, play, read, sell, shop, sing, speak, visit, watch TV, work.

2. Simple Present Tense
Where do I/we/you/they live?
Where does he/she /it live?
I/we/you/they live in Rome.
He/she/it lives in Rome.

3. Nationalities / Languages
Guatemalan / Spanish, Brazilian / Portuguese, Canadian / English, and French, Chinese / Mandarin, French / French, Greek / Greek, Italian / Italian, Japanese / Japanese, Korean / Korean, Mexican / Spanish, Polish / Polish, Puerto Rican / Spanish, Russian / Russian, Spanish / Spanish, American / English.

Syllabus

8

Figure 9

Resource Guide and Syllabus for Teaching the English Course to eighth grade students from the Instituto Nacional de Educación Básica, 14 de Julio de 1789, Syllabus, page 9

**English Course
8th Grade**

UNIT 10

- Simple Present Tense
- Yes/No questions
- Negatives
- Short Answers
- Habitual Actions
- People's Interests and Activities

CONTENT

1. Vocabulary

Days of the Week: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.

Habitual Actions: Baby-sit, clean, do yoga, go dancing, jog, play volleyball, ride, see a movie, see a play

Everyday Activities: Get up, take a shower, brush my teeth, comb my hair, get dressed, go to school, go to work, eat, take a bath, go to bed

2. Simple Present Tense

Yes/No Questions

Do I/we/you/they work?
Does he/she/it play?

Short answers

Yes, I/we/you/they do.
Yes, he/she/it does.

Simple Present Tense (negatives)

I/we/you/they don't work.
He/she/it doesn't work.

Syllabus

9

Figure 10

Resource Guide and Syllabus for Teaching the English Course to eighth grade students from the Instituto Nacional de Educación Básica, 14 de Julio de 1789, Syllabus, page 10

English Course
 8th Grade

COMPETENCY (UNIT 11-12)

Achievement indicators:

- Gives information about familiar topics and personal experiences using basic connectors, phrases and simple sentences.
- Asks and answers basic questions about familiar topics using simple tenses.
- Builds short speeches about his context or basic topics.

UNIT 11

- Object Pronouns
- Simple Present Tense: -s vs. non-s Endings
- Have/Has
- Adverbs of Frequency

CONTENT

1. Vocabulary (Time Expressions)

Day, week, month, year, weekend, morning, afternoon, evening, night

2. Appearance

Long hair, short hair, straight hair, curly hair, blond hair, brown hair, black hair, brown eyes, blue eyes

3. Adverbs of Frequency

Always 100%, usually 90%, sometimes 50%, rarely 10%, never 0%

4. Object Pronouns

Me, him, her, it, us, you, them

5. Have/Has

I/we/you/they have brown eyes.
 He/she/it has brown eyes.

Syllabus

10

Figure 11

Resource Guide and Syllabus for Teaching the English Course to eighth grade students from the Instituto Nacional de Educación Básica, 14 de Julio de 1789, Syllabus, page 11

**English Course
8th Grade**

6. Simple Present Tense S Vs. Non-s Endings

He eats.	I eat.
She reads.	We/you read.
It barks.	They bark.

7. Adverbs of Frequency

always
usually
I sometimes wash my car.
rarely
never

UNIT 12

- Simple Present and Present Continuous Tenses
- Adjectives

CONTENT

1. Vocabulary (Feelings and Emotions)
Happy, sad, hungry, thirsty, hot, cold, tired, sick, angry, nervous, scared, embarrassed

Actions related to feelings and emotions
Bite my nails, blush, cover my eyes, cry, perspire, shiver, shout, smile, walk back and forth, yawn

Everyday activities
Clean, deliver, drive, ride a bicycle, sleep, study, sweep, take the bus, type, use, walk, wash

2. Simple Present Tense
I always cry when I'm sad.
I never wash the dishes in the bathtub.

3. Present Continuous Tense
I'm crying because I'm sad.
I'm washing the dishes in the bathtub today.

Figure 12

*Resource Guide and Syllabus for Teaching the English Course to eighth grade students
from the Instituto Nacional de Educación Básica, 14 de Julio de 1789, Syllabus, page 12*

**English Course
8th Grade**

COMPETENCY (UNIT 13-14)

Achievement indicators:

- Pronounces properly simple sentences in readings related to daily life matters.
- Makes inferences about the meaning of simple sentences.
- Explains by different ways the meaning of very simple sentences.

UNIT 13

- Can / Have to
- Looking for a job
- Invitations

CONTENT

1. Vocabulary (Occupations)

Actor	Architect	Actress
Carpenter	Baker	Cashier
Chef	Farmer	Construction worker
Lawyer	Painter	Mechanic
Pilot	Secretary	Translator
Singer	Doctor	Superintendent
Waiter	Teacher	Waitress
Truck driver		

Skills

Act	Bake	Build
Cook	Dance	Drive
File	Fix	Operate
Paint	Repair	Sing
Speak Spanish	Take inventory	Talk
Teach	Type	Use

Syllabus

12

Figure 13

*Resource Guide and Syllabus for Teaching the English Course to eighth grade students
from the Instituto Nacional de Educación Básica, 14 de Julio de 1789, Syllabus, page 13*

**English Course
8th Grade**

2. Can

I / we / you / they can sing.
I / we / you / they can't (cannot) sing.
He/she/it can sing.
Can you sing? Yes, I can. No, I can't.

3. Have to

I/we/you/they have to work.
He/she/it has to work.

Can you go to Herbert's party?
No, I can't. I have to work.

UNIT 14

- Future: Going to
- Time Expressions
- Want to

CONTENT**1. Vocabulary (Time)**

It's two o'clock.
It's two fifteen.
It's a quarter after five.
It's two thirty.
It's half past two.
It's two forty-five.
It's a quarter to three.

Months of the year

January, February, March, April, May, June, July, August, September,
October, November, December

Seasons

Spring, summer, fall/autumn, winter

Syllabus

Figure 14

*Resource Guide and Syllabus for Teaching the English Course to eighth grade students
from the Instituto Nacional de Educación Básica, 14 de Julio de 1789, Syllabus, page 14*

**English Course
8th Grade**

Time expressions

Today, this morning, this afternoon, this evening, tonight, tomorrow, tomorrow morning, tomorrow afternoon, tomorrow evening, tomorrow night

week/month/year

This January / February...

Next Sunday / Monday... / spring / summer...

2. Future: Going to

What am I going to do?

What is he/she/it going to do?

What are we/you/they going to do?

(I am) I'm

(He is) He's

(She is) She's

(It is) It's going to sleep.

(We are) We're

(You are) You're

(They are) They're

*Going to = gonna

3. Want to

I/we/you/they want to study.

He/she/it wants to

*Want to = wanna

4. What time is it?

It's two o'clock...

It's noon.

It's twelve noon.

It's midnight.

It's twelve midnight.

Syllabus

Figure 15

Resource Guide and Syllabus for Teaching the English Course to eighth grade students from the Instituto Nacional de Educación Básica, 14 de Julio de 1789, Syllabus, page 15

**English Course
8th Grade**

COMPETENCY (UNIT 15-16-17)

Writes simple sentences and descriptions of his environment by using basic terms.

Achievement indicators:

- Writes sentences according to the right grammar structure.
- Interprets the several meanings of a text.
- Creates different kind of descriptions using basic terms.

UNIT 15

- Past Tense: Regular Verbs
- Introduction to Irregular Verbs

CONTENT

1. Vocabulary (Health problems)

Headache, stomachache, toothache, backache, earache, cold, fever, cough, sore throat

Regular verbs (past tense)

Plant planted / Work worked / Study studied / Wait waited
Finish finished / Invite invited / Clean cleaned / Wash washed
Watch watched / Type typed / Dance danced / Bake baked
Shave shaved / Smile smiled / Cry cried / Study studied

Irregular verbs (past tense)

Sit sat / Drink drank / Eat ate / Ride rode / Sing sang

2. Talking about how you feel

How are you? How do you feel today?
I feel great! I feel fine. I feel okay. So-so. Not so good.

What's the matter? I feel terrible.

Syllabus

15

Figure 16

*Resource Guide and Syllabus for Teaching the English Course to eighth grade students
from the Instituto Nacional de Educación Básica, 14 de Julio de 1789, Syllabus, page 16*

**English Course
8th Grade**

3. Past Tense

I
We
You
They **worked** yesterday.
He
She
It

UNIT 16

- Past Tense:
- Yes/No Questions
- Short Answers
- Time Expressions
- WH – Questions
- More Irregular Verbs

CONTENT

1. Vocabulary (verbs in past tense)

Got up / Took a shower / Had breakfast / Read the newspaper
Did exercises / Ate lunch / Drove to the supermarket / Bought groceries
Made dinner / Wrote a letter / Saw a movie / Went to sleep

**2. Past Tense:
Yes/No questions**

I
he
she
Did it work?
we
you
they

Syllabus

16

Figure 17

*Resource Guide and Syllabus for Teaching the English Course to eighth grade students
from the Instituto Nacional de Educación Básica, 14 de Julio de 1789, Syllabus, page 17*

**English Course
8th Grade**

Short Answers

I	I
he	he
she	she
Yes, it did.	No, it didn't.
we	we
you	you
they	they

3. Past Tense

I
We
You
They worked yesterday.
He
She
It

UNIT 17

- To Be: Past Tense

1. Vocabulary (Adjectives)

Sad - Happy / Clean - Dirty / Heavy - Thin / Hungry - Full
Sick - Healthy / Tiny - Enormous / Dull - Shinny
Comfortable - uncomfortable / Tired - Energetic / Dark - Light
Fancy - Plain / Fast - Slow / Good - Bad / Heavy - Light
High - Low / Long - Short / Neat - Messy / Open - Closed
Wet - Dry / Ugly - Beautiful / Boring - Exciting / Empty - Full
Thirsty - Dehydrated

Figure 18

Resource Guide and Syllabus for Teaching the English Course to eighth grade students from the Instituto Nacional de Educación Básica, 14 de Julio de 1789, Syllabus, page 18

English Course 8th Grade	
2. To be: Past Tense	
Affirmative Sentences <p>I He was happy. She It We You were happy. They</p>	Negative Sentences <p>I He wasn't happy. She It We You weren't happy. They</p>
Questions	
<p>I Was he late? she it</p> <p>we Were you late? They</p>	
Short Answers	
<p>I he was. she it</p> <p>Yes, we were. you they</p>	<p>I he wasn't. she it</p> <p>No, we weren't. you they</p>
Syllabus	
18	

Figure 19

Resource Guide and Syllabus for Teaching the English Course to eighth grade students from the Instituto Nacional de Educación Básica, 14 de Julio de 1789, Resources Unit 9, page 19



All the materials will be added in this guide with a link to the file and delivered in a USB memory to the English Teacher, as well as in printed material, if applies.



Figure 20

Resource Guide and Syllabus for Teaching the English Course to eighth grade students from the Instituto Nacional de Educación Básica, 14 de Julio de 1789, Resources Unit 9, page 20

English Course
8th Grade

UNIT 9

Resources: (Click on the pictures to go to the files.)

- Unit 9 Vocabulary (verbs) audio


- Unit 9 Verbs flashcards



Call
- Unit 9 Nationalities / Languages flashcards



Guatemalan Spanish
- Unit 9 worksheets



Resources

20

Figure 21

*Resource Guide and Syllabus for Teaching the English Course to eighth grade students
from the Instituto Nacional de Educación Básica, 14 de Julio de 1789, Resources Unit 10, p. 21*



Figure 22

Resource Guide and Syllabus for Teaching the English Course to eighth grade students from the Instituto Nacional de Educación Básica, 14 de Julio de 1789, Resources Unit 10, p. 22

**English Course
8th Grade**

UNIT 10

Resources: [Click on the pictures to go to the files.]

- Unit 10 Vocabulary (Days of the week) audio



- Unit 10 Days of the Week flashcards

DAYS OF THE WEEK	Wednesday
Sunday	Thursday
Monday	Friday
Tuesday	Saturday

- Unit 10 Habitual actions / Everyday activities flashcards



- Unit 10 Simple present tense activity



Resources

22

Figure 23

*Resource Guide and Syllabus for Teaching the English Course to eighth grade students
from the Instituto Nacional de Educación Básica, 14 de Julio de 1789, Resources Unit 11, p. 23*

RESOURCES



Figure 24

Resource Guide and Syllabus for Teaching the English Course to eighth grade students from the Instituto Nacional de Educación Básica, 14 de Julio de 1789, Resources Unit 11, p. 24

**English Course
8th Grade**

UNIT 11

Resources: (Click on the pictures to go to the files.)

- Unit 11 Vocabulary (Time expressions) audio

- Unit 11 Time Expressions / Adverbs of frequency flashcards

- Unit 11 Appearance flashcards

- Unit 11 Worksheets

Object pronouns Have-has Simple tense S Vs. Non-s endings

Resources

24

Figure 25

*Resource Guide and Syllabus for Teaching the English Course to eighth grade students
from the Instituto Nacional de Educación Básica, 14 de Julio de 1789, Resources Unit 12, p. 25*

RESOURCES



Figure 26

Resource Guide and Syllabus for Teaching the English Course to eighth grade students from the Instituto Nacional de Educación Básica, 14 de Julio de 1789, Resources Unit 12, p. 26

English Course

8th Grade

UNIT 12

Resources: (Click on the pictures to go to the files.)

- Unit 12 Vocabulary (Feelings and Emotions) audio



- Unit 12 Feelings and Emotions flashcards



- Unit 12. Poster of Actions related to feelings and emotions



- Unit 12. Everyday activities flashcards



- Unit 12. Present Continuous Game



Resources

26

Figure 27

*Resource Guide and Syllabus for Teaching the English Course to eighth grade students
from the Instituto Nacional de Educación Básica, 14 de Julio de 1789, Resources Unit 13, p. 27*

RESOURCES



Figure 28

Resource Guide and Syllabus for Teaching the English Course to eighth grade students from the Instituto Nacional de Educación Básica, 14 de Julio de 1789, Resources Unit 13, p. 28

English Course
8th Grade

UNIT 13

Resources: [Click on the pictures to go to the files.]

- Unit 13. Vocabulary (Occupations) audio



- Unit 13 Occupations flashcards



- Unit 13. Can-can't worksheet



- Unit 13. Have to worksheet



Resources

28

Figure 29

*Resource Guide and Syllabus for Teaching the English Course to eighth grade students
from the Instituto Nacional de Educación Básica, 14 de Julio de 1789, Resources Unit 14, p. 29*

RESOURCES



Figure 30

Resource Guide and Syllabus for Teaching the English Course to eighth grade students from the Instituto Nacional de Educación Básica, 14 de Julio de 1789, Resources Unit 14, p. 30

**English Course
8th Grade**

UNIT 14

Resources: (Click on the pictures to go to the files.)

- Unit 14. Vocabulary audios






Time
Months of the year
Seasons
Time expressions

- Unit 14. Vocabulary Time and Months of the year flashcards

1	2	3	4
January	February	March	April
5	6	7	8
May	June	July	August

- Unit 14. Seasons flashcards



SPRING



SUMMER



FALL / AUTUMN



WINTER

- Unit 14. Worksheets and exercises



Future (Going to)



Want to



What's the time?

