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Informative module with the Institutional Educational Project of the  
Official School No. 141, Quirina Tassi de Agostini to optimize management  
towards quality education

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Guatemala, July 2017

Este informe fue presentado por la autora como trabajo del Ejercicio Profesional Supervisado –EPS- previo a obtener el grado de Licenciada en Lingüística del Idioma Inglés.

Guatemala, julio de 2017

## **List of abbreviations**

- **CNB**, National Base Curriculum
- **DEGEFOCE**, General Direction of Strengthening of the Educational Community
- **DIGEACE**, General Direction of Accreditation and Certification
- **DIGECADE**, General Direction of Educational Quality Management
- **DIGECUR**, General Direction of Curriculum
- **DIGEDUCA**, General Direction of Evaluation and Educational Research
- **DIGEMOCA**, General Direction of Monitoring and Verification of Quality
- **EBI**, Intercultural Bilingual Education
- **EFA**, Education for All
- **IEP**, Institutional Educational Project
- **MINEDUC**, Ministry of Education
- **POA**, Annual Operational Plan
- **UNESCO**, United Nations Educational, Scientific and Cultural Organization
- **UNICEF**, United Nations International Children's Emergency Fund
- **USAC**, Universidad de San Carlos de Guatemala

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## **Acknowledgments**

The challenge to do the project could not be carried out without the help, support and guide that God gave me along the process of it. In those moments when I thought everything was harder than what I could manage, He held my hand and guided me in order to continue and finish. To him first of all, thanks God because you never left me alone when I needed you the most.

Thanks to my family, my mom because she was always there when I needed any advice and for her prayers, my husband and children because they always understood me at the times I had to be leave them alone because I had to work on the project, for their patience, unconditional love and understanding, and also, because they always believed in me.

Thanks to my professors of the University of San Carlos, because through their teachings they made me a professional, because they always gave more of their time so that the teaching was of great quality, for their advice, continued motivation and patience.

Thanks to my advisor M.A. Luisa Fernanda Ramos Barrera, because she was very kind, for her advice, for the great capacity to guide me during the process of preparing the project, for motivating me to finish it, for the extra time she gave to solve my doubts.

And last but not least, none of this would have been possible without the help of the school principal, teachers and all those who got involved in it.

## **Executive summary**

In order to improve the quality of education and the management of it, it was determined to develop a service and product project which consists in the elaboration of a module with all the necessary information about the Official School 141, Quirina Tassi de Agostini to make the Institutional Educational Project, so that it will help to optimize the management towards quality education. It is divided in two types: service and product. The service consists in the organization and filing of the physical documents in alphabetical order to manage it in the correct way and improve the management issues. The product consists on a module with the information required to make the Institutional Educational Project, the Institutional Educational Project –PEI- of the school, a booklet with a compendium of English teaching and learning documents of the English Language, a CD-ROM with videos, songs, worksheets and other teaching and learning resources and two infographics with the Mission and Vision of the School.

The main purpose of this research is to look for solutions that solved social problems in the educational system related to education regarding to the Guatemalan reality. It was necessary to apply different research techniques to determine the needs and problems of the institution, after getting the diagnosis, it was required to prioritize the problem, at the end, and the selected problem was administrative disorganization. That is why, an intensive research of theoretical framework was done to know what content was necessary to include and solve the problem. It was decided to write an informative module which contains the Institutional Educational Project –PEI- of the school. To accomplish the improvement plans written on the IEP about English Language teaching and learning process, an English booklet was done with information about different methods, teaching techniques, teaching resources and others.

The implementation of the Institutional Educational Project will improve the quality of education in the Official School No. 141 “Quirina Tassi de Agostini” and 493 students will be benefited. Constant evaluation will be necessary in order to know if the IEP is giving good results or if some changes are needed. Strategies must be according to the students’ needs.

## **Resumen ejecutivo**

Con el fin de mejorar la calidad de la educación y la gestión, se decidió desarrollar un proyecto de servicio y producto que consiste en la elaboración de un módulo con toda la información necesaria sobre el Escuela Oficial No.141, Quirina Tassi de Agostini para realizar el Proyecto Educativo Institucional, para que optimice la gestión hacia una educación de calidad. Se divide en dos tipos: servicio y producto. El servicio consiste en la organización y archivo de los documentos físicos en orden alfabético para usarlo de la manera correcta y mejorar los asuntos administrativos. El producto consiste en un módulo con la información necesaria para realizar el Proyecto Educativo Institucional, el Proyecto Educativo Institucional –PEI- de la escuela, un folleto con un compendio de documentos sobre la enseñanza y aprendizaje del idioma inglés, un CD con videos, canciones, hojas de trabajo y otros recursos educativos sobre la enseñanza y aprendizaje del idioma inglés y dos infográficos con la Misión y Visión de la escuela.

El objetivo principal de esta investigación es la búsqueda de soluciones que resuelvan problemas sociales en el sistema educativo relacionados con la educación en cuanto a la realidad guatemalteca. Fue necesario aplicar técnicas de investigación para determinar las necesidades y problemas de la institución, después de obtener el diagnóstico, se priorizó el problema, al final, el problema seleccionado fue desorganización administrativa. Por esa razón se realizó una intensa investigación del marco teórico para conocer qué contenido era necesario incluir y solucionar el problema. Se decidió escribir un módulo informativo el cual contiene el Proyecto Educativo Institucional –PEI- de la escuela. Para cumplir lo establecido en los planes de mejoramiento escritos en el PEI sobre la enseñanza y aprendizaje del idioma inglés, se realizó un folleto con información sobre los diferentes métodos de enseñanza, técnicas de enseñanza, recursos de enseñanza y otros.

La implementación del Proyecto Educativo Institucional mejorará la calidad de la educación en la Escuela Oficial No. 141 "Quirina Tassi de Agostini" y 493



estudiantes serán los beneficiados. Constantemente la evaluación será necesaria para saber si el Proyecto Educativo Institucional da buenos resultados o si es necesario hacer algunos cambios. Las estrategias deben estar acorde a las necesidades de los estudiantes.

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## **Introduction**

The education in Guatemala is managed by MINEDUC which has the responsibility to ensure the educational quality; it brings the pedagogical tools and regulations to the institutions in private and public schools.

The main purpose of the project is to contribute with the administrative and pedagogical area optimizing the management towards a quality of education of the Official School No.141, "Quirina Tassi de Agostini" providing information that corresponds with one of the instruments required by the Ministry of Education and strategies to improve the process of learning and teaching, to solve one of the social problems in the educational system related to education regarding to the Guatemalan reality. To accomplish it, it was necessary to gather information from parents, teachers, and students about pedagogical aspects providing instruments to identify difficulties in the learning process to make a diagnosis to implement a module with the Institutional Educational Project. To ensure the continuity of the project a digital instrument of the Institutional Educational Project was made to update the information according to the students' needs. To guarantee the correct application of the improvement plans of the English language teaching and learning process written on the Institutional Educational Project -PEI- a booklet with a compendium of English teaching and learning documents and resources was done. In order to help teachers, a CD-Rom with teaching and learning resources was provided, to optimize time and improve the management of the school, it was necessary to organize and file documents. As a result, the principal and teachers of the school received a printed module with two copies, a digital and printed booklet, a CD-Rom, two infographics with the Vision and Mission of the school, an induction explaining the content of the Institutional Educational Project of the school and English teaching techniques and resources. One of the main difficulties faced on the research project was the time because teachers and the principal of the school do not have to stop working to accomplish the 180 days of classes. After finishing the delivery of the project, one copy of the module and the Institutional Educational Project was given to the supervisor of the area to ensure the continuity of the project.

The project contains different chapters which are:

Chapter I. Diagnosis: It has general information about the institution, to accomplish it, it was necessary to apply the guide of eight sectors which are community sector, institutional sector, finance sector, human resources sector, curriculum sector, administrative sector, relation sector, philosophical, political and legal sector. The information obtained on each sector determined the deficiencies and problems; therefore, it was done a critical analysis for the data gathered. Once problems were established, the next step was to give priority to one of them. At the end of the chapter I, it was needed to check the viability and feasibility.

Chapter II. Theoretical framework. It has concepts, definitions, theories, ideas, legal framework and relevant research about the topic of the project.

Chapter III. Project's profile. It has an explanation about the project's profile. It provides a concrete description of each element in order to give coherence of what to do, why to do it, how to do it, with whom to do it, with what to do it, and for what to do it.

Chapter IV. Project implementation. It describes each activity in chronological sequence in order to implement the product and service; it establishes costs, time and achievements. It has the final research product.

Chapter V. Action research evaluation. It has the evaluation of each chapter.

The Institutional Educational Project -PEI- is a technical pedagogical tool of planning and management that directs and guides the activities of the educational center for its strengthening and growth; defines its identity, framework of values and principles which will be reflected in the educational actions it develops.

## **CHAPTER I**

### **1. DIAGNOSIS**

#### **1.1. General information of the beneficiary institution**

##### **1.1.1. Name of the Institution**

Escuela Oficial Mixta No. 141, Quirina Tassi de Agostini.

##### **1.1.2. Type of institution**

Public institution. The public educational institutions are establishments administered and financed by the State to provide educational services to the inhabitants of the country without discrimination, according to the corresponding ages of each level and type of school, regulated by the specific regulations. (Ley de Educación de Guatemala)

##### **1.1.3. Geographic location**

The Official School No. 141, Quirina Tassi de Agostini is located in 6th. Avenue 1st. Street, Colonia Ciudad Real 1, Zona 12, Villa Nueva, Guatemala.

##### **1.1.4. Vision**

*“To be an institution that offers an integral, relevant and high quality education that forms students with the necessary skills and competences that ensure their personal and professional development to respond the needs of society”.*  
(Escuela Oficial Mixta No. 141, 2017)

### **1.1.5. Mission**

*“We are committed to facilitate and promote education and the integral and harmonious development of our students, upholding universal values for their benefit and society”. (Escuela Oficial Mixta No. 141, 2017)*

### **1.1.6. Policies**

- *“Contribute in the educative decisions in the internal and external aspects of the learning and teaching process.”*
- *“Facility to obtain any new position in the educational system to improve the professional, social and economic situation according to the obtained merits.”*
- *“Participate in recreational, cultural, social and sporting activities.”*
- *“Take part actively through organizations in the study, discussion and approval of plans, programs and educative projects.”*
- *“Participate in the planning and the development of the educative process.”*
- *“Comply with the working day.”*

### **1.1.7. Objectives**

#### **a. General:**

- *“To provide an integral education for girls and boys, encouraging habits of study, order and hygiene.” (Escuela Oficial Mixta No. 141, 2017)*

#### **b. Specific:**

- *“To inculcate civic, moral and social values.”*
- *“To develop skills, learning ability, motor co-ordination and knowledge.” (Escuela Oficial Mixta No. 141, 2017)*



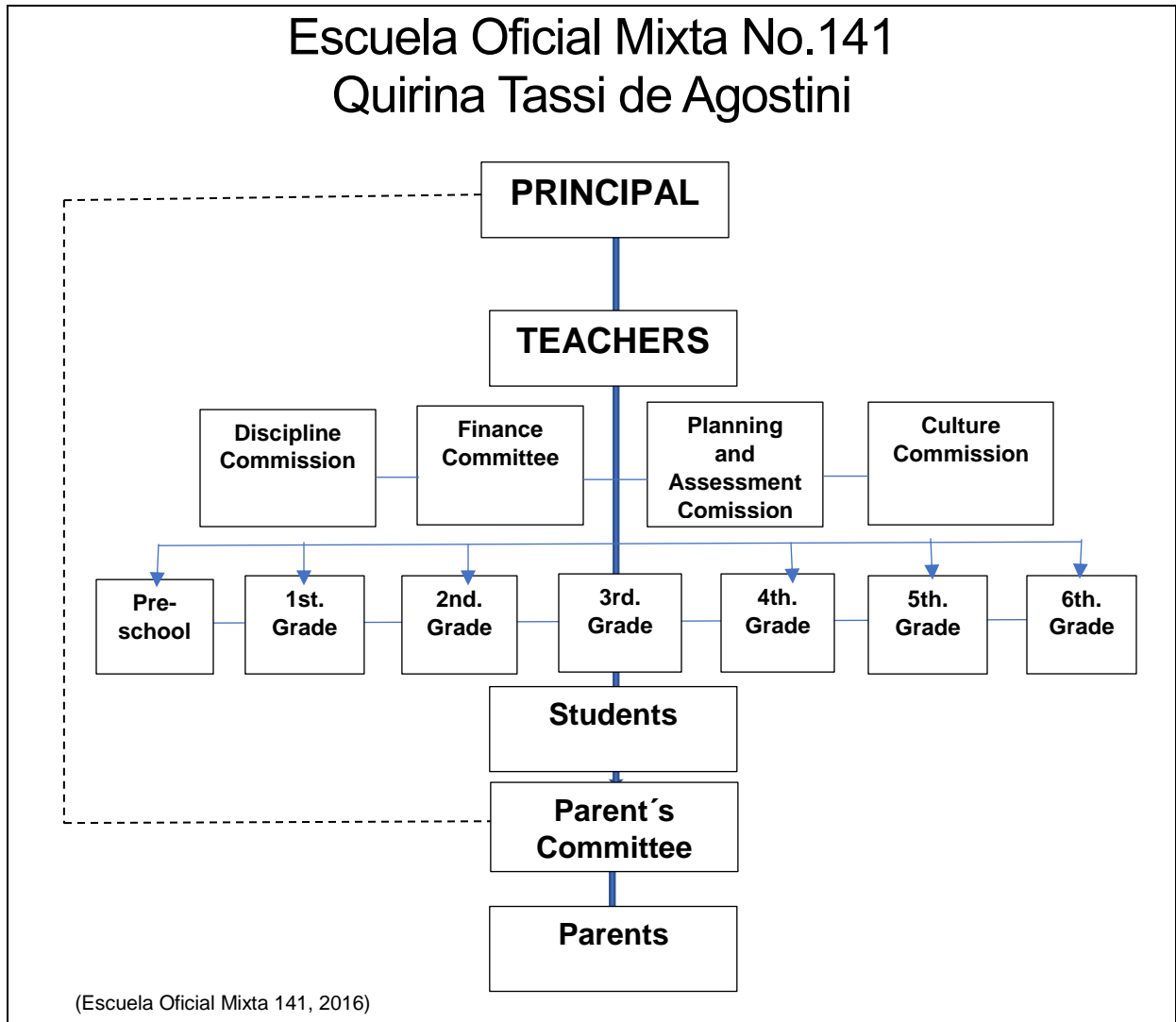
#### **1.1.8. Goals**

- *“Provide an excellent and efficient educative service.”*
- *“Apply the appropriate method and techniques in the learning-teaching process.”*
- *“Provide a safe, healthy and joyful environment.”*
- *“Create an environment where the learning process stimulates the development of basic skills and understanding of the learner.”*
- *“Encourage the integration of parents and educators in the educational process in an active and creative way in a spirit of cooperation.”* (Escuela Oficial Mixta No. 141, 2017)

### 1.1.9. Organizational structure

**Table 1**

*Organizational structure*



Note: taken from Escuela Oficial Mixta 141 (2016)

### 1.1.10. Resources

#### a. Human resources

- Principal
- Teachers
- Operative personnel
- Students

**b. Physical**

- Principal's office
- Classrooms
- Tables
- Chairs
- Bench
- Bathrooms
- Urinals
- Flags
- Cellar
- Photocopier machine
- Swing and toboggan

**c. Technological**

- Desk computer
- Typewriter
- Sound equipment

**d. Financial**

- Funds from gratuity program,  
Ministerial Agreement 1492-2008 Chapter 1
- Funds for snacks
- Funds from the store

**1.2. Techniques used for diagnosis****1.2.1. Observation**

For the elaboration of the diagnosis, it was necessary to make observation to gather information about the internal and external context. The observation forms were used to know about the geographical location, historical, political and social background.

### **1.2.2. Interviews**

Interviews were done to the principal and teachers to gather information about internal information. Structured interview forms were used to make a closed questionnaire for specific aspects related to the institution about the administrative, curriculum, finance, and human resources.

### **1.2.3. Data analysis**

#### **a. Checklist**

Checklists were necessary to apply with prepared lists of items related to the environments, equipment, philosophical, political, and legal and relation to know the background information. They were done by the principal of the school.

#### **b. Digital documents analysis and interpretation**

To know more information about the history of the community, it was necessary to read digital documents on internet because there was not much information in the school and communal committee as well as legal digital books like Educational laws, Guatemala's Constitutional law.

#### **c. Physical documents analysis and interpretation**

To expand the information gathered was necessary to make analysis and interpretation of physical documents provided by the principal, the use of dictionaries and laws.

### **1.2.4. Translation techniques**

The official language in Guatemala is Spanish, that is why, most of the legal documents and information is in Spanish, therefore, it was necessary to apply different translation techniques to do it in English.

#### **a. Direct translation techniques**

**Calque or loan translation:** the words or phrases with specialized or internationalized fields were translated literally word for word.

**Literal translation:** some sentences used this technique to translate it into English because the grammar structure was exactly in the order with the English language.

**b. Oblique translation techniques**

**Transposition:** it was necessary to use this technique because some sentences in Spanish have different grammatical structure in English.

**Modulation:** it was necessary to generate a change in the point of view of some messages or ideas in Spanish to translate it into English to make it clear and easier to understand without changing or altering the meaning.

**Reformulation or equivalence:** some sentences used this technique because in Spanish, ideas and messages change in English, so that, it is necessary to get the main idea and translate it into English without altering meaning and without making it confused.

**1.2.5. List of lacks**

- Poor historical written information about its foundation
- Lack of garbage dumps on the street
- Lack of recreational areas
- Street violence
- Lack of transportation for the area
- Blocked sewers
- Illiteracy in children and adults
- Poor lighting in classrooms
- Poor ventilation
- Lack of furniture
- Lack of maintenance
- Inefficient control of income and expenditure of the state budget managed by parents.

- Lack of human resources in the administration area
- Insufficient economic income to cover children's basic needs
- Lack of training courses for specific areas
- Shortcoming in the process of evaluation
- Failures in the administrative organization
- Lack of written information
- Lack of administrative records
- Lack of relation with other institutions
- Failure in the communication processes with parents and students
- Insufficient knowledge of the legal framework
- Lack of internal regulation
- Lack of written evidence of the philosophical aspect of the institution

### 1.3 Analysis chart and prioritization of issues

**Table 2**

*Analysis chart and prioritization of issues*

<b>PROBLEM</b>		<b>FACTORS THAT PRODUCE IT</b>	<b>SOLUTIONS</b>
1.	Administrative disorganization	<ol style="list-style-type: none"> <li>1. Poor historical written information about its foundation.</li> <li>2. Lack of written information.</li> <li>3. Lack of organization.</li> <li>4. Lack of written evidence of the philosophical aspect of the institution.</li> </ol>	<ol style="list-style-type: none"> <li>1. Elaboration of an informative module with the Institutional Educational Project which will contain all the necessary information about the school.</li> <li>2. Elaboration of a booklet with information about English teaching methods,</li> </ol>

		<p>5. Lack of human resources in the administration area</p> <p>6. Lack of identified physical or digital folders with administrative documents.</p> <p>7. Failures in the administrative organization</p> <p>8. Non-existence of PEI, the Institutional Educational Project.</p>	<p>techniques, and others.</p> <p>3. Post the vision and mission in glass frames with the size of 50 x 50 cm on the wall.</p> <p>4. Organize documents in folders and file them in alphabetic order.</p>
2.	Insalubrity	<p>1. People throw trash on the Street and remains of construction material.</p> <p>2. Lack of interest and hygiene education.</p>	<p>1. Ask the municipality authorities to bring and place some garbage dumps.</p> <p>2. Give training sessions to parents and students to promote public awareness and environmental care.</p>
3.	Insecurity	<p>1. Dropping out of school.</p> <p>2. Domestic Violence</p>	<p>1. Training session to teachers to learn how identify students' strengths and allow them to opt into work-study</p>

		3. Unemployment	<p>programs or vocational training.</p> <p>2. Curricular adaptation according to the needs and interest of the students.</p> <p>3. School for parents to improve relationships between their children.</p> <p>4. Ask the municipality authorities to create a program to train people in a technical area.</p>
4.	Illiteracy in children and adults	<ul style="list-style-type: none"> <li>1. Insufficient economic income to cover children's basic needs</li> </ul>	1. CONALFA has a program to help people to continue to study, in this way, through a program of activities, motivate people to enroll in it.
5.	Outdated Education	1. Lack of training courses in specific areas.	<p>1. Training courses according to the students' needs.</p> <p>2. Educational modules related to specific areas with update information.</p>



6.	Insufficient furniture	<p>1. Large number of students registered.</p> <p>2. Misuse of the furniture</p> <p>3. Lack of maintenance</p>	<p>1. Ask at MINEDUC to provide furniture according to the number of students registered on the school.</p> <p>2. Train students in the correct use of the furniture and create a committee that is in charge of controlling the correct use of it and make parents or students responsible to repair it.</p> <p>3. A manual with directions in how to maintain it.</p>
7.	Poor infrastructure	<p>1. Inefficient control of income and expenditure of the state budget managed by parents.</p> <p>2. Lack of budget to repair and maintain it.</p>	<p>1. Ask for donations to repair the most important place.</p>
8.	Deficiency on communication between teachers, parents and principal	<p>1. Lack of time and organization</p>	<p>1. Organize or plan coexistence activities to improve the communication between them.</p>

Source: own elaboration.

## **Prioritization of problem**

After analyzing all the problems, it was necessary to prioritize to know what problem is urgent, the scope, the importance, the resources in order to establish and determine which problem will be solved. The scale of range in the chart is 1-4, being 4 the highest score for the problem and can be interpreted like: very important = 4, fairly important = 3, slightly important = 2, not at all important = 1. The selected problems were classified in five aspects, taking in consideration all the problems in each area, they were assigned in groups. The results revealed that there are two possible problems to be solved. The highest score problem is outdated education, the second problem is administrative disorganization. The first problem is about outdated education, it is important to solve it taking in consideration the vision and mission of the school, because if there are no training courses for the teachers in specific areas, it is impossible to bring an integral high quality education, therefore, to know update methods, techniques and activities to improve the learning and teaching process encourage to make it better. The other problem is the administrative disorganization of the school. If the school does not have important information about background, history, philosophy, legal, it is difficult to work and get the results established in the objectives because it is the starting point of an organization, to organize and administrate a school, it is necessary to order the documents, fill them and register important events. The principal is the only person in charge to manage everything in the school. An assistant or automation of the information is required to improve this area.

### **1.4 Analysis of viability and feasibility**

After the prioritization of the problem, it was necessary to know the viability and feasibility of the problem, taking in consideration the financing, legal administrative, technical, marketing, cultural, social, economic, administrative law aspects. The analysis of the matrix revealed to solve the problem about the administrative disorganization. It has the approval of the principal.

## **1.5 Selected Problem**

The selected problem to be solved is the administrative disorganization of the school. If the school counts with the necessary information about the context, history, legal and philosophical aspect, it is possible to increase the quality of the education and will be well organized and easier to manage and administrate. If the teachers know about English teaching methods, techniques and teaching resources, it will improve the English Language teaching and learning process and the quality of education. If all the documents are organized in folders and in alphabetic order, it will be easier for the principal to control and manage the school. If parents, teachers, students and the principal see and read the vision and mission on the wall every day, the objectives and goals of the school will be possible to acquire and give better results in the learning and teaching process.

## **1.6 Viable and feasible solution**

After analyzing the selected problems, it is necessary to give possible solutions taking in consideration all the viable and feasible aspects, which are:

- Elaboration of an informative module with the Institutional Educational Project which will contain all the necessary information about the school.
- Elaboration of a booklet with information about English teaching methods, techniques, and others.
- Post the vision and mission in glass frames with the size of 50 x 50 cm on the wall.
- Organize documents in folders and file them in alphabetic order.

## **CHAPTER II**

### **2. THEORETICAL FRAMEWORK**

#### **2.1 Institutional Educational Project**

The Institutional Educational Project -PEI- is a technical pedagogical tool of planning and management that directs and guides the activities of the educational center for its strengthening and growth; defines its identity, framework of values and principles which will be reflected in the educational actions it develops.

- **Purpose**

- a) Identify strengths and opportunities for improvement of the educational center. Strengthen the institutional identity.
- b) Self-evaluate the educational center.
- c) Plan the continuous improvement.
- d) Promote the implementation of the local realization of the curriculum for the achievement of the learning.
- e) Project to the community where they develop.

- **Scheme**

- a) Meet the educational community to give the guidelines of the Institutional Educational Project.
- b) Choose the quality management team.
- c) Self-assess of the school to set goals.
- d) Elaborate the Institutional Educational Project.
- e) Implement the improvement based on the proposed goals.
- f) Socialize the Institutional Educational Project with the entire educational community.
- g) Implement the Institutional Educational Project
- h) Evaluate and improve the Institutional Educational Project. (DIGEACE, 2016)

- **Institutional Educational Project Manual**

- a) Guide the elaboration of the Institutional Educational Project, from its planning.
- b) It is a tool that allows defining the frame of reference for the strategic planning of the educational center.
- c) It takes the characteristics, the needs, the interests and the aspects to be reinforced that bring result in improvement of the community.
- d) It is a dynamic document in which it is necessary to make modifications or changes in order to get the proposed goals.

### **2.1.1. Background**

In many countries in Latin America, and in Guatemala specifically, the IEP is the Master Plan that guides all the actions of schools. Actually, it is a Strategic Plan with a series of aggregates that the educational authorities require. The strategic planning is one that is used to do something of nothing. It is done when there is nothing and it is wanted to achieve something. According to the Business Dictionary, the definition of strategic planning is “It is a systematic process of envisioning a desired future, and translating this vision into broadly defined goals or objectives and a sequence of steps to achieve them”.

The main components of the Institutional Educational Project are:

#### **1. General information about the school**

- It lists the informative data of the educational center, like: name, sector, modality, levels, and others.

#### **2. Quality management team**

- It indicates the name and role of the people who lead the process of quality management of the educational center; it represents the different sectors of the educational community. (Students, teachers, principal, parents, community leaders).

### **3. Institutional identity**

- It describes the elements that support the philosophy of the school: vision, mission, ideology of values, the student's outcome profile, as well as the ideal teacher's profile.

### **4. Curricular project of the center**

- It is the result of a commitment that involves the entire educational community; basically it pretends to make changes in the educational practice. The Institutional Educational Project includes the description of the strategies of teaching and learning, the planning of the strategies of teaching and learning and the evaluation of the learning.

### **5. Improvement plans**

- Actions applied according to the diagnosis done in the educational center that directly contribute to the achievement of the learning proposed in the curricular project of the center. This diagnosis guides the improvement plans to be implemented.

## **2.2 Module**

According to the Cambridge dictionary, a module has different definitions like “one of a set of separate parts that, when combined, form a complete whole”, “one of the units that together make a complete course, taught especially at a college or university” or “one of the parts that a course of study is divided into, which covers a particular subject and often has its own examination”.

## **2.3 Guatemalan Ministry of Education**

It is a public institution which is in charge of the application of the legal aspects concerning the school and extracurricular services for the education of Guatemalans; to do that, it is responsible of the following functions:

- a) It formulates and administers the education policy, ensuring the quality and coverage of the provision of public and private educational services, all according to the law.

- b) It coordinates with the Ministry of Communication, Infrastructure and Housing the proposals to formulate and enforce the technical standards for infrastructure in the sector.
- c) It ensures that the state's education system contributes to the integral development of the person, based on the constitutional principles of respect for life, liberty, justice, security and peace, and the multiethnic, multicultural and multilingual character of Guatemala.
- d) It coordinates efforts with the universities and other educational institutions of the country, to achieve the qualitative improvement of the national educational system.
- e) This institution coordinates and ensures the proper functioning of national systems of literacy, educational planning, research, evaluation, training of teachers and teaching staff, and intercultural education, adjusting them to the different regional and ethnic realities of the country.
- f) It promotes educational self-management and decentralization of economic resources for educational support services through the organization of educational committees, school fair and other modalities in all public official schools; as well as to approve their statutes and recognize their legal personality.
- g) It administers in a decentralized and subsidiary manner the services of elaboration, production and printing of texts, educational materials and services to support his provision of educational services.
- h) It formulates the scholarship policy and decentralizes the scholarship and scholarship system granted by the State. (Ley de Organismo Ejecutivo. Decree 114-97. Article 33, 2017)

The education in Guatemala is managed by MINEDUC which has the responsibility to ensure the educational quality, it brings the pedagogical tools and regulations to the institutions in private and public schools. It has different dependencies, but some of them are linked by the same purpose, the educational quality, like:

- DIGEDUCA, General Direction of Evaluation and Educational Research.

- DIGECUR, General Direction of Curriculum.
- DIGEFOCE, General Direction of Strengthening of the Educational Community.
- DIGEMOCA, General Direction of Monitoring and Verification of Quality.
- DIGECADE, General Direction of Educational Quality Management.
- DIGEACE, General Direction of Accreditation and Certification.

The Ministry of Education is in charge to bring a free education to the Guatemalan society.

### **2.3.1. Mission**

*“We are an evolutionary, organized, efficient and effective institution, generating teaching-learning opportunities, oriented to results that diligently take advantage of the opportunities that the twenty-first century offers and committed to a better Guatemala.”* (Ministry of Education of Guatemala).

### **2.3.2. Vision**

*“To form citizens with character, capable of learning for themselves, proud of being Guatemalans, determined to achieve their integral development, with principles, values and convictions that base their behavior”.* (Ministry of Education of Guatemala).

- **DIGEDUCA:** according to the information on the web page of Ministry of Education, it establishes that DIGEDUCA was founded with the Governmental Agreement 225-2008, dated September 12, 2008 with the purpose of giving answers to one of the educational policies, which includes the Educational Quality that the Ministry of Education has drawn up for the period from 2008-2012. In its functions, it endorses and certifies the people and institutions that relates to and influence the educational quality.

It regulates and supervises the accomplishment of the criteria, requirements, procedures and guidelines necessary for the A



accreditation and / or certification of the persons, institutions, and inputs required by the educational quality model and the current delivery model.

It designs and develops criteria for the elaboration and execution of institutional educational projects, which will be approved based on the results of the evaluations as well as the socio-cultural and socio-economic contexts of the educational school centers of schools and out of schools.

It monitors the accomplishment of the different components of the institutional educational projects, which affect the processes of accreditation and certification. Its slogan says: “working together we can achieve quality education.” (Ministry of Education of Guatemala, 2017)

- **DIGECUR:** the main purpose of this dependence is to guarantee the educational quality, integrating different processes. It is responsible for the design, development, updating and evaluation of the curriculum of all levels and modalities of the education system. (Ministry of Education of Guatemala)
- **DIGEFOCE:** it guides the National School Feeding Program and Parent Strategy in Support of education. With the aim of strengthening the educational community and integrating processes of participation in the school context, DIGEFOCE provided to all the principals of the schools a bulletin No. 1, January 2016 with the aim of strengthening the educational community and integrating processes of participation in the school context, the bulletin contained some ideas to help the principals to develop the first meeting of the school year with parents. According to this information it established the importance of the education, in which the children have the right to it: That is why, the responsibility of parents is to send their children to school and there, to develop the skills that will be useful for life.

These are some of the ideas provided by DIGEFOCE in the bulletin No. 1: always take part in school meetings, visit the teachers to find out how the child is doing in the studies, provide a special place for the child to do his/her homework, ensure that the child attends his/her classes on time, ensure the child eats breakfast before go to school, ensure that the child sleeps well at night so she/he is not going to be sleepy in class, support the child with the homework assignments from school. The second part of the bulletin No. 1, contained information from the students to parents, which is: "I feel happy because my parents help me to study, I will help my community, I will be able to help my family more, I will have a better future, I will be able to solve my problems easily, I will have more and better opportunities, I will accomplish my goals."