Resources

30

Figure 31

*Resource Guide and Syllabus for Teaching the English Course to eighth grade students
from the Instituto Nacional de Educación Básica, 14 de Julio de 1789, Resources Unit 15, p. 31*

RESOURCES



Figure 32

Resource Guide and Syllabus for Teaching the English Course to eighth grade students from the Instituto Nacional de Educación Básica, 14 de Julio de 1789, Resources Unit 15, p. 32

English Course
 8th Grade

UNIT 15

Resources: (Click on the pictures to go to the files.)

- Unit 15. Vocabulary audios



Health problems



Regular – Irregular verbs

- Unit 15. Vocabulary Health problems-past tense verbs flashcards



- Unit 15. Worksheets and exercises



Past tense regular verbs



Past tense irregular verbs

Resources

32

Figure 33

*Resource Guide and Syllabus for Teaching the English Course to eighth grade students
from the Instituto Nacional de Educación Básica, 14 de Julio de 1789, Resources Unit 16, p. 33*

RESOURCES



Figure 34

Resource Guide and Syllabus for Teaching the English Course to eighth grade students from the Instituto Nacional de Educación Básica, 14 de Julio de 1789, Resources Unit 16, p. 34

**English Course
8th Grade**

UNIT 16

Resources: [Click on the pictures to go to the files.]

- Unit 16. Vocabulary (verbs in past tense) audio



- Unit 16. Past tense, Verb charades



**VERB CHARADES
GAME(PAST TENSE)**

Get out your wits! You have to identify the action in the picture and then guess what verb it is. The other person gives you hints and you have to guess correctly. Now, it's your turn to be the verb charader!

		
GOT UP	TOOK A SHOWER	HAD BREAKFAST
		
READ THE NEWSPAPER	DID EXERCISES	ATE LUNCH

- Unit 16. Worksheets and exercises





Past tense, yes-no questions

Past tense (affirmative)

Resources

34

Figure 35

*Resource Guide and Syllabus for Teaching the English Course to eighth grade students
from the Instituto Nacional de Educación Básica, 14 de Julio de 1789, Resources Unit 17, p. 35*

RESOURCES



Figure 36

Resource Guide and Syllabus for Teaching the English Course to eighth grade students from the Instituto Nacional de Educación Básica, 14 de Julio de 1789, Resources Unit 17, p. 36

English Course 8th Grade

UNIT 17

Resources: (Click on the pictures to go to the files.)

- Unit 17. Vocabulary [Adjectives] audio



- Unit 17. Vocabulary [adjectives] flashcards



- Unit 17. Worksheets



To be – Past tense worksheet



To be – Past tense worksheet 2

Resources

36

Figure 37

*Resource Guide and Syllabus for Teaching the English Course to eighth grade students
from the Instituto Nacional de Educación Básica, 14 de Julio de 1789, Additional Resources,
page 37*

RESOURCES



Figure 38

Resource Guide and Syllabus for Teaching the English Course to eighth grade students from the Instituto Nacional de Educación Básica, 14 de Julio de 1789, Additional Resources, page 38

**English Course
8th Grade**

Links to Additional Resources

The following links provide access to different materials, games and resources useful for teaching the English course.

- Games, quizzes and activities: <https://www.class-tools.net/>
- Worksheets for different topics: <https://www.liveworksheets.com/>
<https://en.islcollective.com/english-esl-worksheets>
- Teaching resources for different levels:
<https://www.teachingenglish.org.uk/>
- Teaching resources for different levels and skills:
<https://learnenglish.britishcouncil.org/>
- Resources for teenagers: <https://learnenglish-teens.britishcouncil.org/>
- Video lessons by subject and age: <https://ed.ted.com/educator>
- Free activities for teenagers and adults:
<https://www.cambridgeenglish.org/learning-english/>
- This tool is useful to improve pronunciation. It provides examples and how native speakers use different words: <https://es.younglish.com/>

Resources

38

Figure 39

*Resource Guide and Syllabus for Teaching the English Course to eighth grade students
from the Instituto Nacional de Educación Básica, 14 de Julio de 1789, References, page 39*



Figure 40

Resource Guide and Syllabus for Teaching the English Course to eighth grade students from the Instituto Nacional de Educación Básica, 14 de Julio de 1789, References, page 40

**English Course
8th Grade**

References

40

References

- Curriculo Nacional Base. (2023, April 5). CNB. <https://cnbguatemala.org/>
- 2,771 want to English ESL worksheets PDF & Doc. (n.d.). iSL Collective. <https://en.islcollective.com/english-esl-worksheets/search/want+to>
- 389 going to English ESL worksheets PDF & Doc. (n.d.). iSL Collective. <https://en.islcollective.com/english-esl-worksheets/search/going+to?> page=2
- 456 time English ESL worksheets PDF & Doc. (n.d.). iSL Collective. <https://en.islcollective.com/english-esl-worksheets/general-topic/time>
- (n.d.). English Exercises - Learn English with ESL Activities. <https://agendaweb.org/pdf/can-1.pdf>
- GRAMMAR WORKSHEET, BE VERB: Past Simple. (n.d.). All Things Grammar. <https://www.allthingsgrammar.com/uploads/2/3/2/9/23290220/atg-worksheet-beverbpast2.pdf>
- Have - has online PDF worksheet. (n.d.). Liveworksheets.com - Interactive worksheets maker for all languages and subjects. [https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/Have_or_has/Have_-_has_jt1988008ai](https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Have_or_has/Have_-_has_jt1988008ai)
- Have to. (n.d.). All Things Grammar. <https://www.allthingsgrammar.com/have-to.html>
- Molinsky, S. J., Bliss, B., & Graham, C. (1989). Side by side, level 1B (3rd ed.). Longman Publishing Group.

Figure 41

*Resource Guide and Syllabus for Teaching the English Course to eighth grade students
from the Instituto Nacional de Educación Básica, 14 de Julio de 1789, References, page 41*

English Course
8th Grade

Figure 42

Resource Guide and Syllabus for Teaching the English Course to eighth grade students from the Instituto Nacional de Educación Básica, 14 de Julio de 1789, References, page 42

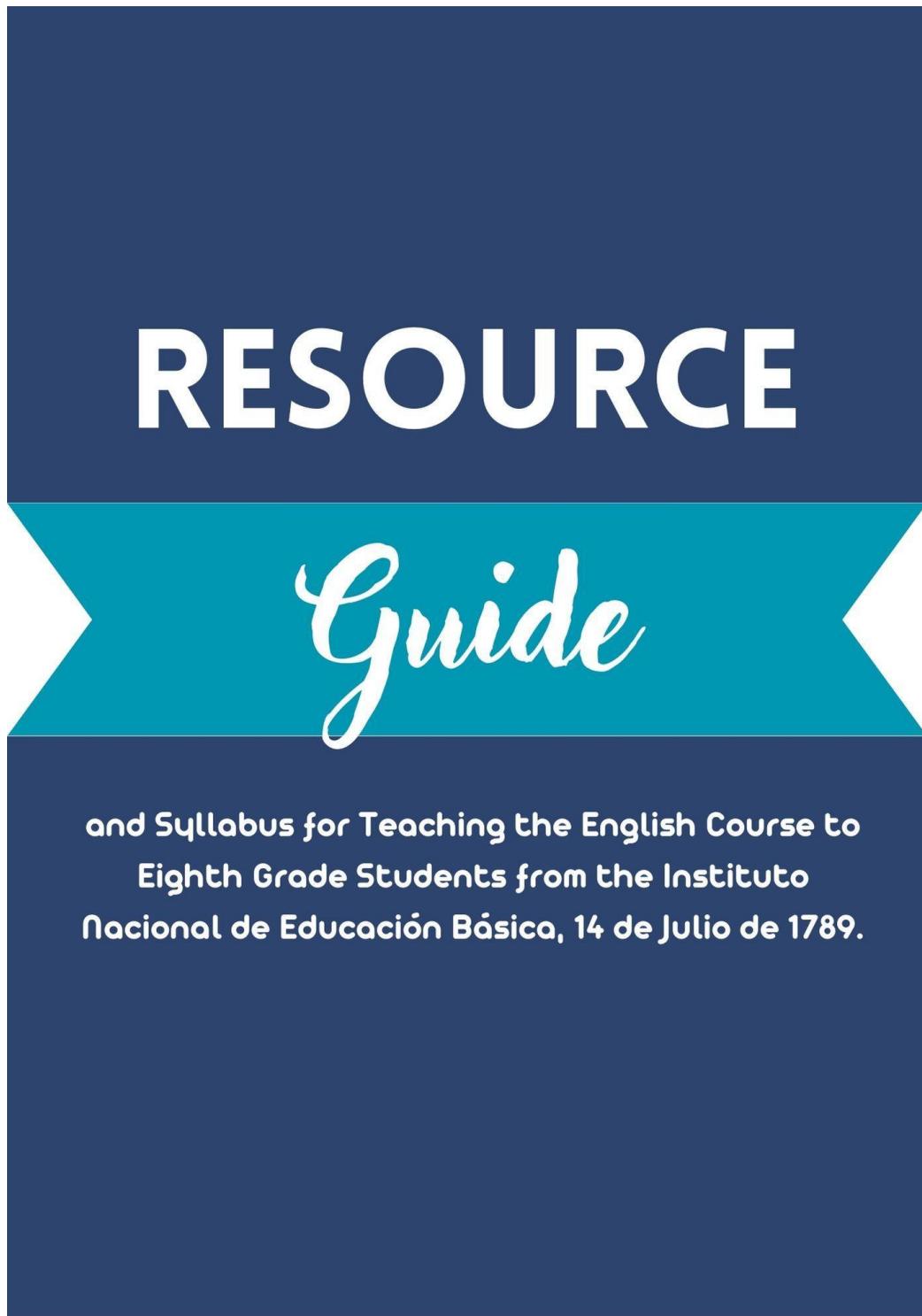
**English Course
8th Grade**

References

- [https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/Present_Simple/Present_Simple_Positive_-Affirmative_oi2024467um](https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Present_Simple/Present_Simple_Positive_-Affirmative_oi2024467um)
- Simple Past. Regular verbs. (n.d.). Agenda Web.
<https://centros4.pntic.mec.es/~deprac15/iglessandra/SEXT02/Simple%20past%20regular%20verbs.pdf>
- Subject and object pronouns. (n.d.). All Things Grammar.
<https://www.allthingsgrammar.com/subject-and-object-pronouns.html>
- Yes / No questions (Present). (n.d.). All Things Grammar.
<https://www.allthingsgrammar.com/yes--no-questions-present.htmls.com/>

Figure 43

*Resource Guide and Syllabus for Teaching the English Course to eighth grade students
from the Instituto Nacional de Educación Básica, 14 de Julio de 1789, back cover*



4.3. Sustainability and Continuity

The continuity of the project will be possible if the beneficiary institution, through the English teacher, implements the use of the Syllabus, resource guide, materials, and different resources provided, as well as the speaker and the USB that were donated to the school as part of the PSP project.

All these materials will be useful for the coming years, especially for the 8th grade students; therefore, this will allow sustainability and continuity.

On the other hand, to provide continuity and complement the project for the other grades (7th and 9th), it is recommended to engage other students from Sección de Idiomas, Departamento de Letras, Facultad de Humanidades, de la Universidad de San Carlos de Guatemala who are looking for opportunities where to implement their PSP projects so they can work the same project for other grades. Another opportunity for the continuity can be through PEM students' Supervised Practice project, taking into consideration the previous experience, Syllabus, Resource guide, and materials already existent for the 8th grade in that institution.

Chapter 5

Project Evaluation

5.1. Diagnostic's Evaluation

The instruments selected for the diagnostic evaluation were the rating scale to determine if the objectives of this chapter were reached and a checklist to establish if the activities were completed accordingly.

According to the rating scale, it was determined that the techniques, methods, and instruments used to collect the information were correctly established. It also showed that the information was collected and classified to establish the lacks and problems of the institution in the English course.

On the other hand, according to the evaluation, the problems and the desirability, viability, and feasibility of the solutions were correctly determined.

And finally, with the information gathered from the diagnosis, the possible solutions for each problem were found and proposed.

Further, with the application of the checklist during this phase, it was possible to confirm that the beneficiary institution was successfully identified and the contacts were made and concretized through the letter request, in which the institutional principal signed accepting the implementation of the Supervised practice project in the Instituto Nacional de Educación Básica 14 de Julio de 1789.

Also, through the interview with the principal and the survey completed by the English teacher, general information from the institution was obtained which allowed to establish the general and specific objectives according to the institutional needs and their prioritization.

On the other hand, the resources were established for the project implementation, according to the information previously gathered and analyzed.

Also, the checklist allowed to establish that the viability, feasibility, and desirability analysis were completed during the diagnosis. As a result of all the data collected during this phase, it was possible to design and create a project to satisfactorily fulfill the institutional needs for the English course and to leave material and resources to support the teaching-learning process.

5.2. Theoretical Framework Evaluation

For the evaluation of this chapter, the instruments selected were the rating scale and a checklist.

Through the rating scale, the adviser, M. A. Ricardo Sosa, was able to determine that the definitions, approaches, principles, methodologies, and techniques needed to provide support for the present project were completed successfully.

Another aspect established was that the online sources and trusted printed literature useful to get the information necessary to support the problem and solution were found and allowed to create a well-founded theoretical framework, taking into account all the necessary information for this project.

Furthermore, with the use of the checklist, it was demonstrated that all the aspects of this chapter were properly covered, and the information gathered was related to the needs of the project's line of research.

Finally, it was also confirmed that the references and citations were correctly made.

5.3. Project Profile's Evaluation

In regards to the project profile's evaluation, it was made with the help of a checklist to establish that the activities of this chapter were all successfully completed.

Through the application of this checklist, it was determined that the project profile was correctly designed, and the name was defined accordingly, as well as the project type.

Also, the evaluation allowed to determine that the objectives of the project profile were determined and the direct and indirect beneficiaries of the project were determined. Besides, the goal that was going to be achieved was also established, and according to the needs and resources, the proposal for the project's budget was made.

On the other hand, all the information that was previously collected left the opportunity to present a project to fulfill the institutional needs and be useful and coherent to them.

All these aspects were proven to be taken into account and completed through the evaluation made by the adviser.

5.4. Product Evaluation

The resource guide, syllabus, materials, and resources were all shared with the English teacher for their respective validation before proceeding to the printing of all the documents.

On the other hand, for the product evaluation, the adviser used a checklist in which he confirmed that the Resource Guide and Syllabus for Teaching the English Course to Eighth Grade Students from the Instituto Nacional de Educación Básica, 14 de Julio de 1789, contained accurate information to provide the teachers with a useful resource to implement in the English course.

Furthermore, it was established that the material collected and created is related to the topics to be taught to the eighth grade students from the Instituto Nacional de Educación Básica,

14 de Julio de 1789, it was well selected and designed in an organized and clear way to fulfill the institutional needs, covering all the units from 9 to 17 from the Side by Side 1B book.

Additionally, the adviser was able to determine that the project was well designed and was implemented following the correct process, benefiting the institution, the principal, the teacher, and mainly the students.

5.5. Project Implementation's Evaluation

According to the checklist used to evaluate the implementation of the project, the project's implementation plan was designed, including a list of all the activities related to the process of the project.

It was possible to determine the results of the activities held and the goal achievement. On the other hand, the products obtained during the Supervised Practice's project were detailed, and the achievements of the project's products were presented.

Finally, the adviser was also able to determine that the project presentation was organized and delivered, as well as the final presentation.

5.6. Final Evaluation

To conclude with the Supervised Practice evaluation, a general evaluation was done through a checklist that proved that an evaluation for each one of the chapters was made, ensuring that the tools were well selected according to the objectives to be achieved.

It is important to mention that the results from each chapter were successfully achieved and the tools were correctly selected. Therefore, there were no difficulties with the tools used for the evaluation process.

Finally, it was concluded that the objectives match with the purpose of the Supervised Practice's project, and all the suggestions and observations provided by the adviser through the whole process on each one of the chapters were applied to improve and have a better result with the Supervised Practice's project.

Conclusions

1. The syllabus created for eighth grade students from the Instituto Nacional de Educación Básica, 14 de Julio de 1789, contains general information from the institution, including the student's profile, course description, competencies, achievement indicators, and a summarized distribution of content for the English course.
2. The Resource Guide for Teaching the English Course to Eighth Grade Students from the Instituto Nacional de Educación Básica, 14 de Julio de 1789, provides a series of resources and material useful for English teachers to implement and improve the teaching-learning process.
3. The material included in the resource guide was gathered and classified according to the institutional needs to fulfill them in an effective manner.
4. The Resource Guide was designed and created with the collected materials to provide the institution and the English course with additional resources to improve the teaching-learning experience and process.
5. The financial resources were found for the donation of a speaker and USB, which will allow the English teacher to implement technology and new materials in the English course, which along with the Resource Guide and Syllabus for Teaching the English Course to Eighth Grade Students from the Instituto Nacional de Educación Básica, 14 de Julio de 1789, will benefit the experience in the teaching-learning process.
6. A continuity plan was proposed to ensure the use and continuity from the present project by the use of the syllabus and resource guide provided for the eighth grade, as well as the possibility to implement it in the other grades by engaging other students from Sección de Idiomas, Departamento de Letras, Facultad de Humanidades, de la Universidad de San

Carlos de Guatemala who are looking for opportunities to implement their PSP projects or PEM students' Supervised Practice project, taking into consideration the previous experience, Syllabus, Resource guide, and materials already existent for the 8th grade in that institution.

Recommendations

1. Taking in consideration the necessities and priorities of the institution, English teachers must use and apply this guide and have it as a resource and a tool for the English class improvement.
2. The English teacher should use the Resource Guide and Syllabus for Teaching the English Course to Eighth Grade Students from the Instituto Nacional de Educación Básica, 14 de Julio de 1789, during the year to implement and improve the teaching-learning process.
3. The English teacher must profit from the material included in the resource guide to fulfill the course needs in an effective manner.
4. The English teacher should use the Resource Guide with the additional resources included to improve the teaching-learning experience and process.
5. The English teacher must profit from the speaker and USB memory, as well as the materials included, to implement technology and new materials in the English course and benefit from the experience in the teaching-learning process.
6. Taking into consideration the previous experience, Syllabus, Resource Guide, and materials already existent for the 8th grade in that institution, it is essential to engage other students from Sección de Idiomas, Departamento de Letras, Facultad de Humanidades, from Universidad de San Carlos de Guatemala who are looking for opportunities to implement their PSP projects or PEM students' Supervised Practice project, to ensure the continuity of this project in other grades.

References

Avison et. Al. (1999). *ACM: Digital library: Communications of the ACM*. ACM Digital Library. <https://dl.acm.org/doi/fullHtml/10.1145/291469.291479>

Britannica, The Editors of Encyclopaedia. "technology". (2023, May 26). Encyclopedia Britannica. <https://www.britannica.com/technology/technology>

Brown, H. D., & Lee, H. (2015). *Teaching by principles: An interactive approach to language pedagogy*. Pearson Education ESL.

Curriculum Nacional Base. (2023, April 5). CNB. <https://cnbguatemala.org/>

Definition of resource. (2022, November 14). Dictionary by Merriam-Webster: America's most-trusted online dictionary. <https://www.merriam-webster.com/dictionary/resource>

2,771 want to English ESL worksheets PDF & Doc. (n.d.). iSL Collective. <https://en.islcollective.com/english-esl-worksheets/search/want+to>

389 going to English ESL worksheets PDF & Doc. (n.d.). iSL Collective. <https://en.islcollective.com/english-esl-worksheets/search/going+to?page=2>

456 time English ESL worksheets PDF & Doc. (n.d.). iSL Collective. <https://en.islcollective.com/english-esl-worksheets/general-topic/time>

English. (2023). Cambridge Dictionary | English Dictionary, Translations & Thesaurus.

<https://dictionary.cambridge.org/dictionary/english/english>

English Exercises - Learn English with ESL Activities. <https://agendaweb.org/pdf/can-1.pdf>

Formplus Blog. (2020, October 7). *Research report: Definition, types + [Writing guide].*

Create Free Online Forms & Surveys in 2 Mins | Formplus.

<https://www.formpl.us/blog/research-report>

Guide. (2023). Collins English Dictionary.

<https://www.collinsdictionary.com/dictionary/english/guide>

GRAMMAR WORKSHEET, BE VERB: Past Simple. (n.d.). All Things Grammar.

<https://www.allthingsgrammar.com/uploads/2/3/2/9/23290220/atg-worksheets-beverbpast2.pdf>

Have - has online PDF worksheet. (n.d.). Liveworksheets.com - Interactive worksheets

maker for all languages and subjects.

[https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/Have_or_has/Have_-_has_jt1988008ai](https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Have_or_has/Have_-_has_jt1988008ai)

Harmer, J. (2007). *How to teach English.* 光复.

Hassan, M. (2022, August 31). *Research Techniques – Methods, Types and Examples*.

ResearchMethod.net. <https://researchmethod.net/research-techniques/>

Have to. (n.d.). All Things Grammar. <https://www.allthingsgrammar.com/have-to.html>

Krahnke, K. (1987). *Approaches to syllabus design for foreign language teaching*.

Laerd Dissertation. (2012). *Principles of research ethics*. The Online Research Guide for

your Dissertation and Thesis | Lærd Dissertation.

<https://dissertation.laerd.com/principles-of-research-ethics.php>

Molinsky, S. J., Bliss, B., & Graham, C. (1989). *Side by side, level 1B* (3rd ed.). Longman

Publishing Group.

Past Simple - Verb "to be". (n.d.). www.britishcouncil.org.

<https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/grammar-games-past-simple-verb-to-be-worksheet.pdf>

PAST SIMPLE (regular & irregular). Yes/no Questions with short answers. (n.d.). All

Things Grammar.

<https://www.allthingsgrammar.com/uploads/2/3/2/9/23290220/atg-worksheet-past-yesnoq.pdf>

Past Simple: affirmative. (n.d.). GrammarNet - Gramática da Língua Inglesa.

<https://www.grammarnet.com/gdownload/pdf/elementary/eexe49.pdf>

Past simple: Worksheets PDF, printable exercises, lessons. (n.d.). English Exercises -

Learn English with ESL Activities. <https://agendaweb.org/verbs/past-simple-worksheets-lessons>

Pathak et. Al. (2013, July). *Qualitative research*. Authentication error - ProQuest.

<https://www.proquest.com/openview/69b6c78d849cd34fb324e69c998d26d8/1?pq-origsite=gscholar&cbl=2035655>

Present continuous. (2011, July 17). iSL Collective. <https://en.islcollective.com/english-esl-worksheets/grammar-topic/present-continuous-progressive-tense/present-continuous/8284>

Present simple positive - Affirmative worksheet. (n.d.). Liveworksheets.com - Interactive worksheets maker for all languages and subjects.

[https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/Present_Simple/Present_Simple_Positive_-_Affirmative_oi2024467um](https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Present_Simple/Present_Simple_Positive_-_Affirmative_oi2024467um)

Richards, J. C. (2013). Curriculum approaches in language teaching: Forward, central, and backward design. *RELC Journal*, 44(1), 5-33.

<https://doi.org/10.1177/0033688212473293>

Simple Past. Regular verbs. (n.d.). Agenda Web.

<https://centros4.pntic.mec.es/~deprac15/iglessandra/SEXT02/Simple%20past%20regular%20verbs.pdf>

Student. (2023). Oxford Learner's Dictionaries | Find definitions, translations, and grammar

explanations at Oxford Learner's Dictionaries.

<https://www.oxfordlearnersdictionaries.com/us/definition/english/student?q=student>

Subject and object pronouns. (n.d.). All Things Grammar.

<https://www.allthingsgrammar.com/subject-and-object-pronouns.html>

Teacher. (2023). Cambridge Dictionary | English Dictionary, Translations & Thesaurus.

<https://dictionary.cambridge.org/dictionary/english/teacher>

Yes / No questions (Present). (n.d.). All Things Grammar.

<https://www.allthingsgrammar.com/yes--no-questions-present.html>

Appendix

Appendix A - Diagnostic Plan

Appendix B - Teacher's Survey

Appendix C - Principal's Interview

Appendix D - Presentation and Interpretation of Results

Appendix E - Theoretical Framework Plan

Appendix F - Project Profile Plan

Appendix G - Project Implementation and Execution Plan

Appendix H - Evaluation Plan

Appendix I - Continuity Plan

Appendix J - Diagnosis Evaluation

Appendix K - Theoretical Framework Evaluation

Appendix L - Project Profile Evaluation

Appendix M - Product Evaluation

Appendix N - Project Implementation and Execution Evaluation

Appendix O - General Evaluation

Appendix A

Diagnostic Plan

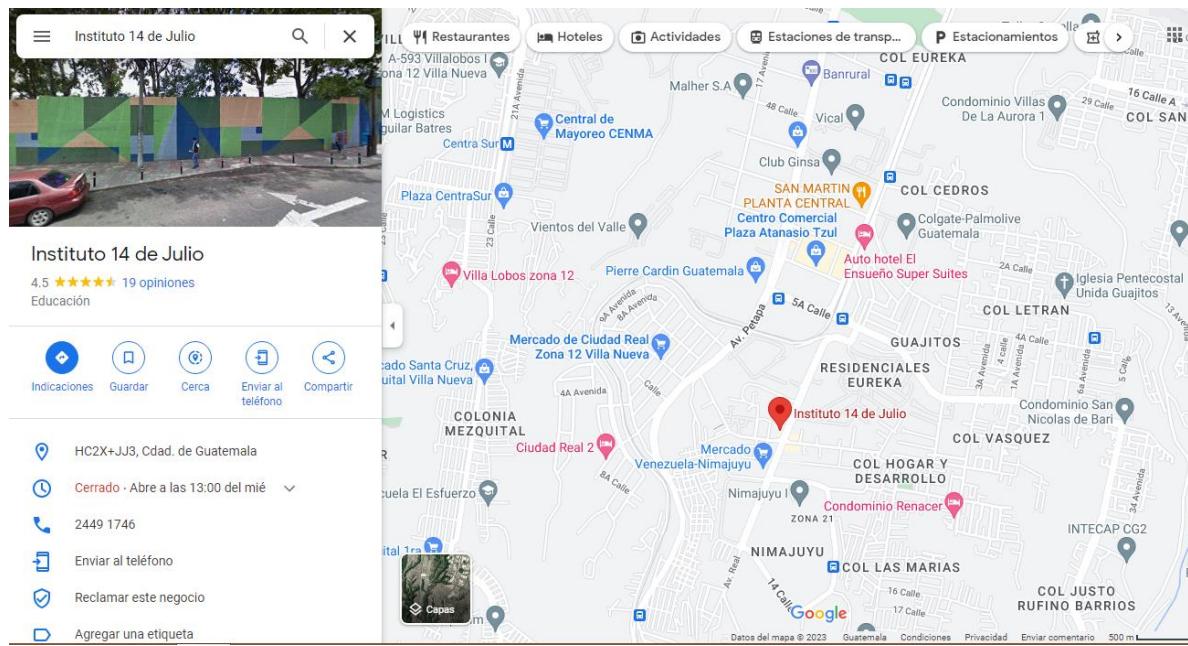
1. Identification

1.1. Beneficiary institution

Instituto Nacional de Educación Básica 14 de Julio de 1789

1.2. Location

4a avenida 10-82 zona 21, colonia Bello Horizonte



2. Objectives

2.1. General Objective

2.1.1. To find out the main lacks and needs of the Instituto de Educación Básica 14 de Julio de 1789, in the English course, to be able to propose solutions to fill these lacks and needs.

2.2. Specific Objective

2.2.1. To choose the appropriate techniques, methods, and instruments to collect the information needed.

2.2.2. To classify the lacks and prioritize them to be able to select the problem to be solved with this project.

2.2.3. To analyze the lacks and needs, to define the problems, and to determine the desirability, viability, and feasibility of the solutions proposed.

2.2.4. To propose possible solutions to the problems found.

3. Justification

The diagnostic is needed in order to establish the lacks and needs of the institution related to the English course. Getting in touch with the authorities from the institution and also with the responsible person from the English course will allow the possibility to have a general view of all the lacks and how to be able to propose a viable solution to them, and then, according to the prioritization, select the problem to be solved with the project of the Professional Supervised Practice.

The diagnosis will allow the proper selection of the problem to be solved in order to take advantage of this project, according to the reality of the institution.

4. Resources

In order to perform the diagnosis, the following resources will be needed:

4.1. Human Resources

a. The person in charge of the process will be the Professional Supervised Practice's Student.

- b.** As an important part of the process, it will also be needed to have the support of the Professional Supervised Practice's Student Adviser, who will guide and provide advice during the process.
- c.** Institutional Authorities. They will authorize the student to have access to information from the institution, provide relevant information, and be the link between the student and the English teacher or teachers.
- d.** English Teachers. They will provide the relevant information regarding the English course and the lacks they have regarding the teaching-learning process.

4.2. Material Resources

- a.** The computer. This is a necessary tool for the development of the Professional Supervised Practice project, for making reports, collecting information in an organized way, and creating the instruments needed, etc.
- b.** Electricity. Energy needed for the use of the computer and for everything to work correctly.
- c.** Internet. A computer network is needed to send information, have meetings, work on reports, and keep communication going at different times.

4.3. Financial Resources

The funds will be determined according to the lacks and also to the problem selected for the project.

5. Techniques

The diagnostic phase will be in person and also online, depending on the needs and access of the authorities, English teachers from the institution.

5.1. Survey

5.1.1 Survey to the Teacher

An online survey, using Google Forms, will be sent to the English teacher to collect relevant information regarding the context, reality, lacks, and needs of the institution, specifically for the English course, among other relevant information for the project.

5.2. Interview

5.2.1 Interview with the Principal

An interview will be the technique used to gather institutional information such as mission, vision, objectives, organizational structure, resources, and general information needed.