- **DIGEMOCA:** General Direction of Monitoring and Verification of Quality, it is responsible for verifying the quality of the educational process in a systematic and permanent way. It contributes to the Ministry's top Office, for decision-making processes, for the improvement of educational quality in the classroom at the national level. Its goal is to strengthen educational quality through a systematic and continuous process of monitoring and verification of the provision and operation of national educational services.
- **DIGECADE:** General Direction of Educational Quality Management is the responsible to ensure the implementation of the National Curriculum, CNB; at each of the levels, modalities, programs and projects of the school subsystems according to the attributions granted by the Internal Organic Regulation of the Ministry of Education. Its objective is to establish, regulate and monitor interventions for the improvement of educational delivery, aimed at achieving educational quality in the country.

It is in charge of establishing and defining the modalities of pedagogical delivery and management of the educational service in the subsystems school education center and extracurricular schools, according to the National Curriculum and issue the relevant criteria for educational supervision. Also, it designs and develops criteria for developing and implementing institutional educational projects based on the results of assessments as well as the socio-cultural and socio-economic contexts of school education centers and extracurricular schools. Besides that, it establishes the criteria for training, updating and promoting the overcoming of teachers and school administrators in school education centers and extracurricular schools. Furthermore, it establishes policies and strategies for initial teacher training.

Additionally, it establishes policies and strategies for in-service training of teaching staff, technical principals and supervisors in the different commitment modalities of school education centers and extracurricular school. In addition, it establishes criteria to identify and promote innovative experiences and educational models. It has the responsibility to support and promote, with cultural pertinence, the execution of programs of ethical education, education in values, sexual education, special education and others that the needs of the country demands.

It provides technical assistance to the Departmental Education Authorities, for the management of the quality of school education and extracurricular school, also, it promotes the different modalities of educational commitment, teaching-learning methodologies, strategies and programs for the integration of new information and communication technologies to develop skills.

It contributes to the sustainability of programs and projects, promoting their continuity, therefore; it coordinates the preparation of the Annual

Operational Plan (POA), Acquisition Plan and Preliminary Budget of the Management.

- **DIGEACE:** is the dependence of the Ministry that has the responsibility of officially certifying and certifying the institutional and individual educational processes to ensure educational quality. It is in charge to endorse and certify the people and institutions that relate and influence the quality of education. Also, it standardizes and supervises the fulfillment of the criteria, requirements, procedures and guidelines necessary for the accreditation and certification of the persons, institutions and inputs required by the educational quality model and the current commitment model. Furthermore, it designs and develops criteria for the elaboration and execution of institutional educational projects, which will be approved based on the results of the evaluations, as well as the socio-cultural and socio-economic contexts of school and extracurricular schools.

### 2.3.3. Education

According to Merriam-Webster dictionary, it defines education “The action or process of educating or of being educated, a stage of such a process, the knowledge and development resulting from an educational process, the field of study that deals mainly with methods of teaching and learning in schools”.

The Cambridge dictionary defines it “the process of teaching or learning, especially in a school or college, or the knowledge that you get from this”.

The Oxford dictionary defines it “The process of receiving or giving systematic instruction, especially at a school or university, the theory and practice of teaching, a body of knowledge acquired while being educated, information about or training in a particular subject, an enlightening experience”.

According to UNESCO, education for the 21<sup>st</sup>. century, it establishes that: “Education transforms lives and is at the heart of UNESCO’s mission to build peace, eradicate poverty and drive sustainable development. UNESCO

believes that education is a human right for all throughout life and that access must be matched by quality”.

According to the information on the web page [avira.org](http://avira.org); it establishes that since the signing of the Peace Agreements in December of 1996, Guatemala has made significant advances in providing schooling for children at the elementary level (grades 1-6). The Guatemalan Ministry of Education reports that the percentage of children completing their primary education has increased from 39% in the early 90’s to 72.5% in 2006.

The research shows that in Guatemala, there are many factors that affect in the educational quality. Educational Quality in Guatemalan Schools in his study on Achievement of indigenous students in Guatemala elementary schools, P.J. McEwan found that the most prominent factor affecting student learning was school quality and more specifically the quality of instruction; even more so than socioeconomic status, parent level of education, and ethnic background, even though these are important factors in predicting student achievement as well.

## **2.4. Administration**

According to the Cambridge dictionary, it defines administration “the arrangements and tasks needed to control the operation of a plan or organization, the people in an organization who manage its business and operations, a period of government, the people who are in government, the act of giving someone something”.

The Oxford dictionary defines administration “the process or activity of running a business, organization, etc., the people responsible for running a business, organization, etc.”

“Administration can be defined as the activities of groups cooperating to accomplish common goals” (Simon, Smithburg, Thompson, 1950). It is defined as cooperative human action or cooperative group behavior. It means that if someone acts independently without consulting or cooperating with the others, no one will be able to accomplish the goals, it is necessary to cooperate with each other making

meetings and discussing how to accomplish the objective. The word “cooperative” is here defined in terms of the results of the human activity. In other words, the essence of administration is the use of cooperative action for the accomplishment of common goals.

The second key element of administration is the goal or purpose. The idea of a goal is central to the concept of administration in the sense that if there was not a goal, the members of the group would not come together and cooperate with each other. Without the formulation of an objective or goal, no one within the group would know what to do and no one would not take part in any activity. When someone determines the objective, and the group is informed about that, then the group members will start to think about what they can do for the accomplishment of that objective and they will start to cooperate with each other. Therefore, without a specific objective or goal, it is impossible to get people to cooperate with each other.

Administration is “an activity or process mainly concerned with the means for carrying out prescribed ends”. (Pfiffner and Presthus, 1967). In this definition, the concept of goal accomplishment again plays important role. As it indicates, administration is mainly concerned with the means that are necessary for the accomplishment of pre-determined goals. When a group of individuals are working for the accomplishment of a common goal, a division of labor is necessary, so that, each individual will know what to do, therefore; administration is an activity mainly concerned with the means. According to Waldo “administration is a type of cooperative human effort that has a high degree of rationality.” (Waldo,1955). Rational action is defined as action correctly calculated to carry out given desired goals with minimum loss to the performance of other desired goals.

Administration is closely related to cooperative human activity in the accomplishment of pre-determined goals. Thus, administration in its broadest sense is defined as “the activities of groups cooperating to accomplish pre-determined goals”. (Taylor)

Marx defines administration as “administration is determined action taken in pursuit of a conscious purpose. It is the systematic ordering of affairs and the calculated use of resources aimed at making those happen which one wants to happen”.

Frederic K Lane defines administration as organizing and maintaining human and fiscal resources to attain a group's goal.

Henri Fayol developed the initial theories of administration, he identified the basic principles of management and specified that all managers had to plan, organize, command, coordinate and control.

#### **2.4.1. Principles of administration by Henri Fayol, (1908).**

- **Unity of command**

In management and organization, it is a term that defines the purpose of ensuring unity of effort under one responsible person (or commander) for completing a task.

- **Hierarchical transmission of orders. (chain-of-command).**

The chain of command is the line of authority and responsibility along which orders are passed within an organizational unit and between different units. In classical organizational theory, this principle is also named the scalar principle.

- **Separation of powers – authority, subordination, responsibility and control.**

It is a model for the governance first developed in Ancient Greece and Rome under which the state is divided into branches, each with separate and independent powers and areas of responsibility so that no branch has more power than the other branches. The normal division of branches is into a legislature, an executive, and a judiciary.

- **Centralization**

It is the process by which the activities of an organization, particularly those regarding planning and decision-making, become concentrated within a particular location or group,

keeping all of the important decision-making powers within the head office or the center of the organization.

- **Order**

This principle states that there should be a proper order for everything. Fayol is of the view that in every organization there should be a fixed place for everything to facilitate smooth working and avoid wastage of resources.

- **Discipline**

It is a systematic instruction intended to train a person; it involves the assertion of determination over more base desires, and is usually understood to be related to self-control.

- **Planning**

Outline of a strategy for achievement of an objective. It is a set of intended actions, through which one expects to achieve a goal.

- **Organization chart**

Diagram that shows the structure of an organization and the relationships and relative ranks of its parts and positions/jobs.

- **Meetings and reports**

A board must meet, and report on those meetings, at regular intervals throughout the year. These meetings set the strategy, identify risks and review operational matters as required. (Commission, 2015)

- **Accounting**

It is the measurement, processing and communication of financial information about economic entities. (Fayol)



## **2.5. Organization**

According to Merriam Webster dictionary, it defines organization “the act or process of organizing or of being organized, the condition or manner of being organized, an administrative and functional structure such as a business or a political party, the personnel of such a structure”.

Cambridge dictionary defines it “a group of people who work together in an organized way for a shared purpose, the planning of an activity or event, the way in which something is done or arranged”

The Oxford dictionary defines it “an organized group of people with a particular purpose, such as a business or government department, the action of organizing something, the way in which the elements of a whole are arranged, the quality of being systematic and efficient”.

## **2.6. Management**

The Merriam-Webster defines it “the act or part of managing, the conducting or supervising of something such as a business, judicious use of means to accomplish an end, the collective body of those who manage or direct an enterprise.

The Cambridge dictionary defines it “the control and organization of something, the group of people responsible for controlling and organizing a company”.

The Oxford dictionary defines it “the process of dealing with or controlling things or people, the people managing a company or organization, regarded collectively, the responsibility and control of a company or organization”.

## **2.7 Order**

According to Fayol in every organization two different orders are necessary.

- 1. Material order:** This order specifies that there should be a proper place for all physical resources. It states “A proper place for everything and everything at its proper place” This will eliminate any kind of confusion regarding the search of material as the place of materials is already fixed and thus reduces wastage of material, time and efforts.

- 2. Social order:** This order specifies that there should be a proper place for all human resources in accordance with their designations. It states “An appointed place for every employee and each employee at his/her appointed place”. This order is based on the basic assumption of “Right man for the right job”.

This principle is very important for any organization as an effective order decides the overall working, efficiency and effectiveness of the organization. If an order is maintained for each resource then there will be no confusion and delay in working and therefore, this also helps in eliminating the wastage of time, resource and efforts. Consequently, it also helps in controlling the use of financial resources.

**1. Positive impacts of this principle:**

- No wastage of time and energy.
- Better handling of resources.
- Smooth and systematic working in the organization.
- Increased productivity.
- Efficiency in work.
- Proper use of financial resources.

**2. Consequences of violation of this principle:**

- Delayed operations.
- Scattered physical and human resources.
- Wastage of time and energy.
- No proper accountability.
- Reduction in efficiency of controlling process.
- Reduced operational efficiency.

## **2.8. Importance of mission and vision**

**1. Mission**

- **It determines the institution's direction**

It is used to remind their teams why their institution exists because this is what makes the institution successful. The mission statement serves as a “North Star” that keeps everyone

clears on the direction of the organization. Andy Stanley says, “It is your direction, not your intention that determines your destination”.

- **It focuses the institution’s future**

Many people refer to this as the “vision” which is different than the mission. The vision is about a preferred future. The mission tells us what we are doing today that will then take us where we want to go in the future.

- **It provides a template for decision-making**

A clear mission sets important boundaries which enable business owners to delegate both responsibility and authority.

- **It forms the basis for alignment**

The mission statement forms the basis for alignment not only with the principal, but the entire team and organization. The team will all be on the same page when it comes to what they do it and why they do it, which leads to better effectiveness and efficiency.

- **It welcomes helpful change**

Many people are resistant to change because it causes us to feel insecure and sometimes out of control. However, if the mission is clear, then team members are more likely to see the value of the change and how it helps the organization accomplish the mission. This will create a culture that welcomes change when warranted.

- **It facilitates evaluation and improvement**

It has been said that “what you measure will be your mission”. If you have a clear, written statement of mission you will know exactly what to measure and how to measure it. “Clarity of

mission brings clarity on every other level of the organization”.  
(Tweet This) (Smith, 2016)

## **2. Vision**

According to Nanus (1992) it maintains that the “right vision” has five characteristics:

- Vision attracts commitment and energizes people
- Creates meaning in workers lives.
- Establishes a standard of excellence.
- Bridges the present to the future.
- Transcends the status quo. (Development, 1993)

## **2.9. Infographics**

They are visual representations of information, data or knowledge. It is an important tool in teaching, in business, in giving inspiration and in presenting information. It is one of the most powerful ways to communicate with complex data.

### **1. Importance**

- **It makes info more appealing**

The information is presented with more appeal which makes it more effective than words and text. The creative use of colors, lines, and shapes makes it unique.

- **It shows valuable ideas**

Infographics are not just works of art, the information they try to deliver to the people are more vital than the colors that are seen in it.

- **It is attention-grabbing**

Once the people see it in any place, looking at it and without knowing it, they have learned something very important for just a little time.

- **It is easier to understand**

Since the information is simplified, people will find it easier to understand infographics. If people are glad that data is well presented in graphs and charts or others, they will surely be happier to see them in a well-designed image.

- **It reduces boredom**

Complex information will certainly bore people who would spend a lot of time reading pages of information or spending a lot of time understanding complicated facts and figures.

- **It awakens one's interest**

It is an effective manner of presenting facts.

- **It is accessible**

Anyone can see it and have a grasp of it.

- **It is more persuasive**

Due to its unique way of presenting information and its clear manner of arrangement, it can easily persuade the readers. It is more convincing and influencing. The readers would less likely doubt the data they are seeing.

- **It is memorable**

The use of bright colors, graphs and shapes makes it easy for infographics to be remembered by the people. Remember that images are easier to commit in one's memory.

- **It can easily relay information**

The clear data representation can relay information well. There would be reduced misinterpretations in using infographics because of the good presentation of facts and figures. These things are oftentimes misleading but infographics can get the people straight to the point. (Ocampo, 2011)

## **2.10. Legal framework**

### **1. Political Constitution of Guatemala**

- According to the Political Constitution of Guatemala, article 72 it establishes that “Education has as its primary goal, the integral development of the human person, knowledge of national and universal cultural and reality. Education, social formation and systematic teaching of the Constitution of the Republic and of human rights are declared of national interest”.

### **2. National Education Law**

- According to the National Education Law in article 18, it establishes that “The educational community is integrated by educators and organizations that follow extremely educational ends”.
- According to the National Education Law in article 19 about the definition of educational centers, it establishes that “The educational centers are public establishments, private or cooperative nature, through which the processes of school education are executed.
- The National Education Law, in article 37, establishes the obligation of the principal, it states:
  - a) Have knowledge and full manage of the administrative process of the technical-pedagogical aspects and the current educational legislation related to its position and educational center that manages.
  - b) Plan, organize, guide, coordinate, supervise and evaluate all administrative actions of the educational center in an efficient way.
  - c) To assume together with the staff in charge the responsibility for the teaching-learning process to be

carried out within the framework of the principles and aims of education.

### **3. Law of the Executive Body, decree 114-97**

- According to article 33, Ministry of Education, it establishes in section “a” that “It formulates and administers education policy, ensuring the quality and coverage of the provision of public and private educational services, all according with the law.

### **4. Ministry of Education. Government agreement No. 225-2008**

- According to article 7, about the General Management of Educational Quality, it establishes that “The General Management of Educational Quality that can be named with its acronym -DIGECADE-, is the dependence of the Ministry of Education responsible for ensuring the implementation of the National Curriculum Base in each of the educational levels of the school subsystem”.
- According to article 8, about the General Direction of Evaluation and Educational Research establishes that “The General Direction of Evaluation and Educational Research that can be named with its acronym -DIGEDUCA-, is the dependence of the Ministry of Education responsible for assessing the performance of the student population the school and extracurricular school subsystems and to public such information”.
- According to article 9, about the General Direction of Accreditation and Certification, it establishes that “The General Direction of Accreditation and certification that can be named with its acronym -DIGEACE-, is the dependence of the Ministry of Education responsible for officially accrediting and certifying institutional and individual educational processes to ensure educational quality”.

- According to article 10, about the General Direction of Curriculum, it establishes that “The General Direction of Curriculum that can be named with its acronym -DIGECUR- is the dependence of the Ministry of Education responsible for coordinating the design and development of the curriculum at all levels of the national education system, with relevance to linguistic and cultural diversity”.
- According to article 17 about the General Direction of Strengthening of the Educational Community, it establishes that “The General Direction of Strengthening of the Educational Community that can be named with its acronym -DIGEFOCE-, is the dependence of the Ministry of Education responsible of defining the guidelines and programs for the formation and participation of fathers, mothers and family groups as members of the educational community”. In its functions in the section c, it states “Encourage co-responsibility of community members, teachers and authorities in order to encourage and strengthen a culture in favor of educational quality”.



## **CHAPTER III**

### **3. PROJECT'S PROFILE**

#### **3.1. General aspects of the Project**

##### **3.1.1. Name of the Project**

Informative module with the Institutional Educational Project of the Official School No. 141, Quirina Tassi de Agostini to optimize the management towards a quality education.

##### **3.1.2. Problem**

Administrative disorganization

##### **3.1.3. Location**

The Official School No. 141, Quirina Tassi de Agostini is located in 6th. Avenue 1st. Street, Colonia Ciudad Real 1, Zona 12, Villa Nueva, Guatemala.

##### **3.1.4. Executing unit**

Official School No. 141, Quirina Tassi de Agostini

##### **3.1.5. Project type**

It is a service and product project.

##### **Service**

- Organize and file the physical documents in folders.

##### **Product**

- Elaborate a module of the institutional educational project which will contain all the necessary information about the school.
- Elaborate a booklet with English teaching and learning documents of the English language.

- A CD-ROM with videos, songs, worksheets and other teaching resources.
- Post the vision and mission in squares with the size of 50 x 50 cm on the wall.

### **3.2. Project description**

The project consists in the elaboration of a module which will contain all the necessary information about the Official School 141, Quirina Tassi de Agostini to make the Institutional Educational Project to optimize the management towards a quality education. It is divided in two areas: service and product. The service consists on the organization and filing of the physical documents in alphabetical order to manage it in the correct way and improve the management issues. The product consists on a module with the information required to make the Institutional Educational Project. To manage a school and get good results, it is important to know the mission, the vision, the objectives, the strategies, the policies, the philosophy and the legal framework, in order to increase the quality, efficiency and effectiveness in administration for better results in the educational fields. It is necessary to do the Institutional Educational Project together with the educational community to start working and improve the educational quality of the school. Posting on the wall squares with the vision and mission information is a way to remind the educational community what they have to do in order to achieve the established goals. Making a booklet with English teaching documents will improve the English language teaching and learning process and the quality of education. Organizing and filling the physical documents, will improve and optimize the control of them saving time to manage.

### **3.3. Justification**

The informative module with the Institutional Educational Project of the Official School No. 141, Quirina Tassi de Agostini to optimize the management towards a quality education is important because it will help to optimize the educational management fields improving the results in the educational quality. It is necessary to get a starting point to follow in order to acquire quality; if a school does not know

what to do, how to do it, when or what strategies to apply, the educational results will not be according to the policies, laws and rights established to bring the people the opportunity to get a quality of life, education and economic growth. It starts by the educational quality, it is not only the result of the CNB, provided from MINEDUC, it works together with many factors linking them to get the result. The first step that a school has to follow to improve the education is the Educational Institutional Project that is an instrument with the information according to the needs and factors the institution has in context, adapting and following strategies to apply in the correct way the CNB. The official School No. 141, Quirina Tassi de Agostini does not have this instrument. It does not have evidence documents about important information of the school necessary for the management and implementation of the policies given from MINEDUC. The principal of the school, teachers, students and parents will benefit from this module and its results. Also, it is necessary to provide a booklet with English teaching and learning documents in order to guarantee the correct implementation of the improvement plans in the English language.

### **3.4. Objectives**

#### **3.4.1. General objectives**

- To contribute with the administrative and pedagogical area optimizing the management towards a quality of education of the school.

#### **3.4.2. Specific objectives**

- To provide information that corresponds with one of the instruments required by the Ministry of Education and strategies to improve the process of learning and teaching.
- To gather information from parents, teachers, and students about pedagogical aspects providing instruments.
- To identify difficulties in the learning process to make a diagnosis.
- To implement a module with the Institutional Educational Project.
- To implement a digital instrument of the Institutional Educational Project.

- To implement a booklet with English teaching and learning resources.
- To provide a CD-ROM with teaching and learning resources.
- To organize and file documents.

### 3.5. Goals

- Organize and file the physical documents in folders.
- Post the vision and mission in glass frames with the size of 50 x 50 cm on the wall.
- Implement the Informative Module with the Institutional Educational Project of the Official School No. 141, Quirina Tassi de Agostini to optimize the management towards a quality education.
- Induction explaining the content of the Institutional Educational Project of the School and English teaching resources.

### 3.6. Beneficiaries

#### 3.6.1. Direct beneficiaries

493 students of the Official School No. 141, Quirina Tassi de Agostini.

#### 3.6.2. Indirect beneficiaries

Principal, teachers and parents.

### 3.7. Financing sources

It will be financed by the PSP student.

No.	Description	Unit Price	Total
4	Computer's inks	110.00	440.00
3	Reams of paper	35.00	105.00
15	Folders	1.25	18.75
15	Fasteners	0.25	3.75
100	Photocopies	0.25	25.00
3	Gallons of gas	21.00	63.00
15	Photos	3.00	45.00

2	Infographics for mission and vision	75.00	150.00
2	Glass frames	250.00	500.00
1	Incidental costs	800.00	800.00
	Total		2150.50

### 3.7.1. Human resources

- Principal
- Teachers
- Parents
- Students
- PSP student

### 3.7.2. Physical resources

- School
- Desks

## 3.8. Timetable

No.	Description	May				June				July			
1.	Meeting with the principal.												
2.	Design instruments.												
3.	Gather information from teachers, parents, and students.												
4.	Read and analyze more information on websites about IEP and the standards of a quality education.												
5.	Analyze the information gathered.												
6.	Write the required information about the Institutional Educational Project for the module.												



## CHAPTER IV

### 4. PROJECT IMPLEMENTATION

#### 4.1. Activities and Results

During the implementation of the project, it was necessary to take in consideration the activities planned on the Project Profile and Project Implementation Plan, because it had a sequence and coherence activities important to get the objective of project and deliver the final results of the service and product. The following table describes the planned activities and the results achieved through the implementation of this project.

**Table 3**

*Project implementation. Activities and results*

No.	Activities	Results
1.	Meeting with the principal. <ul style="list-style-type: none"><li>It was planned on the first two weeks of May.</li></ul>	It was done in the established day. The principal determined the quality management team. It was integrated by teachers, parents, students, the principal and the PSP student.
2.	Design instruments. <ul style="list-style-type: none"><li>It was planned on the first three weeks of May.</li></ul>	The instruments like checklists, questionnaires were necessary to do because the principal said that teachers do not have time for a lot of meetings, in this case, it was necessary to do it in order to get information and socialize the results.
3.	Gather information from teachers, parents, and students. <ul style="list-style-type: none"><li>It was planned on the second, third and fourth week of May.</li></ul>	The instruments gave information about the needs and problems of the quality education to determine the improvement plan and strategies.

4.	<p>Analysis of documents on internet.</p> <ul style="list-style-type: none"> <li>It was planned on the second, third and fourth week of May.</li> </ul>	<p>The analysis of the information gathered was useful to expand the knowledge about a quality education and its characteristics to determine the ideal education and learning process to establish the strategies and improvement plans according to the situation of the school.</p>
5.	<p>Analyze the information gathered.</p> <ul style="list-style-type: none"> <li>It was planned on the last four weeks of May.</li> </ul>	<p>At the end of the month, it was necessary to analyze all the information gathered to implement the product. In this case, it was done a meeting with the principal to socialize the information and determine the vision and mission of the school, objectives, values, extracurricular programs, profiles, strategies and improvement plans. It was extensive and the principal did not have enough time that is why, phone calls were necessary to agree some aspects.</p>
6.	<p>Write the information about the Institutional Educational Project.</p> <ul style="list-style-type: none"> <li>It was planned on the last three weeks of May and the first three weeks of June.</li> </ul>	<p>It was necessary to organize all the gathered information according to the format assigned by MINEDUC.</p>
7.	<p>Implement a Digital Institutional Educational Project.</p> <ul style="list-style-type: none"> <li>It was planned on second and third week of June.</li> </ul>	<p>After the Institutional Educational Project for the module was finished, it was necessary to save the information in a CD-RW because in this case, the principal will have the opportunity to make the changes required by MINEDUC.</p>



8.	<p>Post on the walls the mission and vision of the school.</p> <ul style="list-style-type: none"> <li>• It was planned on the second and third week of June.</li> </ul>	<p>After finishing the other activities, it was necessary to post on the wall the mission and vision of the school.</p>
9.	<p>Translate into English the informative module with the IEP.</p> <ul style="list-style-type: none"> <li>• It was planned on the last three weeks of June.</li> </ul>	<p>The translation of the informative module was done.</p>
10.	<p>Organize and file documents in folders.</p> <ul style="list-style-type: none"> <li>• It was planned on the last week of June.</li> </ul>	<p>The principal gave permission to check the documents and files in order to organize them. It was organized by alphabetical order. The activity was not made on the last week of June because the school was closed for the half year break. It was accomplished on the first week of July.</p>
11.	<p>Delivery of the informative module of the school.</p> <ul style="list-style-type: none"> <li>• It was planned on the first week of July.</li> </ul>	<p>The products were delivery at the beginning of July, first, it was explained to the principal, then, it was organized a meeting with all the teachers of the school to formally deliver it, it was socialized and explained the importance of it.</p>
12.	<p>Evaluation</p>	<p>With a check list, it was needed to evaluate the chapter IV. The principal was very thankful with the service and products because the Institutional Educational Project helps to get a quality education and all the students are benefited with it, also, the informative module</p>

		will give her ideas to continue with the project and maintain the quality of education, besides that, the documents organized in alphabetical order will help her to manage with efficiency the information.
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Source: own elaboration.

## 4.2. Products and achievements

The products of the project were three:

- The first one was about two infographics with the information of the mission and vision of the school. They were posted on the walls. Posting on the wall squares with the vision and mission information is a way to remind the educational community what they have to do in order to achieve the established goals.
- The second one was a CD-RW with the Institutional Educational Project of the school “Quirina Tassi de Agostini”. It also has three more documents: A manual guide 2016 to elaborate the IEP, Module I and Module II with step by step instructions to do the IEP, the Intercultural Bilingual Education Model – EBI-, a digital and printed booklet with information about methods, techniques, and others to teach English, resources to improve the teaching and learning process.
- The Third product was an Informative Module with the Institutional Educational Project of the school “Quirina Tassi de Agostini”. To manage a school and get good results, it is important to know what mission or vision it has, objectives, strategies, policies, philosophy, legal framework, organization and other aspects in order to increase the quality, efficiency and effectiveness in administration to get better results in the educational fields.

- It was provided a service also, that consisted on the organization and filing of the physical documents in alphabetical order to manage it in the correct way and improve the management issues.

It was necessary to translate the Institutional Educational Project of the school into English because the product was delivered in Spanish. It used different translation techniques like:

- **Calque or loan translation:** the words or phrases with specialized or internationalized fields are going to be translated literally word for word.
- **Literal translation:** some sentences have exactly the same order of the grammatical structure in Spanish with English.
- **Transposition:** some sentences in Spanish have different grammatical structure in English.
- **Modulation:** it is necessary to generate a change in the point of view of some messages or ideas in Spanish to translate it into English to make it clear and easier to understand without changing or altering the meaning.
- **Reformulation or equivalence:** in Spanish, ideas and messages change in English, so that, it is necessary to get the main idea and translate it into English without altering meaning and without making it confused.

**Informative Module with the Institutional  
Educational Project of the Official School No.  
141, Quirina Tassi de Agostini to Optimize the  
Management towards a Quality Education**

Jérssica Carolina Galiano Rodas  
UNIVERSIDAD DE SAN CARLOS DE GUATEMALA

Guatemala, June 2017

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## INTRODUCTION

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The Informative Module is an Educational guide to optimize the management towards a quality education. It contains important information about the Official School No. 141, “Quirina Tassi de Agostini”.

According to UNESCO, in the World Education Forum 2015, it established that “Good quality education, provided by trained and supported teachers, is the right of all children, youth and adults, not the privilege of the few”.

According to the Strategic Education Plan 2016-2020, of the Ministry of Education of Guatemala, one of the activities to improve the aspects of quality, equity and inclusion is to promote educational quality through the implementation of methodological innovation programs that guarantee effective classroom learning.

This Informative Module is divided into five units:

- First unit: it is about the context of the school, historical events and background.
- Second unit: it is about the institutional identity of the school.
- Third unit: it is about the importance of the quality education.
- Fourth unit: it contains information about different strategies to improve the educational quality.
- Fifth unit: it has the Institutional Educational Project.

Also, it includes a glossary with the definition of the most important terms.

The conclusions guarantee the continuity of the project.

## **General objectives**

- To contribute with the administrative and pedagogical area with written information optimizing the management towards an educational quality.

## **Specific objectives**

- To provide information on the institutional identity of the school.
- To provide information that corresponds with one of the instruments required by the Ministry of Education and strategies to improve the process of learning and teaching.
- To ensure the continuity of the project.

## **Justification**

The informative module with the Institutional Educational Project of the Official School No. 141, Quirina Tassi de Agostini to optimize the management towards a quality education is important because it will help to optimize the educational management fields improving the results in the quality of education.

It is necessary to get a starting point to follow in order to acquire quality; if a school does not know what to do, how to do it, when or what strategies to apply, the educational results will not be according to the policies, laws and rights established to bring the people the opportunity to get a quality of life, education and economic growth. It starts by the educational quality, it is not only the result of the CNB, provided from MINEDUC, and it works together with many factors linking them to get the result.

The first step that a school has to follow to improve the education is the Educational Institutional Project that is an instrument with the information according to the needs and factors the institution has in context, adapting and following strategies to apply in the correct way the CNB. The principal of the school, teachers, students and parents will benefit from this module and its results.

## **The role of each member of the educational community in the teaching-learning process:**

- **Students**
  - Take on the role of learning. They are active subjects in their own formation and participate of all moments of the educational process. They are human beings with identity, personality, reality and history that go with them in all the activities of their life.
  
- **Mothers and fathers**
  - They are the first educators, they are directly involved with the education of their sons and daughters. They support the teaching work and maintain harmonious and cooperative relations. Their role is to share decision-making, maintain a two-way communication with staff, solve problems together and ensure that their children fulfill their school responsibilities.
  
- **Teachers**
  - Their role is to guide learning. Their work: to form free and responsible people. Their effort is aimed at developing the higher processes of reasoning and internalizing the values that allow harmonious coexistence in a multicultural society.
  
- **Educational Councils**
  - Organizations integrated by the various sectors of society whose role is to establish the permanent participation of civil society in decision-making.
  
- **Educational Administrators**
  - They are linked to the improvement of the educational quality, in the promotion of curricular transformation and are responsible for its development, manifesting not only professional ability, but interest and positive attitude.



- **The Communities**

- They strengthen their participation in the educational process, promoting the relationship between the educational center and the environment, its language, its culture, its needs and customs. That is, help achieve relevance, bring school to life.

- **School Administrators**

- Their role is linked to the improvement of the quality of education by promoting the curricular transformation from the administrative, pedagogical and legal processes that corresponds to it.

- **Regional technical teams and Regional Sociolinguistic councils**

- The technical teams are made up of the technicians of the Departmental Directorates and the Councils by various sectors of civil society, both organized by Sociolinguistic Communities. Its function is to facilitate curricular decentralization and to improve educational quality on a permanent basis. (Curriculum Nacional Base, 2013)

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## FIRST UNIT

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### 1. The background

The Official School No. 141, Quirina Tassi de Agostini is located at 6th. Avenue, 1st. Street, Ciudad Real 1, Zone 12, Villa Nueva, Guatemala. The size of the school is around 1 block; it is near the police station and marketplace. Ciudad Real has 1.76 km<sup>2</sup> of diameter approximately, it has a mild weather, with a fertile soil, and it has flat and broken ground with few ecological and recreational areas.

Ciudad Real was founded around 1945, the first owner of this land was the family Porras Ochaeta who sold an area of the land to the family Gordillo Barrios, they made the lands deed to sell the people. According to the oral version of the ancient settlers, there are two possible reasons why it has the name of Ciudad Real, the first says that it comes from the surname of the royalty of Spain and the other version says that in the land was due to the Discovery of several jars full of real coins, because it was the official coin in that age. Ciudad Real was part of the archaeological discoveries made by Mario Dary Rivera and collaborators of the Faculty of Biology from Universidad de San Carlos de Guatemala in 1970, 1971, 1972. (García García, 2017) (Ericast, 2017). They discovered remains of giant sloth, mastodon, toxodon, horse and deer.