6. Timetable (including activities)

The activities that will take place during the diagnostic are:

No.	Activity	April			May		
		w.2	w.3	w.4	w. 1	w.2	w.3
1.	Identification of the beneficiary institution						
2.	Request letter to the beneficiary institution						
3.	Request approval from the beneficiary institution						
4.	General information about the institution						
5.	General and specific objectives						
6.	Justification						

7.	Resources						
8.	Techniques, Resources, and Methods						
9.	Timetable						
10.	Evaluation						
11.	Survey and interview design						
12.	Completion of the survey by the English teacher						
13.	Interview with the Principal						
14.	Instrument results (abstraction)						
15.	List of lacks						
16.	Analysis and prioritization of problems						
17.	Analysis of viability, feasibility, and desirability						

Professional Supervised Practice student - Marina Cifuentes		
PSP adviser - M. A. Ricardo Sosa		
PSP adviser and PSP student		
Beneficiary Institution´s Principal - Licda. Irene Muñoz		
English Teacher - Sara Velásquez		

7. Evaluation

All the planning phases will be evaluated by the Professional Supervised Practice's adviser, who will approve the proposed instruments that were used, such as the survey. The adviser will also determine if the purpose was reached, in this case, finding

the lacks and problems of the selected institution through the information obtained. In order to evaluate the process, the rating scale will be used to determine if the objectives were completed and if the activities are being completed.

7.1. Rating Scale

No. Aspect	Scale				
	1	2	3	4	5
1 To establish the techniques, methods, and instruments used to collect the information					
2 To classify the information collected to establish the lacks and problems					
3 To determine the problems and the desirability, viability, and feasibility analysis of the solutions					
4 To propose possible solutions for each problem found					

1=not achieved 5=greatly achieved

7.2. Checklist

No. Aspect	Yes	No	Comments
1 Beneficiary institution was identified			
2 Request letter was sent to the beneficiary institution			
3 The request was approved by the beneficiary institution			
4 General information about the institution was completed			
5 General and specific objectives were completed			
6 Justification was completed			
7 Resources were established			

8	Techniques, methods, and instruments were selected			
9	Timetable was created			
10	Evaluation was proposed			
11	Survey was designed			
12	The survey was completed by the English teacher			
13	Abstraction from diagnostic instruments was completed			
14	The list of lacks was completed			
15	The analysis and prioritization of problems were completed			
16	The viability, feasibility, and desirability analysis were completed			

Appendix B

Teacher's Survey

Teacher's Survey

Instituto Nacional de Educación Básica 14 de julio de 1789

1. Full name / Nombre completo

2. Email address / Correo electrónico

3. 1. Did you graduate as English Teacher? / ¿Se graduó como maestra de Inglés?

Marca solo un óvalo.

Yes
 No

4. 2. What is your education level? / ¿Cuál es su nivel de escolaridad?

Selecciona todas las opciones que correspondan.

- Bachelor's degree / Licenciatura
- PEM in English / PEM en Inglés
- Undergraduate (different from PEM in English) / Nivel técnico profesional (diferente al PEM en Inglés)
- High School / Secundaria
- Other / Otro

5. 2.1 If you selected other, please explain / Si seleccionó otro, por favor explique

6. 3. What is your English level? / ¿Cuál es su nivel de inglés?

Marca solo un óvalo.

Beginner / principiante
 Intermediate / intermedio
 Advanced / avanzado

7. 4. What grades do you teach? / ¿Qué niveles enseña?

8. 5. How many sections does each grade have? / ¿Cuántas secciones tiene cada grado?

9. 6. What is the average English level of your students? / ¿Cuál es el promedio de nivel de inglés de sus estudiantes?

Marca solo un óvalo.

Beginner / principiante
 Intermediate / intermedio
 Advanced / avanzado

10. 7. What is the name of the books you use for each grade? *Please clarify if students also have access to the books or only the teacher / ¿Cuál es el nombre de los libros que utiliza para cada grado? *Por favor aclare si también los estudiantes tienen acceso a los libros o solo la maestra

11. 8. How many students do you have for class? / ¿Cuántos estudiantes tiene por clase?

Marca solo un óvalo.

- 10-15
- 16-20
- 21-25
- 26-30
- 31-35
- 36-40
- 41-45
- 46-50
- More than 50

12. 9. Please select the most important challenges you have faced as an English Teacher (you can select more than one if applies) / Por favor seleccione los retos más importantes que ha enfrentado como maestra de inglés (puede seleccionar más de uno si aplica)

Selecciona todas las opciones que correspondan.

- Lack of resources / Falta de recursos
- Low English level of students / Bajo nivel de inglés de los estudiantes
- Insufficient time for classes / Tiempo insuficiente para las clases
- Lack of interest of students in the English course / Falta de interés de los estudiantes en el curso de Inglés
- Other / otro

13. 9.1 If you selected other, please explain / Si seleccionó otro, por favor explique

14. 10. Is there a Program for the English course in your institution? / ¿Hay un programa para el curso inglés en su institución?

Marca solo un óvalo.

- Yes / Sí
- No / no

15. 11. Does the Institution provide you with any resources to teach the English course? / ¿La Institución le proporciona algún recurso para enseñar el curso de inglés?

Marca solo un óvalo.

Yes / Sí
 No / no
 Sometimes / a veces

16. 12. If your answer was yes, what resources do you have available? (select all the ones you have available) / ¿Si su respuesta fue sí, qué recursos tiene disponibles? (seleccione todos los que tenga disponibles)

Selecciona todas las opciones que correspondan.

English book / Libro de Inglés
 Compact disks / discos compactos
 Audio-visual materials / Materiales audiovisuales
 Speakers / bocinas
 Laptop or desktop computer / computadora portátil o computadora de escritorio
 Whiteboard and markers / Pizarra y marcadores
 Flashcards / tarjetas didácticas
 Projector / Cañonera
 Colored paper / Papel de colores
 Photocopies / fotocopias
 Other / otro

17. 12.1 If you selected other, please explain / Si seleccionó otro, por favor explique

18. 13. What resources do you use to teach the English course. Please describe, name of the books, CNB, etc. (you can include more than one if applies) / ¿Qué recursos utiliza para enseñar el curso de inglés? Por favor describa, nombre de los libros, CNB, etc. (puede incluir más de uno si aplica)

19. 14. What is the weakest area of your students in the English course? (you can select more than one if applies) / ¿Cuál es el área más débil de sus estudiantes en el curso de inglés? (puede seleccionar más de uno si aplica)

Selecciona todas las opciones que correspondan.

- Listening / Comprensión oral
- Reading / Lectura
- Writing / Escritura
- Speaking / Expresión oral

20. 15. What is the strongest area of your students in the English course? / ¿Cuál es el área más fuerte de sus estudiantes en el curso de inglés?

Selecciona todas las opciones que correspondan.

- Listening / Comprensión oral
- Reading / Lectura
- Writing / Escritura
- Speaking / Expresión oral
- None / ninguna

Appendix C

Principal's Interview

1. What is your name? / ¿Cuál es su nombre?

Irene Paula Muñoz Perez

2. How many years have you worked as the principal of this institution? / ¿Cuántos años ha trabajado como directora de esta institución?

17 years / 17 años

3. What is your profession? / ¿Cuál es su profesión?

Licda. en Pedagogía en Administración Educativa y Derechos Humanos / Bachelor's degree in Pedagogy in Educational Administration and Human Rights

4. Could you share some information regarding the background of this institution? ¿Podría compartirme alguna información acerca de los antecedentes de esta institución?

Historia del Instituto Nacional de Educación Básica “14 de Julio de 1789”

El acuerdo No. 1361 del Ministerio de Educación del 19 de septiembre de 1988 aparece la autorización de funcionamiento de este plantel y los nombramientos de dos catedráticos Enrique Chalí y José Alfredo Juárez, en el mes de octubre. No existía un edificio pero se empezó a reunir a niños de sexto grado para el grado de primero básico.

Cuando los dos catedráticos querían tomar posesión para empezar a trabajar no encontraron ningún edificio, entonces, acudieron a la Supervisión de USIPE que está situada en la zona 4, y la respuesta que le dieron a los dos profesores fue de que tomaran posesión acudir a cualquier Instituto; pero se inició repartiendo volantes a niños de sexto primaria.

El acuerdo que está solicitando el Instituto funcionaba en la escuela Leónides Mencos de la Colonia Ciudad Real II, llegó el embajador de Francia a nombrar Instituto Nacional

Mixto de Educación Básica “14 de Julio de 1789”, con grandes ofrecimientos de un edificio, mobiliario, comodidades, áreas deportivas, salón de música, etc.; hubo una fiesta amenizando la marimba de la policía nacional, pero lamentablemente jamás se cumplió dichos ofrecimientos.

Posteriormente, fue pasando durante varios años, hasta que unos agujeros en el techo de la lámina provocaron la interrupción de las clases en el establecimiento. Poco a poco fueron llegando catedráticos, entre ellos, Olga Pantuj, David Cortez, Omiria Sanchinelly, entre otros.

En función de director Carlos Chalí, y al llegar al establecimiento por medio de la profesora Omiria Sanchinelly de Ruiz gestionó ese terreno en donde se encuentra actualmente.

Luego se trasladó a Guajitos en la Escuela de Párvulos Canadá, estando allí tres años. Después se quiso invadir la escuela, hoy en día la Escuela de Párvulos República de Guatemala y no se pudo porque el guardián impidió el acceso. Bondadosamente la directora de la Escuela Oficial Mixta Nimajuyú “A” nos dio alojamiento durante 6 años y a partir del año 1998, 10 años después se trasladó donde actualmente funciona. En el año 2003 se hizo el himno del Instituto Nacional de Educación Básica 14 de Julio 1789 siendo el autor de la letra música el profesor José Alfredo Juárez.

Desde entonces cuenta con un nivel de prestigio y calidad educativa, por el índice de alumnos que cuenta el Instituto. Actualmente existen alrededor de 450 jóvenes inscritos, entre las edades de 13, 14, 15 años; así mismo se cuenta con 9 secciones, para los grados de primero, segundo y tercero básico, nivel medio.

A lo largo de este período se han destacado numerosos alumnos, entre los que se pueden mencionar Carlos Ruiz en deportes, Elena Lemus en música; además ha participado en grupos corales, actuando en el Teatro Nacional.

This information was taken from the document Historia del Instituto Nacional de Educación Básica “14 de Julio de 1789” provided by the Principal.

5. What is the mission? / ¿Cuál es la misión?

Somos una Institución Educativa con amplio prestigio en disciplina y formación Académica, desarrollando habilidades, científicas-humanísticas, con técnicas metodológicas innovadoras, consolidando valores morales éticos y fortaleciendo lo espiritual permitiendo una formación con excelencia.

6. What is the vision? / ¿Cuál es la visión?

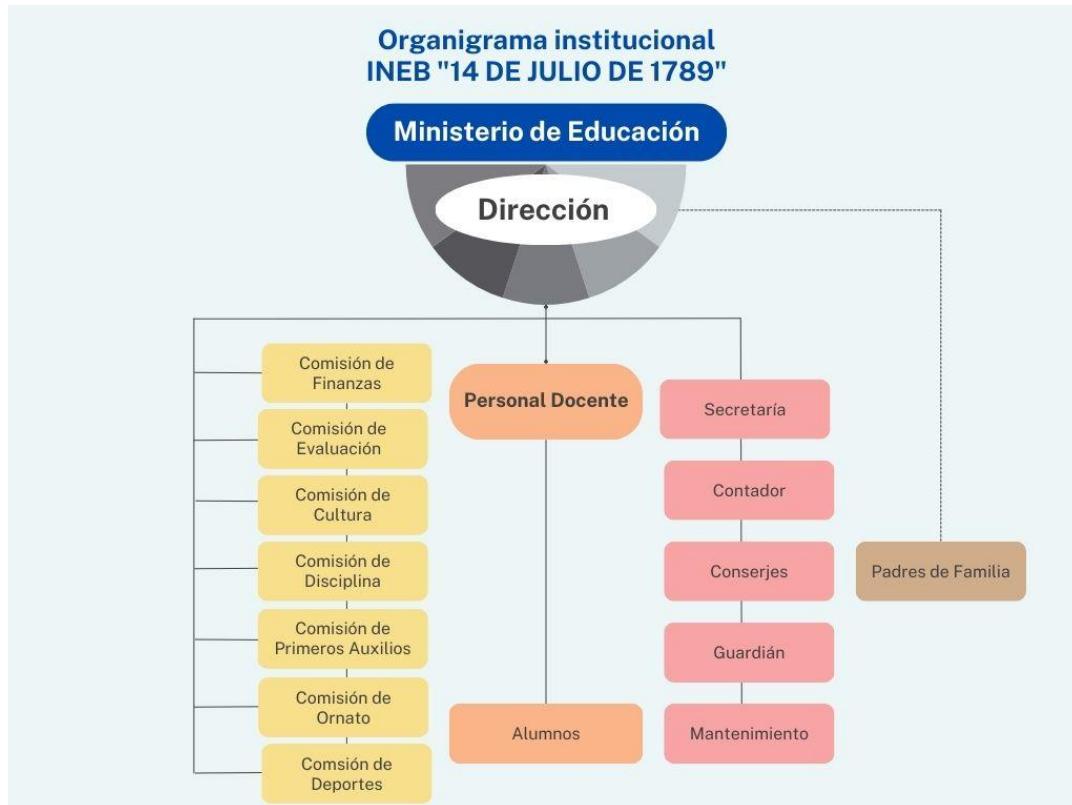
Ser un Centro Educativo líder en la formación integral de los jóvenes, aplicando metodologías innovadoras, dando como resultado jóvenes críticos competentes para desempeñarse eficientemente y responder a las necesidades que la sociedad guatemalteca les ofrezca.

7. What are the objectives? / ¿Cuáles son los objetivos?

Realizar reuniones periódicas con el claustro de catedráticos para el control de rendimiento académico y disciplinario del alumno.

1. Desarrollar actos cívicos y culturales de acuerdo a la calendarización.
2. Celebrar reuniones con padres de familia cada 2 meses para informar de las evaluaciones de sus hijos.
3. Apoyar visitas planificadas por maestros para el enriquecimiento de la cátedra.
4. Desarrollar campañas de limpieza dentro del plantel y sus alrededores.

5. Concientizar al alumnado y personal del uso adecuado de las instalaciones del establecimiento.
6. Revisión periódica del aseo personal del estudiante.
7. Mejorar la calidad en el proceso didáctico en forma eficaz y ética.
8. What is the organizational structure? / ¿Cuál es la estructura organizacional?



9. What are the resources of the institution? / ¿Cuáles son los recursos de la institución?

El INEB “14 de Julio de 1789” cuenta con los siguientes recursos:

- 9 clases
- 1 cancha de básquetbol
- 1 bodega
- 2 baños (1 para estudiantes y otro para el personal)
- 1 laboratorio de computación

- 1 sala de profesores

Un total de 18 empleados, incluyendo:

- 1 directora
- 12 maestros (1 maestra de inglés)
- 2 secretarias

Fuente de recursos económicos: presupuesto gubernamental

- Computadoras, impresora y mobiliario

10. Regarding the English course, which do you think are the main challenges and the lacks for teaching this course? / En relación al curso de inglés, ¿cuáles cree que son los retos principales y carencias para enseñar este curso?

Falta de recursos audiovisuales y equipo tecnificado.

11. What are the resources available for teaching the English course? / ¿Cuáles son los recursos disponibles para el curso de inglés?

Pizarra, cañonera, libros del docente.

12. What is the economic level of students and their families? / ¿Cuál es el nivel económico de los estudiantes y sus familias? Medio

13. Do you know if students have access to the internet, computers, or smartphones in school and at home? ¿Sabe si los estudiantes tienen acceso a internet, computadora o teléfonos inteligentes dentro del establecimiento y en su hogar?

La mayoría tiene acceso a estos recursos.

Appendix D

Presentation and Interpretation of Results, Teacher's Survey

1. Data collected from the English teacher's survey

An online survey was made through Google Forms. This was answered by the English teacher from the Instituto Nacional de Educación Básica 14 de Julio de 1789, located at 4a avenida 10-82 zona 21, colonia Bello Horizonte, Guatemala, Guatemala.

The graphics and analysis from this survey are presented below:

1.1. Question 1

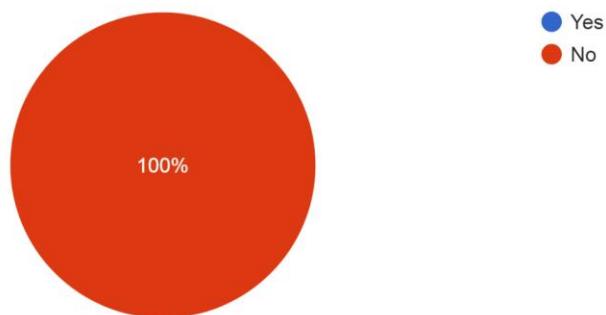
The first question was to know if the English teacher graduated from this profession, to which she responded that she had not graduated as an English teacher.

Figure 1

Teacher's preparation

1. Did you graduate as English Teacher? / ¿Se graduó como maestra de Inglés?

1 respuesta



1.2. Question 2

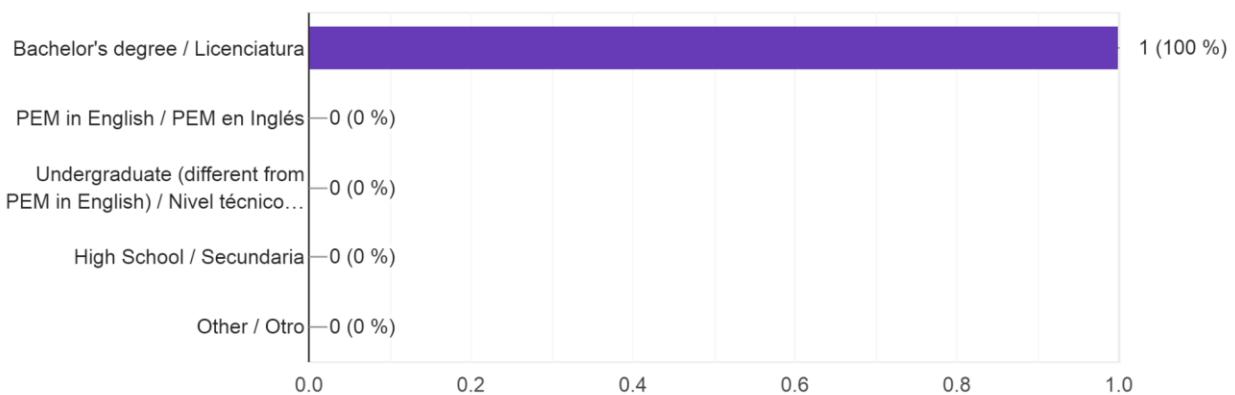
According to the teacher's response, she has a bachelor's degree, which is positive for the institution as it allows her to have better preparation and more knowledge.

Figure 2

Educational level

2. What is your education level? / ¿Cuál es su nivel de escolaridad?

1 respuesta



Nevertheless, in the question that complements the previous questions, she mentioned that she graduated as a bilingual secretary and Bachiller en Ciencias y Letras.

1.3. Question 3

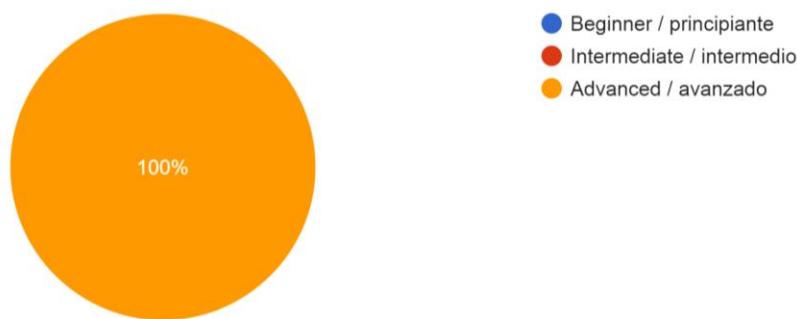
In regards to the teacher's English level, she selected the Advanced level.

Figure 3

English level

3. What is your English level? / ¿Cuál es su nivel de inglés?

1 respuesta



1.4. Question 4

What grades do you teach? / ¿Qué niveles enseña?

For this question, the teacher confirmed she teaches at the Junior High level (7th, 8th and 9th).

1.5. Question 5

How many sections does each grade have? / ¿Cuántas secciones tiene cada grado?

For this question, the teacher confirmed there are three sections for each grade (7th, 8th and 9th).

1.6. Question 6

In regards to the English level of the students, she selected the Beginner level, which indicates that most of the students have very basic or no knowledge of the English language, which represents a challenge in the teaching-learning process.

Figure 4

English level from students

6. What is the average English level of your students? / ¿Cuál es el promedio de nivel de inglés de sus estudiantes?

1 respuesta



1.7. Question 7

What is the name of the books you use for each grade? *Please clarify if students also have access to the books or only the teacher / ¿Cuál es el nombre de los libros que utiliza para cada grado? *Por favor aclare si también los estudiantes tienen acceso a los libros o solo la maestra

For this question, she responded that the book is Side by Side and that students also use the book. (She clarified during our conversations that for 7th grade they use the 1A, 8th grade 1B and for 9th grade, the 2A versions).

1.8. Question 8

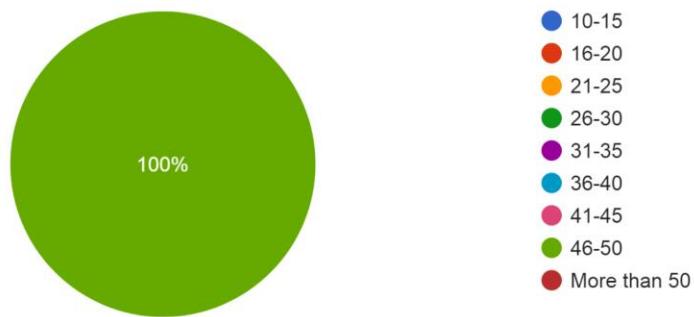
In regards to the quantity of students, there are between 46 and 50 students in each class, which can make it difficult to have personalized classes as there are many students. This can be a challenge to get and maintain the attention of students.

Figure 5

Quantity of students

8. How many students do you have for class? / ¿Cuántos estudiantes tiene por clase?

1 respuesta

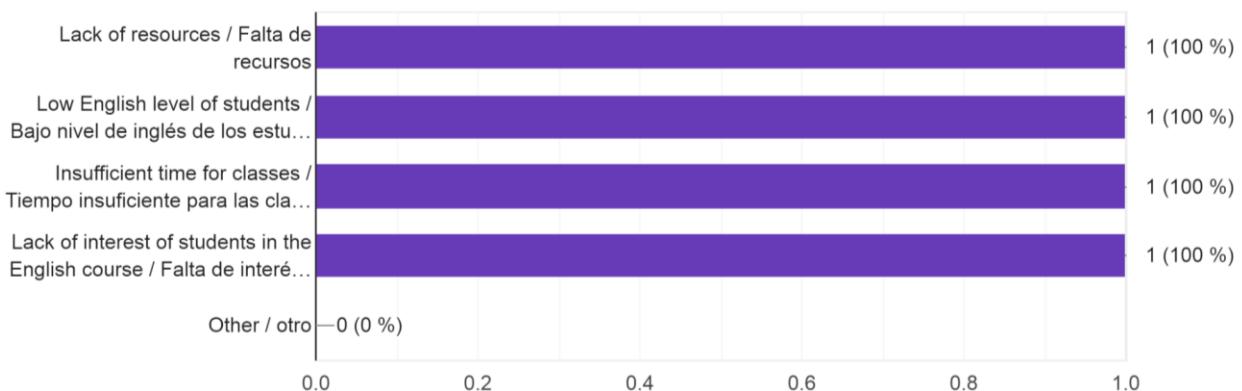


1.9. Question 9

This question had the objective of knowing more about the challenges that the English teacher has had to face during the years she has worked in this field. According to her answers in the same average, the challenges have been the lack of resources, the low English level of the students, insufficient time for the course, and the lack of interest of the students in the English course.

Figure 5*Challenges*

9. Please select the most important challenges you have faced as an English Teacher (you can select more than one if applies) / Por favor selecci... de inglés (puede seleccionar más de uno si aplica)
1 respuesta

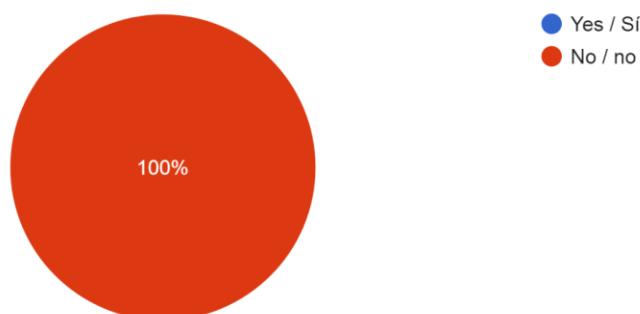
**1.10. Question 10**

As per the teacher's response, there is no syllabus or program for the English course.

Figure 6*Program for the English course*

10. Is there a Program for the English course in your institution? / ¿Hay un programa para el curso inglés en su institución?

1 respuesta



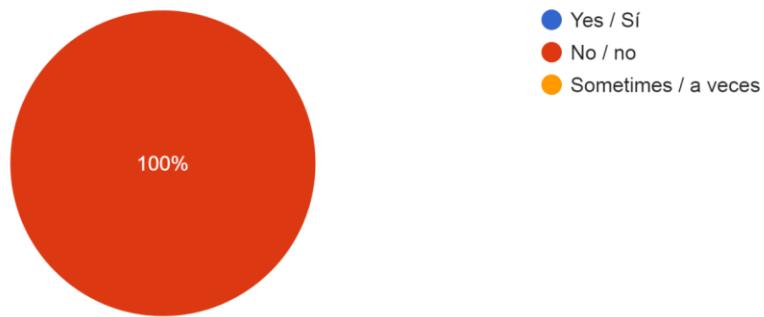
1.11. Question 11

According to the response to this question, the institution does not provide any resources to teach the English course.

Figure 7

Resources provided

11. Does the Institution provide you with any resources to teach the English course? / ¿La Institución le proporciona algún recurso para enseñar el curso de inglés?
1 respuesta



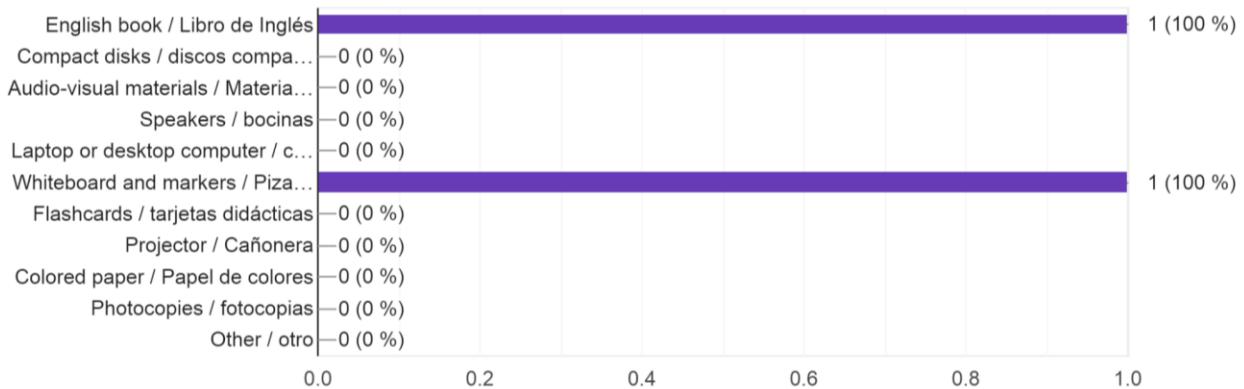
1.12. Question 12

This question complements the previous one, and in this one, the teacher provides further information in relation to the materials available for the English course, which are the English book, whiteboard, and markers.

Figure 8

Available resources

12. If your answer was yes, what resources do you have available? (select all the ones you have available) / ¿Si su respuesta fue sí, qué recursos tiene? (seleccione todos los que tenga disponibles)
1 respuesta



1.13. Question 13

What resources do you use to teach the English course? Please describe, name of the books, CNB, etc. (you can include more than one if applies) / ¿Qué recursos utiliza para enseñar el curso de inglés? Por favor describa, nombre de los libros, CNB, etc. (puede incluir más de uno si aplica)

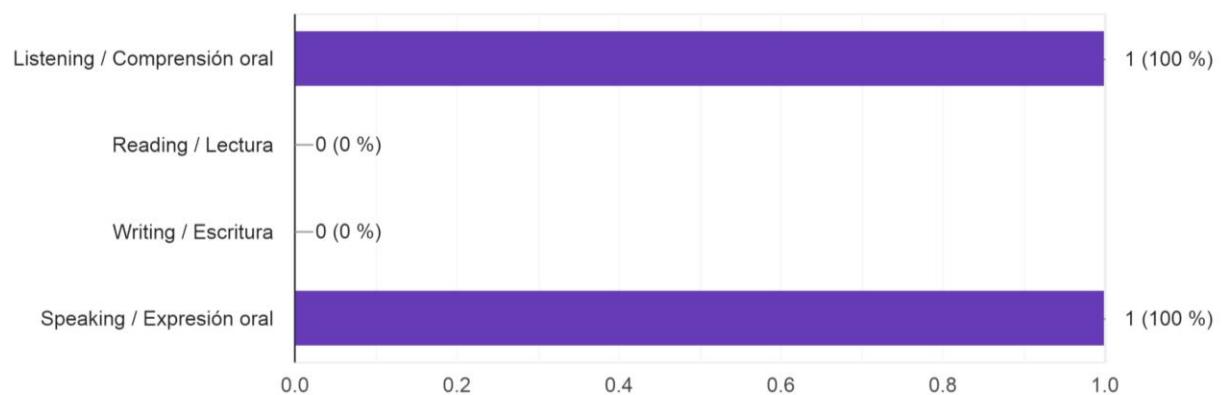
The English teacher did not answer this question.

1.14. Question 14

According to the English teacher's experience, the weakest areas are listening and speaking.