A well-known person was Quirina Tassi de Agostini, a teacher from Italy, she helped the community but with emphasis in the children. As a teacher; her priority was education, therefore; she decided to help the first school in that age and later on, in the three shifts of the school. She made a donation to finish and build physical classrooms, playgrounds, furniture, and others.

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## SECOND UNIT

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### 2. Institutional Identity

#### **Vision**

- To be an educational institution that offers a comprehensive, relevant and high-quality education that shapes students with the necessary skills and competences to ensure their personal and professional development, with ethical and moral principles and values to respond to the needs of the Guatemalan society.

#### **Mission**

- We are an educational institution through innovative methods, we have trained teachers who guarantee the integral formation of children with equal opportunities, we promote the values that guarantee a prosperous and peaceful society. (Escuela Oficial Mixta No. 141, 2017)

#### **Objectives of the educational center**

##### **General objective:**

- To provide comprehensive education to children applying different teaching-learning methodologies to generate meaningful and quality learning

##### **Specific objectives:**

- To instill study habits using different learning techniques to reinforce the knowledge acquired and achieve the competence required by each area and sub-area.
- To create a pleasant, collaborative and participatory environment with values and gender equity for peaceful coexistence.

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## THIRD UNIT

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### 3. The importance of quality education

Quality is at the heart of education and what takes place in classrooms and other learning environments, it is fundamentally important to the future well-being of children, young people and adults. A quality education is one that satisfies basic learning needs and enriches the lives of learners and their overall experience of living.

Evidence over the past decade has shown that efforts to expand registration must be accompanied by attempts to enhance educational quality if children are to be attracted to school, stay there and achieve meaningful learning outcomes. Scarce resources have frequently been used for expanding systems with insufficient attention to quality improvement in areas such as teacher training and materials development. Recent assessments of learning achievement in some countries have shown that a sizeable percentage of children are acquiring only a fraction of the knowledge and skills they are expected to master. What students are meant to learn has often not been clearly defined, well-taught or accurately assessed.

Governments and all other EFA partners (Education for All) must work together to ensure basic education of quality for all, regardless of gender, wealth, location, language or ethnic origin. Successful education programs require: (1) healthy, well-nourished and motivated students; (2) well-trained teachers and active learning techniques; (3) adequate facilities and learning materials; (4) a relevant curriculum that can be taught and learned in a local language and builds upon the knowledge and experience of the teachers and learners; (5) an environment that not only encourages learning but is welcoming, gender-sensitive, healthy and safe; (6) a clear definition and accurate assessment of learning outcomes, including knowledge,

skills, attitudes and values; (7) participatory governance and management; and (8) respect for and engagement with local communities and cultures.

Human rights education is also an essential element of quality education. Quality education aims not only at forming trained professional workers but also contributes to the development of individuals who possess the skills to act and interact in a just society. Human rights education allows people to participate in their communities and society in a constructive and respectful way for themselves and others. It aims to deliver outcomes such as personal and social growth, the respectful conduct of citizens toward each other and the provision of opportunities for learners to develop critical thinking and life skills.

UNESCO defines human rights education broadly as the learning and practice of human rights. This means that human rights are implemented at all levels of the education system, and are taught through both content transmission and experience. (UNESCO Bangkok, 2015)

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## FOURTH UNIT

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### 4. Strategies for a quality education

According to the Oxford dictionary it defines strategy as a plan of action designed to achieve a long-term or overall aim. To help students achieve academic success, the following nine school characteristics have been identified in educational research as having a significant and positive impact on student learning.

- **A clear and common focus**

Administrators, teachers, students, and parents share and commit to clearly articulated and understood common goals based on the fundamental belief that all students can learn and improve their performance.

- **High standards and expectations**

Schools show evidence that each teacher believes “all students can learn and I can teach them.” Staff members are dedicated to help every student achieve challenging state and local standards. All students are engaged in an appropriately ambitious and rigorous course of study in which the high standards of performance are clear and consistent and the conditions for learning are modified and differentiated. These results in all students being prepared for success in the workplace, postsecondary education, and civic responsibilities.

- **Strong Leadership**

School leadership is focused on enhancing the skills, knowledge, and motivation of the people in the organization and creating a common culture of high expectations based on the use of skills and knowledge to improve the performance of all students. Leadership fosters a collaborative atmosphere between the school and the community while establishing positive systems to improve leadership, teaching, and student performance.

- **Supportive, personalized, and relevant learning**

Supportive learning environments provide positive personalized relationships for all students while engaging them in rigorous and relevant learning.

- **Parent/Community Involvement**

Parents and community members help develop, understand, and support a clear and common focus on core academic, social, and personal goals contributing to improved student performance and have a meaningful and authentic role in achieving these goals. The school community works together to actively solve problems and create win-win solutions. Mentoring and outreach programs provide for two-way learning between students and community/business members.

- **Monitoring, accountability, and assessment**

Teaching and learning are continually adjusted on the basis of data collected through a variety of valid and reliable methods that indicate student progress and needs. The assessment results are interpreted and applied appropriately to improve individual student performance and the instructional program.

- **Curriculum and Instruction**

Schools have aligned curriculum with core learning expectations to improve the performance of all students. Students achieve high standards through rigorous, challenging learning. Staff delivers an aligned curriculum and implements research-based teaching and learning strategies. Students are actively involved in their learning through inquiry, in-depth learning, and performance assessments.

- **Professional development**

Professional development offerings are focused and informed by research and school/classroom-based assessments. Appropriate instructional support and resources are provided to implement approaches and techniques learned through professional development.

- **Time and structure**

Schools are flexibly structured to maximize the use of time and accommodate the varied lives of their students, staff, and community in order to improve the performance of all students. The structure of programs extends beyond the traditional school day and year as well as beyond the school building. The program draws on the entire community's resources to foster student achievement. (Avivara, 2008).

#### **4.1 Strategies in the process**

##### **Students**

- Intervention and special assistance where needed.
- Time on task.
- Access to language used at school.
- Relevant, student-centered methods leading to active participation.
- Improvement activities.

##### **Teachers**

- Competence and school efficiency.
- Ongoing professional learning for teachers.
- Positive and gender-sensitive teacher/student relationships.
- Belief that all students can learn and commitment to student learning.
- Feedback mechanisms that target learning needs.
- Frequent monitoring and assessment by teachers that leads to further learning.



- Positive living/working conditions.

### **Supervision and Support**

- Adjustment in school hours and calendars to support student learning.
- Administrative support and leadership.
- Using technology to decrease rather than increase disparities.
- Governments are supportive of education systems.
- Financial resources for education systems. (UNICEF, 2000)

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## FIFTH UNIT

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### 5. Institutional Educational Project

The Institutional Educational Project, in Spanish -PEI- is a technical pedagogical tool of planning and management that directs and guides the activities of the educational center for its strengthening and growth; defines its identity, framework of values and principles which will be reflected in the educational actions it develops.

- **Purpose**

- f) Identify strengths and opportunities for improvement of the educational center. Strengthen the institutional identity.
- g) Self-evaluate the educational center.
- h) Plan continuous improvement.
- i) Promote the implementation of the local realization of the curriculum for the achievement of the learning.
- j) Project to the community where they develop.

- **Scheme**

- i) Meet the educational community to give the guidelines of the Institutional Educational Project.
- j) Choose the quality management team.
- k) Self-assess of the school to set goals.
- l) Elaborate the Institutional Educational Project.
- m) Implement the improvement based on the proposed goals.
- n) Socialize the Institutional Educational Project with the entire educational community.
- o) Implement the Institutional Educational Project

p) Evaluate and improve the Institutional Educational Project. (DIGEACE, 2016)

- **Institutional Educational Project Manual**

- e) Guide the elaboration of the Institutional Educational Project, from its planning.
- f) It is a tool that allows defining the frame of reference for the strategic planning of the educational center.
- g) It takes the characteristics, the needs, the interests and the aspects to be reinforced that bring result in improvement of the community.
- h) It is a dynamic document in which it is necessary to make modifications or changes in order to get the proposed goals.

**ESCUELA OFICIAL URBANA MIXTA**  
**No. 141**  
**QUIRINA TASSI DE AGOSTINI**



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**Republic:24,42 y 63; 33-98**

**22/01/98 and its reform**

**Decree 56-2000 22/01/2000**

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## 1. General information of the educational center

**Table 4**

*General information of the educational center*

No.	Information				
1.1	Name of the official school	Escuela Oficial Mixta No. 141, Quirina Tassi de Agostini			
1.2	Address	6ta. Avenida 1 calle, Colonia Ciudad Real 1, Zona 12, Villa Nueva.			
1.3	City	Guatemala			
1.4	Municipality	Villa Nueva			
1.5	Telephone number	24776254			
1.6	e-mail	esc.141quirinatassijv@hotmail.com			
1.7	Area	Rural			
		Urban <b>X</b>			
1.8	Sector	Public <b>X</b>			
		Private			
		cooperative			
1.9	Modality	Bilingual			
		Monolingual <b>X</b>			
1.10	Learning mode	Face-to-face <b>X</b>			
		Blended			
		Distance or e-learning			
1.11	General description of current level (s)	Level, cycle or career	Code	Plan	Shift
		Preprimaria <b>X</b>	00-12-7417-42	Daily	Afternoon shift
		Primaria <b>X</b>	00-12-7447-43		

1.12	Services provided	Curricular			
		Extracurricular			
1.13	Type (according to sociolinguistic characteristics and types of educational communities)	Monolingual Community in their native language <b>X</b>	Community with balanced bilingualism of L1 y L2	Community tending towards Spanish monolingualism	Multi-ethnic and multilingual community
1.14	Serves students with special educational needs, SEN	yes		No <b>X</b>	

Source: own elaboration.

## 2. Quality management team

**Table 5**

*Quality management team*

No.	Name	Sector it represents	Role played
1	Silvia Yesenia Sequen	Principal of the educative center	Coordinator
2	Evelyn Marisol Ovando Cosajay	Teacher	Coordinates improvement plan
3	Kimberly Marina Ruiz Castro	Teacher	Secretary
4	Karen Gabriela Yanes López	Teacher	Coordinates IEP socialization
5	Elvira Gómez Marroquín	Parents	Support
6	Elvira González	Parents	Support

7	Cristian Alexander Batz Méndez	Student	Support
8	Jaqueline Alicia Vicente Morales	Student	Support
9	Luis Marroquin	Student	Support
10	Jérssica Galiano Rodas		Coordinates the development of the IEP

Source: own elaboration.

### **3. Institutional identity**

#### **3.1 Vision**

To be an educational institution that offers a comprehensive, relevant and high-quality education that shapes students with the necessary skills and competences to ensure their personal and professional development, with ethical and moral principles and values to respond to the needs of Guatemalan society.

#### **3.2 Mission**

We are an educational institution through innovative methods, we have trained teachers who guarantee the integral formation of children with equal opportunities, we promote the values that guarantee a prosperous and peaceful society.

#### **3.3 Objectives of the educational center**

##### **3.3.1 General objective:**

- To provide comprehensive education to children applying different teaching-learning methodologies to generate meaningful and quality learning



### 3.3.2 Specific objectives:

- To instill study habits using different learning techniques to reinforce the knowledge acquired and achieve the competence required by each area and sub-area.
- To create a pleasant, collaborative and participatory environment with values and gender equity for peaceful coexistence.

## 3.4 Values

**Table 6**

*Values*

<b>No.</b>	<b>Values</b>	<b>Strategies that will be used in the center for the promotion of these values</b>
1	Responsibility	<ul style="list-style-type: none"><li>• Civic Monday</li><li>• Reading and conversation analysis</li><li>• Poster making</li><li>• Control of student attendance</li></ul>
2	Tolerance	<ul style="list-style-type: none"><li>• Civic Monday</li><li>• Reading and conversation analysis</li><li>• Poster making</li><li>• Role plays</li><li>• Team work</li></ul>
3	Punctuality	<ul style="list-style-type: none"><li>• Civic Monday</li><li>• Reading and conversation analysis</li><li>• Reflection with parents</li><li>• Control of student attendance</li><li>• Poster making</li></ul>

4	Respect	<ul style="list-style-type: none"> <li>• Civic Monday</li> <li>• Reading and conversation analysis</li> <li>• Reflection with parents</li> <li>• Team work</li> <li>• Activities of peaceful coexistence in class</li> <li>• Compliance with the internal rules of peaceful coexistence</li> <li>• Oral activities to learn to listen and give opinions</li> </ul>
5	Generosity	<ul style="list-style-type: none"> <li>• Civic Monday</li> <li>• Reading and conversation analysis</li> <li>• Activities in class to share a toy or object</li> <li>• Reflection with parents</li> <li>• Teamwork</li> <li>• Exemplify the value with some famous person and his work</li> <li>• Role plays a case that demonstrates this value.</li> </ul>
6	Humbleness	<ul style="list-style-type: none"> <li>• Civic Monday</li> <li>• Reading and conversation analysis</li> <li>• Group activities</li> <li>• Compliance with the Golden rule: Give thanks and please</li> <li>• Posters making</li> </ul>
7	Honesty	<ul style="list-style-type: none"> <li>• Civic Monday</li> <li>• Reading and conversation analysis</li> <li>• Activities that promote respect for the property of others</li> </ul>

		<ul style="list-style-type: none"> <li>• Reflection with parents</li> <li>• Encourage students to speak with the truth and express with sincerity what do they think and feel</li> <li>• Exemplify the value with everyday facts</li> <li>• Activities that help children to know themselves, with weaknesses, strengths, limitations and failures.</li> <li>• Posters making</li> </ul>
8	Perseverance	<ul style="list-style-type: none"> <li>• Civic Monday</li> <li>• Reading and conversation analysis</li> <li>• Group activities in search of solutions to the difficulties</li> <li>• Games and sports in which students learn to lose and win</li> <li>• Reflection with parents</li> <li>• Craftwork</li> <li>• Reflection of some famous biography that reflects this value</li> <li>• Group poster making</li> </ul>
9	Veracity	<ul style="list-style-type: none"> <li>• Civic Monday</li> <li>• Reading and conversation analysis</li> <li>• Posters making</li> <li>• Reflections of examples of everyday events and the consequence of non-compliance with this value</li> </ul>
10	Hard work	<ul style="list-style-type: none"> <li>• Civic Monday</li> <li>• Reading and conversation analysis</li> <li>• Posters making</li> </ul>

		<ul style="list-style-type: none"> <li>• Reflection of biography of important people that demonstrates this value</li> </ul>
--	--	--

Source: own elaboration.

### 3.5 Extracurricular programs

**Table 7**

*Extracurricular Programs*

<b>Aspect that the educational center has determined to work</b>	<b>Boarding strategy</b>	<b>What resources does the E.C. have?</b>	<b>How it is evaluated</b>
1. Critical thinking development	<ul style="list-style-type: none"> <li>• Read an hour daily and comment</li> <li>• Learning centers</li> </ul>	<ul style="list-style-type: none"> <li>• Books delivered by MINEDUC</li> <li>• Book sor newspapers</li> </ul>	<ul style="list-style-type: none"> <li>• Dialogue tables every month</li> <li>• In pairs, express what they understand and give their opinions</li> </ul>
2. Physical and psychomotor development	<ul style="list-style-type: none"> <li>• Teamwork.</li> <li>• Follow instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Internal and external championships.</li> <li>• Physical education class training</li> </ul>	<ul style="list-style-type: none"> <li>• Championships are held twice a year</li> </ul>
3. Development of emotional intelligence and self-esteem	<ul style="list-style-type: none"> <li>• Within the class, self-esteem is strengthened through</li> </ul>	<ul style="list-style-type: none"> <li>• Students provide material to work in class</li> </ul>	<ul style="list-style-type: none"> <li>• In the Civic acts</li> <li>• Special celebrations such as:</li> </ul>

	participatory, collaborative activities •Promoting the value of each student and the personal qualities •Development of the arts in drawing, singing, dancing and role plays	• The school has radio for dancing, singing and role plays	Valentine´s day, mother´s day, father´s day, teacher´s day, Independence Day, among others
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Source: own elaboration.

### 3.6 Student outcome profile

**Table 8**

*Student outcome profile. Pre-elementary level*

	<b>Student outcome profile of pre-elementary level</b>
<b>01</b>	Recognizes his/her own self, his or her potential, differences and limitations.
<b>02</b>	Expresses interest in strengthening his/her personality and exercising autonomy.
<b>03</b>	Fulfills his/her responsibilities with honesty and capacity
<b>04</b>	Is respectful of personal, cultural, religious, linguistic and national identity.
<b>06</b>	Maintains a positive attitude to change when it favors the living conditions of his/her surroundings.
<b>07</b>	Is fluent in his/her mother tongue and is interested in learning other languages.

<b>08</b>	Develops his/her work creatively with ability, honesty and responsibility.
<b>09</b>	Manifests skill for teamwork and for the exercise of democratic and participatory leadership.
<b>10</b>	Has the ability to socialize with others and respects the opinions of others.

	<b>Student outcome profile of the elementary level.</b>
<b>01</b>	Expresses interest in strengthening his/her personality and exercising autonomy.
<b>02</b>	Accepts that people are liable of rights and responsibilities.
<b>03</b>	Is respectful of personal, cultural, religious, linguistic and national identity.
<b>04</b>	Fulfills honesty and capability his/her responsibilities.
<b>05</b>	Values the social and productive intellectual work as a means of self-improvement and a better quality of life.
<b>06</b>	Recognizes his/her ability to apprehend, modify, adopt, apply and produce new knowledge from his or her experience in the community, region or country.
<b>07</b>	Values the importance of self-education and life-long learning as process of improving the standard of living.
<b>08</b>	Maintains a positive attitude to change when it improves the living conditions of his/her surroundings.
<b>09</b>	Demonstrates knowledge of laws, established standards and responsibility for the execution of them.
<b>10</b>	Expresses ideas, emotions and feelings with freedom and responsibility.
<b>11</b>	Has a greater capacity to resolve differences peacefully.
<b>12</b>	Solves problems and takes decisions applying his/her knowledge, abilities and moral values.
<b>13</b>	Manifests skill for teamwork and for the exercise of democratic and participatory leadership.

<b>14</b>	Develops abilities and necessary knowledge to go on with success his/her advanced studies.
<b>15</b>	Manifests habit of study, individual and teamwork.

Source: own elaboration.

### 3.7 Teachers' profile

**Table 9**

*Teacher's profile*

	<b>Teachers' profile</b>
<b>01</b>	To have academic training according to the level.
<b>02</b>	To have knowledge of the first language of the community.
<b>03</b>	To have teaching experience.
<b>04</b>	To have logical reasoning with the ability to react with mental clarity to a situation.
<b>05</b>	To have harmonious and integrated personality with identity, flexible to changes.
<b>06</b>	To have empathy and capability to be in communion with others.
<b>07</b>	To be communicative with the ability to transmit in different ways a series of cognitive and affective messages making use of an integrated and coherent language.
<b>08</b>	To be reflective with the capability to manifest balance, serenity and prudence without losing spontaneity.
<b>09</b>	To be tolerant with ability to respect ideas, customs, attitudes ideologies.
<b>10</b>	To have emotional stability, balanced reaction to different situations.
<b>11</b>	Must be much familiarized with the social, political and economic situation.
<b>12</b>	To have critical analysis of social economic, political reality, committed to the transformation of the reality.
<b>13</b>	To be dynamic and creative in the development of the classes.
<b>14</b>	To be updated with the different teaching methods.

<b>15</b>	To be communicative and cooperative in the decision making according to the students' benefit.
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Source: own elaboration.

#### 4. Curricular Project of the Center, CPC

**Table 10**

*Curricular Project of the Center, CPC*

<b>Strategies of teaching-learning process</b>	In our educational center, we use teaching and learning strategies with constructivist principles, according to the guidelines established in the National Curriculum, CNB. We develop educational programs that promote reading and mathematics, we also include within the teaching the values necessary to be better citizens, we offer a significant teaching, we apply innovative methods according to the needs of our students so that the teaching is integral and dynamic.
<b>Planning of teaching and learning strategies</b>	In the educational center, annual, bi-monthly and weekly planning is carried out for the development of the contents of the areas and sub-areas, these are guides for the teacher to make the most of the time with students and activities to be carried out. The weekly planning is flexible since it allows returning to the subjects that are not clear to reinforce the contents and to guarantee the competence that the student must reach.
<b>Evaluation of the learning process</b>	In the evaluation process, the center follows the established in the Ministerial Agreement in force that regulates the Regulation of Evaluation of the



	Learning, issued by the Ministry of Education. The institution develops a constant evaluation of learning in the process of learning by performing initial diagnosis, training and summative activities, implementing improvement strategies when necessary.
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Source: own elaboration.

## 5. Improvement plans

**Table 11**

*Improvement Plans*

Scope	Objectives of the plan	Actions to be taken	Responsible
School climate	Improve peaceful coexistence among students before, during and outside of class.	<ul style="list-style-type: none"> <li>Planning activities at each grade promoting values.</li> </ul>	Principal Silvia Sequen
		<ul style="list-style-type: none"> <li>School for parents with topics on values, in education and in the family.</li> </ul>	

		<ul style="list-style-type: none"> <li>• Training workshops for teachers on the peaceful resolution of conflicts and addressing behavior problems.</li> </ul>	
		<ul style="list-style-type: none"> <li>• Evaluation of implementation of improvement plan.</li> </ul>	

Execution time	Resources	Expected results
<ul style="list-style-type: none"> <li>• Once every month during and after the Civic Act.</li> </ul>	<ul style="list-style-type: none"> <li>• Posters, values program “Let’s Live Together in Harmony”, markers, masking tape, teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Implementation of values.</li> </ul>

<ul style="list-style-type: none"> <li>• School of parents every two months, in the delivery of notes of scores.</li> </ul>	<ul style="list-style-type: none"> <li>• Bond paper, projector, computer, printed sheets.</li> </ul>	<ul style="list-style-type: none"> <li>• Parental assistance in parenting schools and improvement of values implemented at home.</li> </ul>
<ul style="list-style-type: none"> <li>• Twice a year, one in January before starting classes and the other in October.</li> </ul>	<ul style="list-style-type: none"> <li>• Photocopies, posters, facilitator, projector, markers, masking tape, pens, sheets.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to resolve conflicts in students, with ease and mastery.</li> </ul>
<ul style="list-style-type: none"> <li>• At half year and at the end of the year.</li> </ul>	<ul style="list-style-type: none"> <li>• Checklist, photocopies, questionnaires for parents and teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• A clear and truthful evaluation to identify the activities that gave results and those that were not well executed.</li> </ul>

Scope	Objectives of the plan	Actions to be taken	Responsible
	Implement improvement strategies to increase the promotion of students and	<ul style="list-style-type: none"> <li>• Planning strategies developed by each grade teacher according to the needs of the student.</li> </ul>	

Educational indicators	avoid school dropout.	<ul style="list-style-type: none"> <li>Constantly citing parents or caregivers to be involved in the process of teaching their children and be able to support at home.</li> </ul>	Teacher Evelyn Ovando Cosajay
		<ul style="list-style-type: none"> <li>To organize pedagogical tables with the teachers of each grade to analyze the problems of teaching learning that present students and verify the strategies that give result.</li> </ul>	
		<ul style="list-style-type: none"> <li>Evaluation of implementation of improvement plan.</li> </ul>	

Execution time	Resources	Expected results
<ul style="list-style-type: none"> <li>The planning of the strategies should be done according to the results of the scores of each term.</li> </ul>	<ul style="list-style-type: none"> <li>Computer, sheets, CNB, printer.</li> </ul>	<ul style="list-style-type: none"> <li>Strategies that help the student to improve their school performance to expand school promotion and avoid dropping out of school.</li> </ul>
<ul style="list-style-type: none"> <li>Meeting with the parents once a week when the student needs a lot of support, for students who need a little reinforcement, parents will be asked for meetings once every fortnight.</li> </ul>	<ul style="list-style-type: none"> <li>Bond papers, pens, records of scores, records of parents' attendance lists.</li> </ul>	<ul style="list-style-type: none"> <li>Parent assistance, active in the process of improving learning and reinforcing at home</li> </ul>
<ul style="list-style-type: none"> <li>Teaching tables are held once every two months before delivering scores to parents to consider cases where it is necessary to implement the</li> </ul>	<ul style="list-style-type: none"> <li>Tables, photocopies, posters, markers, masking tape, pens, sheets.</li> </ul>	<ul style="list-style-type: none"> <li>To socialize the strategies of improvement of the learning process that give positive result.</li> </ul>

pedagogical improvement plan to share strategies that give positive result.		
<ul style="list-style-type: none"> <li>It is done at the end of the year; it verifies the effectiveness of the strategies implemented in the improvement plan.</li> </ul>	<ul style="list-style-type: none"> <li>Final scores records, photocopies, questionnaires for parents and teachers.</li> </ul>	<ul style="list-style-type: none"> <li>With the evaluation of the implementation of the learning improvement plan is expected to increase school promotion and avoid school dropout.</li> </ul>

Scope	Objectives of the plan	Actions to be taken	Responsible
	Implement improvement strategies to teach and learn the English language.	<ul style="list-style-type: none"> <li>Planning strategies developed by each grade teacher according to the needs of the student.</li> </ul>	
		<ul style="list-style-type: none"> <li>Check on internet, books, booklets, and others the methods used to</li> </ul>	

Educational indicators		<p> teach English like  Grammar  Translation  Method, Direct  Method, The Audio  Lingual Method,  The Structural  Approach,  Desuggestopedia,  Total Physical  Response,  Communicative  Language  Teaching (CLT),  The Silent Way,  Community  Language  Learning, Task  Based Language  Learning, The  Lexical Approach,  The Natural  Approach; Multiple  Intelligences,  download videos,  songs,  worksheets, and  flashcards. </p>	Teacher Evelyn Ovando Cosajay
		<ul style="list-style-type: none"> <li>To organize pedagogical</li> </ul>	

		tables with the teachers of each grade to analyze the problems of teaching learning and verify the strategies that give results.	
		<ul style="list-style-type: none"> <li>Evaluation of implementation of the improvement plan.</li> </ul>	

Execution time	Resources	Expected results
<ul style="list-style-type: none"> <li>The planning of the strategies should be done according to the results of the scores of each term.</li> </ul>	<ul style="list-style-type: none"> <li>Computer, sheets, CNB, printer.</li> </ul>	<ul style="list-style-type: none"> <li>Strategies that help the student to improve their school performance to expand school promotion and avoid dropping out of school.</li> </ul>



<ul style="list-style-type: none"> <li>• Bimonthly, before doing the lesson plans in each term.</li> </ul>	<ul style="list-style-type: none"> <li>• Internet, English teacher's book, booklet, photocopies, worksheets, printer, pens, markers and posters.</li> </ul>	<ul style="list-style-type: none"> <li>• Enthusiasm in learning the English language.</li> </ul>
<ul style="list-style-type: none"> <li>• Teaching tables are held once every two months before delivering scores to parents to consider cases where it is necessary to implement the pedagogical improvement plan to share strategies that give positive result.</li> </ul>	<ul style="list-style-type: none"> <li>• Tables, photocopies, posters, markers, masking tape, pens, sheets.</li> </ul>	<ul style="list-style-type: none"> <li>• To socialize the strategies of improvement of the learning process that give positive result.</li> </ul>
<ul style="list-style-type: none"> <li>• It is done at the end of the year; it verifies the effectiveness of the strategies implemented in the improvement plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Final scores records, photocopies, questionnaires for parents and teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• With the evaluation of the implementation of the learning improvement plan is expected to increase school promotion and avoid school dropout.</li> </ul>

Source: own elaboration.

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## **GLOSSARY**

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### **Accreditation**

- Procedure by means of which DIGEACE formally recognizes that the educational institution is competent for the performance of its functions in terms of the quality of its programs, its organization and administrative functioning.

### **Application form “PEI Reception”**

- Form that contains general information about the institution and the educational services it offers. It requires the prior knowledge and approval of the Departmental Office to which the educational institution belongs.

### **Attention deficit**

- This problem is manifested when the attention span is very short, so they usually start a task and leave it unfinished. In addition, their distractibility affects their memory.

### **Attitudinal knowledge**

- It includes both the attitudes and dispositions necessary to acquire certain contents, as well as those habits and values that are strictly moral. Also, the affective and emotional dimension is usually included in a broad sense.

### **Bilingual education**

- Policy and pedagogical practice whose objective is to promote school education in two or more languages. The final objective is to acquire an L1

(first language) and L2 (second language) within the four macro-skills of speaking, listening, reading and writing.

### **Capacity**

- A term often used as know-how. It is usually accepted that, in increasing order, the first would be the ability, second the capacity and the competence would be placed at a higher and integrating level. Ability is, in principle, the ability to do something. A whole set of verbs in infinitive express abilities (analyze, compare, classify, and others.), that is why they are, to a large extent, transversal, susceptible of being used with different contents. A competence has different capacities and different contents in a situation. A competence is a complex capacity, different from routine knowledge or mere application.

### **Certification**

- Procedure by which the -DIGEACE- ensures in writing that the processes, management and educational services meet the quality requirements.

### **Checklist**

- It consists of a list of achievement indicators or aspects that make up a specific achievement indicator selected by the teacher, together with the students to establish their presence or absence in the learning achieved.

### **Curricular adaptation**

- Planning strategy and educational action that aims to respond to the educational needs of each student.

## **Curricular planning**

- Process of identification of needs and proposal of steps to obtain them. Assimilated, in some cases, “design”, refers to the processes of configuration of projects of educational action, both learning experiences and ways of working and organizing teachers. Instead of a formalistic or bureaucratic process, it is understood as a flexible or progressive process, which will be reformulated successively, depending on the changing circumstances.

## **Declarative knowledge**

- Information on facts or data (factual knowledge), in other cases concepts or ideas, known consciously and that can be collected or memorized in propositions or statements. In addition to the factual domain, cognitive components include knowledge of concepts and principles. Strictly speaking, factual knowledge forms the first level of cognitive knowledge; in the broad sense, as the CNB does, it also includes the conceptual and principles.

## **Departmental Direction of Education –DIDEDUC–**

- Body in charge of planning, directing, coordinating and executing the educational actions of the different cities of the Republic.

## **Educational institution**

- Public, private municipal or cooperative institution by means of which the processes of school education are executed.

### **Educational institution by cooperative**

- Non-profit educational establishment, in departmental and municipal jurisdiction, which responds to the educational demand at the different levels of the subsystem of school education.

### **Educational quality**

- Policy in the area of curricular transformation conformed by strategies that combine initiatives oriented to the coverage, permanence and basic components that allow effective pedagogical actions. To ensure the quality and effectiveness of the inputs that the delivery modalities must meet, accreditation and certification processes are developed.

### **Environment**

- Living space in which the human being develops. A set of stimuli that condition the human being from the very moment of his conception.

### **General Direction of Accreditation and Certification –DIGEACE-**

- Dependency of the Ministry of Education responsible for accrediting and certifying the institutional and individual educational processes.

### **Hetero-evaluation**

- Student evaluation process carried out by teachers, parents and other members of the community.

### **Indicators of achievement**

- Evidence that the competence has been reached by the student.

### **L1**

- Mother tongue or first language. It is understood that the first language is one that is learned first.

### **L2**

- Secondary or second language. It is understood that the second language is one that is learned outside the home and after the first language.

### **L3**

- Third language that is learned after L1 and L2. In the context of Guatemala, the third language tends to be English.

### **Learning**

- The processes, by which people acquire changes in their behavior, improve their actions, reorganize their thinking or discover new ways of behavior and new concepts and information.

### **Learning community**

- A team of people who work collaboratively to produce better academic results for students.

### **Meaningful learning**

- In the theory of meaningful learning, the person who learns –learning- is the center of the process, who builds his own learning by attributing meaning to what he learns.