Figure 9*Students' weakest area*

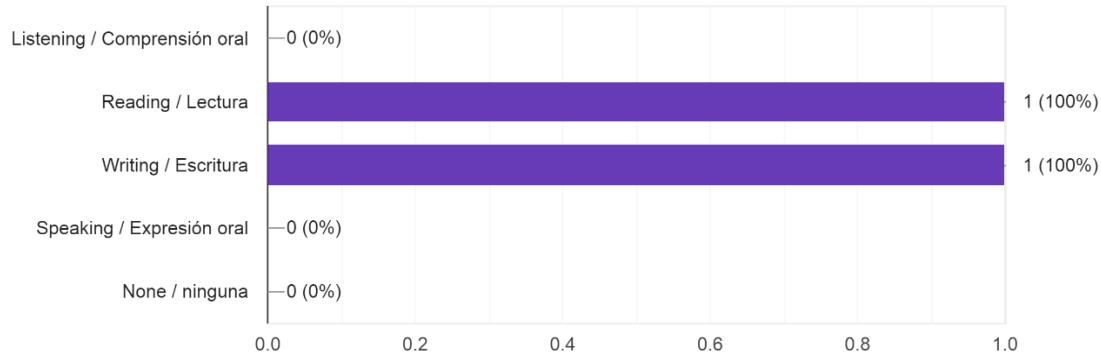
14. What is the weakest area of your students in the English course? (you can select more than one if applies)/ ¿Cuál es el área más débil de sus estudiantes en el curso de inglés? (puede seleccionar más de uno si aplica)
1 respuesta

**1.15. Question 15**

According to the English teacher's experience, the strongest areas are reading and writing.

Figure 10*Students' strongest area*

15. What is the strongest area of your students in the English course?/ ¿Cuál es el área más fuerte de sus estudiantes en el curso de inglés?
1 respuesta



Appendix E

Theoretical Framework Plan

1. Identification

1.1. Beneficiary Institution

Instituto Nacional de Educación Básica 14 de Julio de 1789

1.2. Location

4a avenida 10-82 zona 21, colonia Bello Horizonte, Guatemala, Guatemala

2. Objectives

2.1. General Objective

2.1.1. To provide theoretical support for the development of the Professional Supervised Practice project, including definitions, approaches, principles, methodologies, and techniques related to the problem selected and the solution presented.

2.2. Specific Objectives

2.2.1. To look for the definitions, approaches, principles, methodologies, and techniques, needed to provide support for the present project.

2.2.2. To find reliable online sources and / or trusted printed literature that will be useful to get the information necessary to support the problem and solution.

2.2.3. To create a well-founded theoretical framework, taking into account all the necessary information for this project.

3. Justification

The theoretical framework is necessary to provide the fundamentals of the Supervised Practice's project. The research on the definitions, approaches, principles, methodologies, and techniques related to the problem and solution proposed will be

fundamental to being able to understand them deeply and be able to present a better proposal.

Having a well-funded theoretical framework will help fulfill all the needed information to support and better understand the solution presented, as well as having reliable sources for this purpose.

The correct selection of the topics to be included and their analysis will be fundamental to conducting the project on the right path to provide the beneficiary institution with useful material for the English class according to their needs.

4. Resources

The resources needed for the theoretical framework are the following:

4.1. Human Resources

- a.** The Professional Supervised Practice's student. The person that will have to research and edit all the information related to the theoretical framework.
- b.** As well as the whole process, it will also be needed to have the support of the Professional Supervised Practice's Student Adviser, who will guide and provide advice during the process.

4.2. Material Resources

- a.** The computer. This is a necessary tool for the development of the Professional Supervised Practice project, for making reports, collecting information in an organized way, and creating the instruments needed, etc.
- b.** Electricity. Energy is needed for the use of the computer and for everything to work correctly.

- c.** Internet. A computer network is needed to send information, have meetings, work on reports, and keep communication going at different times.
- d.** Books. The books related to the problem selected and the hypothesis action will be needed.
- e.** Websites. These will be good sources for every stage of the development of this project.

5. Techniques

5.1. Brainstorming

This technique will be used to provide the ideas to be considered important parts of the theoretical framework and how to present them.

5.2. Review of Literature

Digital and printed books will be reviewed in order to find the information needed to support the theoretical framework.

5.3. Analysis

All the information will be carefully analyzed to be able to provide the necessary elements for the support of the proposed project.

6. Timetable (including activities)

No.	Activity	June			
		w.1	w.2	w.3	w.4
1.	Theoretical Framework plan				
2.	Proposal of definitions, approaches, principles, methodologies, and techniques that will be taken into account for the theoretical framework				

3.	Gathering and analysis of the information				
4.	Presentation of the theoretical framework to adviser				
5.	Approval of the theoretical framework				

Professional Supervised Practice student - Marina Cifuentes	
PSP adviser - M. A. Ricardo Sosa	
PSP adviser and PSP student	

7. Evaluation

The evaluation of the theoretical framework will be performed by the Professional Supervised Practice´s adviser, who will evaluate if the techniques were correctly applied, and if the purpose of the theoretical framework was achieved, including all the necessary definitions, approaches, principles, methodologies, and techniques in order to complete the Supervised Practice project successfully.

The instruments for the evaluation of this chapter will be the rating scale and the checklist.

7.1. Rating scale

No. Aspect	Scale	1	2	3	4	5
1						
1	To look for the definitions, approaches, principles, methodologies, and techniques, needed to provide support for the present project					
2	To find reliable online sources and / or trusted printed					

	literature that will be useful to get the information necessary to support the problem and solution					
3	To create a well-founded theoretical framework, taking into account all the necessary information for this project					

1=not achieved 5=greatly achieved

7.2. Checklist

No.	Aspect	Yes	No	Comments
1	The definitions, approaches, principles, methodologies, and techniques were proposed and taken into account for the theoretical framework			
2	Information was gathered and analyzed accordingly			
3	The theoretical framework was presented to the adviser			
4	The information is related to the project's line of research			
5	References and citations are correctly made			

Appendix F

Project Profile Plan

1. Identification

1.1. Beneficiary institution

Instituto Nacional de Educación Básica 14 de Julio de 1789

1.2. Location

4a avenida 10-82 zona 21, colonia Bello Horizonte, Guatemala, Guatemala.

2. Objectives

2.1. General Objective

2.1.1. To design the Project profile taking into consideration the beneficiary institution's needs for the completion of the Supervised Practice project.

2.2. Specific Objectives

2.2.1. To select a meaningful and distinctive name for the project that effectively communicates its purpose, scope, and value, and resonates with the target audience.

2.2.2. To establish a comprehensive problem statement that defines the key challenges or issues the project aims to address.

2.2.3. To express in a clear manner the objectives to be achieved with the implementation of the project.

2.2.4. To settle in an objective manner the direct and indirect beneficiaries of the project.

2.2.5. To present the realistic and meaningful goal that will be achieved with the implementation of the Professional Supervised practice's project.

2.2.6. To put forward a complete budget and include all the resources that will be necessary to complete the project successfully.

3. Justification

It is needed to have a project profile, in order to have a design of the project to be implemented, for the beneficiary institution to be aware of it, as well as the solution to the problem selected. In this case, it will be the syllabus for the English course, for 8th grade, a resource guide to provide the teacher with different materials that will be available to help the development of the students listening, reading, writing, and speaking skills, as well as the donation of a speaker and a USB memory.

The project profile will provide all the necessary elements for the implementation of the Professional Supervised practice's project, including the general aspects, like the name of the project, problem statement, location, and also the project description and justification, as well as the project's general and specific objectives, goal, beneficiaries, sources of funding and budget, timetable and project implementation, and finally a description of the resources needed for its implementation.

4. Resources

In order to elaborate the Project profile, the following resources will be needed:

4.1. Human Resources

- a. The Professional Supervised Practice's student. The person who will have to gather information, design, and present the project profile.
- b. As well as the whole process, it will also be necessary to have the support of the Professional Supervised Practice's Student Adviser, who will guide and provide advice during the process.

4.2. Material resources

- a. The computer. This is a necessary tool for the development of the Professional Supervised Practice project, for making reports, collecting information in an organized way, and creating the instruments needed, etc.
- b. Electricity. Energy is needed for the use of the computer and for everything to work correctly.
- c. Internet. A computer network is needed to send information, have meetings, work on reports, and keep communication going at different times.
- d. Books. The books related to the creation and gathering of materials and resources.
- e. Websites. These will be good sources for every stage of the development of this project.
- f. Designing Software. It will be used to design and collect all the information from the Resource Guide, including images, texts, links, etc.

4.3. Financial Resources

The financial resources will be provided by the researcher according to the needs of the presented project.

5. Techniques

5.1. Research

The research will be an important part of the elaboration of the Project profile, to be able to get all the information related to its general aspects, description, justification, and all the necessary elements to be included.

5.2. Brainstorming

Brainstorming will be done to state all the information needed for the project, such as the topics to include in the syllabus, activities to include in the resource guide, and all the data needed for the project's implementation.

5.3. Interview

The interview will also be a technique used to get all the information necessary regarding the institution and the elements to document in the project profile. It will be done with the authorities and the English teacher according to their needs.

6. Timetable

No.	Activity	July			
		w.1	w.2	w.3	w.4
1.	Designing of the project Profile plan				
2.	Project´s profile name definition				
3.	State the problem to be solved with the project's implementation				
4.	Definition of the project type				
5.	Determination of the objectives of the project				
6.	Establishment of the direct and indirect beneficiaries of the project				
7.	Establishment of the goal that will be achieved				
8.	Project´s budget proposition				

9.	List of the resources to be used for the profile				
10.	Table of contents and design proposition				
11.	Data collection and analysis of the information.				
12.	Project presentation				
13.	Project approval				

Professional Supervised Practice student - Marina Cifuentes	
PSP adviser - M. A. Ricardo Sosa	
PSP adviser and PSP student	

6. Evaluation

The evaluation of the project profile will be made by the Professional Supervised Practice´s adviser, who will evaluate if the techniques were correctly applied and if the purpose of this chapter was achieved. The instrument for the evaluation of this chapter will be the checklist.

7.1. Checklist

No.	Aspect	Yes	No	Comments
1	The Project Profile plan was designed			
2	The Project´s profile name was defined			
3	The problem to be solved with the project's implementation was stated			
4	The project type was defined			

5	The objectives of the project were determined			
6	The direct and indirect beneficiaries of the project were established			
7	The goal that will be achieved has been established			
8	The proposal of the Project's budget was made			
9	The resources to be used for the profile were listed			
10	The table of contents and design were proposed			
11	The data was collected and analyzed			
12	The project was presented			

Appendix G

Project Implementation Plan

1. Identification

1.1. Beneficiary institution

Instituto Nacional de Educación Básica 14 de Julio de 1789

1.2. Location

4a avenida 10-82 zona 21, colonia Bello Horizonte, Guatemala, Guatemala.

2. Objectives

2.1. General Objective

2.1.1. To establish all the activities and products to be done and created, as well as the implementation of the project, including the results and achievements.

2.2. Specific Objectives

2.2.1. To elaborate a detailed list of all the activities related to the process of the project.

2.2.2. To determine the results of the activities held and if the goals were achieved accordingly.

2.2.3. To detail all the products that were obtained through the Supervised practice project implementation.

2.2.4. To present the achievements obtained as a result of the project's products provided through the Supervised practice project.

3. Justification

Project implementation is when all the ideas and activities planned are executed.

After all the stages are completed, it comes to the part where the activities are finally executed and the ideas become a reality.

The implementation of the project allows the beneficiary institution to take advantage of the products of this Supervised Practice project. Therefore, it will let them take ownership of the process and be able to use all the materials and resources provided.

This stage allows the Professional Supervised Practice's student to present the Resource Guide and Syllabus for Teaching the English Course to Eighth Grade Students from the Instituto Nacional de Educación Básica, 14 de Julio de 1789, along with the donation of the speaker and USB as part of technology implementation. On the other hand, it will also allow them to visualize the continuity of this project. The implementation and continuity of this project will improve the teaching-learning process for the English course.

4. Resources

In order to implement the project, the following resources will be needed:

4.1. Human resources

- a. The Professional Supervised Practice's student. The person in charge of delivering the products from the project to the institution and informing the teacher and authorities about them.
- b. Professional Supervised Practice's Student Adviser. As well as the whole process, it will also be necessary to have the support and approval of the techniques selected for the implementation of the project.

- c. Teacher from the Instituto. In charge of receiving the products from the project and their use in the teaching-learning process for the English course in the 8th grade.
- d. Principal from the Instituto. In charge of receiving the products from the project, along with the English teacher, as the maximum representative from the institution.
- e. Students from the 8th grade. They are the ones who will receive the English course and profit from the materials and technology implemented.

4.2. Material Resources

- a. Printed Resource Guide and Syllabus for Teaching the English Course to Eighth grade Students from the Instituto Nacional de Educación Básica, 14 de Julio de 1789. This guide will be printed, and one copy will be delivered to the English Teacher.
- b. Digital document from the Resource Guide and Syllabus for Teaching the English Course to Eighth grade Students from the Instituto Nacional de Educación Básica, 14 de Julio de 1789. This document will be delivered in digital form on a USB Memory.
- c. Printed materials, including flashcards, worksheets, and all printed resources from the different units. These materials will be delivered in printed form so the teacher can use them and make copies of the needed materials according to their needs.
- d. USB memory with all the materials, resources, and the guide will be provided to the English teacher.
- e. A speaker to reproduce all the audio material will be provided to the English teacher.

5. Techniques

5.1. Brainstorming

This technique will be used to elaborate a list of all the activities related to the process of the project, determine the results of the activities held, and determine if the goals were achieved. Also, to detail the products obtained during the Supervised practice project. On the other hand, according to the needs, the time, place, and date when the project will be presented.

6. Timetable (including activities)

No.	Activity	October			
		w.1	w.2	w.3	w.4
1.	Designing the project Implementation plan				
2.	Elaboration of a list of all the activities related to the process of the project				
3.	Determination of the results of the activities held and goal achievement				
4.	Detail of the products obtained during the Supervised practice project				
5.	Presentation of the achievements of the project's products				
6.	Organization of the Project Presentation				
7.	Project delivery and final presentation				
8.	Evaluation of the project's implementation				

PSP adviser - M. A. Ricardo Sosa	
PSP adviser and PSP student	

7. Evaluation

The evaluation of the project implementation will be made by the Professional Supervised Practice´s adviser, who will evaluate if the techniques were correctly applied and if the purpose of this chapter was achieved. The instrument for the evaluation of this chapter will be the checklist.

7.1. Checklist

No.	Aspect	Yes	No	Comments
1	The project's Implementation plan was designed			
2	A list of all the activities related to the process of the project was elaborated			
3	The results of the activities held and the goal achievement were determined			
4	The products obtained during the Supervised practice project were detailed			
5	The achievements of the project's products were presented			
6	The Project Presentation was organized			
7	The project and final presentation were delivered			

Appendix H

Evaluation Plan

1. Identification

1.1. Beneficiary Institution

Instituto Nacional de Educación Básica 14 de Julio de 1789

1.2. Location

4a avenida 10-82 zona 21, colonia Bello Horizonte, Guatemala, Guatemala.

2. Objectives

2.1 General Objective

2.1.1. To evaluate the results, accomplishments, and efficacy of the different stages of the Supervised practice's project.

2.2 Specific Objectives

2.2.1. To evaluate if the objectives from each of the stages were accomplished, as well as the efficacy of the project's implementation.

2.2.2. To analyze the results from the evaluations from each of the chapters of the Supervised practice's project.

2.2.3. To interpret the results from each chapter of the project and the benefits from the project to the beneficiary institution.

3. Justification

The elaboration of the Resource Guide and Syllabus for Teaching the English Course to Eighth Grade Students from the Instituto Nacional de Educación Básica, 14 de Julio de 1789, is considered necessary to provide the teacher with different materials that will be available to help the development of the students listening, reading, writing, and speaking skills; all these resources

are intended to be used by the teacher during the teaching-learning process of the English language course.