### **Ministerial agreement**

- Document by means of which the superior office of the Ministry resolves or agrees the resolution of a matter. Is signed and authorized by the minister and endorsed by a deputy minister.

### **Private educational institution**

- It is an establishment in charge of the private initiative that offers educational services according to the regulations and provisions approved by the Ministry of Education, who at the same time has the responsibility to ensure its correct application and compliance.

### **Procedural knowledge**

- Information on activities and processes. They are understood as actions that are orderly and oriented towards the achievement of a goal. They can be of motor component and cognitive component, and classified in general and less general, and in algorithmic and heuristic.

### **Process**

- Set of actions (ways to act or resolve tasks), with an order, plan or steps, to achieve a specific goal. It is about knowing how to do things, apply or act in an orderly way to solve problems, fulfill purposes or achieve goals. Form the procedural contents.

### **Revision of the IEP (PEI)**

- Evaluation process to the IEP, carried out by the Professional Reviewing Technician through an instrument in which the pertinent observations are analyzed for each evaluated component or sub-component.

### **Self-assessment**

- The process in which students participate in the evaluation of their own learning process and consciously determine what they can and cannot do.

### **Technical Professional Reviewer**

- Person appointed to provide pedagogical technical advice during the IEP (PEI) evaluation process. (Curriculum Nacional Base, 2013)



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## CONCLUSIONS

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1. To ensure the quality education, it is necessary to manage it with diligence and efficiency, to have the necessary resources and to have updated information from the administrative area as pedagogical.
2. The institutional identity provides important information as it sets the direction to be followed and the goals to be achieved. It is the basis for establishing pedagogical strategies and plans in relation to educational quality.
3. The Institutional Educational Project is a tool that allows defining the frame of reference for the strategic planning of the educational center. It takes the characteristics, the needs, the interests and the aspects to be reinforced that bring result in improvement of the community.
4. To ensure the continuity of the project is necessary to know that the Institutional Educational Project has to be updated, depending the needs or interest of the education center, it could be adapted each two or five years. It depends also, in the requirements of the Ministry of Education.

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## RECOMMENDATIONS

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1. There are many places on internet in which the administrator of the school can find information about everything related to pedagogical fields, such as the web page of MINEDUC, the web page of CNB Curriculum Nacional Base Guatemala, manuals, modules, administrative modules, and others.
2. It is necessary to show and read constantly the mission and vision of the school and plan all the classes and activities according to it to get the competences required in each level according to the CNB.
3. The Institutional Educational Project has to be done by the members of the community such as students, parents, teachers and others in order to get an institutional evaluation.
4. It is necessary to organize a team in which will be in charge to make an institutional diagnosis to ensure the quality education, to know if the strategies established on IEP are given good results or if it has to be changed. Every year, the Evaluation Committee together with the principal of the school can appoint people who would join the team or ask for volunteers to be in it.

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## **Compendium of English Teaching Documents**

**Collected by Jérssica Carolina Galiano Rodas**

**Licenciatura en Lingüística del Idioma Inglés**

**Universidad de San Carlos de Guatemala**

# BOOKLET

## **Compendium of English Teaching Documents**

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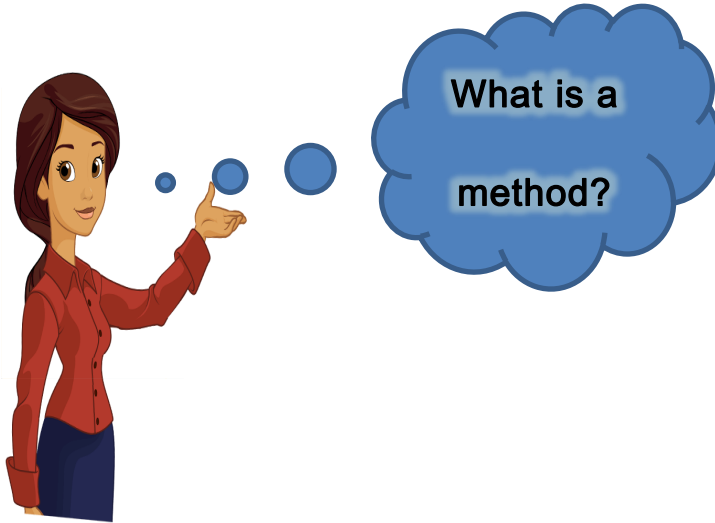
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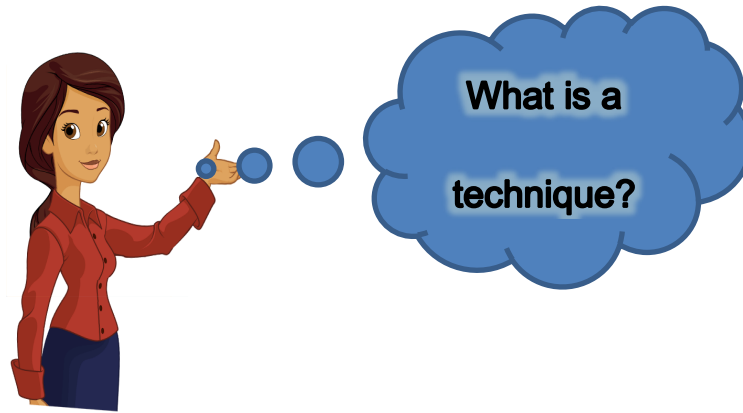
## **INTRODUCTION**

Keep calm and Teach English is a booklet created to help teachers who do not have any training in teaching English in elementary level, public school. The National Curriculum (CNB) given by the Guatemalan Ministry of Education has in its content the teaching of the English language, but some teachers face in classroom some difficulties in teaching it because it is needed to know many aspects in order to teach and acquire the English language.

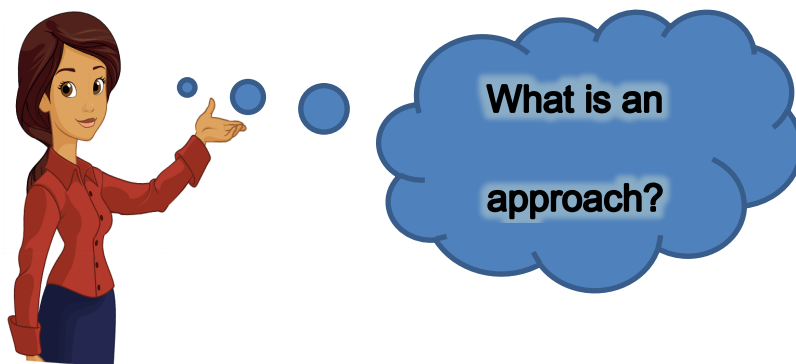
The main purpose of this booklet is to give information about different methods, techniques and ideas to apply in the classroom to improve the teaching and learning process of the English Language according to the multiple intelligences. It contains concepts about each method, teaching techniques, multiple intelligences concepts, information about how to use flash cards, visual aids, audios, how to do a worksheet, examples, how to evaluate the English Language, and also, the evaluation of the implementation of the improvement plan written on the Institutional Educational Project –PEI– of the Escuela Oficial No. 141, Quirina Tassi de Agostini.



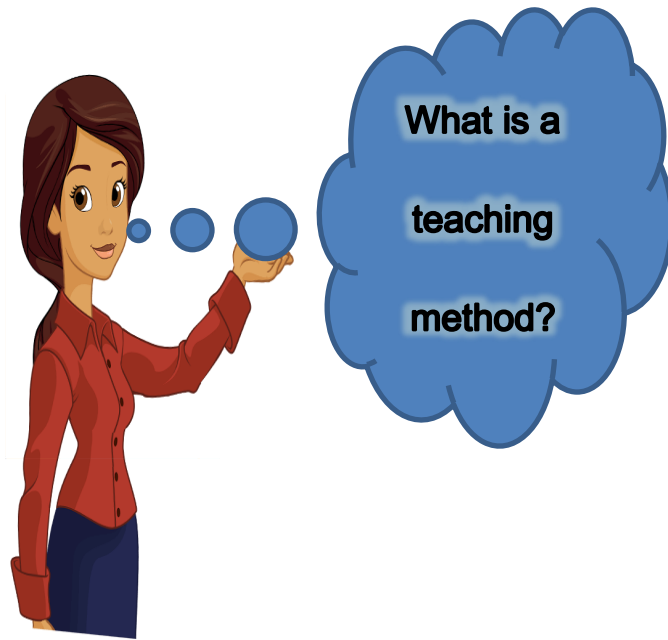
- It is how the teaching is to be conducted.
- A method is an application of an approach in the context of language teaching. (techniques)
- A particular procedure for accomplishing or approaching something, especially a systematic or established one. (Oxford Dictionary)
- The quality of being well organized and systematic in thought or action. (Oxford Dictionary)



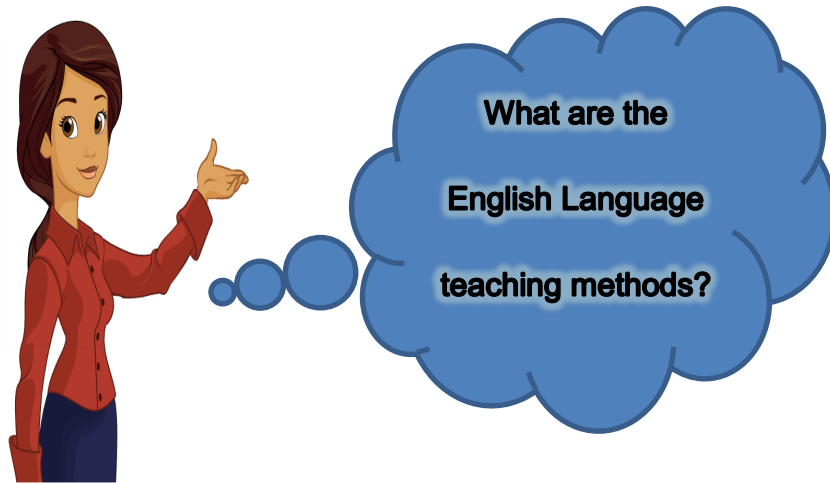
- A technique is a single activity that comes from a procedure.  
Anyone of the steps of the procedure list above qualifies as a technique. (Oxford Dictionary)
- A way of doing an activity that needs skill. (Abroad)
- A way of carrying out a particular task, especially the execution or performance of an artistic work or a scientific procedure. (Oxford Dictionary)



- An approach is “a set of assumptions dealing with the nature of language and the nature of language teaching and learning.” (Oxford Dictionary)
- It states a point of view or philosophy concerning the language description, psychological theory of learning and teaching pedagogy used in the language teaching-learning process. (Abroad)
- “It is an integrated set of theoretical and practical beliefs embodying both syllabus and method. It involves principles which in the case of language reflect the nature of language itself and the nature of learning”. (Technology, 2013)
- An approach provides principles to decide what kind of content and what sort of procedures are appropriate. (DM-Learning, 2014)



- A teaching method comprises the principles and methods used for instruction. Commonly used teaching methods may include class participation, demonstration, recitation, memorization, or combinations of these. The choice of teaching method or methods to be used depends largely on the information or skill that is being taught, and it may also be influenced by the aptitude and enthusiasm of the students. (Definitions and Translations)



- **The Grammar Translation Method**
- **The Direct Method**
- **The Audio Lingual Method**
- **The Silent Way**
- **Desuggestopedia**
- **Community Language Learning**
- **Total Physical Response**
- **Communicative Language Teaching (CLT)**
- **Content-based, Task based, and Participatory Approaches**
- **Learning Strategy Training, Cooperative Learning, and Multiple Intelligences**



According to (Larsen-Freeman, Techniques and Principles in Language Teaching, 2008) in her book she mentioned different language teaching method and techniques, these are:

### The Grammar-Translation Method

Learning is largely by translation. In grammar–translation classes, students learn grammatical rules and then apply those rules by translating sentences between the target language and the native language. Advanced students may be required to translate whole texts word-for-word. The method has two main goals: to enable students to read and translate literature written in the source language, and to further students' general intellectual development. Grammar rules are to be memorized and long lists of vocabulary learned by heart. There is little or no emphasis placed on developing oral ability. The evaluation is accomplished by written tests in which students are asked to translate from their native language to the target language or vice versa are often used in class is mostly the students' native language.

Below is an expanded description of some techniques associated with the Grammar-Translation Method.

TECHNIQUES	EXAMPLES
<b>Translation of a literary passage</b>	Translating target language to native language.
<b>Reading comprehension questions</b>	Finding information in a passage, making inferences and relating to personal experience.
<b>Antonyms/synonyms</b>	Finding antonyms and synonyms for words or sets of words.
<b>Cognates</b>	Learning spelling/sound patterns that correspond between L1 and the target language.
<b>Deductive application of rule</b>	Understanding grammar rules and their exceptions, then applying them to new examples.
<b>Fill-in-the-blanks</b>	Filling in gaps in sentences with new words or items of a particular grammar type.
<b>Memorization</b>	Memorizing vocabulary lists, grammatical rules and grammatical paradigms.
<b>Use words in sentences</b>	Students create sentences to illustrate they know the meaning and use of new words.
<b>Composition</b>	Students write about a topic using the target language. (Larsen-Freeman, 2000).

## EXAMPLES OF WORKSHEETS USING THE GRAMMAR TRANSLATION METHOD

### Exercises

i. Complete la oración con un adverbio de frecuencia.

Example: He \_\_\_\_\_ plays on the computer.  
(He always plays on the computer)

1. He \_\_\_\_\_ listens to the radio.
2. They \_\_\_\_\_ read a book.
3. Pete \_\_\_\_\_ gets angry.
4. Tom is \_\_\_\_\_ very friendly.
5. I \_\_\_\_\_ take sugar in my coffee.
6. Ramon is \_\_\_\_\_ hungry.
7. My grandmother \_\_\_\_\_ goes for a walk in the evening.

Image source: (Marisol Smith, 2008)

ii. Traduzca la oración.

1. I *rarely* get up late on weekends.

---

2. *Nunca* tomo café al desayuno.

---

3. I am *sometimes* late for class.

---

4. *Usualmente* camino al colegio.

---

5. I *hardly ever* go running on Saturday mornings.

---

6. *Siempre* busco palabras difíciles en el diccionario.

---

7. I *often* take a bath at night.

---

In this method the teaching is done entirely in the target language. The learner is not allowed to use his or her mother tongue. Grammar rules are avoided and there is emphasis on good pronunciation. (Methodologies).

Teachers who use the Direct Method intend that students learn how to communicate in the target language. In order to do this successfully, students should learn to think in the target language. Although the teacher directs the class activities, the student role is less passive than in the Grammar-Translation Method. The teacher and the students are more like partners in the teaching/learning process.

Teachers who use the Direct Method believe students need to associate meaning and the target language directly. In order to do this, when the teacher introduces a new target language word or phrase, he [or she] demonstrates its meaning through the use of realia, pictures, or pantomime; he never translates it into the students' native language. Students speak in the target language a great deal and communicate as if they were in real situations. In fact, the syllabus used in the Direct Method is based upon situations [...]

Grammar is taught inductively; that is, the students are presented with examples and they figure out the rule or generalization from the example. An explicit grammar rule may never be given. Students practice vocabulary by using new words in complete sentences.

The following expanded review of techniques provides you with some details which will help you do this:

TECHNIQUES	EXAMPLES
<b>Reading aloud</b>	Students take turns reading sections of a passage, play or dialog out loud. At the end of each students' turn, the teacher uses gestures, pictures, realia, examples, or other means to make the meaning of the section clear.
<b>Question and answer exercise</b>	This exercise is conducted only in the target language. Students are asked questions and answer in full sentences so that they practice new words and grammatical structure. They have the opportunity to ask questions as well as answer them.
<b>Getting students to self-correct</b>	The teacher of this class has the students self-correct by asking them to make a choice between what they said and an alternative answer he supplied.

<b>Conversation practice</b>	The teacher asks students a number of questions in the target language, which the students have to understand to be able to answer correctly.
<b>Fill-in-the-blank exercise</b>	This technique has already been discussed in the Grammar-Translation Method, but differs in its application in the Direct Method. All the items are in the target language; furthermore, no explicit grammar rule would be applied.
<b>Dictation</b>	The teacher reads the passage three times. The first time the teacher reads it at a normal speed, while the students just listen. The second time he reads the passage phrase by phrase, pausing long enough to allow students to write down what they have heard. The last time the teacher again reads at a normal speed, and students check their work.
<b>Map drawing</b>	Each student could have a turn giving the teacher instructions for finding and labeling one geographical feature.

<b>Paragraph writing</b>	<p>The teacher in this class asked the students to write a paragraph I their own words. They could have done this from memory, or they could have used the reading passage in the lesson as a model.</p> <p>(Larsen-Freeman, Techniques and Principles in Language Teaching, 2008)</p>



## EXAMPLES OF WORKSHEETS USING THE DIRECT METHOD

Click and drag each box to the corresponding emoticon.

ADORE

DON'T MIND

ENJOY

HATE

DON'T LIKE

LOVE

LIKE



Image source: (iSLCOLLECTIVE, s.f.)



Image source: (iSLCOLLECTIVE, s.f.)

## The Audio-Lingual Method

The theory behind this method is that learning a language means acquiring habits. There is much practice of dialogues of every situation. New language is first heard and extensively drilled before being seen in its written form. According to (Larsen-Freeman, Techniques and Principles in Language Teaching, 2008) the new vocabulary and structural patterns are presented through dialogs. The dialogs are learned through imitation and repetition. Drills (such as repetition, backward build-up, chain, substitution, transformation, and question-and-answer) are conducted based upon the patterns present in the dialog. Students' successful responses are positively reinforced. Grammar is induced from the examples given; explicit grammar rules are not provided. Cultural information is contextualized in the dialogs or presented by the teacher. Students reading and written work is based upon the oral work they did earlier.

These are some of the techniques used in the Audio-Lingual Method:

TECHNIQUES	EXAMPLES
<b>Dialog memorization</b>	<p>Dialogs or short conversations between two people are often used to begin a new lesson. Students memorize the dialog through mimicry; students usually take the role of one person in the dialog, and the teacher the other. After the students have learned the one person's part. Another way of practicing the two roles is for half of the class to take one role and the other half to take the other. After the dialog has been memorized, pairs of individual students might perform the dialog for the rest of the class.</p>
<b>Backward build-up (expansion) drill</b>	<p>This drill is used when a long line of a dialog is giving students trouble. The teacher breaks down the line into several parts. The students repeat a part of the sentence, usually the last phrase of the line.</p>
<b>Repetition drill</b>	<p>Students are asked to repeat to repeat the teacher's model as accurately and as quickly as possible. This drill is often used to teach the lines of the dialog.</p>

<b>Chain drill</b>	<p>A chain drill gets its name from the chain of conversation that forms around the room as students, one-by-one, ask and answer questions of each other. The teacher begins the chain by greeting a particular student, or asking him a question. That student responds, then turns to the student sitting next to him. The first student greets or asks a question of the second student and the chain continues. A chain drill allows some controlled communication, even though it is limited. A chain drill also gives the teacher an opportunity to check each student's speech.</p>
<b>Single-slot substitution drill</b>	<p>The teacher says a line, usually from the dialog. Next, the teacher says a word or a phrase-called the cue. The students repeat the line the teacher has given them, substituting the cue into the line in its proper place. The major purpose of this drill is to give the students practice in finding and filling in the slots of a sentence.</p>

<b>Use of minimal pairs</b>	The teacher works with pairs of words which differ in only one sound; for example, “ship/sheep”. Students are first asked to perceive the difference between the two words and later to be able to say the two words. The teacher selects the sounds to work on after she has done a contrastive analysis, a comparison between the students’ native language and the language they are studying.
<b>Complete the dialog</b>	Selected words are erased from a dialog students have learned. Students complete the dialog by filling the blanks with the missing words.
<b>Grammar game</b>	The games are designed to get students to practice a grammar point within a context. Students are able to express themselves, although it is rather limited in this game.

<p><b>Multiple-slot substitution drill</b></p>	<p>This drill is similar to the single-slot substitution drill. The difference is that the teacher gives cue phrases, one at a time, that fit into different slots in the dialog line. The students must recognize what part of speech each cue is, or at least, where it fits into the sentence, and make any other changes, such as subject-verb agreement. They then say the line, fitting the cue phrase into the line where it belongs.</p>
<p><b>Transformation drill</b></p>	<p>The teacher gives students a certain kind of sentence pattern, an affirmative sentence for example. Students are asked to transform this sentence into a negative sentence. Other examples of transformations to ask of students are changing a statement into a question, an active sentence into a passive one, or direct speech into reported speech.</p>

<p><b>Question-and-answer drill</b></p>	<p>This drill gives students practice with answering questions. The students should answer the teacher's questions very quickly. It is also possible for the teacher to cue the students to ask questions as well. This gives students practice with the question pattern.</p> <p>(Larsen-Freeman, Techniques and Principles in Language Teaching, 2008)</p>
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## EXAMPLES OF AUDIOLINGUAL METHOD



Fact or Opinion?	
Many animals hibernate in the winter.	Snowflakes are made up of ice crystals.
Many trees and plants stop growing in the winter.	Snowball fights are a lot of fun.
Groundhog's Day is a silly holiday.	Christmas is celebrated on December 25 <sup>th</sup> .
Some winter sports include ice skating and snow skiing.	Winter is a better season than summer because of the holidays.

Image source: (Pinterest, s.f.)

## The Silent Way

Linguist Noam Chomsky argued that language acquisition could not possibly take place through habit formation since people create and understand utterances they have never heard before. Chomsky proposed instead that speakers have a knowledge of underlying abstract rules, which allow them to understand and create novel utterances. Thus, Chomsky reasoned, language must not be considered a product of habit formation, but rather of rule formation. Accordingly, language acquisition must be a procedure whereby people use their own thinking processes, or cognition, to discover the rules of the language they are acquiring.

The Silent Way emphasizes learner autonomy. The teacher acts merely as a facilitator trying to encourage students to be more active in their learning. The main of this way of teaching is for the teacher to say very little, so students can take control of their learning. There's a big emphasis on pronunciation and a large chunk of the lesson focuses on it. This method of learning English follows a structural syllabus and grammar, vocabulary and pronunciation are constantly drilled and recycled for reinforcement.

The teacher evaluates their students through careful observation, and it's even possible that they may never set a formal test as learners are encouraged to correct their own language errors.

These are techniques mentioned in the book of Techniques and Principles in Language Teaching, by Larsen-Freeman, Diane:

TECHNIQUES	EXAMPLES
<b>Sound-color chart</b>	The chart contains blocks of color, each one representing a sound in the target language. The teacher, and later the students, points to blocks of color on the chart to form syllables, words, and even sentences.
<b>Teacher's silence</b>	The teacher gives just as much help as is necessary and then is silent. Or the teacher sets up an unambiguous situation, puts a language structure into circulation (for example, "take a ___rod"), and then is silent. Even in error correction, the teacher will only supply a verbal answer as a last resort.
<b>Peer correction</b>	Students are encouraged to help another student when he or she is experiencing difficulty. It is important that any help be offered in a cooperative manner, not a competitive one. The teacher monitors the aid so that it is helpful, not interfering.

<b>Rods</b>	Rods can be used to provide visible actions or situations for any language structure, to introduce it, or to enable students to practice using it.
<b>Self-correction gestures</b>	Some of the particular gestures of the Silent Way could be that the teacher put his palms together and then moved them outwards to signal to students the need to lengthen the particular vowel they were working on. In another instance, the teacher can indicate that each of his fingers represented a word in a sentence and used this to locate the trouble spot for the student.
<b>Word chart</b>	The teacher, and later the students, points to words on the wall charts in a sequence so that they can read aloud the sentences they have spoken. The way the letters are colored (the colors from the sound-color chart are used) helps the students with their pronunciation.

<b>Fidel charts</b>	The teacher, and later the students, point to the color-coded Fidel charts in order that students associate the sounds of the language with their spelling.
<b>Structured feedback</b>	<p>Students are invited to make observations about the day's lesson and what they have learned. The teacher accepts the students' comments in a nondefensive manner, hearing things that will help give him direction for where he should work when the class meets again. The students learn to take responsibility for their own learning by becoming aware of and controlling how they use certain learning strategies in class. The length and frequency of feedback sessions vary depending on the teacher and the class.</p> <p>(Larsen-Freeman, Techniques and Principles in Language Teaching, 2008)</p>

## EXAMPLE OF THE SILENT WAY METHOD

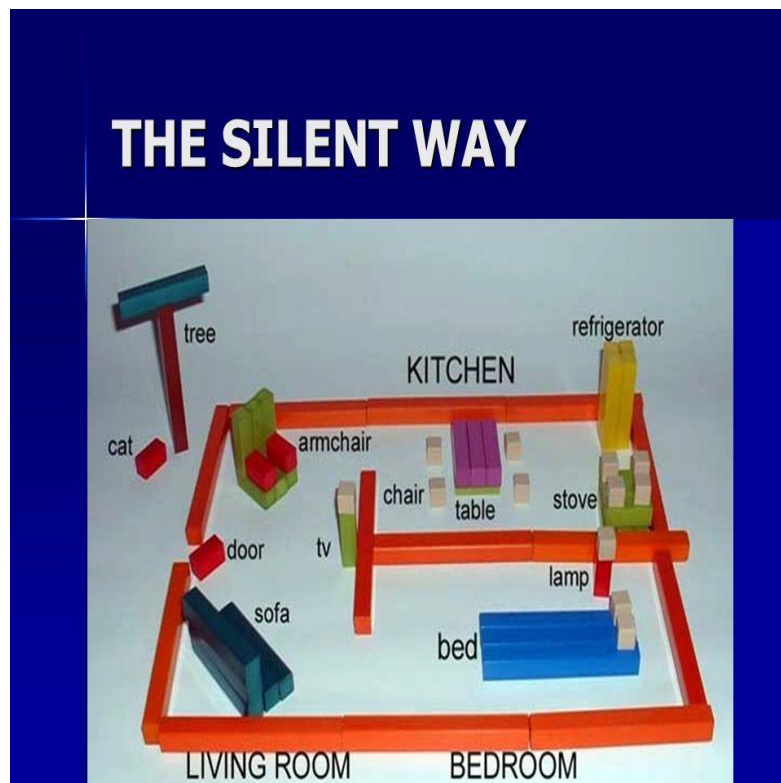
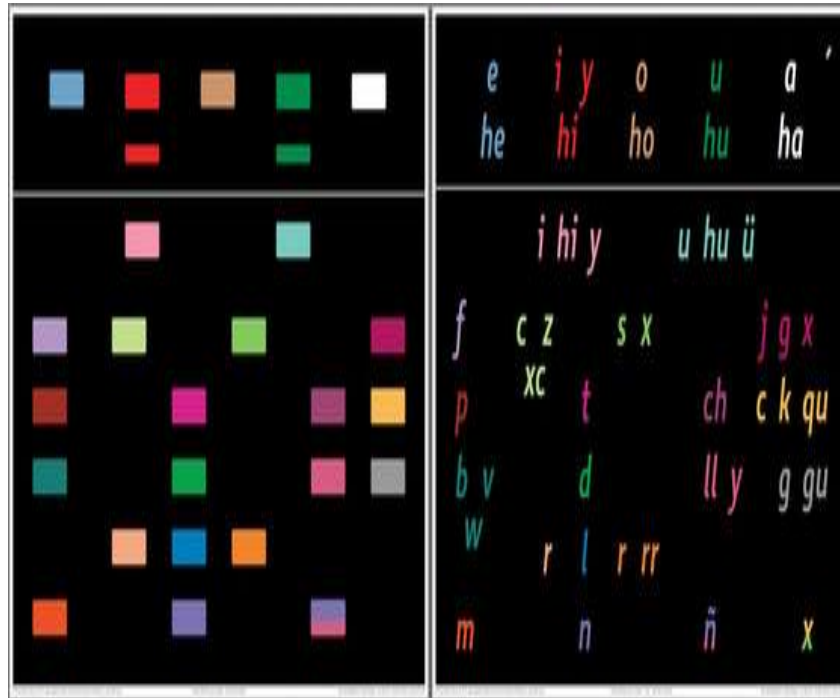


Image source: (McDonald, 2017)

## Desuggestopedia

The theory underlying this method is that a language can be acquired only when the learner is receptive and has no mental blocks. By various methods it is suggested to the student that the language is easy - and in this way the mental blocks to learning are removed.

A Desuggestopedic course is conducted in a classroom which is bright and cheerful. Posters displaying grammatical information about the target language are hung around the room in order to take advantage of students' peripheral learning. The posters are changed every few weeks to create a sense of novelty in the environment. Students select target language names and choose new occupations. During the course they create whole biographies to go along with their new identities.

These are some of the techniques and the classroom set-up:

TECHNIQUES	EXAMPLES
<b>Classroom set-up</b>	The challenge for the teacher is to create a classroom environment which is bright and cheerful.
<b>Peripheral learning</b>	<p>This technique is based upon the idea that we perceive much more in our environment than that to which we consciously attend.</p> <p>It is claimed that, by putting posters containing grammatical information about the target language on the classroom walls, students will absorb the necessary facts effortlessly.</p>
<b>Positive suggestion</b>	It is the teacher's responsibility to orchestrate the suggestive factors in a learning situation, thereby helping students break down the barriers to learning that they bring with them. Teachers can do this through direct and indirect means.



<b>Choose a new identity</b>	<p>The students choose a target language name and a new occupation. As the course continues, the students have an opportunity to develop a whole biography about their fictional selves. For instance, later on they may be asked to talk or write about their fictional hometown, childhood, and family.</p>
<b>Role play</b>	<p>Students are asked to pretend temporarily that they are someone else and to perform in the target language as if they were that person. They are often asked to create their own lines relevant to the situation. In the lesson we observed, the students were asked to pretend that they were someone else and to introduce themselves as that person.</p>

<b>First concert (active concert).</b>	<p>After the teacher has introduced the story as related in the dialog and has called students' attention to some particular grammatical points that arise in it, she reads the dialog in the target language. The students have copies of the dialog in the target language and their native language and refer to it as the teacher is reading. Music is played. The music is classical; the early romantic period is suggested. The teacher's voice rises and falls with the music.</p>
--	--

<b>Second concert (passive concert)</b>	<p>In the second phase, the students are asked to put their scripts aside. They simply listen as the teacher reads the dialog at a normal rate of speed. The teacher is seated and reads with musical accompaniment. The content governs the way the teacher reads the script, not the music, which is pre-Classical or Baroque. At the conclusion of this concert, the class ends for the day.</p>
<b>Primary activation</b>	<p>This technique and the one that follows are components of the active phase of the lesson. The students playfully reread the target language dialog out loud, as individuals or in groups.</p> <p>(Larsen-Freeman, Techniques and Principles in Language Teaching, 2008)</p>

## **EXAMPLES OF DESUGGESTOPEDIA METHOD**



Image source: (DM-Learning, 2014)

## Community Language Learning

This is probably one of the English teaching methods where the student feels the safest as there is a great emphasis on the relationship and bond between the student and teacher. (Abroad). This method advises teachers to consider their students as “whole persons”. Whole-person learning means that teachers consider not only their students’ intellect, but also have some understanding of the relationship among students’ feelings, physical reactions, instinctive protective reactions, and desire to learn.

These are some techniques:

TECHNIQUES	EXAMPLES
<b>Tape recording student conversation</b>	This is a technique used to record student-generated language as well as given the opportunity for community learning to come about. By giving students the choice about what to say and when to say it, students are in a good position to take responsibility for their own learning. Students are asked to have a conversation using their native language as the common language of the group.

<b>Transcription</b>	<p>The teacher transcribes the students' tape-recorded target language conversation. Each student is given the opportunity to translate his or her utterances and the teacher writes the native language equivalent beneath the target language words. Students can copy the transcript after it has been completely written on the blackboard or on large, poster-sized paper, or the teacher may provide them with a copy. The transcript provides a basis for future activities. If poster-sized paper is used, the transcript can be put up in the classroom for later reference and for the purpose of increasing student security.</p>
<b>Reflection on experience</b>	<p>The teacher takes time during and/or after the various activities to give the students the opportunity to reflect on how they feel about the language learning experience, themselves as learners, and their relationship with one another.</p>
<b>Reflective listening</b>	<p>The students relax and listen to their own voices speaking the target language on the tape. Another possible technique is for the teacher to read the transcript while the students simply listen, with their eyes open or shut. A third possibility is for the students to mouth the words as the teacher reads the transcript.</p>

<p><b>Human</b></p> <p><b>Computer</b></p>	<p>A student chooses some part of the transcript to practice pronouncing. She is “in control” of the teacher when she tries to say the word or phrase. The teacher, following the student’s lead, repeats the phrase as often as the student wants to practice it. The teacher does not correct the student’s mispronunciation in any way. It is through the teacher’s consistent manner of repeating the word or phrase clearly that the student self-corrects as he or she tries to imitate the teacher’s model.</p>
<p><b>Small group tasks</b></p>	<p>Teachers who use small group activities believe students can learn from each other and can get more practice with the target language by working in small groups. Also, small groups allow students to get to know each other better. This can lead to the development of a community among class members. (Larsen-Freeman, Techniques and Principles in Language Teaching, 2008)</p>



## EXAMPLES OF THE COMMUNITY LEARNING LANGUAGE

### Types of learning and teaching activities

- ❖ Translation
- ❖ Group work
- ❖ Recording
- ❖ Transcription
- ❖ Analysis
- ❖ Reflection and observation
- ❖ Listening
- ❖ Free conversation



Image source: (Technology, 2013)




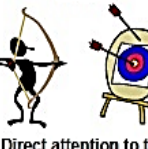






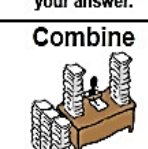

Accountable to the Learning Community	<b>Listen</b>  Pay attention to the statements of others.	<b>Summarize</b>  Restate the ideas of a previous speaker in new language.	<b>Build</b>  Add to the statement of a previous speaker.	<b>Mark</b>  Direct attention to the importance of another's statement.
	<b>Verify</b>  Check your understanding of previous statements & knowledge.	<b>Unpack</b>  Explain how you arrived at your answer.	<b>Support</b>  Give examples & evidence to support your answer.	<b>Link</b>  Point out the relationships among previous statements & knowledge.
	<b>Defend</b>  Defend your reasoning against a different point of view.	<b>Challenge</b>  Ask a previous speaker to explain & provide evidence for a statement.	<b>Combine</b>  Incorporate knowledge from multiple resources to form your ideas.	<b>Predict</b>  Draw conclusions about what might happen next, or as a result of ideas.

Image source: (Cunningham)

## Total Physical Response (TPR)

TPR works by having the learner respond to simple commands such as "Stand up", "Close your book", "Go to the window and open it." With TPR, the most important skill is aural comprehension and everything else will follow naturally later. The first phase of a lesson is one of modeling. The instructor issues commands to a few students, then performs the actions with them. In the second phase, these same students demonstrate that they can understand the commands by performing them alone. The observers also have an opportunity to demonstrate their understanding. The teacher next recombines elements of the commands to have students develop flexibility in understanding unfamiliar utterances. These commands, which students perform, are often humorous. After learning to respond to some oral commands, the students learn to read and write them. When students are ready to speak, they become the ones who issue the commands. After students begin speaking, activities expand to include skits and games.

(Larsen-Freeman, Techniques and Principles in Language Teaching, 2008) Described in her book the following techniques:

TECHNIQUES	EXAMPLES
<b>Using commands to direct behavior</b>	It should be clear. The commands are given to get students to perform an action; the action makes the meaning of the command clear. Since Asher suggests keeping the pace lively, it is necessary or a teacher to plan in advance just which commands she will introduce in a lesson. If the teacher tries to think them up as the lesson progresses, the pace will be too slow.
<b>Role reversal</b>	Students command their teacher and classmates to perform some actions. Asher says that students will want to speak after ten to twenty hours of instruction, although some students may take longer. Students should not be encouraged to speak until they are ready.
<b>Action sequence</b>	As the students learn more and more of the target language, a longer series of connected commands can be given, which together comprise a whole procedure. This series of commands is called an action sequence, or an operation. Many everyday activities, like writing a letter, can be broken down into an action sequence that students can be asked to perform.

## EXAMPLES OF THE TOTAL PHYSICAL RESPONSE (TPR)

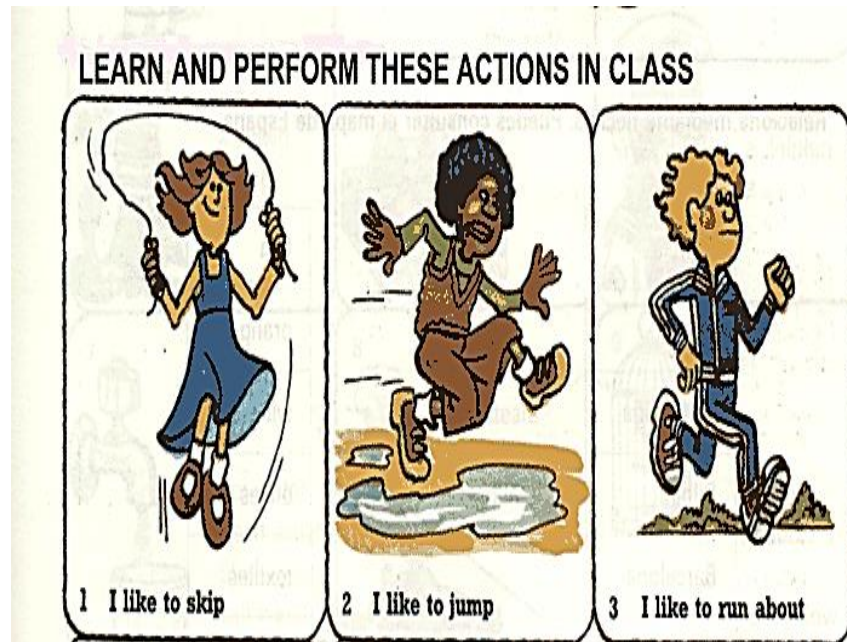


Image source: (tprteacher, 2013)

### Example:

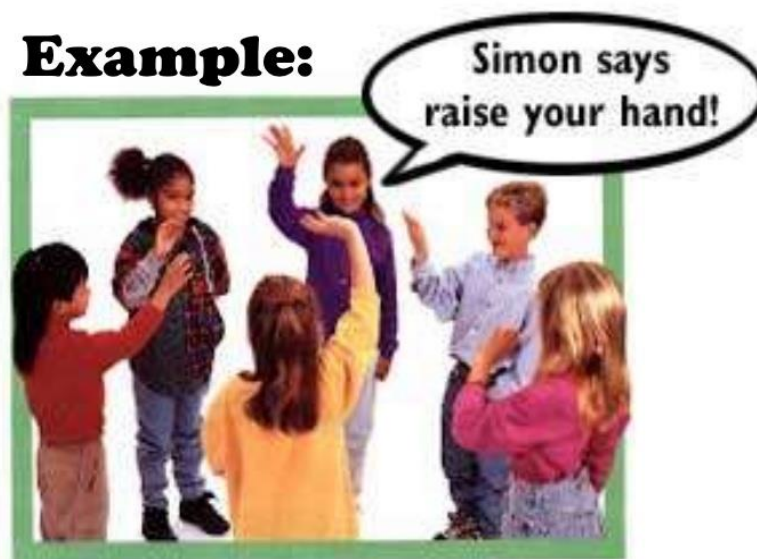


Image source: (Julieth, 2011)

## Communicative Language Teaching (CLT)

The idea behind this approach is to help learners communicate more effectively and correctly in realistic situations that they may find themselves in. This type of teaching involves focusing on important functions like suggesting, thanking, inviting, complaining, and asking for directions to name but a few. Students use the language a great deal through communicative activities such as games, role plays, and problem-solving tasks. Activities that are truly communicative, according to Morrow (in Johnson and Morrow 1981), have three features in common: information gap, choice, and feedback.

Techniques and the Materials associated with CLT:

TECHNIQUES	EXAMPLES
<b>Authentic materials</b>	To overcome the typical problem that students cannot transfer what they learn in the classroom to the outside world and to expose students to natural language in a variety of situations, adherents of CLT advocate the use of language materials authentic to native speakers of the target language.
<b>Scrambled sentences</b>	The students are given a passage (a text) in which the sentences are in a scrambled order. This may be a passage they have worked with or one they have not seen before. They are told to unscramble the sentences so that the sentences are restored to their original order.
<b>Language games</b>	Games are used frequently in CLT. The students find them enjoyable, and if they are properly designed, they give students valuable communicative practice.








<b>Picture strip story</b>	Many activities can be done with picture strip stories.
<b>Role play</b>	Role plays are very important in CLT because they give students an opportunity to practice communicating in different social contexts and in different social roles. Role plays can be set up so that they are very structured or in less structured way.

### **Classroom activities used in CLT**

#### **Example Activities:**

- **Role Play -Interviews –**
- **Information Gap –**
- **Games -Language Exchanges –**
- **Surveys -Pair Work**

## EXAMPLES OF THE COMMUNICATIVE LANGUAGE TEACHING (CLT)

What's their telephone number?							(A)
							?
	Paul	Gloria	Sam	Simon	Verna	Linda	
			54 93 20		80 26 17	21 85 0	
How old are they?							
	23		18	56			

..... 








What's their telephone number?							(B)
							?
	Paul	Gloria	Sam	Simon	Verna	Linda	
	90 76 48	32 97 6		63 52 18			
How old are they?							
		47			29	34	

Image source: (QUA-LIST-NRW)



## **Content-based, Task based, and Participatory Approaches**

Lesson centered on giving students opportunities to practice using the communicative function of making predictions. These three approaches have in common teaching through communication rather than for it.

### **Content-Based Instruction**

The special contribution of content-based instruction is that it integrates the learning of language with the learning of some other content, often academic subject matter. The subject matter content is used for language teaching purposes, teaching should build on students' previous experience; when learners perceive the relevance of their language use, they are motivated to learn. They know that it is a means to an end, rather than an end in itself. The teacher "scaffolds" the linguistic content, helps learners say what it is they want to say by building together with the students a complete utterance. Language is learned most effectively when it is used as a medium to convey informational content of interest to the students. Vocabulary is easier to acquire when there are contextual clues to help convey meaning.

When students work with authentic subject matter, students need language support. For instance, the teacher may provide a number of examples, build in some redundancy, use comprehension checks, etc.



Learners work with meaningful, cognitively demanding language and content within the context of authentic material and tasks, communicative competence involves more than using language conversationally. It also includes the ability to read, discuss, and write about content from other fields.

### **Task-Based Instruction**

As with content-based instruction, a task-based approach aims to provide learners with a natural context for language use. As learners work to complete a task, they have abundant opportunity to interact. Such interaction is thought to facilitate language acquisition as learners have to work to understand each other and to express their own meaning. By so doing, they have to check to see if they have comprehended correctly and, at times, they have to seek clarification. By interacting with others, they get to listen to language which may be beyond their present ability, but which may be assimilated into their knowledge of the target language for use at a later time.

Long and Crookes (1993) have identified three different types of task-based approaches (they call them syllabi).

1. The first of these is procedural.
2. The second is based on Breen and Candlin's (1980) notion that language learning should be seen as a process which grows out of communicative interaction. As such, students and teachers decide together upon which tasks to do.
3. The third type of approach is their own task-based language teaching, which focuses on meaningful interaction while still drawing students' attention to language form as needed.

### Participatory Approach

It is similar to the content-based approach in that it begins with content that is meaningful to the students and any forms that are worked upon emerge from that content. What is strikingly different though is the nature of the content. It is not the content of subject matter texts, but rather content that is based on issues of concern to students.

Tasks can be done individually, in pairs or in groups.

Examples include the following:

- Drawing/writing/performing a new version of a story which has been used in class.
- Writing and performing a simple play.
- Making and playing a board game.

- Planning and creating objects such as models, masks, etc.
- Devising a survey, carrying it out and presenting the results in some form (spoken or written).
- Creative speaking or writing such as posters, stories, radio programmes, class magazines, poetry letters or recordings to imaginary characters in a story.
- Investigating a topic such as Bears and presenting the information.

(Larsen-Freeman, Techniques and Principles in Language Teaching, 2008)

	Content Based Instruction	Task-based Language Teaching	The Participatory Approach	Cooperative Learning (not a full method)
Teacher's Role	Set clear language learning and content learning objectives, scaffolding the language.	Chooses tasks based on students' needs. Monitors performance and intervenes when necessary.	Identifies problems in the students' lives by talking with them and integrates these ideas into the class.	Teachers teach students social skills so that they can work together more efficiently.

## **Learning Strategy Training, Cooperative Learning, and Multiple Intelligences**

### **Learning Strategy Training**

In the early 1970s, language learners were seen to be more actively responsible for their own learning. In keeping with this perception, in 1975 Rubin investigated what “good language learners” did to facilitate their learning. From this investigation, she identified some of their learning strategies, “the techniques or devices which a learner may use to acquire knowledge” (p.43). Good language learners, according to Rubin, are willing and accurate guessers who have a strong desire to communicate, and will attempt to do so even at the risk of appearing foolish. They attend to both the meaning and the form of their message. They also practice and monitor their own speech as well as the speech of others.

In order to maximize their potential and contribute to their autonomy, language learners-and especially those not among the group of so-called “good” learners-needed training in learning strategies. Indeed, Wenden (1985) observed that language teachers’ time might be profitable spent in learner training, as much as in language training.

Such suggestions led to the idea of learning strategy training-training students in the use of learning strategies in order to improve their learning effectiveness.

### Principles:

- The students' prior knowledge and learning experiences should be valued and built upon.
- Studying certain learning strategies will contribute to academic success.
- The teacher's job is not only to teach language, but to teach learning.
- For many students, strategies have to be learned. The best way to do this is with "hands-on" experience.
- Students need to become independent, self-regulated learners. Self-assessment contributes to learner autonomy.
- An important part of learning a strategy is being able to transfer it, use it in a different situation.

### Metacognitive Strategies

Strategies that are used to plan, monitor, and evaluate a learning task.

Other examples of metacognitive strategies include arranging the conditions that help one learn:

- What conditions help you learn? Setting long and short-term goals.
- What do you want to learn? Checking one's comprehension during listening or reading.
- What have you understood?

## Cognitive strategies

Involve learners interacting and manipulating what is to be learned. Examples include replaying a word or phrase mentally to “listen” to it again, outlining and summarizing what has been learned from reading or listening, and using keywords (remembering a new target language word by associating it with a familiar word or by creating a visual image of it).

The other category is social/affective strategies where learners interact with other persons or “use affective control to assist learning”. Examples include creating situation to practice the target language with others, using self-talk, where one thinks positively and talks oneself through a difficult task, and cooperating or working with others to share information, obtain feedback, and complete a task. This last strategy, cooperation, gives us a convenient bridge to the next topic.

## Cooperative Learning

Cooperative or collaborative learning essentially involves students learning from each other in groups. But it is not the group configuration that makes cooperative learning distinctive; it is the way that students and teachers work together that is important. In the learning strategy training, the teacher helps students learn how to learn more effectively. In cooperative learning, teachers teach students collaborative or social skills so that they can work together more effectively.

## Principles:

- Students are encouraged to think in terms of “positive interdependence,” which means that the students are not thinking competitively and individualistically, but rather cooperatively and in terms of the group.
- In cooperative learning, students often stay together in the same groups for a period of time so they can learn how to work better together.
- The efforts of an individual help not only the individual to be rewarded, but also others in the class.
- Social skills such as acknowledging another’s contribution, asking others to contribute, and keeping the conversation calm need to be explicitly taught.
- Language acquisition is facilitated by students interacting in the target language.
- Although students work together, each student is individually accountable.
- Responsibility and accountability for each other’s learning is shared.



- Each group member should be encouraged to feel responsible for participating and for learning. Leadership is “distributed.”
- Teachers not only teach language; they teach cooperation as well. Of course, since social skills involve the use of language, cooperative learning teaches language for both academic and social purposes. (Larsen-Freeman, Techniques and Principles in Language Teaching, 2008)

## Multiple Intelligences

Teachers have always known that their students have different strengths. In the language teaching field, some of the differences students are better visual learners than aural learners. They learn better when they are able to read new material rather than simply listen to it.

The psychologist Howard Gardner (1983) related to his work on multiple intelligences has been influential in language teaching circles. Teachers who recognize the multiple intelligences of their students acknowledge that students bring with them specific and unique strengths, which are often not taken into account in classroom situations. Gardner has theorized that individuals have at least seven distinct intelligences that can be developed over a lifetime. The seven are:


1. **Logical/mathematical**- the ability to use numbers effectively, to see abstract patterns, and to reason well.
2. **Visual/spatial**- the ability to orient oneself in the environment, to create mental images, and a sensitivity to shape, size, color.
3. **Body/kinesthetic**- the ability to use one's body to express oneself and to solve problems.
4. **Musical/rhythmic**- an ability to recognize tonal patterns and a sensitivity to rhythm, pitch, melody.

5. **Interpersonal**- the ability to understand another person's moods, feelings, motivations, and intentions.
6. **Intrapersonal**- the ability to understand oneself and to practice self-discipline.
7. **Verbal/linguistic**- the ability to use language effectively and creatively.

Christison (1996) and Armstrong (1994) give us examples of activities that fit each type of intelligence:

Type of Intelligence	Activity
<b>Logical/mathematical</b>	Puzzles and games, logical, sequential presentations, classifications and categorizations.
<b>Visual/Spatial</b>	Charts and grids, videos, drawing.
<b>Body/Kinesthetic</b>	Hands-on activities, field trips, pantomime.
<b>Musical/Rhythmic</b>	Singing, playing music, jazz chants.
<b>Interpersonal</b>	Pairwork, project work, group problem-solving.
<b>Intrapersonal</b>	Self-evaluation, journal keeping, options for homework.
<b>Verbal/Linguistic</b>	Note-taking, storytelling, debates.

# Learning Styles

<p><u>Visual</u></p>  <p>* You prefer using pictures, images, and spatial understanding.</p>	<p><u>Musical/Auditory</u></p>  <p>* You prefer using sound and music.</p>	<p><u>Verbal</u></p>  <p>* You prefer using words, both in speech and writing.</p>	<p><u>Physical/Kinesthetic</u></p>  <p>* You prefer using your body, hands and sense of touch.</p>
<p><u>Logical/Mathematical</u></p>  <p>* You prefer using logic, reasoning and systems.</p>	<p><u>Social</u></p>  <p>* You prefer to learn in groups or with other people.</p>	<p><u>Solitary</u></p>  <p>* You prefer to work alone and use self-study.</p>	<p><b>What is your learning style?</b></p>

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Image source: (Mind)

# GARDNER'S MULTIPLE INTELLIGENCES



Teachstarter.com

## MUSICAL - RHYTHMIC AND HARMONIC

"I like to play musical instruments."

"I like to rhyme, rap and chant."

"I like to compose."

"I like to sing."

**I SOMETIMES USE SONGS OR RHYTHM TO LEARN.**

"I like to record, hum and copy sounds."

"I like to whistle."



Teachstarter.com

Image source: (Teachstarter)



## VISUAL - SPATIAL

"I like to film  
and animate."

"I like to  
photograph."



"I like to visualize."

**I LIKE TO SEE,  
VISUALIZE OR  
IMAGINE WHAT  
I AM LEARNING.**

"I like to draw,  
and sketch."



"I like to paint  
and sculpt."



Teach Starter.com

## VERBAL - LINGUISTIC

"I like to spell."

"I like to describe."

c-a-t

**I LIKE TO READ,  
WRITE, TELL STORIES  
AND MEMORIZE  
INFORMATION.**

"I like to  
narrate and  
recite."



"I like to debate,  
argue and explain."



Teach Starter.com

Image source: (Teachstarter)

## LOGICAL - MATHEMATICAL

"I like to measure and sequence."



"I like to calculate."



**I USE LOGIC,  
REASONING, NUMBERS  
AND CRITICAL  
THINKING.**

"I like to investigate,  
solve, explain and  
predict."



"I like to code."



Teach Starter.com

## BODILY - KINAESTHETIC

"I like to dance and exercise."

"I like to use tools and build."



**I LIKE TO LEARN  
BY MOVING AND  
DOING PHYSICAL  
ACTIVITIES.**

"I like to hit,  
throw and catch."



"I like to jump."



Teach Starter.com

Image source: (Teachstarter)



## INTERPERSONAL

"I like to interview and survey."

"I like to negotiate."

"I like to play games and work as a team."



**I LIKE TO INTERACT WITH OTHERS AND WORK AS PART OF A TEAM.**



"I like to perform and present to the class."



Teach Starter.com

## INTRAPERSONAL



"I like to keep a journal."

"I like to reflect, self-assess and self-analyse."

**I USE SELF-REFLECTION AND ANALYSIS TO SET PERSONAL GOALS AND IDENTIFY MY STRENGTHS/WEAKNESSES.**



To Do

"I like to make 'to do' lists and set action plans."



"I like to set goals."

Teach Starter.com

Image source: (Teachstarter)



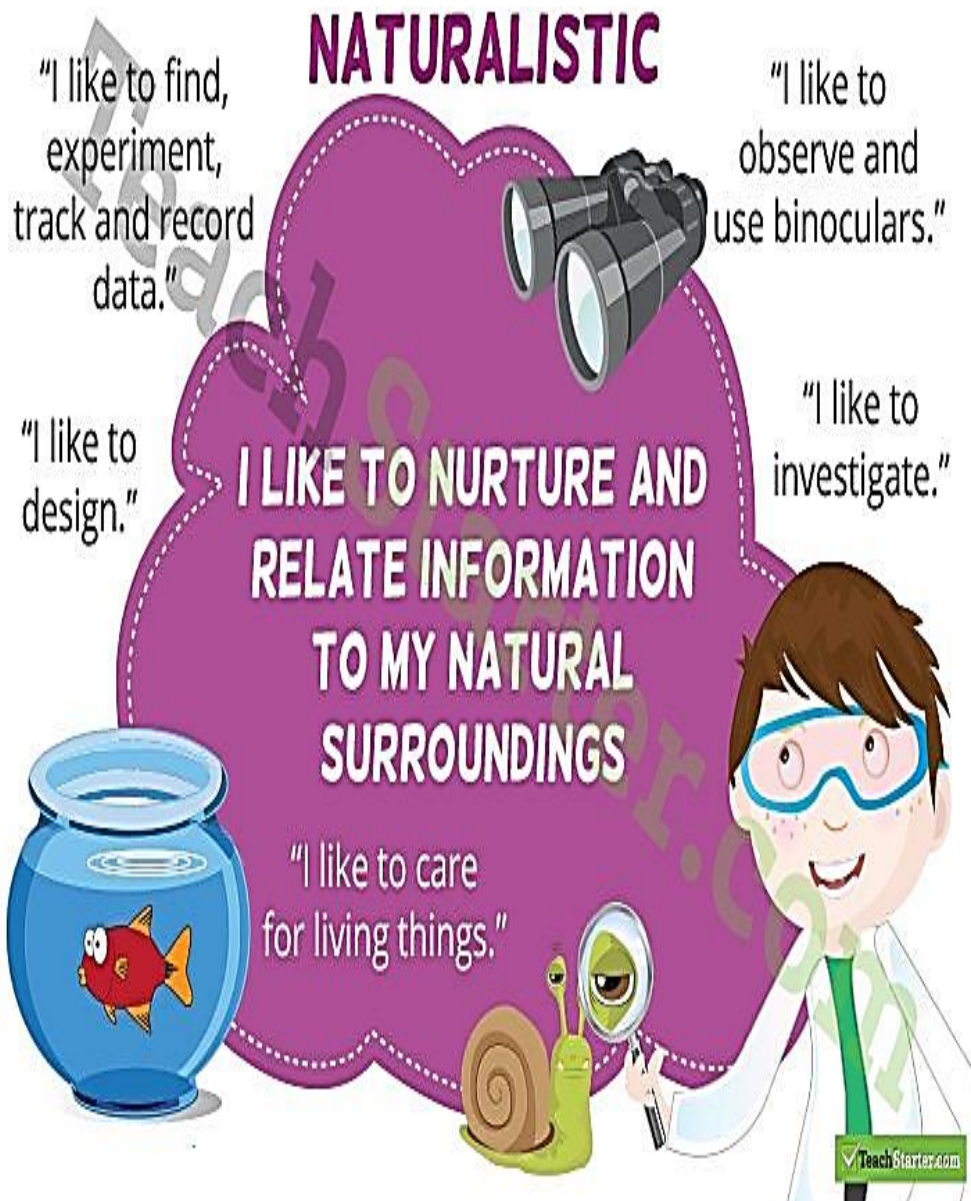
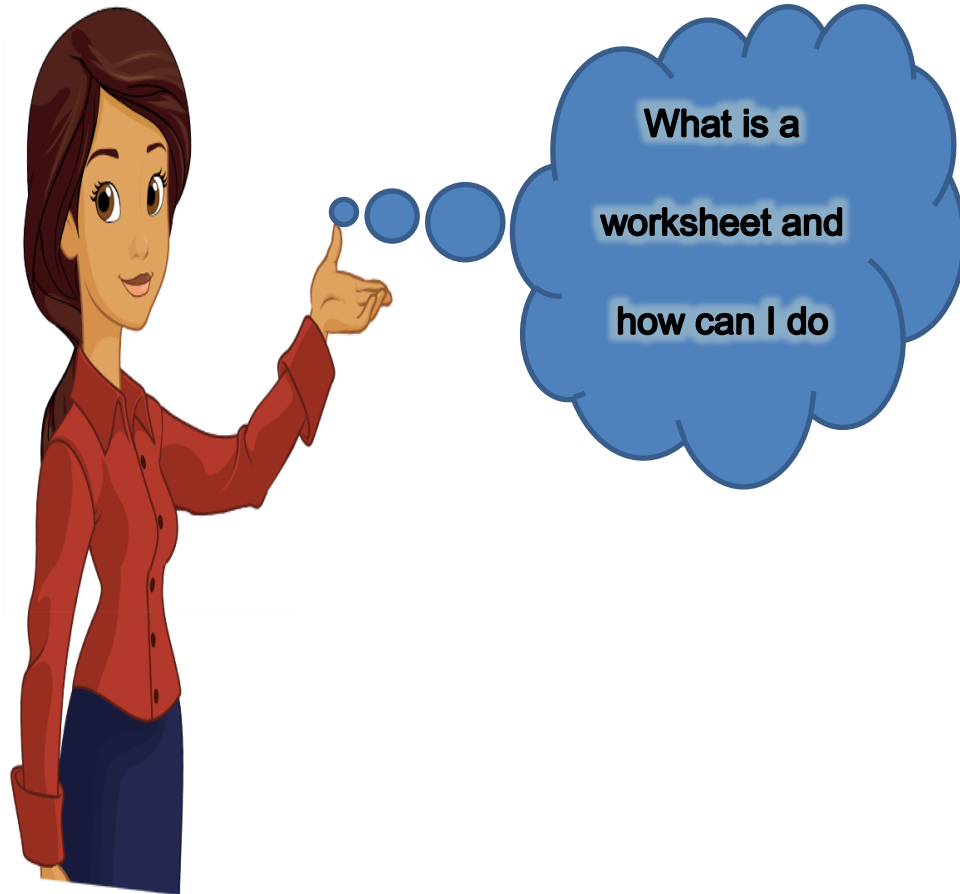


Image source: (Teachstarter)



- A worksheet is a specially prepared page of exercises designed to improve your knowledge or understanding of a particular subject.
- A sheet of paper containing exercises to be completed by a pupil or student. (Oxford Dictionary)

A **worksheet** is a sheet of paper on which one performs work. In education, a worksheet may have questions for students and places to record answers.

Worksheets help learners to engage more thoroughly with specific elements of a foreign language – both in the classroom and at home. This only works if the worksheets are well-designed, however. This is easily achieved with the right structure and a few tricks.

### The ideal structure

A good worksheet follows a set structure:

- A header containing general information which places the worksheet within the lesson context.
- Clear instructions.
- The exercise itself, including illustrations, highlighted points and sufficient space for answers.
- Possibly additional exercises, each with their own instructions.

The header is the foundation for an organized approach to learning and contains information: about the subject; about the stage, class or level; about the topic and lesson unit; about further materials such as the textbook, and possibly any source references. This makes it easier for learners to keep their worksheets well-organized, to review specific topics and to repeat exercises when necessary.

### Motivational content

A few points also need to be observed with respect to content – and ideally also with respect to grammatical issues: *content needs to be up-to-date*. This applies to technology (no telephone booths), to lifestyle and relationship constellations (not limited to married couples with children, a house and a dog), and to information about the country and its culture (*Content must have some relevance to the lives of the learners. It must also be age-appropriate*).

Where a worksheet contains several exercises, all of them should relate to the same topic – preferably in terms of both grammatical topic and content. This ensures that learners will not be overburdened or distracted by too much new vocabulary. Furthermore, intensive engagement with a single topic anchors the content more firmly in the memory.

### **Not to be forgotten: form**

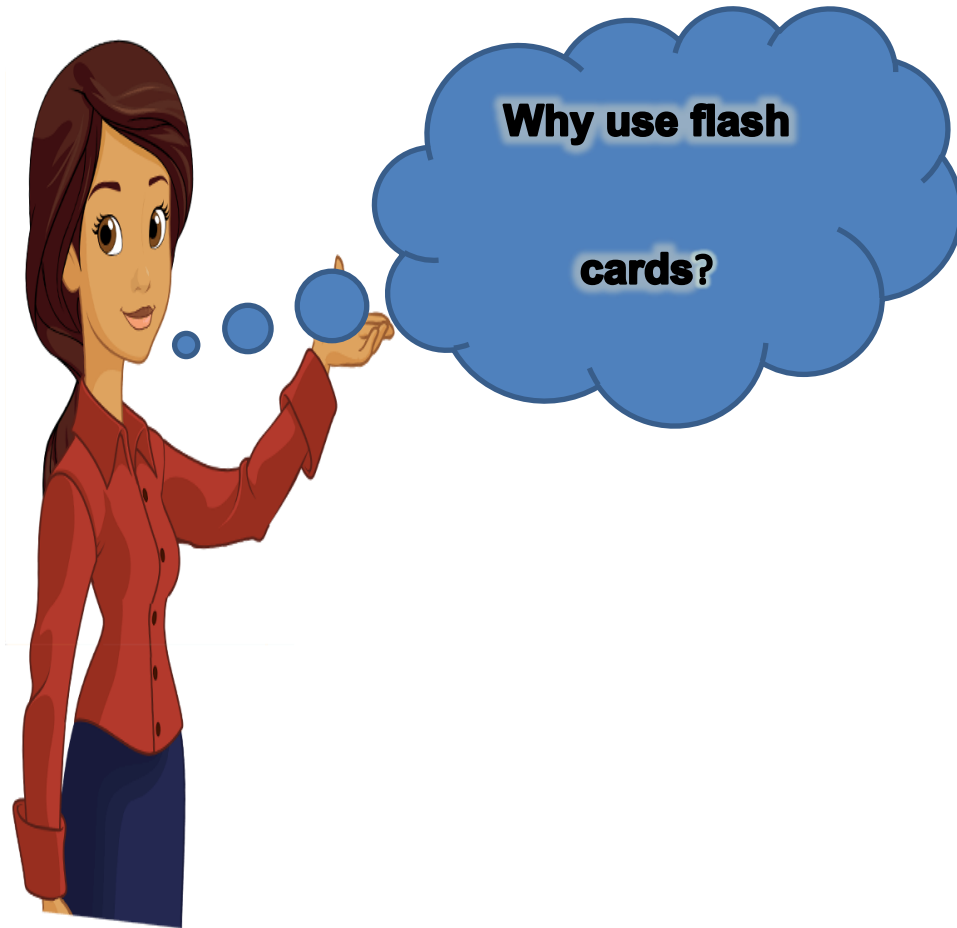
Yet even the very best content is of little use if poor readability or other aspects relating to form place demands on the learner's cognitive capacities – for good readability is important. Teachers should therefore avoid poor-quality photocopies of worksheets. Worksheets should provide sufficient space for answers so that students are not forced to write illegibly. Wherever possible, pictures should be used to illustrate content. It may be useful to underline the forms to be learnt, or to print them in bold type. Empirical studies show that learning is facilitated and accelerated in particular by illustrations (Carney et al. 2002) and highlighting (Schmidt 1992).