On the other hand, the donation of the USB memory and the speaker will benefit the teacher and students, bring technology into the institution, and provide a different experience for both students and teachers during the English class by making use of a variety of listening materials.

4. Resources

4.1. Human Resources

- a. The Professional Supervised Practice's student. The person who will be in charge of creating all the evaluation instruments.
- b. Professional Supervised Practice's Student Adviser. The professional who will guide and provide advice during the whole process.

4.2. Material Resources

- a. Electronic devices. Including cellphone, computer/laptop and tablet, all these electronic devices are some important tools that allow the development of the Professional Supervised Practice project, for making reports, collecting information in an organized way, creating the instruments needed, sending information to the adviser, making the necessary corrections, etc.
- b. Electricity. Energy is needed for the use of the computer and for everything to work correctly.
- c. Internet. A computer network is needed to send information, have meetings, work on reports, and keep communication going at different times.

d. Applications and websites. Gmail, Google Drive, Whatsapp, Google Meet, Canva, and websites are resources needed for every stage of the development of this project, as well as to be communicated with the adviser.

5. Techniques

5.1 Data Collection

This technique was used to collect all the information needed to evaluate each of the stages of the Supervised practice's project.

5.2 Meta-analysis

Through the use of different checklists to validate the evaluation of each one of the stages of the Supervised practice's project.

6. Timetable (including activities)

The activities included are the following:

No.	Activity	November			
		w.1	w.2	w.3	w.4
1.	Determining the achievement of the goals and objectives of the project implementation, as well as its efficacy				
2.	Evaluation of each one of the chapters' objectives to determine if they were successfully achieved				
3.	Analysis and evaluation of the results from the process of data collection through the instruments proposed in each chapter				
4.	Interpretation from the results from each one of the chapters and analysis from the benefits provided to the institution				

Professional Supervised Practice student - Marina Cifuentes	
PSP adviser - M. A. Ricardo Sosa	
PSP adviser and PSP student	

7. Evaluation

The principal aim of the evaluation is to confirm that the processes were completed appropriately. For the project evaluation, a checklist will be used in order to assess each aspect of the checklist in relation to the development of the project. The adviser, M. A. Ricardo Sosa, will be responsible for its completion.

Appendix I

Continuity Plan

1. Identification

1.1. Beneficiary Institution

Instituto Nacional de Educación Básica 14 de Julio de 1789

1.2. Location

4a avenida 10-82 zona 21, colonia Bello Horizonte, Guatemala, Guatemala

1.3. Project

Resource Guide and Syllabus for Teaching the English Course to Eighth grade Students from the Instituto Nacional de Educación Básica, 14 de Julio de 1789.

2. Contribution of the Project

The creation of a Resource guide and Syllabus for the 8th grade, as well as the donation of a speaker and USB for the English course, aims to facilitate and improve the teaching-learning process at the beneficiary institution, while also being an example that can be replicated for the other grades.

The contribution of this Professional Supervised Practice's project will be to provide the syllabus for the English course for 8th grade. Which will provide the teacher with the elements to use as a base for the other grades.

On the other hand, the resource guide also provides the teacher with different materials that will be available to help the development of the students listening, reading, writing, and speaking skills; all these resources are intended to be used by the teacher during the teaching-learning process of the English language.

Finally, the donation of a speaker and a USB memory brings technology into the institution, providing a different experience for both students and teachers during the English class by making use of a variety of listening materials.

3. Project Implementation Process

3.1 Methodology and Techniques

The present project has been done using the action-research methodology. Based on the results obtained during the diagnosis stage, a description of the project was presented to M. A. Ricardo Sosa, Adviser.

The diagnosis process allowed for a better idea of the situation and needs of the beneficiary institution, according to the prioritization of the problems.

3.1.1 Techniques

- a. Survey: One survey with different questions was designed to obtain all the necessary information regarding the English course, including lacks, needs, and available resources, among other aspects that would be necessary to determine the line of this PSP project.
- b. Interview: An interview with the principal was carried out to gather all the necessary information regarding the institution, mission, vision, objectives, community, human resources, facilities, etc.
- c. Checklists and rating scales: These were the techniques used to evaluate each chapter and determine that it was completed successfully.

3.2 Activities and Results

Activities	Results
<p>A letter requesting permission to perform the Supervised Practice project was signed by the Adviser and delivered personally to the institution's principal.</p>	<p>The authorization for the implementation of the Supervised Practice's project at the Instituto Nacional de Educación Básica 14 de Julio de 1789, was provided by the Principal.</p>
<p>One online survey for the English teacher and an interview for the Principal were done.</p>	<p>The survey allowed us to get the necessary information regarding the English course, including lacks, needs, and available resources, among other aspects that would be necessary to determine the line of this PSP project.</p> <p>The interview with the principal allowed us to gather all the information regarding the institution, mission, vision, objectives, community, human resources, facilities, etc.</p>
<p>Both instruments were reviewed and approved by the Adviser.</p>	<p>The survey was sent to the English teacher, and the principal was interviewed.</p>

Interpretation of the results.	After the information was collected, the results were analyzed and interpreted.
Identification of the main problems	Some problems were detected in the diagnosis stage. However, after the prioritization, three of them were selected.
Project's selection	According to the selected problems, some solutions were proposed, and the one selected as the solution to the problems was: Syllabus and Resource Guide for Teaching the English Course to Students of 8th Grade from the Instituto Nacional de Educación Básica, 14 de Julio de 1789. (Speaker and USB donations are included as part of the technology implementation.)
Syllabus creation	According to the information provided by the English teacher, the book Side by Side 1B, used in 8th grade for the English course, and also taking into consideration the CNB, the Syllabus was created.
Resource Guide, material creation, and resource gathering.	According to the topics in the syllabus and the needs of the institution, the materials were created and the different resources were gathered.

Resource Guide design	Canva was the online design platform selected for the design of materials and also for the Resource Guide design.
Resource Guide creation	With all the materials created and gathered, the Resource Guide was designed, and links were added to it, to access all the resources.
Resource Guide (including Syllabus) approval	The whole document, including the Syllabus, Resource Guide, resources, and materials, was reviewed by the adviser, M. A. Ricardo Sosa, who proposed the needed corrections, and after they were completed, the final document was approved.

3.3 Innovation

The word innovation is related to new ideas, products, services, or practices. In this specific situation, the Supervised Practice's project is innovative in the sense of providing different materials and resources, as well as the technological implementation of the speaker and USB, to bring the opportunity to students and the teacher to improve the teaching-learning experience and make it more meaningful and enjoyable, and in consequence, more effective and with better results.

The Syllabus and Resource Guide for Teaching the English Course to Students of 8th Grade from the Instituto Nacional de Educación Básica, 14 de Julio de 1789. (Speaker and USB

donations are included as part of the technology implementation.) This represents innovation, as it provides the implementation of different materials, including visual aids, written materials, and audios, to make an English course more dynamic and focused on the different learning styles and all four skills, listening, reading, writing, and speaking.

This project will provide the English teacher with material ready to use when teaching the English course in the 8th grade, according to their needs, and will motivate student participation and interaction as well as appeal to their interest in the course.

3.4 Success and Lessons Learned

The completion of a project requires discipline, planning, effort, organization, and many other aspects to take into account in order to complete all the processes that it requires.

The research allows one to have ideas and also access useful and necessary information to form the basis of them. On the other hand, being able to communicate with all the people interested and involved is crucial to determining the lacks and needs, as well as the possible solutions to the selected problem.

Having the appropriate guidance and being willing to learn and apply all the needed suggestions and corrections allows for a better result in the products developed as well as accomplishing the projected goals.

Along the development of the present project, there were definitely many lessons learned regarding different topics, such as the use of technology, applications, programs, online tools, etc. All these, as well as the commitment, consistency, responsibility, and effort applied to the present project, were key to being able to complete it successfully.

4. Justification

The existence of a resource guide including different materials and resources to implement in the English class is a tool that benefits the teaching-learning process from the perspective of the English teacher and the students of the 8th grade at the Instituto Nacional de Educación Básica 14 de Julio de 1789, located in zone 21.

It is known worldwide that mastering the English language is an advantage to succeeding and having better professional and personal opportunities; however, in our country, especially in public institutions, the resources and time for the learning process are limited. According to the process and research done, this is the situation at the beneficiary institution, where there is only one English teacher in charge of nine junior high sections from 7th to 9th grade, they have limited resources, and they have only three periods per week to carry out the teaching-learning process.

Having a variety of materials and resources, such as audio materials and visual aids such as flashcards, among others, as well as the use of a speaker and USB memory, will enrich the English course, providing the opportunity for students and teachers to have a more dynamic class and increasing the interest of students and efficiency of the class too.

This Resource Guide, the materials, resources, and the donation of speaker and USB, will also be useful for the continuity of the project, as they will be useful in the coming years. As this is designed and created for the 8th grade, it will serve as an example to apply to the other grades, and some materials will be useful for them too.

5. Objectives

5.1 General Objective

To provide access to the Resource Guide, and all the digital and printed materials, so they are able for the English class to ensure its continued implementation and provide an example to be implemented in the other grades as well.

5.2 Specific Objective

- To motivate the use of the Resource Guide and all the included materials and resources by providing a printed copy of the guide, materials, and resources, as well as all the digital files in the USB memory.
- To facilitate the use of the audio materials by providing a speaker for the English course.
- To advise on the implementation of activities to be able to continue with the implementation of the project in the following years.

6. Goals

- During the next year, 2024, the Resource Guide will be implemented, and the materials and resources, as well as the speaker and USB provided, will be used for the English course in 8th grade for the different units from 9-17 throughout the year. For the next 3 years, these materials will continue to be used in the course, and it is projected that, according to this example, other similar materials and resources can be created and implemented for the other grades as well. If needed, according to use and needs, the materials can be reprinted to continue using them.

7. Suggested Activities

- To profit from the Resource Guide, materials, and resources provided to implement them in the English class, starting in 2024, according to the different units.
- To have access to all the digital materials, including the flashcards, audios, worksheets, etc. In case there is a need to reprint them in the future.
- To receive the support of other students from Sección de Idiomas, Facultad de Humanidades, to implement the project in the other grades, 7th and 9th. And have the Syllabus and Resource Guide as an example for the other grades, as well as the materials and resources provided.

8. Timetable

The activities suggested for the Institution to provide continuity to this project

No.	Activities	2024 - 2026
1.	Read and review the Syllabus and Resource guide to be able to implement it according to the content from the different Units.	Before starting the classes in cycle 2024.
2.	Use of the Syllabus, Resource Guide, materials, and resources provided during the scholar year.	During the complete cycles.

3.	<p>Implement the use of the speakers and USB donated to have access to the audio files for listening activities and to the different materials.</p>	<p>Starting in 2024 and continuing to use them during the following years.</p>
4.	<p>Receive the support of students from Sección de Idiomas, Facultad de Humanidades, to provide similar materials and resources that can be used to implement them in the 7th and 9th grades for the next years.</p>	<p>Starting in 2024 and the following years.</p>

9. Resources

9.1 Human Resources

9.1.1 Professional Supervised Practice Students. In charge of creating the syllabus, resource guide, materials, and resources for the 7th and 9th grades.

9.2 Material Resources

9.2.1 Syllabus and Resource Guide for Teaching the English Course to Students in 8th Grade from the Instituto Nacional de Educación Básica, 14 de Julio de 1789.

9.2.2 Flashcards, posters, audio files, worksheets, and other resources provided.

9.2.3 Speaker and USB as part of technology implementation.

9.2.4 The computer. That the next Supervised Practice student will use to work on the continuity plan.

9.2.5 Design programs and tools. To create the materials for the continuity of the project.

9.2.6 Electricity. The Supervised Practice student will use it to be able to use the laptop or computer.

9.2.7 Internet. The Supervised Practice student will use it for the investigation, gathering, and creating the materials and reports needed.

9.3 Institutional Resources

9.3.1 English Teacher. Responsible for the use and implementation of the Syllabus and Resource Guide, as well as the speaker and USB memory.

9.3.2 All the resources that the institution can provide for the improvement and continuity of the project.

10. Techniques

Some techniques suggested for the continuity of the project are:

10.1 Brainstorming. To have as many ideas as needed, taking into account the previous project and the existing Syllabus, Resource Guide, and materials.

10.2 Interview. With authorities to check on the progress of the project and how to provide continuity.

10.3 Survey and Interview with the English Teacher. To gather the necessary information for the implementation of the project in the 7th and 9th grades. As well as having her opinion on how the existing project is being developed.

11. Budget

Item	Description	Cost
Resource Guide and materials	Resource guides (one for each grade, 7th and 9th) and materials (for the 3 levels) such as: flashcards, worksheets, audios, etc.	Q.800.00 (Approximately)
Internet	Internet service	Q.300.00
Electricity	Electricity service	Q.300.00
TOTAL		Q.1,400.00

12. Evaluation

In order to determine if the objectives of the project are being accomplished and to improve them if needed, it is necessary to evaluate the process. Therefore, it is suggested that the authorities and the English teacher use the following checklist.

No.	Aspect	Yes	No	Comments
1	Is the Syllabus, and Resource Guide, as well as the materials, resources, speaker, and USB, being used by the English Teacher?			
2	Is the institution monitoring the success of the project?			
3	Are there any suggestions for the better use or implementation of the project?			
4	Is the project still being used at the institution?			

13. Long-term Indicators of the Project's Success

- The Syllabus and Resource Guide for Teaching the English Course to Students of 8th Grade from the Instituto Nacional de Educación Básica 14 de Julio de 1789, speaker, and

USB memory, as well as all the materials provided, are being used in the English course in the 8th grade.

- The students in 8th grade continue to be the principal beneficiaries of the project.
- The students in 8th grade are more interested, and the teaching-learning process is more dynamic thanks to the materials, resources, and technology implemented.
- The students of 8th grade from the Instituto Nacional de Educación Básica, 14 de Julio de 1789, are showing improvement in their proficiency in the English language.

14. Observations

The elaboration of the project was accomplished thanks to the institutional willingness, as well as the guidance and collaboration from the adviser and the guidance and observations provided by the revisers.