## **Peculiarities of foreign language teaching**

Since foreign language lessons are not generally conducted in the native tongue of the teachers or learners, instructions on worksheets must be expressed in particularly straightforward and clear terms. However, the use of such simple language in foreign language lessons can easily induce the teacher to adopt childish themes, yet learners are in many cases teenagers or young adults who are not interested in the same topics as children. As a general rule, information about the country and its culture is important (cf. Salomo), and lessons should also draw on the experiences of the learners themselves.

## **Using special software to compile worksheets**

Teachers can also use specialized software (not all of which is available free of charge) to compile worksheets. One such program is the *Worksheet Crafter*, which was used to create the example worksheets. (Institute)



- Flash cards are a simple, versatile, yet often underexploited resource. I would like to offer some reasons for using flash cards and a selection of activities for use in the Young Learner classroom, although some of the activities could also be used with fun-loving, lower level adult classes.

## **Why use flash cards?**

Howard Gardner's multiple intelligence theory reminds teachers that there are many types of learners within any one class. Gardner's research indicates that teachers should aim to appeal to all the different learner types at some point during the course. It is particularly important to appeal to visual learners, as a very high proportion of learners have this type of intelligence. Flash cards can be bright and colorful and make a real impact on visual learners. Many of the activities outlined below will also appeal to kinesthetic learners.

For children at reading age, flash cards can be used in conjunction with word cards. These are simply cards that display the written word. Word cards should be introduced well after the pictorial cards so as not to interfere with correct pronunciation.

Flash cards are a really handy resource to have and can be useful at every stage of the class. They are a great way to present, practice and recycle vocabulary and when students become familiar with the activities used in class, they can be given out to early-finishers to use in small groups. I sometimes get the students to make their own sets of mini flash cards that can be taken home for them to play with, with parents and siblings.

## **Where to get flash cards?**

- Buy them. Some course books provide a supplementary pack of flash cards or they can be bought in sets.
- Make them yourself. If you do not have access to professionally produced flash cards, don't worry, it's really easy to make your own even if you're not very artistic. You can use pictures from magazines, draw simple pictures or copy from the internet or clip art.

The most important thing is to make sure they are all of the same size, on card (different colors for different sets) so you can't see through them. If possible you can laminate the sets as you make them and they will last for years. The advantage of making your own, apart from the fact that they're cheap and yours to keep, is that you can make sets for your specific needs. You may like to make a set to use in conjunction with a story book or graded reader, or even to accompany project work.

- Students make them. I have recently begun to incorporate the production of flash cards into the classroom. After introducing a new lexical set, using realia or the course book, ask students to produce the flash cards for you. Give each one an item to draw. They can be mounted on card to make the set.



## Activities for using flash cards

I have divided the activities into the following categories: Memory, drilling, identification and TPR activities.

### Memory activities

- Memory Tester
  - Place a selection of flash cards on the floor in a circle.
  - Students have one minute to memorize the cards.
  - In groups, they have two minutes to write as many of the names as they can remember.

### Drilling activities

- Invisible Flash cards
  - Stick nine flash cards on the board and draw a grid around them.
  - Use a pen or a pointer to drill the nine words. Always point to the flash card you are drilling.
  - Gradually remove the flash cards but continue to drill and point to the grid where the flash card was.
  - When the first card is removed and you point to the blank space, nod your head to encourage children to say the word of the removed flash card.
  - Students should remember and continue as if the flash cards were still there. They seem to be amazed that they can remember the pictures.

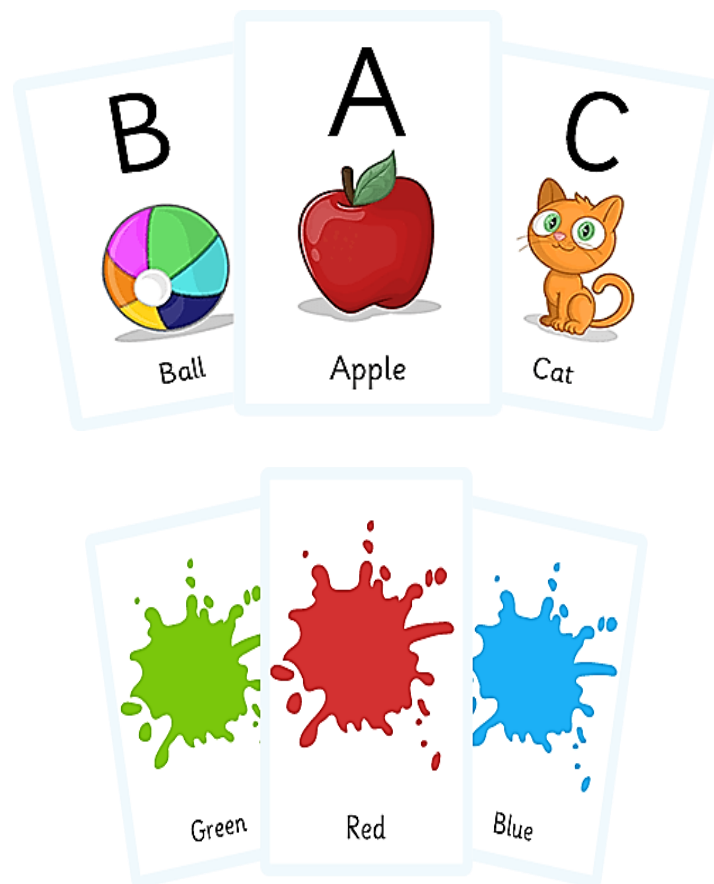
- Depending on the age group I then put the flash cards back in the right place on the grid, asking the children where they go, or I ask students to come up and write the word in the correct place on the grid.
- This activity highlights the impact of visual aids. It really proves that the images 'stick' in students' minds.

### **Identification activities**

- Reveal the Word
  - Cover the flash card or word card with a piece of card and slowly reveal it.
  - Students guess which one it is.
  - Once the card is shown, chorally drill the word with the group using different intonation and silly voices to keep it fun. Vary the volume too, whisper and shout the words. Children will automatically copy your voice.
  - Alternatively, flip the card over very quickly so the children just get a quick glimpse.
  - Repeat until they have guessed the word.

## TPR activities

- Point or race to the flash cards
  - Stick flash cards around the class.
  - Say one of them and students point or race to it.
  - Students can then give the instructions to classmates.
  - You can extend this by saying 'hop to the cat' or even 'if you have blonde hair, swim to the fish' etc.
  - You can also incorporate flash cards into a game of Simon Says.  
'Simon says, jump to the T-shirt' etc. (Budden)



(totcards)



Teachers can and should use songs as part of their classroom teaching repertoire. Songs contain authentic language, are easily obtainable, provide vocabulary, grammar and cultural aspects and are fun for the students.

They can provide valuable speaking, listening and language practice in and out of the classroom. Some key reasons songs can work exceedingly well in the foreign language classroom include the following:

### **1. Songs almost always contain authentic, natural language**

This often contrasts the contrived, stilted language found in many student texts. Of course songs can also go to the other extreme by using overly crude, foul or otherwise objectionable language. With careful screening, an extensive library of usable songs for language learning can be compiled.

### **2. A variety of new vocabulary can be introduced to students through songs**

Looking to boost student vocabulary with useful phrases, vocabulary and expressions? Songs are almost always directed to the native-speaking population so they usually contain contemporary vocabulary, idioms and expressions.

### **3. Songs are usually very easily obtainable**

Cibemba and Silozi notwithstanding, songs are usually not that difficult to obtain. Local sources may be available including the students themselves. There is always the internet which can connect you with song downloads in all but the most obscure languages.

#### **4. Songs can be selected to suit the needs and interests of the students**

In English especially, so many songs are available that selection of songs with suitable themes, levels and vocabulary is not at all difficult. Allowances can also be made for complexity or simplicity of language, depending on the students, by selecting and using suitable songs.

#### **5. Grammar and cultural aspects can be introduced through songs**

Most if not all songs have a recurring theme or story. So excerpting cultural elements is usually a possible, but often overlooked aspect of using songs. I still use “Hit the Road Jack” sung by the late Ray Charles to illustrate spoken contractions. He uses spoken contractions is virtually every line of the song.

#### **6. Time length is easily controlled**

Whether you have an hour, 30 minutes, or only 15 minutes or so, a song can be used in the course of a planned lesson. Use of songs is very flexible.

#### **7. Students can experience a wide range of accents**

A good thing about songs is that you can expose the students to many different kinds of English. British English, American English, Caribbean English are all widely available through songs. Accents too

are well represented by songs from different regions and in a variety of types and formats. Gospel, soul, R & B, Pop, Rock, Reggae, Jazz and other styles change not only accents, but vocabulary and usage too.

#### **8. Song lyrics can be used in relating to situations of the world around us**

Songs have been used as vehicles of protest for civil rights, workers' rights, even prisoners' rights along with an untold number of other causes. They have expounded on pollution, crime, war and almost every social theme or cause. We will not even mention how many songs are about, related to or explore the theme of sex.

#### **9. Students think songs are natural and fun**

Well actually they are, aren't they? Fun, even silly songs abound in English. Some singers actually made a career out of them. (Ray Stevens, anyone) They make unusual, fun changes of pace with classroom use.



Image source: (Clipart, 2017)



### **Videos as resource to teach English**

Video is a great resource to use in class and there are an endless number of ways to exploit it to create motivating, memorable classes with a high level of language production.



Your choice of video may well be limited depending on what you have available to you wherever you are so the suggested activities have been kept deliberately general. They also include several tasks where you have the sound of the video down, and you simply use the moving image. Therefore you can use programmes recorded from the TV in the country you're in. In fact, you can get a lot of mileage out of using cartoons, soap operas or reality TV shows from the students' country as they will be able to tell you all about the characters and you can exploit the natural information gap between you and them!

If you are using films, try to get them with subtitles in English. The great advantage of DVDs is that you can always put on the subtitles in English. If you use the 'subtitles for the hard of hearing' you tend to get more information than you need, such as 'car horn beeping loudly' or 'birds singing' and this can be confusing for the learners, however it's better than no subtitles at all. With higher levels explain that the subtitles have been made for deaf viewers so the background noises are also described. If you don't have any subtitles and you're using authentic materials, make your tasks based mainly on the visuals. As I'm sure you know, you need a high level of proficiency in a language to be able to follow films so lower levels could find it de-motivating if the tasks are too difficult. Using video should increase the students' level of motivation, so take your time to prepare tasks that will be challenging but not impossible for students to succeed in.

When you are planning a video lesson, try to think of it in three parts:

- **Before you watch**

The important thing about the before you watch tasks are that they get students into the topic and you prepare them for what they are going to see. This is the time to pre-teach any tricky vocabulary if you need to. 'Before you watch' tasks could be brainstorming, quizzes, vocabulary matching or any other task that gives some background knowledge about what they are going to watch.

- **While you watch**

These are the tasks that students do while they are viewing, or during a pause in the viewing. Remember how annoying it is to be interrupted continuously while you're watching TV? Bear this in mind while you prepare these tasks. They should be short and simple. You are asking your students to do a lot of multi-tasking by giving them 'while you watch' tasks and you are could be in danger of converting a potentially fun and enjoyable class into a real bore by over-loading the students with things to do. Having said that, we should always keep our students active during the viewing so they do not switch off.

- **After you watch**

Many tasks can follow on from watching a video and what you choose to do really depend on what you are watching. To give a few examples, a discussion could follow on naturally from a documentary, a role play or a 'what happens next?' could follow on from a soap opera and a character study or making your own comic strip could follow a cartoon.

Here are some classic video activities to get you started.

### **1) True or false?**

As students watch a section of video and have to write three sentences about what they see. The sentences can be a mix of true and false. Pause the viewing periodically and ask a couple of students to read a sentence and the others must say whether it's true or false.

### **2) Sound down**

Sit students in pairs facing one another with one facing the TV and the other facing away. Turn the sound down and play about two minutes of film. Choose the section carefully ensuring there's enough action.

The student watching the TV must explain what's happening to their partner. Then change places so the other student gets a turn. Then watch the whole clip to see how accurate they were. If you like, do the task once, and then ask the students who were the viewers which words they needed. Put some

vocabulary on the board then repeat the task so they get another go at describing the action.

### **3) Dubbing**

This can be a lot of fun. Choose a scene (I last did it with a cheesy South American soap opera) and get the students into groups according to how many characters there are. Play the scene without volume and get each student to choose a character. Play it again, stopping after each bit of speech and get the students to invent the dialogue. You need to go slowly and play back many times to give the students time to think and write. When they have the dialogue for the scene, play again and get each group to dub the scene with their dialogue. You can also do this with adverts.

### **4) Hold it there!**

Pause the video at an appropriate moment to leave a still image on the screen.

Use the image as if it were a photo or a picture and use it to prompt discussion, create role-plays or simply for students to describe what they can see.

### **5) What going to happen next?**

Pause the video at an appropriate moment and ask students to predict what's going to happen next. You could put the class into teams to discuss the

options and the team who's closest to what actually happens when you watch the scene wins a point.

## **6) Ordering the events**

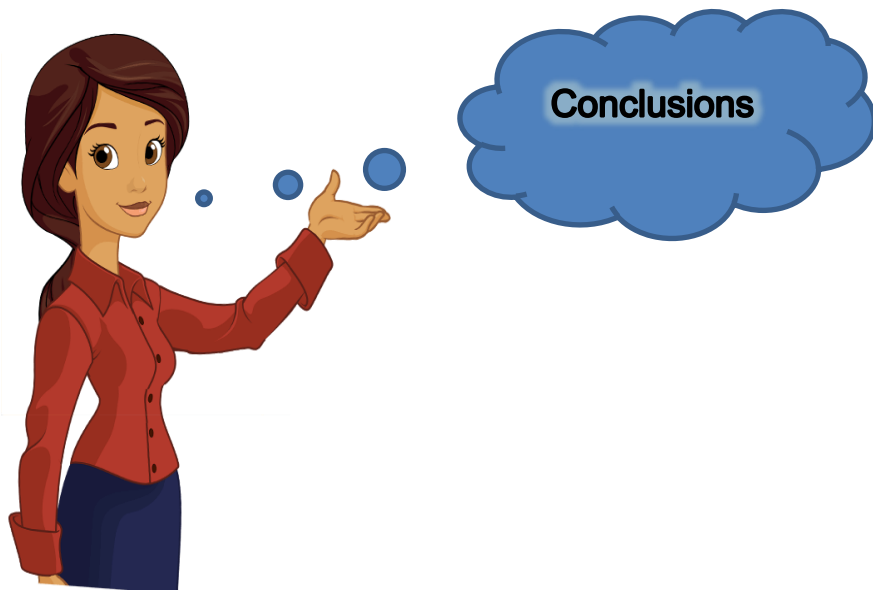
Write a list of events that happen in the video clip on the board or on a worksheet but put them in the wrong order. Students watch and re-order the events correctly.

- Just a word of warning to end on, do check all the material you show students beforehand just in case there are scenes that you think may not be suitable. It could be quite uncomfortable, for you and them, if raunchy bedroom scenes or very violent scenes appear on the screen and you are with a class of young students. Also be careful to check the school's policy on using video.
- You should probably abide by either the local age restrictions or British age restrictions for films. British Council teaching centers are quite strict about this now and do not allow any students to see films with higher age restrictions than the age of the youngest student in the class.

- If you use it well, video can really be an excellent resource for the EFL classroom and as with all resources, the more you use them the more ideas you will get on how to use them. If you use any of these ideas or have any more ideas of your own to share with the other language assistants please write to the discussion list and let everyone know how the video classes go.



Image source: s3.amazonaws.com



1. This booklet contains important information about how to teach English using different methods and techniques.
2. It is important to know which resources can be used to teach English efficiently and funny for the students.
3. For the English language acquisition, it is necessary to take in consideration the Multiple Intelligences to obtain better results.



1. To improve the English Language in the public school, it is necessary to apply some of the methods and techniques included in the booklet to obtain better results.
2. Teachers can use different resources to teach English like songs, videos, in order to accomplish the competences included in the National Curriculum –CNB-.
3. In a classroom, there are different ways to learn a language; therefore, teachers must try to apply different strategies and activities in order to help the students in the learning process.

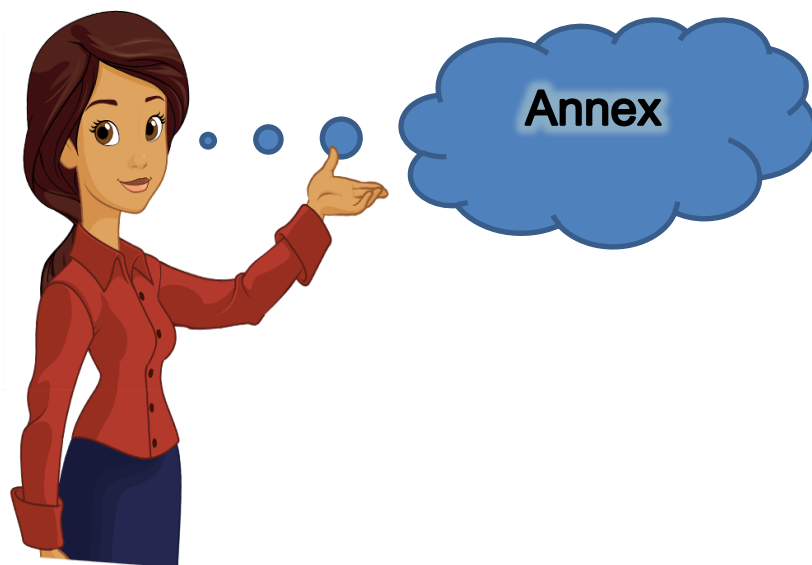


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1. Examples of Rubrics.
2. Instrument to check the Improvement Plan.
3. Websites for English teaching resources.
4. CNB, Competences and topics for elementary school.

## RUBRICS:

1.

Name \_\_\_\_\_

### Show and Tell Rubric

			
 I stayed on topic			
 I looked at the audience			
 I spoke loudly and clearly			
 I kept my hands and body still			

**Comments:** \_\_\_\_\_

\*Apples and Bananas\*

Image source: (Pinterest.es)

2.

**When I speak...**








	<b>I speak clearly.</b>
	<b>I look at my audience.</b>
	<b>I speak so I can be heard.</b>
	<b>I speak slowly.</b>
	<b>I answer questions that are asked.</b>
	<b>I stand/sit still.</b>

Image source: (Pinterest.es)

3.

### ORAL PRESENTATION RUBRIC

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Description	Excellent 10-9 pts.	Good 8-6 pts.	Poor 5-2 pts.
English Development.			
Correct use of the language.			
Pronunciation.			
Focus on the topic.			
Visual aids.			

Source: own elaboration

Instruments to check the  
improvement plan of the English  
Language Area

Included in the  
Institutional  
Educational  
Project, -PEI-



1. It has to be done by the students.

ESCUELA OFICIAL No. 141, QUIRINA TASSI DE  
AGOSTINI

**Instructions:** read very careful each statement and tick the box you agree according to the process of the English Language teaching and learning. It has to be done by the students.

Strongly disagree = 1      Disagree = 2  
Neutral = 3                  Agree = 4  
Strongly agree = 5

Description	1	2	3	4	5
<b>STUDENT</b>					
I enjoy my English class.					
I learn new words.					
I can speak English in class.					
I understand the explanation.					
I can do my homework without help.					
I can write in English.					
<b>TEACHER</b>					
My teacher speaks in English in class.					
My teacher explains in different forms the topic.					
My teacher uses videos to teach English.					
My teacher plays songs to sing along in class.					
My teacher encourages me to speak in English in class.					
My teacher corrects my mistakes to improve my English Language learning.					

Source: Own elaboration.

2. It has to be done by the teachers.

ESCUELA OFICIAL No. 141, QUIRINA TASSI DE  
AGOSTINI

**Instructions:** read very careful each statement and tick the box you agree according to the process of the English Language teaching and learning. It has to be done by the teachers.

Strongly disagree = 1      Disagree = 2  
Neutral = 3                  Agree = 4  
Strongly agree = 5

Description	1	2	3	4	5
<b>STUDENT</b>					
They enjoy the English class.					
They learn new words.					
They can speak English in class.					
They understand the explanation.					
They can do their exercises without help.					
They can write in English.					
<b>TEACHER</b>					
I speak in English in class.					
I explain in different forms the topics using different methods and techniques.					
I use videos to teach English.					
I play songs to sing along in class.					
I encourage my students to speak in English in class.					
I correct my student's mistakes to improve their English Language learning.					

Source: Own elaboration.

**3. It has to be done by the principal.**

## ESCUELA OFICIAL No. 141, QUIRINA TASSI DE AGOSTINI

**Instructions:** read very careful each statement and tick the box you agree according to the process of the English Language teaching and learning. It has to be done by the principal.

Strongly disagree = 1      Disagree = 2  
Neutral = 3                      Agree = 4  
Strongly agree = 5

Description	1	2	3	4	5
<b>STUDENT</b>					
They enjoy the English class.					
They learn new words.					
They can speak English in class.					
They understand the explanation.					
They can do their exercises without help.					
They can write in English.					
<b>TEACHER</b>					
They speak in English in class.					
They teach in different forms the topics using different methods and techniques.					
They use videos to teach English.					
They play songs to sing along in class.					
They encourage the students to speak in English in class.					
They correct the student's mistakes to improve their English Language learning.					

Source: Own elaboration.

# Websites for English Teaching Resources

## Websites for English Teaching Resources

### 1. Flashcards:

<http://ingleskids.com/>

<http://www.saberingles.com.ar/flashcards/index.html>

<http://ingleskids.com/flashcards/>

<https://www.teachingenglish.org.uk/teaching-kids/resources>

### 2. Videos, songs, drawings, presentations

<http://ingleskids.com/audio/>

<http://ingleskids.com/videos/>

<http://ingleskids.com/dibujos/>

<http://ingleskids.com/presentaciones/>

# Área de Comunicación y Lenguaje L 3

Language and Communication L3

(Idioma Inglés)



## COMPETENCES AND TOPICS

**NATIONAL CURRICULUM -CNB-  
ELEMENTARY SCHOOL**

## FIRST GRADE

Competences:

1 Competence	Actively listens to basic instructions of his/her interlocutor
2 Competence	Identifies different sounds from his/her native language in his/her family relationship
3 Competence	Correctly pronounces basic daily use commands when addressing other people.
4 Competence	Uses verbal and non-verbal language as an auxiliary to communication
5 Competence	Uses the reading to respond to basic orders received.

(Curriculo Nacional Base Guatemala, Curriculo Nacional Base Guatemala, CNB, 2017)

<b>No.</b>	<b>Topics</b>	<b>First grade</b>
1	Alphabet	Spelling names of things.
2	Greetings and Leave takings	Good morning. Good bye.
3	Numbers	Numbers 1 - 10.
4	Introducing people	Introducing one self.
5	What's this	Possessions - "My book." Classroom objects - "The desk.", "The table", and others.
6	Where are you from?	City, country, region "I'm from . . ."
7	Clothing	Colors
8	Time	Morning, afternoon, evening
9	Places and Transportation	Addresses - home, school
10	Houses and Apartments	Rooms of the house (bedroom, kitchen, bathroom, and others.)
11	Occupations and work places	Teacher Policeman Firefighter Doctor
12	Food	Name of fruits Name of vegetables
13	Sports, talents and abilities	Football Baseball Basketball
14	Parts of the body, Health problems and advice	Head Trunk Arms and legs
15	School subjects	Reading Writing

(Curriculo Nacional Base Guatemala, Curriculo Nacional Base Guatemala, CNB, 2015)



# SECOND GRADE

Competences:

1 Competence	Actively listens to simple instructions from the speaker identifying the required action.
2 Competence	Identifies different phonemes from his/her language in his/her relationship with other people.
3 Competence	Pronounces basic expressions when communicating with other people.
4 Competence	Uses oral and written language in simple expressions as an auxiliary to communication.
5 Competence	Uses reading to respond to simple expressions.

(Curriculo Nacional Base Guatemala, Curriculo Nacional Base Guatemala, CNB, 2017)

<b>No.</b>	<b>Topics</b>	<b>Second Grade</b>
1	Alphabet	Spelling names of things
2	Greetings and Leave takings	Good morning. Good bye. Good evening.
3	Numbers	Numbers 1 - 20 Telephone numbers
4	Introducing people	Introducing one self.
5	What's this	Possessions - "My book is on my desk." Classroom objects - "The desk.", "The table", and others
6	Where are you from?	Cities, countries, regions "I'm from . . ."
7	Clothing	Colors "I am wearing . . ." (skirt, blouse, T- shirt)
8	Time	Morning, afternoon, evening Clock time
9	Places and Transportation	Addresses - home, school, important places
10	Houses and Apartments	Rooms of the house Colors and sizes.
11	Occupations and work places	Teacher - school Policeman - street Firefighter - burning buildings Doctor - Hospitals, private offices
12	Food	More names of fruits Name of vegetables
13	Sports, talents and abilities	Football Baseball Basketball Volleyball Tennis
14	Parts of the body, Health problems and advice	Head, trunk, arms, legs, hands, feet Face: forehead, nose, eyes, mouth
15	School subjects	Spelling Reading Writing

(Curriculo Nacional Base Guatemala, Curriculo Nacional Base Guatemala, CNB, 2015)

## THIRD GRADE

Competences:

1 Competence	Actively listens to instructions from his/her interlocutor demonstrating security when performing an action.
2 Competence	Differentiates the basic phonemes of his/her language from those of the other.
3 Competence	Pronounces everyday phrases safely when addressing other people.
4 Competence	Uses the written language through phrases of everyday expressions with safety and creativity.
5 Competence	Uses reading to answer simple sentences and instructions.

(Curriculo Nacional Base Guatemala, Curriculo Nacional Base Guatemala, CNB, 2017)

<b>No.</b>	<b>Topics</b>	<b>Third Grade</b>
1	Alphabet	Spelling new words
2	Greetings and Leave takings	So long. See you later.
3	Numbers	Numbers 1 - 30 Telephone numbers
4	Introducing people	Introducing others.
5	What's this	Possessions - "The teacher's books are on her desk." Classroom objects - "The desk.", "The table", and others
6	Where are you from?	Cities, countries, regions Adjectives - big, small, wide, low, high "It's a . . ."
7	Clothing	Colors Describing places and things
8	Time	Clock time Days of the week
9	Places and Transportation	Addresses Means of transportation (bus, car, bicycle, truck, train)
10	Houses and Apartments	Rooms of the house Furniture (bed, table, chair) Colors and sizes
11	Occupations and work places	Occupations Descriptive adjectives for occupations (busy, brave, useful, efficient Work places
12	Food	Description of basic foods Meals (breakfast, lunch, dinner and supper)
13	Sports, talents and abilities	Can - Speaking of abilities "I can play baseball.", "I can't play football.")
14	Parts of the body, Health problems and advice	The human body Headache Sore throat Back ache
15	School subjects	Social studies Natural science and technology Mathematics

(Curriculo Nacional Base Guatemala, Curriculo Nacional Base Guatemala, CNB, 2015)

## FOURTH GRADE

Competences:

1 Competence	Uses the verbal and non-verbal communication of oral texts relating to near-reality situations.
2 Competence	Produces oral texts with the pronunciation, rhythm and intonation of the third language.
3 Competence	Reads in comprehensive form minimum units of text, basic relationships between text and meaning.
4 Competence	Produces brief and simple written texts adhering to the rules of the foreign language.
5 Competence	Recognizes that a foreign language is the expression of a new culture.

(Curriculo Nacional Base Guatemala, Curriculo Nacional Base Guatemala, CNB, 2017)

<b>No.</b>	<b>Topics</b>	<b>Fourth Grade</b>
1	Alphabet	Spelling names or occupations
2	Greetings and Leave takings	Hello! How are you.
3	Numbers	Numbers 1 - 50 Addresses and telephone numbers
4	Introducing people	Introducing others.
5	What's this	Personal items Locations in the room - prepositions (in, on, at)
6	Where are you from?	Adjectives to describe places ("My hometown is . . .")
7	Clothing	Colors and shapes (round, straight, square, rectangular, and others)
8	Time	Clock time Months of the year
9	Places and Transportation	Places to visit Transportation available in the community
10	Houses and Apartments	Rooms of the house Furniture Electrical appliances (mixer, microwave, radio)
11	Occupations and work places	Simple present Description of occupational routines
12	Food	Meals Basic food Desserts
13	Sports, talents and abilities	"I can play baseball." "I can sing." "I can play guitar."
14	Parts of the body, Health problems and advice	Health problems - back ache, earache, headache, stomachache, toothache.
15	School subjects	Social Science (History, Geography)

(Curriculo Nacional Base Guatemala, Curriculo Nacional Base Guatemala, CNB, 2015)

## FIFTH GRADE

Competences:

1 Competence	Uses, in its communication, oral texts referring to situations, events and nearby objects.
2 Competence	Establishes the relationship between the meaning, pronunciation, rhythm and intonation and the graphic representation of words and simple sentences.
3 Competence	Reads comprehensively his/her written productions as well as the signs, announcements and basic messages.
4 Competence	Produces short written texts of his/her personal and family environment.
5 Competence	Respects the customs and traditions that language implies in learning.

(Curriculo Nacional Base Guatemala, Curriculo Nacional Base Guatemala, CNB, 2017)

<b>No.</b>	<b>Topics</b>	<b>Fifth Grade</b>
1	Alphabet	Spelling names of people.
2	Greetings and Leave takings	Hello! How are you.
3	Numbers	Numbers 1 - 100 Addresses and telephone numbers
4	Introducing people	Introducing books and authors.
5	What's this	Personal items Locations in the room - prepositions (under, over, in front, behind, above, below))
6	Where are you from?	Adjectives to describe people (tall, short, old, young, and others) Telling age.
7	Clothing	Colors and shapes Describing objects
8	Time	Clock time Seasons Celebrations (birthday, Christmas, Mother's day, among others)
9	Places and Transportation	Directions - How to get to different places
10	Houses and Apartments	Description of a house Furniture and electrical appliances
11	Occupations and work places	Questions using auxiliary “do” Asking for occupational routines.
12	Food	Giving opinion on favorite foods Desserts
13	Sports, talents and abilities	Simple present speaking of talents and abilities (“I can write poems.”, “I can play the guitar.”
14	Parts of the body, Health problems and advice	Health problems - a cold (runny nose), a cough (sore throat), a fever, the flu (sore eyes)
15	School subjects	Physical Education Art

(Curriculo Nacional Base Guatemala, Curriculo Nacional Base Guatemala, CNB, 2015)



# SIXTH GRADE

Competences:

1 Competence	Communicates the global and specific information of oral and written texts, situations and events in his/her environment.
2 Competence	Establishes relations between the meaning, pronunciation, and the graphic representation of the vocabulary of the sound aspects of the rhythm and the intonation.
3 Competence	Reads comprehensively short and simple texts, previously worked on orally, related to his/her experiences and interests.
4 Competence	Produces simple written texts on familiar topics respecting the grammatical norms of the language under study.
5 Competence	Incorporates cultural elements through the language according to the customs and ways of life of the natives of the language under study.

(Currículo Nacional Base Guatemala, Currículo Nacional Base Guatemala, CNB, 2017)

No.	Topics	Sixth Grade
1	Alphabet	Spelling names and addresses.
2	Greetings and Leave takings	Hello! How are you.
3	Numbers	Numbers 1 - 1000 Addresses and telephone numbers
4	Introducing people	Introducing books and authors
5	What's this	Personal items Locations in the school- prepositions
6	Where are you from?	Nationalities Adjectives to describe personality (quiet, shy, talkative, outgoing, and others) Telling age ("I'm ____ years old.")
7	Clothing	Colors, shapes, characteristics Describing people
8	Time	The weather Daily activities Week end activities
9	Places and Transportation	Days of the week Daily routines How to get to different places
10	Houses and Apartments	Map or de student's house Description of the student's house.
11	Occupations and work places	Occupations Adjectives describing occupations Simple present tense to describe routines Frequency expressions to describe routines (always, usually, often, seldom, rarely, never)
12	Food	Food according to the seasons. Food for special occasions
13	Sports, talents and abilities	Questions - "Can you play soccer?" "Can you play the guitar?", Answers to simple questions - "Yes, I can.", "No, I can't."
14	Parts of the body, Health problems and advice	What's wrong with you? I have a . . . a cold (runny nose), a cough (sore throat), a fever, the flu (sore eyes)
15	School subjects	School subjects "My favorite subject is ..."

(Curriculo Nacional Base Guatemala, Curriculo Nacional Base Guatemala, CNB, 2015)

## **CHAPTER V**

### **5. Project Evaluation**

During the process of the elaboration of each chapter of the project, different evaluation instruments were used and applied, each one gave important information to complete the chapters.

#### **5.1. Diagnosis evaluation**

During the elaboration of the diagnosis chapter, it was necessary to find information using the guide of eight sectors. It was applied different techniques: observation, interviews, and translation techniques.

It was a little difficult to get information to elaborate the diagnosis because first, in the school there was not written information about its background and institutional identity, also, about the context of the community because the only information gathered was about oral traditional history and just a few documents found on internet. The objective of the diagnosis was achieved; some documents needed to write the sectors were available; the instruments gave information about the lacks and needs about the institution, the problem was chosen based on the prioritization according to the viability, feasibility and importance of it. The time scheduled to this part was accomplished.

#### **5.2. Theoretical framework evaluation**

The organization part of the theoretical framework was followed accordingly; however, there were some difficulties developing the paper because some of the legal words or vocabularies were not known into English and also the way to write the reference in APA style because some of them were decrees, articles, laws and others.

#### **5.3 Project's profile evaluation**

During the Project's profile chapter, a checklist was structured to evaluate the success of the proposed objectives and goals and to analyze that all resources, such as financial, physical, human and material resources, would respond to the needs of the project to be implemented. The profile of the project was done according to the prioritized problem. The objectives and goals were achieved. The timetable established on the project's profile was clear, well organized and accomplished. The direct and indirect beneficiaries are clearly specified. The eight sectors were carefully researched, analyzed and determined. The project had the approval of the beneficiary institution and it had a big impact in the quality of education.

## **5.4 Project implementation evaluation**

During this chapter, all the activities planned on the schedule were achieved. Some activities needed more time because in some days the principal was not in her office and also because the half year break was changed by the president, it was necessary to accomplish the activities with the available real time. The educational community was very kind and collaborated with the necessary information to implement the project. The collected information was very helpful and important to continue with the development of the project, the evaluation of this chapter was prepared according to the project design. The final product and services had the approval of the principal of the school and teachers. The objectives and goals were accomplished.

## **5.5 Final evaluation**

The final evaluation was done in order to affirm that the objectives and goals of the project were achieved, for that purpose a meeting was held with all the teachers of the school together with the principal to analyze the informative module and verify if the content was according to the interest of the institution. The main purpose of the project was to contribute with the administrative and pedagogical area optimizing the management towards a quality of education of the school and also; to provide information that corresponds with one of the instruments required by the Ministry of Education and strategies to improve the process of learning and teaching. After giving the informative module to the principal, two written letters were given to the PSP student by the principal to express that the project was significant for the school and also to commit the continuity of the project.

## **Conclusions**

1. The implementation of the Institutional Educational Project will improve the quality of education in the Official School No. 141 “Quirina Tassi de Agostini” and 493 students will be benefited.
2. The informative module provides more information about quality education and some ideal strategies for quality education; it can be used as a guide to check future doubts.
3. Posting the mission and vision on the wall will remind teachers, parents, students and principal what do they expect and what do they have to do in order to achieve the established goals.
4. Organize physical documents in the files was a challenge for the principal because she was the only person in charge of the management of the school, that is why, time was an obstacle for her. Having the documents organized in alphabetical order will optimize time and generate more effort in other educational or pedagogical fields.

## **Recommendations**

1. Constant evaluation will be necessary in order to know if the IEP is giving good results or if it is needed to make some changes. Strategies must be according to the students' needs.
2. In order to get update information about strategies and quality of education, the informative module can be used as a reference, also in the CD-RW, there are three files provided by the Ministry of Education in which the principal can read and follow if it necessary.
3. For a quality education, it is necessary to keep in mind that everything goes around the mission and vision because they have the principles to focus the objectives and goals.
4. Files and documents must be organized in alphabetic order to guarantee good management.

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# APPENDIX

## **List of Appendix**

### **Appendix 1**

#### **1.1 Plans**

- Diagnosis plan
- Theoretical plan
- Implementation plan
- Continuity plan of the project
- Evaluation plan
- Product delivery plan

### **Appendix 2**

#### **2.1 Description of the beneficiary institution**

- Community sector
- Institutional sector
- Financial sector
- Human resources sector
- Curriculum sector
- Administrative sector
- Relation sector
- Philosophical, political and legal sector

### **Appendix 3**

#### **3.1 Prioritization of the problem**

- Prioritization of problem
- Viability and feasibility

### **Appendix 4**

#### **4.1 Instruments**

### **Appendix 5**

#### **5.1 Letter**

# APPENDIX 1

## **Diagnosis Plan**

### **1. Identification**

#### **1.1 Name of the Institution**

Escuela Oficial Urbana Mixta No. 141 Quirina Tassi de Agostini

#### **1.2 Institution's location**

6th. Avenue 1st. Street, colony Ciudad Real I, Zone 12, Villa Nueva city.

#### **1.3 PSP's name**

Jérssica Carolina Galiano Rodas

#### **1.4 ID number**

199818673

#### **1.5 Career**

Licenciatura en Lingüística del Idioma Inglés

#### **1.6 University**

Universidad de San Carlos de Guatemala, Facultad de Humanidades,  
Sección de Idiomas

### **2. Objectives**

#### **2.1 General Objective**

- To determine the lacks and needs of Escuela Oficial Urbana Mixta No. 141 Quirina Tassi de Agostini to identify the problem for the project.

#### **2.2 Specific Objectives**

- To apply an adequate methodology, techniques and instruments needed to gather information.
- To analyze the written information about the institution, documents and manuals.

### **3. Justification**

A diagnosis is an essential element for a project development, it provides important information to know about the internal and external current situation of the beneficiary institution, which determines the necessities, problems, and possible solutions according to the viability and feasibility, therefore, it is necessary to prioritize to execute the PSP by the student of Licenciatura en Lingüística del Idioma Inglés.

### **4. Activities**

- Choose the instruments and techniques to be developed on the research.
- Create the instruments according to the 8 sectors.
- Make external and internal observation, in order to get background information.
- Print and deliver the instruments to gather information.
- Make interviews to the principal.
- Check and analyze documents to gather historical information about the institution.
- Translate information gathered in documents into English using translation techniques.
- Link the information gathered with the instruments to determine the problems or necessities to give possible solutions.
- Determine viability and feasibility of the problem.
- Choose one possible project.
- Name the project.

### **5. Resources**

### **5.1 Human Resources**

- PSP student
- PSP advisor

### **5.2 Physical**

- Escuela Oficial Mixta No. 141, Elementary school
- Principal's office

### **5.3 Material**

- Data collection instruments
- Pens
- Sheets
- Notebook

### **5.4 Technological**

- Laptop
- Internet
- Printer
- Camera

### **5.5 Financial**



- Financed by the PSP student

## 6. Timetable

YEAR 2016-2017

Activities		August				September				October					February				March			
		1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	1	2	3	4
1	Choosing the institution																					
2	Selection of methods and techniques to elaborate the instruments																					
3	Elaboration of instruments for the 8 sectors																					
4	Gathering data																					
5	Analysis of the information gathered on the instruments																					
6	Determining the lacks																					
7	Analysis of the problems and lacks																					
8	Determining the viability and feasibility																					
9	Establishing a solution																					
10	Presentation of the diagnosis																					
11	Evaluation of the chapter 1																					

## 7. Techniques

The techniques in the development of the diagnosis are:

- **Observation:** to analyze the environment's aspects, facilities and security.
- **Interviews:** to gather the necessary information in order to have expanded knowledge about the institution.
- **Translation techniques:** most of the documents and information acquired is written in Spanish; therefore, it is necessary to apply different translation techniques, in order to translate them into English.
  - Direct translation techniques: loan translation, calque, literal translation.
  - Oblique translation techniques: transposition, modulation, reformulation or equivalence and adaptation.

## 8. Evaluation

The evaluation of the chapter 1 will be developed by a check list; a series of items will describe steps and activities followed through the process of creating a diagnosis.

## 9. Budget

No.	Materials description	Quatity	Unit cost	Total Q
1	Letter size of paper	100 sheets	0.10	10.00
2	Photocopies	50 sheets	0.30	15.00
3	Internet	20 hours	5.00 p/ hour	100.00
4	Fuel	5 gallons	25.00	125.00
5	Photos for evidence	10	3.00	30.00
				280.00

## Theoretical Framework Plan

## **1. Identification**

### **1.1 Name of the Institution**

Official School No. 141, Quirina Tassi de Agostini

### **1.2 Institution's location**

It is located in 6th. Avenue 1st. Street, Colonia Ciudad Real 1, Zona 12, Villa Nueva, Guatemala.

## **2. Objectives**

### **2.1 General objective**

- To research information about the informative module with the Institutional Educational Project to optimize the management towards a quality education.

### **2.2 Specific objectives**

- To elaborate a research paper based on the background of the Ministry of Education, educational administrative fields and educational quality in order to identify the characteristics of each one.
- Analysis of the best management and its results according to experts in this field.
- To establish a link between the educational administration management and educational quality.

## **3. Justification**

The administration of a school has a deep importance in education because it has in its responsibility the future of the new professionals in Guatemala. A good education opens the door to succeed and develop the intellectual growth of the society, increasing the possibility to get good jobs earning good salaries.

In Guatemala, there are some schools that do not have experts in the administrative fields, also, there are others with not enough administrative staff, so that, it represents a challenge for a person who manages an institution, therefore, the educational quality is not accomplished.

The Institutional Educational Project is an instrument implemented in a school to adapt the CNB to bring an educational quality taking in consideration the needs of an institution and educational community applying strategies to achieve the competences and policies given by the Ministry of Education, that is why, the theoretical framework brings support and the legal framework of the importance and development of the project to implement it towards a quality education to benefit 493 students, principal, teachers and parents.

#### **4. Resources**

##### **4.1 Human resources**

- PSP student

##### **4.2 Physical**

- Constitution of Guatemala
- Educational law of Guatemala

##### **4.3 Technological**

- Internet
- Computer

##### **4.4 Financial**

- PSP student

## 5. Timetable

No.	Description	April					May			
		1	2	3	4	5	1	2	3	4
1.	Elaboration of the theoretical framework.									
2.	Choose the theoretical topics related to the project.									
3.	Gather information through research on physical documents and digital.									
4.	Apply translation techniques to do it in English.									
5.	Present the theoretical framework the PSP assistance for approval.									
6.	Evaluation of the theoretical framework.									

## 6. Techniques

The theoretical framework will be developed by using different techniques.

- **Online research:** it is necessary to consult websites and download digital documents to expand informational background.
- **Data analysis:** it is necessary to analyze the documents and combine information in order to make a critical point of view to establish a clear and concise opinion.
- **Translation techniques:** it is necessary to apply direct translation techniques and oblique translation techniques which consist on:
  - a. **Calque or loan translation:** the words or phrases with specialized or internationalized fields are going to be translated literally word for word.

- b. Literal translation:** some sentences have exactly the same order of the grammatical structure in Spanish with English.
- c. Transposition:** some sentences in Spanish have different grammatical structure in English.
- d. Modulation:** it is necessary to generate a change in the point of view of some messages or ideas in Spanish to translate it into English to make it clear and easier to understand without changing or altering the meaning.
- e. Reformulation or equivalence:** in Spanish, ideas and messages change in English, so that, it is necessary to get the main idea and translate it into English without altering meaning and without making it confused.

## **7. Evaluation**

The theoretical framework is going to be evaluated by using a checklist which contains items describing all the elements required and presented in the theoretical framework.

# **Project Implementation Plan**

## **1. Identification**

### **1.1. Name of the institution**

Official School No. 141, Quirina Tassi de Agostini

### **1.2 Institution´s location**

6th. Avenue 1st. Street, Colonia Ciudad Real 1, Zona 12, Villa

Nueva, Guatemala.

### **1.3 Project**

Informative module with the Institutional Educational Project of the Official School No. 141, Quirina Tassi de Agostini to optimize the management towards a quality education.

## **2. Objectives**

### **2.1 General objective**

To execute the services and develop of the project products and their results during their implementation in the Official School No. 141, Quirina Tassi de Agostini.

### **2.2 Specific objective**

- To follow up the activities described in project profile and the results of them through the executing process.
- To specify the products of the project and their achievements after their implementation.

## **3. Justification**

It is necessary to control and the systematization of the project implementation during the process and after it to get the results in order to verify how the product and service were performed in the Official School No. 141, Quirina Tassi de Agostini as established in the project profile and if it is going be necessary to make some

arrangements in order to accomplish the purposes. The product and service will be described therefore, it will be understandable for the people who will receive them, and long-term results will be achieved through the continuity of it.

#### **4. Resources**

##### **4.1 Human resources**

- PSP student
- Principal
- Teachers
- Students
- Parents committee

##### **4.2 Physical**

- Principal's office

##### **4.3 Material**

- Folders
- Infographics
- CD
- Forms
- Photocopies

##### **4.4 Technological**

- Computer
- Printer
- Internet
- Camera

##### **4.5 Financial**

- PSP student own resources



## 5. Timetable

No.	Description	May					June					July				
1.	Meeting with the principal.															
2.	Gather information.															
3.	Analysis of the information.															
4.	Determining the information gathered to elaborate the IEP and module in Spanish.															
5.	Translating the informative module into English.															
	Organizing the documents and files in alphabetic order.															
5.	Socializing the information of the informative module and IEP.															
6.	Implementation project's presentation.															
7.	Evaluation of the chapter IV															

## 6. Budget

No.	Description	Unit Price	Total
4	Computer's inks	110.00	440.00
3	Reams of paper	35.00	105.00
15	Folders	1.25	18.75
15	Fasteners	0.25	3.75
100	Photocopies	0.25	25.00
3	Gallons of gas	21.00	63.00
15	Photos	3.00	45.00
2	Infographics for mission and vision	75.00	150.00

2	Glass frames	250.00	500.00
1	Incidental costs	800.00	800.00
	Total		2150.50

## **Continuity Plan of the Project**

### **1. Identification**

#### **1.1 Sponsored institution**

Official School No. 141, "Quirina Tassi de Agostini"

#### **1.2 Location**

6th. Avenue 1st. Street, Colonia Ciudad Real 1, Zona 12, Villa Nueva, Guatemala.

#### **1.3 Project's name**

Informative module with the Institutional Educational Project of the Official School No. 141, Quirina Tassi de Agostini to optimize the management towards a quality education.

### **2. Contribution of the product**

- **Informative Module**

The first contribution part of the project consisted in the elaboration of an informative manual which is going to help to optimize the management towards a quality education. The module contains information about the institution such as: mission, vision, objectives, values, strategies, improvement plans and others. It is very important because the school can get good results according to the requirements established by MINEDUC to guarantee education for all and with quality. The students of the school are the most beneficiary because with a quality education they can get better jobs in the future. Also, it was provided a booklet with English Teaching documents, a CD rom writer with the Institutional Educational Project, English teaching resources, and others files provided by MINEDUC.

- **Infographics**

The second contribution part of the project consisted in two infographics posted on the wall with the mission and vision information of the school. It is a way to remind the educational community what they have to do in order to achieve the established goals.

- **Service. File and organize documents**

The third contribution part of the project consisted in Organizing and filling the physical documents in folders in alphabetical order, will improve and optimize the control of them saving time to manage.

### **3. Project implementation process**

#### **3.1 Methodology**

- a) A meeting was done with the principal to establish the way to elaborate the Institutional Educational Project.
- b) The principal of the school named the quality team to work in the elaboration of the IEP.
- c) It was necessary to read the guide manual provided by MINEDUC to know all the steps to follow in order to do the IEP.
- d) Because there were some doubts about the elaboration of the IEP, it was necessary to get explanation from the Supervisor representative, District 01-01-29, South area. Two meetings were made.
- e) It was needed to read documents on internet about quality education and its standards according to MINEDUC, UNESCO, and UNICEF to know what the ideal of a quality education and requirements is.
- f) It was required to elaborate some instruments to evaluate the needs and problems in the learning process to know what strategies and improvement plans were necessary to implement in the school.

- g) It was needed to elaborate instruments to socialize the information about the institutional identity.
- a) Then, with the information of mission and vision, the infographics were done to post them on the walls.
- b) After getting the IEP in Spanish, it was necessary to translate it into English.
- c) After finishing the IEP in Spanish and English, it was done the informative module and a booklet with English teaching documents.
- d) It was organized and filed the documents in alphabetical order.

#### **4. Techniques**

- **Site visit or contextual inquiry**

It was necessary to go to the school where the students and teachers were working in the process of teaching and learning and ask some questions regarding to the needs of the students and difficulties in the learning process. It was used a check list with some aspects to evaluate.

- **Questionnaires**

It was necessary to implement a closed-ended question with multiple choices questionnaire to socialize the opinion about the institutional identity. A mixed questionnaire also was done to know about the strategies implemented in the school to encourage values.

- **Interviews**

It was required to make a face to face interview with the teachers and students involved in the quality team to identify the characteristics of

the learning process and performance of the students to know which needs or problems students can get in the school to establish the improvement plan. It was done by a check list instrument.

- **Brainstorming**

To elaborate the Institutional Educational Project, first, it was necessary to brainstorm ideas about what the principal expected in the school and what was the reality. It was done with the principal.

- **Web Analytics**

It was required to read information on web pages to know more about the elaboration of the Institutional Educational Project and the standards required for a quality education.

## **5. Activities and Results**

### **5.1 Activities**

- Elaboration of instruments to gather information.
- Analysis of the data collection to determine the content required in the Institutional Educational Project.
- Elaboration of the Institutional Educational Project in Spanish.
- Creation of a Digital IEP with others files and teaching resources.
- Socialize the information written on the Institutional Educational Project.
- Elaboration of the infographics with the mission and vision established on the IEP.
- Translation into English the Institutional Educational Project.

- Elaboration of the informative module in English and Spanish and also a booklet with English Teaching documents.
- Organizing and filing the documents to optimize the management of them.

## **5.2 Results**

- An informative module with the IEP information was provided to the principal to implement in the school.
- A digital CD-RW was provided to the principal with the IEP, documents provided by MINEDUC, booklet, and resources to teach English.
- Two infographics with the mission and vision information were provided to the principal, they were posted on the wall in view of the entire educational community.
- Documents organized by alphabetical order.

## **5.3 Innovation**

- The Institutional Educational Project is a tool required to a quality education. It contains strategies to implement in the school and improvement plans to increase the effectiveness and quality of the learning and teaching process.
- The Institutional Educational Project has to be up dated constantly, could be each two or five years depending the needs of the students or by MINEDUC.
- The CD-RW contains in digital the Institutional Educational Project, it can be up dated and record in the same CD, also it has some files provided by MINEDUC, like the guide manual with step by step information to create the IEP, booklet with Methods, techniques, and others to teach English.

- The organized documents in alphabetical order will help the principal of the school to find documents with accuracy, efficiency and effectiveness to get better results in the educational administration fields.

## **6. Justification**

A continuity plan is necessary to maintain the project development and to reduce the risks that could affect its progress. It has to ensure the stability of the project to guarantee the results proposed on the objectives of the project that is to contribute with the administrative and pedagogical area optimizing the management towards a quality of education of the school.

## **7. Objectives**

### **7.1 General Objective**

To provide the information about the importance of the implementation of the Institutional Educational Project to get a quality education in the learning and teaching process.

### **7.2 Specific objectives**

- To analyze the content of the informative module to get more ideas about strategies to update the information when it is required.
- To verify every year the results of the quality education by evaluating students and teachers performance by the quality team of the project.
- To achieve the implementation of the Institutional Educational Project by verifying the plans of the teachers in each term and monitoring the development of the class.

## **8. Goals**



- Achieve the implementation of the Institutional Educational Project in the school monitoring by the educational community and quality team.
- Achieve constant updating of the IEP through analysis of results.
- Optimize the management towards a quality education applying the strategies and improvement plans written on the IEP to guarantee the results.

## 9. Suggested activities

In order to update the Institutional Educational Project, the following activities will be developed:

- The quality team and the Evaluation Commission must check plans before to start a new term to establish the effectiveness of the implementation of the IEP.
- Every year it is necessary to name a new quality team for the IEP because it has to be evaluated and up dated constantly.
- Each member of the educative committee has to be participative and active in the teaching-learning process.
- File the documents in alphabetical order to optimize and save time.

## 10. Timetable

No.	Activities	2017	2018	2019	2020	2021
1	Name the quality team for the IEP.					

2	Monitor and verify results of the implementation of the IEP.					
3	Check plans each term to guarantee the implementation of the strategies and improvement plans.					
4	Update the digital CD-RW every two years.					
5	Update documents in the files.					

## 11. Resources

### 1. 1 Human resources

- Principal
- Teachers
- Students
- Parents

### 9.2 Material resources

- Computer
- Printer
- CD-RW
- Plans
- Sheets of paper
- Photocopies

## 12. Techniques

### **a) Observation**

The Educational Committee and Evaluation Commission will check the process and results of the implementation of the IEP by using a checklist with the aspects required to a quality education.

### **b) Documental analysis**

The principal and teachers will investigate in the records of the students' performance of the school and the ideal provided by MINEDUC, UNESCO and UNICEF to know if it will be necessary to change strategies and improvement plans.

## **13. Budget**

To guarantee the continuity of the project, it will be necessary to decide the description of activities which will need a budget. It is for two years of implementation of the project.

<b>No.</b>	<b>Description</b>	<b>Quantity</b>	<b>Unit cost</b>	<b>Total</b>
1	Ink for photocopies of the instruments.	5	150.00	750.00
2	Reams of legal size of paper.	20	30.00	600.00
3	Reams of letter size of paper.	20	30.00	600.00
4	Ink for the printer	5	125.00	625.00
5	Internet connection	300 hours	3.00	900.00
6	Incidentals	Unknown	500.00	500.00
	<b>T O T A L</b>			3975.00

## **14. Evaluation**

To evaluate the success of the activities written on the timetable, the principal of the school will apply a checklist to verify if it is necessary to make changes on the strategies or improvement plans in order to maintain the quality of education.

To monitor and verify results of the implementation of the IEP, the quality team, the evaluation commission and the principal will apply a checklist.

### **15. Long term indicators of the Project**

- a) Implementation of the IEP in the school.
- b) Improvement of the educational quality.
- c) Improvement of the English teaching and learning process.
- d) Accreditation of the school as innovative, efficiency and productive that brings students the opportunity to get a high quality education.

### **16. Observations**

The informative module can be used more than 5 years, the IEP can be updated each two or five years if it is necessary or according to the requirements of the Ministry of Education.

## **Product Delivery Plan**

### **1. Identification**

#### **1.1 Name of the Institution**

Official School No. 141, “Quirina Tassi de Agostini”

#### **1.2 Institution’s location**

6th. Avenue 1st. Street, Colonia Ciudad Real 1, Zona 12, Villa Nueva, Guatemala.

#### **1.3 Project’s name**

Informative module with the Institutional Educational Project of the Official School No. 141, Quirina Tassi de Agostini to optimize the management towards a quality education.

### **2. Objectives**

#### **2.1 General objective**

To deliver the product and services of the PSP project in the Official School “Quirina Tassi de Agostini”.

#### **2.2 Specific objectives**

- To describe the project, product and services to the principal of the school and teachers.
- To explain the content of the module and the digital CD with the PEI of the school giving some recommendations to assure the continuity of the project.
- To explain how the documents are organized in the file to manage it with efficiency.

### 3. Justification

The project was done with the main purpose to optimize the educational management fields improving the results in the educational quality; therefore, it is necessary to make a formal and official product delivery to explain the importance of the implementation of the project. To accomplish the product delivery ceremony, it is necessary to schedule all the activities.

### 4. Activities

No.	Activities
1.	Presentation of the project's name and objective.
2.	Presentation of the products and services.
3.	Explanation of the content of the Informative Module and its importance.
4.	Explanation about the Institutional Educational Project, PEI.
5.	Explanation about the continuity of the project.
6.	Thank you words.
7.	Coffee break and snacks.

### 5. Resources

#### 5.1 Human resources

- Principal
- Teachers
- Students
- PSP student

## **5.2Physical**

- School
- Principal's office

## **5.3Material**

- Folders
- Infographics
- Photocopies with the PEI of the school and booklet
- Paper napkins
- Disposable cups
- Disposable plates

## **5.4Technological**

- Computer
- Projector
- Camera

## **5.5Financial**

- PSP student own resources.

## 6. Budget

No.	Description	Unit cost	Total
1	2 boxes of cupcakes.	45.00	90.00
2	25 snacks.	3.00	75.00
2	2 double liters of soda.	15.00	30.00
3	1 package of paper napkins.	5.00	5.00
4	1 package of cups of 25 units.	5.00	5.00
5	1 package of plates of 25 units.	5.00	5.00
6	60 photocopies	0.25	15.00
	<b>T O T A L</b>		225.00



# APPENDIX 2

## 1. COMMUNITY SECTOR

The Official School No. 141, Quirina Tassi de Agostini is located at 6th. Avenue, 1st. Street, Ciudad Real 1, Zone 12, Villa Nueva. The size of the school is around 1 block, it is near the police station and marketplace. Ciudad Real has 1.76 km<sup>2</sup> of diameter approximately, it has a mild weather, with a fertile soil, it has flat and broken ground with few ecological and recreational areas.

Ciudad Real was founded around 1945, the first owner of this land was the family Porras Ochaeta who sold an area of the land to the family Gordillo Barrios, they made the lands deed to sell the people. According to the oral version of the ancient settlers, there are two possible reasons why it has the name of Ciudad Real, the first says that it comes from the surname of the royalty of Spain and the other version says that in the land was due to the Discovery of several jars full of real coins, because it was the official coin in that age. Ciudad Real was part of the archaeological discoveries made by Mario Dary Rivera and collaborators of the Faculty of Biology from Universidad de San Carlos de Guatemala in 1970, 1971, 1972. (García García, 2017) (Ericast, 2017). They discovered remains of giant sloth, mastodon, toxodon, horse and deer.

A well-known person was Quirina Tassi de Agostini, a teacher from Italy, she helped the community but with emphasis in the children. As a teacher; her priority was education, therefore; she decided to help the first school in that age and later on, in the three shifts of the school. She made a donation to finish and build physical classrooms, playgrounds, furniture, and others.

José Vidal Pinto Girón lived in the area since 1959, he was the Auxiliary Mayor in this area, he said that the Mayor Manuel Colom Argueta introduced the drinking water and the communal building was built in his administration. In a little office in the marketplace there is a small municipal administration; Ciudad Real has some committees, political and non-political civil society organizations.

There are some people working in informal business, some are working as merchants selling food, clothes and candy, others work in companies. The rest of the population stay at home being a full-time housekeeper, some teenagers are not studying and working, they stay and waste their time outside their homes. Its ethnic composition is ladine and mayan.

There are some small companies which produce and distribute chocolate, preserved food, tissues, textiles, shoe lasts, shoes, paperboard, handicrafts.

There are 4 elementary schools with 3 pre-kinder garden schools, double shifts, 1 pre-elementary school, 13 private schools and 8 typing or technology training academies.

There is a clinic, police station, Auxiliary city hall and Empagua services. The houses are built with tin roof and blocks, many live in houses made of tin metal sheets, in wooden houses and houses with terrace. It has sports centers with basketball and football courts. It does not have public transportation now, but people can take the Transurbano bus for Villa Hermosa, Villa Nueva, Boca del Monte and San Miguel Petapa.

There are phone lines, public phones, internet and cable service. There are 2 catholic churches, 1 Mormon Church, and several evangelical churches.

Lacks, failures, shortcomings in the sector
<ul style="list-style-type: none"><li>• Poor historical written information about its foundation</li><li>• Lack of garbage dumps on the street</li><li>• Lack of recreational areas</li><li>• Street violence</li><li>• Lack of transportation for the area</li><li>• Blocked sewers</li><li>• Illiteracy in children and adults</li></ul>

## 2. INSTITUTIONAL SECTOR

The name of the institution is Escuela Oficial Mixta No. 141, Quirina Tassi de Agostini. It is located at 6th. Avenue, 1st. Street, Ciudad Real 1, Zone 12. It borders to the north with Guatemala City, Bello Horizonte, Nimajuyú, Venezuela, Justo Rufino Barrios, San Miguel Petapa, Villa Nueva and Villa Canales. This is a public school, it was founded in 1948, in Ydigoras Fuentes Administration, the Mayor at that time was Luis Fernando Galich and Rolando Chinchilla Aguilar, Minister of Education, a committee of neighbors of the area was organized to manage the procedures to build the school. The building has 569 mts<sup>2</sup>, open areas 1231 mts<sup>2</sup>, in general the physical aspect of the school is in good condition. Just some roofs have broken areas that during the rainy months cause problems. Some classrooms need ventilation. The desks are not enough for the number of students; it has 14 classrooms, 3 warehouses, 1 teacher's room.

Lacks, failures, shortcomings in the sector
<ul style="list-style-type: none"><li>• Poor lighting in classrooms</li><li>• Poor ventilation</li><li>• Lack of furniture</li><li>• Lack of maintenance</li></ul>

## 3. FINANCIAL SECTOR

According to the sources of financing, this institution receives from the budget of the nation the amount for each student, for breakfast Q.1.11, for the gratuity program Q.40.00. The only private company that brings donations and support is LATEX de Centro America. They also receive Q30.00 daily for the payment to sell food and groceries in the little store inside of the school. Parents have to pay Q.50.00 every year for the service of schools keeping because it is not paid by the Ministry of Education. The parent-family board administers and purchases everything for the

school with the money received from the gratuity program. The Ministry of Education is in charge to pay the electricity and water service Q. 175.00 is paid monthly for the garbage collector service and it is necessary to buy 2 gas tanks, approximately Q.150.00 each one. There is not an accountant who controls the budget; just the finance committee manages the incomes from the store.

Lacks, failures, shortcomings in the sector
<ul style="list-style-type: none"> <li>• Inefficient control of income and expenditure of the state budget managed by parents.</li> </ul>

#### **4. HUMAN RESOURCES SECTOR**

In this school there are 19 employees, 1 has a temporal job, it is a stable work, it is not necessary to move anyone, most of them are professional, some of them finished or are studying Psychology, Educative Administration, Law. To control the attendance of the personnel, there is an attendance book which is checked at the end of each month by the principal of the school. The personnel live near the school, some of them at Villa Hermosa, Bello Horizonte, Ciudad Real, San Miguel Petapa, Villa Nueva. The work schedule is in the afternoon from 13:00 p.m. to 18:00 p.m., but for safety reasons they leave the school at 17:30 p.m.

The principal does not have anyone working in the administration area, she has to manage everything related to the administration of the school. She closed the pensum in Psychology and she started to work in the school 8 years ago.

In the school, there are 53 students in pre-elementary school, and 440 in elementary school. The social-economic situation of the students is very bad because some of them have to work before they go to school, others do not have money to cover the basic needs and some of them do not eat lunch before going to school.

Lacks, failures, shortcomings in the sector
<ul style="list-style-type: none"><li>• Lack of human resources in the administration area</li><li>• Insufficient economic income to cover children's basic needs</li></ul>



## 5. CURRICULUM SECTOR

This school follows the CNB given by the Ministry of Education, pre-school and elementary school teachers' plans are according to it. The curriculum covers Math, Scientific, Historical and Literary areas. There are not special programs and co-curricular activities; hidden curriculum does not have any evidence. The actions are educative, and the type of services is educational and training. The afternoon schedule type is flexible because sometimes it is depending on the activities of situation. Students have classes from 1:00 p.m. to 6:00 p.m. Parents can get information about the process of learning every Friday at 5:00 p.m.