Appendix J

Diagnosis Evaluation

1. Rating scale

Completed by adviser M. A. Ricardo Sosa

No.	Aspect	Scale				
		1	2	3	4	5
1	To establish the techniques, methods, and instruments used to collect the information					X
2	To classify the information collected to establish the lacks and problems					X
3	To determine the problems and the desirability, viability, and feasibility of the solutions					X
4	To propose possible solutions for each problem found					X

1=not achieved 5=greatly achieved

2. Checklist

Completed by adviser M. A. Ricardo Sosa

No.	Aspect	Yes	No	Comments
1	A beneficiary institution was identified	X		
2	A request letter was sent to the beneficiary institution	X		
3	The request letter was approved by the beneficiary institution	X		
4	General information about the institution was completed	X		
5	General and specific objectives were completed	X		

6	Justification was completed	X		
7	Resources were established	X		
8	Techniques, methods, and instruments were selected	X		
9	A timetable was created	X		
10	An evaluation was proposed	X		
11	A survey was designed	X		
12	The survey was completed by the English teacher	X		
13	Abstraction from diagnostic instruments was completed	X		
14	The list of lacks was completed	X		
15	The analysis and prioritization of problems were completed	X		
16	The viability, feasibility, and desirability analysis were completed	X		

Appendix K

Theoretical Framework Evaluation

1. Rating scale

Completed by adviser M. A. Ricardo Sosa

No. Aspect		Scale				
		1	2	3	4	5
1	To look for the definitions, approaches, principles, methodologies, and techniques needed to provide support for the present project					X
2	To find reliable online sources and / or trusted printed literature that will be useful to get the information necessary to support the problem and solution					X
3	To create a well-founded theoretical framework, taking into account all the necessary information for this project					X

1=not achieved 5=greatly achieved

2. Checklist

Completed by adviser M. A. Ricardo Sosa

No. Aspect	Yes	No	Comments
1 The definitions, approaches, principles, methodologies, and techniques were proposed and taken into account for the theoretical framework	X		
2 Information was gathered and analyzed accordingly	X		
3 The theoretical framework was presented to the Adviser	X		
4 The information is related to the project's line of research	X		
5 References and citations are correctly made	X		

Appendix L

Project Profile Evaluation

1. Checklist

Completed by adviser M. A. Ricardo Sosa

No.	Aspect	Yes	No	Comments
1	The Project Profile plan was designed	X		
2	The Project's profile name was defined	X		
3	The problem to be solved with the project's implementation was stated	X		
4	The project type was defined	X		
5	The objectives of the project were determined	X		
6	The direct and indirect beneficiaries of the project were established	X		
7	The goal that will be achieved has been established	X		
8	The proposal of the Project's budget was made	X		
9	The resources to be used for the profile were listed	X		
10	The table of contents and design were proposed	X		
11	The data was collected and analyzed	X		
12	The project was presented	X		

Appendix M

Project Implementation Evaluation

1. Checklist

Completed by adviser M. A. Ricardo Sosa

No.	Aspect	Yes	No	Comments
1	The Resource Guide and Syllabus for Teaching the English Course to Eighth Grade Students from the Instituto Nacional de Educación Básica, 14 de Julio de 1789, contains accurate information to provide the teachers with a useful resource to implement in the English course.	X		
2	The material collected and created is related to the topics to be taught to the eighth grade students from the Instituto Nacional de Educación Básica, 14 de Julio de 1789.	X		
3	The material collected and created is well selected and designed to fulfill the institutional needs according to the diagnostic results.	X		
4	The information and materials are well organized.	X		
5	All units from 9 to 17 have been covered with the implementation of pertinent resources and materials.	X		
6	The structure of the Resource Guide and Syllabus is well organized and clear.	X		
Additional Comments				
This project was well designed and it was implemented following the correct process, benefiting the institution, the principal, the teacher, and mainly the students.				

Appendix N
Project Implementation Evaluation

1. Checklist

Completed by adviser M. A. Ricardo Sosa

No.	Aspect	Yes	No	Comments
1	The project's implementation plan was designed.	X		
2	A list of all the activities related to the process of the project was elaborated.	X		
3	The results of the activities held and the goal achievement were determined.	X		
4	The products obtained during the Supervised practice project were detailed.	X		
5	The achievements of the project's products were presented.	X		
6	The project presentation was organized.	X		
7	The project and final presentation were delivered.	X		

Appendix O

General Evaluation

1. Checklist

Completed by adviser M. A. Ricardo Sosa

No.	Aspect	Yes	No	Comments
1	Was the evaluation made for each one of the chapters?	X		
2	Were the evaluation tools well selected according to the objectives to be achieved?	X		
3	Were the results from each chapter's evaluation achieved?	X		
4	Were some difficulties found with the tools for the evaluation process?		X	
5	Were the tools selected for the evaluation clear enough to achieve their objectives?	X		
6	Did the objectives match with the purpose of the Supervised Practice's project?	X		
7	Were the adviser's suggestions and observations applied by the student?	X		

Annex

Annex A - Request Letter for the Professional Supervised Practice´s project

Annex B - Professional Supervised Practice´s Product Validation Letter (Teacher)

Annex C - Professional Supervised Practice´s Product delivery/reception letter

Annex D - Acceptance and Continuity's Commitment Letter

Annex E - Photographical evidence from delivery/reception of the project and samples of Flashcards

Annex A

Request Letter for the Professional Supervised Practice's project



*Universidad de San Carlos de Guatemala
Facultad de Humanidades*

Guatemala, 25 de abril de 2023

Licenciada
Irene Muñoz, Directora
INEB 14 de julio de 1789
Presente

Estimada Directora:

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 al estudiante (nombre completo) Gloria Marina Cifuentes Noriega,
CUI 2575610560101, Registro Académico (carné) 9619598,
En la institución que dirige.

El asesor –supervisor asignado realizará visitas, durante el desarrollo de las fases del proyecto a realizar.

Deferentemente,

"ID Y ENSEÑAD A TODOS"

M.A. Ricardo Domingo Sosa Velásquez

26/04/2023

mygo/sdjda



Annex B**Professional Supervised Practice's Product Validation Letter (Teacher)**

Guatemala, 9 de octubre de 2023

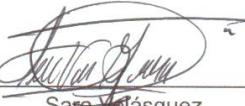
Licenciado
Santos de Jesús Dávila
Director de Extensión
Facultad de Humanidades

Señor Director.

Por este medio hago constar que la estudiante Gloria Marina Cifuentes Noriega, con registro académico 9619598 CUI 2575610560101, ha realizado su proyecto de Ejercicio Profesional Supervisado, en apoyo al curso de Inglés de este establecimiento. Asimismo, ha presentado el documento "Resource Guide and Syllabus for Teaching the English Course to Eighth Grade Students from the Instituto Nacional de Educación Básica, 14 de Julio de 1789" y los materiales incluidos en la misma, los cuales he validado y aprobado en esta fecha.

Sin otro particular y agradeciendo el apoyo brindado a nuestra Institución y al proceso de enseñanza aprendizaje del idioma inglés, me suscribo.

Atentamente,



Sara Velásquez
Profesora de Inglés
Instituto Nacional de Educación Básica, 14 de Julio de 1789

Annex C**Professional Supervised Practice's Product delivery/reception letter**

Guatemala, 23 de octubre de 2023

Licenciado
Santos de Jesús Dávila
Director de Extensión
Facultad de Humanidades

Señor Director.

Se hace constar que la estudiante Gloria Marina Cifuentes Noriega, con registro académico 9619598 CUI 2575610560101, ha presentado el documento "Resource Guide and Syllabus for Teaching the English Course to Eighth Grade Students from the Instituto Nacional de Educación Básica, 14 de Julio de 1789" y los materiales incluidos en la misma, los cuales, fueron validados el 9 de octubre de 2023. Asimismo, hemos recibido una bocina y USB destinados al uso del curso de idioma inglés en nuestra institución.

Agradeciendo de antemano el apoyo recibido a través de la realización de su Ejercicio Profesional Supervisado en esta institución, me despido.

Atentamente,


Licda. Irene Paula Muñoz Pérez
Directora

Instituto Nacional de Educación Básica, 14 de Julio de 1789



Annex D

Acceptance and Continuity's Commitment Letter

Guatemala, 23 de octubre de 2023

Estudiante
 Gloria Marina Cifuentes Noriega
 Sección de Idiomas
 Facultad de Humanidades
 Presente

Estimada estudiante Cifuentes.

Por medio de la presente, agradecemos el apoyo brindado a través de su proyecto de práctica profesional supervisada, cuyo producto "Resource Guide and Syllabus for Teaching the English Course to Eighth Grade Students from the Instituto Nacional de Educación Básica, 14 de Julio de 1789" y los materiales incluidos en la misma, fueron recibidos en esta fecha, luego de su respectiva validación que se realizó el día 9 de octubre. Dicha guía, el material, bocina y memoria USB donados, serán utilizados para el proceso de enseñanza aprendizaje del curso de inglés, en el nivel básico, para 2do grado, asegurando de esta forma su utilidad y continuidad del mismo y la viabilidad del proyecto realizado.

De la misma forma, estamos anuentes a la aceptación de estudiantes que puedan realizar sus proyectos de Práctica Profesional Supervisada, tanto a nivel de Profesorado como de Licenciatura para dar continuidad e implementación en los demás grados del nivel básico.

Agradeciendo de antemano el apoyo recibido a través de la realización de su Ejercicio Profesional Supervisado en esta institución, me despido.

Atentamente,


 Licda. Irene Paula Muñoz Pérez
 Directora
 Instituto Nacional de Educación Básica, 14 de Julio de 1789

Annex E

Photographical evidence from delivery/reception of the project

Figure 1

Student Marina Cifuentes at Instituto Nacional de Educación Básica 14 de Julio de 1789



Figure 2

Student Marina Cifuentes delivering the Resource Guide



Figure 3

Student Marina Cifuentes delivering the flashcards for Unit to the English Teacher

**Figure 4**

Student Marina Cifuentes delivering the speaker and USB memory to the English Teacher



Figure 5

Student Marina Cifuentes delivering the pack of resources and material to the English Teacher

**Figure 6**

Student Marina Cifuentes with Lic. Irene Muñoz, principal from the beneficiary institution



Figure 7

Speaker and USB memory donated

**Figure 8**

Flashcards sample Unit 9

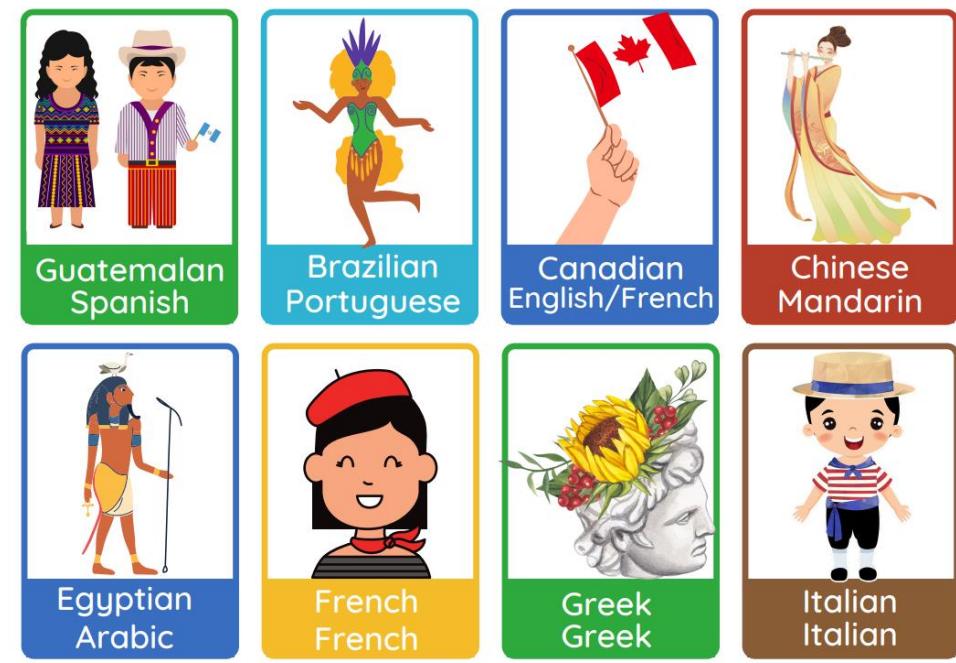


Figure 9*Flashcards sample Unit 10***Figure 10***Flashcards sample Unit 11*

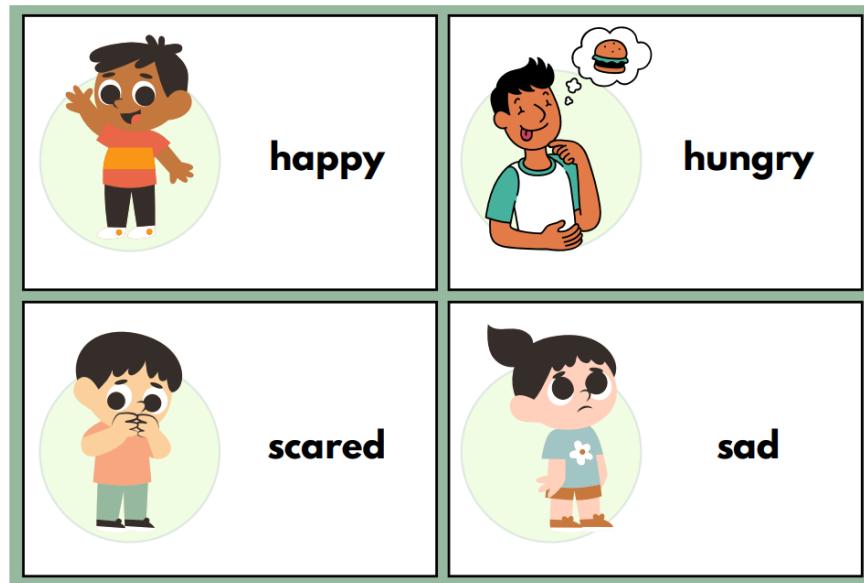
Figure 11*Flashcards sample Unit 12***Figure 12***Flashcards sample Unit 13*

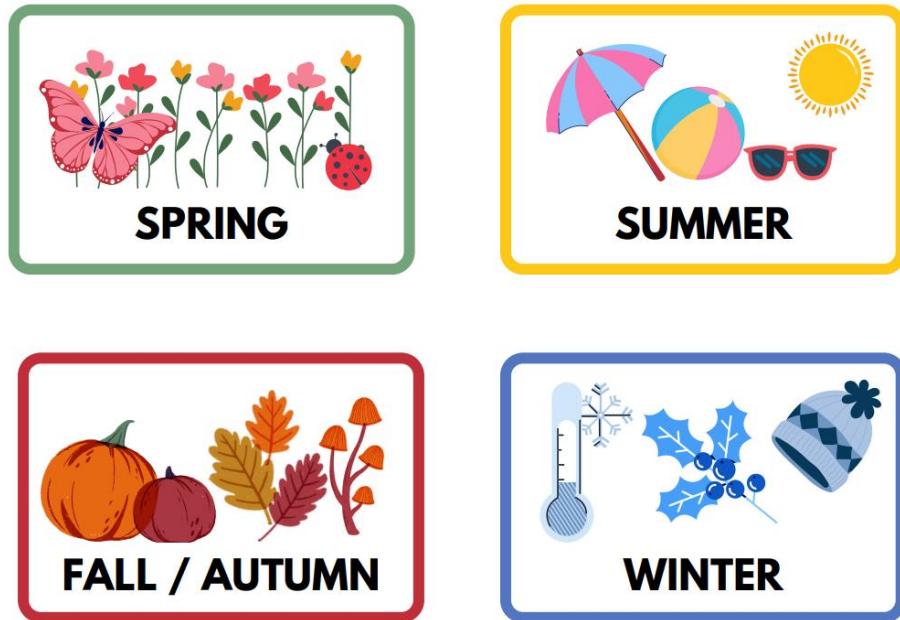
Figure 13*Flashcards sample Unit 14***Figure 14***Flashcards sample Unit 15*

Figure 15*Charades game sample Unit 16*

VERB CHARADES GAME(PAST TENSE)

Cut out each verb card. Then, take turns choosing a card. Each player acts out the verb without speaking, while their partner guesses. Once their word has been guessed correctly, they can move on to the next player.



KAMIRYO MAZARIEGOS BOLÍVAR
FACULTAD DE HUMANIDADES "M. A. WALTER R.
BIBLIOTECA

Figure 16*Flashcards sample Unit 17*