Most of the teachers apply in their classes the deductive and inductive method, but it was difficult for them to differentiate between method, techniques and procedures. The criteria for grouping students are according to the affinity of the students. They decide who they want to work with. The didactic material is made by the teacher and for special activities like mother's day, students participate in the elaboration of it. Teachers have an annual plan, bi-monthly plan or by terms, and also, they plan every day and write a pedagogical diary to follow the student's progress. They do not have training courses for specific areas and also for the English Language teaching, they receive just one training course given by the Ministry of Education, but it does not cover all their needs.

The school organizes one or two field trips in a year with the students; there is no evidence in registration or membership. The Ministry of Education is in charge to select or recruit the staff because they have to pay the salary, if the Ministry of

Education does not send or recruit someone, parents can do it because they pay the salary.

50 % of the teachers said that they do not evaluate their students because they are working by competences. They have activities in class and give worksheets to cover the points for the score. Just two teachers said that they evaluate the progress of the students using checklists or rubrics to know if they understood the topic, besides that, they walk around the class and monitor the students' advance. Active participation is important in class. The evaluation is flexible, summative, cumulative, continuous and scientific.

There is no evidence in quality controls of efficiency and effectiveness of the evaluation.

Lacks, failures, shortcomings in the sector
<ul style="list-style-type: none"><li>• Lack of training courses for specific areas</li><li>• Shortcoming in the process of evaluation</li></ul>

## **6. ADMINISTRATIVE SECTOR**

Based on the information gathered from an interview, the principal has two different plans; first, with the teachers, every two months she has a meeting with the teachers to discuss about special aspects in the process of learning and teaching, problems with students with misbehavior and possible solutions, the other medium term plan is to repair the roof of the principal's office. It will be done with the approval of the parents' committee because they administrate the gratuity budget.

The school does not have a physical evidence of the hierarchical organization level, but it is in the first position the Ministry of Education, the Director of the South Departmental, Principal, teachers, students, and parents. They do not have a manual of functions according to position or level, they follow the regulation of the Civilian Service. The work regime is from 1:00 p.m. to 6:00 p.m. There is no evidence

of procedures manuals. There is no evidence of internal news. There is written and oral communication and they also use a billboard. Meetings with the staff are coordinated every two months and if there is the need to reschedule meetings.

The way to control is based on the attendance record book, medical records given by IGGS, book of records, misbehavior register book, student registration book. There is no evidence of inventory of activities carried out, there is no physical inventory update, and there is no evidence of development of administrative records. There is no evidence of monitoring mechanisms and tools.

Lacks, failures, shortcomings in the sector
<ul style="list-style-type: none"> <li>• Failures in the administrative organization</li> <li>• Lack of written information</li> <li>• Lack of administrative records</li> </ul>

## 7. RELATION SECTOR

The school has a special day for parents' attention, and in a specific situation, the school makes phone calls to report or inform the parents about any issue referring to the student. During the year, in one or two opportunities, the school programs sports exchanges, social activities and cultural activities. The institution has a low participation with the community.

Lacks, failures, shortcomings in the sector
<ul style="list-style-type: none"> <li>• Lack of relation with other institutions</li> <li>• Failure in the communication processes with parents and students</li> </ul>



## 8. PHILOSOPHICAL, POLITICAL AND LEGAL SECTOR

Based on the interview and checklist provided to the principal, the philosophical, political and legal aspects are according to the regulation established on the Political Constitution of Guatemala, Decrees, regulations, CNB given by MINEDUC, but in the school, there is not a physical evidence about it and besides that, there is no evidence about an internal regulation, Mission and Vision, strategies and objectives of the school.

Lacks, failures, shortcomings in the sector
<ul style="list-style-type: none"> <li>• Insufficient knowledge of the legal framework</li> <li>• Lack of internal regulation</li> <li>• Lack of written evidence of the philosophical aspect of the institution</li> </ul>

**Table 12**

Problem, factors that produce it, solutions

PROBLEM		FACTORS THAT PRODUCE IT	SOLUTIONS
1.	Administrative disorganization	1. Poor historical written information about its foundation. 2. Lack of written information. 3. Lack of organization. 4. Lack of written evidence of the philosophical aspect of the institution. 5. Lack of administrative human resources.	1. Elaboration of an informative module with the Institutional Educational Project which will contain all the necessary information about the school. 2. Elaboration of a booklet with information about English teaching

		<p>6. Lack of identified physical or digital folders with administrative documents.</p> <p>7. Lack of time and ignorance of the legal aspects.</p> <p>8. Non-existence of PEI, the Institutional Educational Project.</p>	<p>methods, techniques, and others.</p> <p>3. Post the vision and mission in glass frames with the size of 50 x 50 cm on the wall.</p> <p>4. Organize documents in folders and file them in alphabetic order.</p>
2.	Insalubrity	<p>1. People throw trash on the Street and remains of construction material.</p> <p>2. Lack of interest and hygiene education.</p>	<p>1. Ask the municipality authorities to bring and place some garbage dumps.</p> <p>2. Give Training sessions to parents and students to promote public awareness and environmental care.</p>
3.	Insecurity	<p>1. Dropping out of school.</p> <p>2. Domestic Violence</p> <p>3. Unemployment</p>	<p>1. Training session to teachers to learn how identify students' strengths and allow them to opt into work-study programs or vocational training.</p>

			<p>2. Curricular adaptation according to the needs and interest of the students.</p> <p>3. School for parents to improve relationships between their children.</p> <p>4. Ask the municipality authorities to create a program to train people in a technical area.</p>
4.	Illiteracy in children and adults	1. The poverty and economic situation, is the reason why people have to work since they are children.	1. CONALFA has a program to help people to continue to study, in this way, through a program of activities, motivate people to enroll in it.
5.	Outdated Education	1. Lack of training courses in specific areas.	<p>1. Training courses according to the students' needs.</p> <p>2. Educational modules related to specific areas with update information.</p>
6.	Insufficient furniture	<p>1. Large number of students registered.</p> <p>2. Misuse of the furniture</p>	1. Ask at MINEDUC to provide furniture according to the number

		3. Lack of maintenance	<p>of students registered on the school.</p> <p>2. Train students in the correct use of the furniture and create a committee that is in charge of controlling the correct use of it and make parents or students responsible to repair it.</p> <p>3. A manual with directions in how to maintain it.</p>
7.	Poor infrastructure	1. Lack of Budget to repair and maintain it.	1. Ask for donation to repair the most important place.
8.	Deficiency on communication between teachers, parents and principal	1. Lack of time and organization	1. Organize or plan coexistence activities to improve the communication between them.

Source: own elaboration.

# APPENDIX 3

## PRIORITIZATION OF PROBLEM

**Table 13**

Prioritization of problem

*Prioritization of problem*

Problem	Urgent	Scope	Importance	Resources	Total
Administrative disorganization	4	3	4	2	13
Insalubrity	3	3	3	2	11
Outdated Education	4	3	4	4	15
Non communication	2	3	2	3	10
Unawareness	2	2	3	2	9

Source: own elaboration.

### Scale of range

Very important = 4, fairly important = 3, slightly important = 2, not at all important = 1

## VIABILITY AND FEASIBILITY

**Table 14**

Viability and feasibility

OPTIONS	A	
Indicators to perform the analysis of each area	YES	NO
<b>FINANCING</b>		
1. The project counts with enough economical resources	X	
2. It counts with external aid		X
3. It counts with its own budget	X	
4. It counts with extra money for unforeseen issues		X
5. Is there the possibility of credit for the project		X
6. Taxes were taken into account onto the budget		X
<b>LEGAL ADMINISTRATIVE</b>		

1. The project counts with the legal authorization	X	
2. The project counts with legal representation		X
3. Laws and norms empower the execution of the project	X	
<b>TECHNICAL</b>		
1. Assessments were designed for the execution of the project	X	
2. The scope of the project was well designed		X
3. The project counts with all the resources to be completed		X
4. All the specification were met	X	
5. The enough time was programmed	X	
6. The goals were well defined	X	
7. The activities respond to the project objectives	X	
8. The project counts with the multi-sectors opinions		X
9. The project counts with the appropriate technology	X	
10. The plan is done to execute the project	X	
<b>MARKETING</b>		
1. The project counts with the population acceptance	X	
2. The project satisfies the needs of the population	X	
3. The project's results can be applied in another institution	X	
4. The project counts with distribution channels		X
5. The Project is accessible to the public in general	X	
6. Similar projects exist in Guatemala	X	
7. The project counts with prepared personnel to execute it		X
8. It counts with plenty of coverage to promote it		X
<b>CULTURAL</b>		
1. The project was designed according to the linguist aspects of the region		X
2. The project interferes with the cultural traditions of the population		X
3. The project responds to the cultural expectations of the region	X	
4. The project focuses to a specific ethnic		X
5. The project promotes equity of gender	X	
<b>SOCIAL</b>		

1. The project generates conflicts among social groups		X
2. The project benefits the majority of the population	X	
3. The project promotes the participation of all the population		X
4. The project takes into account all people no matter of educational level	X	
5. The project focused on a specific sector of the population		X
<b>TECHNICAL</b>		
1. The project has the proper facilities		X
2. The project has the necessary supplies	X	
3. The programmed time is enough to execute the project	X	
4. The project counts with the appropriate technology	X	
5. There is a planning for the execution of the project	X	
<b>TOTAL</b>	24	18

Source: own elaboration.

The problems selected according to the matrix of viability and feasibility are:

### 1. **Administrative disorganization**

The solutions are:

1. Elaboration of an informative module with the Institutional Educational Project which will contain all the necessary information about the school.
2. Elaboration of a booklet with information about English teaching methods, techniques, and others.
3. Post the vision and mission in glass frames with the size of 50 x 50 cm on the wall.
4. Organize documents in folders and file them in alphabetic order.



# APPENDIX 4

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## MATRIX OF PRIORITIZATION

**Table 15**

Matrix of prioritization

NO.	PROBLEM	URGENCY	SCOPE	IMPORTANCE	RESOURCES	TOTAL

Source: own elaboration.

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### Observation Form

Instrument No. 1

**Objective:** observe and evaluate the different areas of the community sector in its geographic, historical, political and social areas.

**Instruction:** observe and analyze the following in Escuela Oficial Urbana Mixta No. 141, Quirina Tassi de Agostini and community. This evaluation is done by the PSP student.

**Table 16**

Observation form

AREAS	INDICATORS	YES	A LITTLE	NO
1. GEOGRAPHIC	1.1 Location			
	<ul style="list-style-type: none"> <li>Near the Guatemala country</li> <li>Near police station</li> <li>Near companies</li> <li>Near other communities</li> <li>Others</li> </ul>			
	1.2 Size			
	<ul style="list-style-type: none"> <li>Measurable in kilometers</li> <li>Measurable in meters</li> <li>Written evidence in school</li> <li>Others</li> </ul>			
	1.3 Weather, soil and principal characteristics			
	<ul style="list-style-type: none"> <li>Tropical</li> <li>Mild</li> <li>Continental</li> <li>Fertile</li> <li>Dry</li> <li>Sandy</li> <li>Rocky ground</li> <li>Flat ground</li> </ul>			

	<ul style="list-style-type: none"> <li>• Broken ground</li> <li>• Ecological areas</li> <li>• Recreational areas</li> <li>• Forrest</li> <li>• Deforestation</li> <li>• Others</li> </ul>			
<b>2. HISTORICAL</b>	<p>2.1 Important Historical Events</p> <ul style="list-style-type: none"> <li>• Written evidence of historical events in school.</li> <li>• Relevant people known in the community.</li> <li>• Written evidence about founders of the school.</li> <li>• Written evidence about founders of the community.</li> <li>• Others</li> </ul>			
<b>3. POLITICAL</b>	<p>3.1 Local Government</p> <ul style="list-style-type: none"> <li>• City hall</li> <li>• Mayoralty</li> <li>• Municipal</li> </ul> <p>3.2 Administrative Organization</p> <ul style="list-style-type: none"> <li>• Traditional hierarchy</li> <li>• Flat organizations</li> <li>• Others</li> </ul> <p>3.3 Political Organizations</p> <ul style="list-style-type: none"> <li>• Political parties</li> <li>• Political committees</li> <li>• Election civic committees</li> <li>• Associations for political purposes</li> <li>• Others</li> </ul> <p>3.4 Civil Political Organizations</p> <ul style="list-style-type: none"> <li>• Foundations</li> <li>• ONG's</li> <li>• Neighborhood associations</li> <li>• Taxi driver associations</li> <li>• Artists associations</li> <li>• Solidarity associations</li> <li>• Churches</li> <li>• Others</li> </ul>			

<b>4. SOCIAL</b>	<p>4.1 Inhabitants living places</p> <ul style="list-style-type: none"> <li>• People with Informal business</li> <li>• People working in companies</li> <li>• People without work</li> <li>• Vagabonds</li> <li>• Full time housekeeper</li> <li>• People that work and study</li> <li>• Alcoholic people</li> <li>• Ladino people</li> <li>• Mayan people</li> <li>• Others</li> </ul> <p>4.2 Production and distribution of products</p> <ul style="list-style-type: none"> <li>• Produce chocolate</li> <li>• Produce coffee</li> <li>• Produce textiles</li> <li>• Produce tissues</li> <li>• Produce food</li> <li>• Produce shoe lasts</li> <li>• Produce paperboards</li> <li>• Produce handicrafts</li> <li>• Others</li> </ul> <p>4.3 Educational agencies: schools, private schools, others</p> <ul style="list-style-type: none"> <li>• Private schools</li> <li>• Public schools</li> <li>• Pre-schools</li> <li>• Elementary level schools</li> <li>• High schools</li> <li>• Technological centers</li> <li>• Academies</li> <li>• Others</li> </ul> <p>4.4 Health insurance agencies</p> <ul style="list-style-type: none"> <li>• Hospitals</li> <li>• Clinics</li> <li>• Others</li> </ul> <p>4.5 Housing types</p> <ul style="list-style-type: none"> <li>• Reed houses</li> <li>• Roof houses</li> <li>• Roof terrace houses</li> <li>• Wooden houses</li> </ul>			
------------------	--	--	--	--

	<ul style="list-style-type: none"> <li>• Others</li> </ul> <p>4.6 Recreational Centers</p> <ul style="list-style-type: none"> <li>• Sports centers</li> <li>• Basketball centers</li> <li>• Football courts</li> <li>• Others</li> </ul> <p>4.7 Transportation</p> <ul style="list-style-type: none"> <li>• Public transportation</li> <li>• Private transportation</li> <li>• Others</li> </ul> <p>4.8 Communications</p> <ul style="list-style-type: none"> <li>• Phone lines</li> <li>• Public phones</li> <li>• Internet service</li> <li>• Cable or TV service</li> <li>• Others</li> </ul> <p>4.9 Religious groups</p> <ul style="list-style-type: none"> <li>• Catholic churches</li> <li>• Evangelical churches</li> <li>• Mormon churches</li> </ul> <p>4.10 Social clubs or associations</p> <ul style="list-style-type: none"> <li>• Social clubs</li> <li>• Associations</li> <li>• Others</li> </ul> <p>4.11 Ethnic compositions</p> <ul style="list-style-type: none"> <li>• Mayan</li> <li>• Ladinos</li> <li>• Garifuna</li> <li>• Others</li> </ul>			
--	--	--	--	--

Source: own elaboration.

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### Observation Form

#### Instrument No. 2

**Objective:** evaluate location and accessibility of the community sector in which the institution is placed.

**Instruction:** observe and analyze the following aspects in the institution surroundings. This evaluation is done by the PSP student.

NO.	INDICATORS	OBSERVATION
1	Location	
2	Access	
3	Kind of Institution	
4	Region, area, district	
5	Additional information	

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### Interview Questionnaire

#### Instrument No. 3

**Objective:** obtain background information about the institution by providing a questionnaire to the principal of the school.

**Instruction:** answer the following questions in a brief and clear way. This evaluation has to be done by the principal of the school.

1. Who founded the school?

---

2. When was it founded?

---

3. Who was the first principal in charge to manage the school?

---

4. Why was the school named as “Escuela Oficial Urbana Mixta No. 141, Quirina Tassi de Agostini”?

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5. Mention special events or facts about the institution.

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### Checklist

#### Instrument No. 4

**Objective:** gather information about the environments and equipment within the institution by checking the list below.

**Instruction:** check yes or no if the following aspects are observed in the institution. This evaluation has to be done by the principal of the school.

No.	ASPECTS	YES	NO
1.	The classrooms are in good condition		
2.	The electrical connection is working well		
3.	The roof of the classrooms is in good condition		
4.	The floor of the classrooms is in good condition		
5.	The classroom area is appropriate according to the number of students		
6.	The classrooms are ventilated		
7.	The classrooms are properly lit		
9.	The desks are in good condition		
10.	The school has enough desks according to the number of students		
11.	The school has specific rooms (classes, sessions, events)		
12.	The school has offices		
13.	The school has a kitchen		
14.	The school has a dining room		
15.	The school has bathrooms		
16.	The school has a library		
17.	The school has a depot		
18.	The school has a printing center		
19.	The school has a gym		
20.	The school has a multipurpose room		
21.	The school has projections room		
22.	The school has basketball courts		

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Questionnaire

Instrument No. 5

**Objective:** obtain information about the financial sector of Escuela Oficial Urbana Mixta No. 141, Quirina Tassi de Agostini.

**Instruction:** Please, read each statement and write a brief and clear answer. This evaluation has to be done by the principal of the school.

1. What is the national budget that corresponds to your administration?  
\_\_\_\_\_
2. Do you receive any funding from a private institution? If yes, write the name of the institution. Yes, ☐ No, ☐  
Amount: \_\_\_\_\_
3. Do you receive any funding from a cooperative institution? If yes, write the name of the institution. Yes, ☐ No, ☐  
Amount: \_\_\_\_\_
4. Do you receive any fund by selling any products or services? If yes, please specify. Yes, ☐ No, ☐  
\_\_\_\_\_
5. Do you receive any income from donations? If yes, please specify. Yes, ☐ No, ☐  
\_\_\_\_\_
6. Do you pay any salary? If yes, please specify the amount. Yes, ☐ No, ☐  
\_\_\_\_\_
7. Do you pay any professional service? If yes, please specify the amount. Yes, ☐ No, ☐  
\_\_\_\_\_

8. Do you receive any fund? If yes, please specify the amount.

Yes, ☐

No, ☐

---

9. Do you pay any utility service? If yes, please specify how you afford to pay it.

Yes, ☐

No, ☐

---

10. If the previous answer was affirmative. Which of the following utility service do you pay?

a. Gas ☐ b. Electricity ☐ c. Water ☐ d. Phone ☐ e. Internet ☐  
Other: \_\_\_\_\_

---

11. Do you have an accountant that manages and or control payments? If not, please specify how you administrate your budget.

Yes, ☐

No, ☐

---

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### Questionnaire

#### Instrument No. 6

**Objective:** Obtain information about the Human Resources Sector in Escuela Oficial Urbana Mixta No. 141, Quirina Tassi de Agostini.

**Instruction:** Please, read each statement and write a brief and clear answer. This evaluation has to be done by the principal of the school.

Operational Personnel:

1. How many workers do you have? \_\_\_\_\_

2. How many steady workers do you have? \_\_\_\_\_

3. How many temporary workers do you have? \_\_\_\_\_

4. How long have the workers been working here?

☐ 1-5 years

☐ 5-10 years

☐ 10 or more

5. What are the academic degrees of your workers?

\_\_\_\_\_

6. What method do you use to evidence the attendance of your personnel?

\_\_\_\_\_

7. Where do the personnel live?

\_\_\_\_\_

8. What is their work schedule?

\_\_\_\_\_

### Administrative Personnel:

1. How many workers do you have? \_\_\_\_\_

2. How many steady and/or temporary workers do you have?

\_\_\_\_\_

3. What is the percentage of workers who start working here? And, how many left the institution?

\_\_\_\_\_

4. How long have the workers been working here?

☐

1-5 years

☐

5-10 years

☐

10 and more

5. What are the academic degrees of your workers?

\_\_\_\_\_

6. What method do you use to evidence the attendance of your personnel?

\_\_\_\_\_

7. Where does the personal live?

\_\_\_\_\_

8. What is their work schedule?

\_\_\_\_\_

### Users

1. What is the total number of students in the school?

\_\_\_\_\_

2. Tick on the squares the aspects you have observed according to the annual behavior of students?

☐ bullying                      ☐ dropout                      ☐ poor class attendance

☐ school failure                      ☐                      ☐ low self-esteem

3. Complete the following information according to the classification of the students in the school:

Kinder garden level:

Quantity male \_\_\_\_\_ Quantity female \_\_\_\_\_ Ages\_\_\_\_\_

Origin: \_\_\_\_\_

Elementary level:

1<sup>st</sup>. Grade:

Quantity male \_\_\_\_\_ Quantity female \_\_\_\_\_ Ages\_\_\_\_\_

Origin: \_\_\_\_\_

2<sup>nd</sup>. Grade:

Quantity male \_\_\_\_\_ Quantity female \_\_\_\_\_ Ages\_\_\_\_\_

Origin: \_\_\_\_\_

3<sup>rd</sup>. Grade:

Quantity male \_\_\_\_\_ Quantity female \_\_\_\_\_ Ages\_\_\_\_\_

Origin: \_\_\_\_\_

4<sup>th</sup>. Grade:

Quantity male \_\_\_\_\_ Quantity female \_\_\_\_\_ Ages\_\_\_\_\_

Origin: \_\_\_\_\_

5<sup>th</sup>. Grade:

Quantity male \_\_\_\_\_ Quantity female \_\_\_\_\_ Ages\_\_\_\_\_

Origin: \_\_\_\_\_

6<sup>th</sup>. Grade:

Quantity male \_\_\_\_\_ Quantity female \_\_\_\_\_ Ages \_\_\_\_\_

Origin: \_\_\_\_\_

3. Which is their social-economic situation?

\_\_\_\_\_

#### Service Personnel

1. How many workers do you have? \_\_\_\_\_

2. How many steady and/or temporary workers do you have? \_\_\_\_\_

3. What is the percentage of workers who started working here? And, how many left the institution?

\_\_\_\_\_

4. How long have the workers been working here?

☐ 1-5 years                      ☐ 5-10 years                      ☐ 10 and more

5. What are the academic degrees of your workers?

\_\_\_\_\_

6. What method do you use to evidence the attendance of your personnel?

\_\_\_\_\_

7. Where do the personnel live?

\_\_\_\_\_

8. What is their work schedule?

\_\_\_\_\_

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### Questionnaire

#### Instrument No. 7

**Objective:** obtain information about the Curriculum Sector in Escuela Oficial Urbana Mixta No. 141, Quirina Tassi de Agostini.

**Instruction:** please, read each statement and write a brief and clear answer. This evaluation has to be done by the teachers.

Plans of study: Services

1. What level are you serving?

---

2. What areas are you covering?

---

3. Is the English Language course part of the areas you have to cover? if yes, write the levels please.

---

4. Is the English Language course part of the official plan of the study?

---

5. Do you have special programs? If yes, please write it.

---

6. Do you have co-curricular activities? If yes, please write them.

---

Institutional Schedule:

1. What type of Schedule do you have?

\_\_\_ rigid    \_\_\_ flexible    \_\_\_ diverse    \_\_\_ uniform

2. How do you do the Schedule?

---



3. Do you have a specific schedule to meet with the parents? If yes, please write it.

4. Do you have hours engaged in normal activities? If yes, please write it.

5. Do you have hours devoted to special activities? If yes, please, write it.

6. What is the attention hour? (Morning, evening, night, mixed, intermedia...)

Didactic material: Raw material

1. Do you make your own material?

2. Do you use texts? If yes, in which areas?

3. What type of texts do you use?

4. Are the students involved in the elaboration of teaching materials? If yes, how often?

5. What type of didactic materials do you use?

6. What is the source of the didactic materials?

Methods, techniques: Procedure

1. Which teaching methodology have you used?

☐ direct instruction

☐ inquiry-based learning

☐ cooperative learning

2. Which teaching techniques have you used?

☐ modeling

☐ redirection

☐ reinforcement

☐ audio visual

☐ written materials

☐ lecture

☐ role playing

☐ reading comprehension

☐ memorization

☐ brainstorming

☐ choral repetition

☐ dictation

☐ others: \_\_\_\_\_

3. Which criteria for grouping students have you used?

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> task identification   | <input type="checkbox"/> timing               | <input type="checkbox"/> group formation           |
| <input type="checkbox"/> group size  | <input type="checkbox"/> group duration       | <input type="checkbox"/> collective responsibility |
| <input type="checkbox"/> instructor as facilitator                                     | <input type="checkbox"/> inter-group dynamics | <input type="checkbox"/> individual accountability |
| <input type="checkbox"/> explicit attention to the development of interpersonal skills |   |  |
| <input type="checkbox"/> others: _____   |   |  |

4. Frequency of visits or trips with students.

- |                                    |                                   |                                   |
|------------------------------------|-----------------------------------|-----------------------------------|
| <input type="checkbox"/> weekly    | <input type="checkbox"/> monthly  | <input type="checkbox"/> bimester |
| <input type="checkbox"/> trimester | <input type="checkbox"/> semester | <input type="checkbox"/> yearly   |

5. Frequency of planning.

- |                                    |                                   |                                   |
|------------------------------------|-----------------------------------|-----------------------------------|
| <input type="checkbox"/> weekly    | <input type="checkbox"/> monthly  | <input type="checkbox"/> bimester |
| <input type="checkbox"/> trimester | <input type="checkbox"/> semester | <input type="checkbox"/> yearly   |

6. Frequency of training.

- |                                    |                                   |                                   |
|------------------------------------|-----------------------------------|-----------------------------------|
| <input type="checkbox"/> weekly    | <input type="checkbox"/> monthly  | <input type="checkbox"/> bimester |
| <input type="checkbox"/> trimester | <input type="checkbox"/> semester | <input type="checkbox"/> yearly   |

7. Frequency of training in specific areas?

- |                                    |                                   |                                   |
|------------------------------------|-----------------------------------|-----------------------------------|
| <input type="checkbox"/> weekly    | <input type="checkbox"/> monthly  | <input type="checkbox"/> bimester |
| <input type="checkbox"/> trimester | <input type="checkbox"/> semester | <input type="checkbox"/> yearly   |

Which areas? \_\_\_\_\_

Evaluation:

1. What criteria do you use to assess in general?

---

2. What type of evaluation do you apply?

---

3. What are the characteristics of the evaluation criteria?

---

---

4. How do you control the efficiency and effectiveness of the evaluation?

---

---

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### Questionnaire

#### Instrument No. 8

**Objective:** obtain information about the Curriculum Sector in Escuela Oficial Urbana Mixta No. 141, Quirina Tassi de Agostini.

**Instruction:** please, read each statement and write a brief and clear answer. This evaluation has to be done by the principal.

Plans of study: Services

1. What level are you serving?

---

2. What areas are you covering?

---

3. Is the English Language course part of the areas you have to cover in the school? if yes, write the levels please.

---

4. Is the English Language course part of the official plan of the study?

---

5. Do you have special programs? If yes, please write it.

---

6. Do you have co-curricular activities? If yes, please write it.

---

Institutional Schedule:

7. What type of Schedule do you have?

\_\_\_ rigid    \_\_\_ flexible    \_\_\_ diverse    \_\_\_ uniform

8. How do you do the Schedule?

---

9. Do you have a specific schedule to attend people? If yes, please write it.

---

10. Do you have hours engaged in normal activities? If yes, please write it.

---

11. Do you have hours devoted to special activities? If yes, please, write it.

---

12. What is the attention hour? (Morning, evening, night, mixed, intermedia...)

---

#### Didactic material: Raw material

1. What is the number of teachers that make their material?

---

2. What is the number of teachers who used texts?

---

3. What type of texts is used?

---

4. Are the students involved in the elaboration of teaching materials? If yes, with which frequency?

---

5. What type of didactic materials do you use?

---

6. What is the source of the didactic materials?

---

#### Methods, techniques: Procedure

7. Do you make your own material?

---

8. Do you use texts? If yes, in which areas?

---

9. What type of texts do you use?

---

10. Are the students involved in the elaboration of teaching materials? If yes, how often?

---

11. What type of didactic materials do you use?

---

12. What is the source of the didactic materials?

---

## Methods, techniques: Procedure

8. Which teaching methodology have you used?

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> direct instruction | <input type="checkbox"/> inquiry-based learning | <input type="checkbox"/> cooperative learning |
|---|---|---|

9. Which teaching techniques have you used?

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> modeling      | <input type="checkbox"/> redirection           | <input type="checkbox"/> reinforcement |
| <input type="checkbox"/> audio visual  | <input type="checkbox"/> written materials     | <input type="checkbox"/> lecture       |
| <input type="checkbox"/> role playing  | <input type="checkbox"/> reading comprehension | <input type="checkbox"/> memorization  |
| <input type="checkbox"/> brainstorming | <input type="checkbox"/> choral repetition     | <input type="checkbox"/> Dictation     |
| <input type="checkbox"/> others: _____ |  |  |

10. Which criteria for grouping students have you used?

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> task identification   | <input type="checkbox"/> timing               | <input type="checkbox"/> group formation           |
| <input type="checkbox"/> group size  | <input type="checkbox"/> group duration       | <input type="checkbox"/> collective responsibility |
| <input type="checkbox"/> instructor as facilitator                                     | <input type="checkbox"/> inter-group dynamics | <input type="checkbox"/> individual accountability |
| <input type="checkbox"/> explicit attention to the development of interpersonal skills |   |  |
| <input type="checkbox"/> others: _____   |   |  |

11. Frequency of visits or trips with students.

- |                                    |                                   |                                   |
|------------------------------------|-----------------------------------|-----------------------------------|
| <input type="checkbox"/> weekly    | <input type="checkbox"/> monthly  | <input type="checkbox"/> bimester |
| <input type="checkbox"/> trimester | <input type="checkbox"/> semester | <input type="checkbox"/> yearly   |

12. Frequency of plannig.

- |                                    |                                   |                                   |
|------------------------------------|-----------------------------------|-----------------------------------|
| <input type="checkbox"/> weekly    | <input type="checkbox"/> monthly  | <input type="checkbox"/> bimester |
| <input type="checkbox"/> trimester | <input type="checkbox"/> semester | <input type="checkbox"/> yearly   |

13. Frequency of training.

<input type="checkbox"/>	weekly	<input type="checkbox"/>	monthly	<input type="checkbox"/>	bimester
<input type="checkbox"/>	trimester	<input type="checkbox"/>	semester	<input type="checkbox"/>	yearly

14. Frequency of training in specific areas?

<input type="checkbox"/>	weekly	<input type="checkbox"/>	monthly	<input type="checkbox"/>	bimester
<input type="checkbox"/>	trimester	<input type="checkbox"/>	semester	<input type="checkbox"/>	yearly

Which areas? \_\_\_\_\_

Evaluation:

5. What criteria do you use to assess in general?

\_\_\_\_\_

6. What type of evaluation do you apply?

\_\_\_\_\_

7. What are the characteristics of the evaluation criteria?

\_\_\_\_\_

\_\_\_\_\_

8. How do you control the efficiency and effectiveness of the evaluation?

\_\_\_\_\_

\_\_\_\_\_

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### Questionnaire

#### Instrument No. 9

**Objective:** Obtain information about the Administrative Sector in Escuela Oficial Urbana Mixta No. 141, Quirina Tassi de Agostini.

**Instruction:** Please, read each statement and write a brief and clear answer. This evaluation has to be done by the principal.

Planning:

1. Do you have a plan? If yes, is it short, medium or long term?

Yes, ☐ No, ☐

---

2. What are the elements of the plans?

---

3. How do you implement the plans?

---

4. What is the basis of the plans? Policies, strategies or objectives or activities?

---

---

---

5. Do you have contingency plans? If yes, what is it about?

Yes, ☐ No, ☐

---

---



Organization:

1. What are the hierarchical organization levels?

---

2. Do you have an organization chart?

Yes, ☐

No, ☐

3. Each position has a description of its functions? If yes, are they done by level?

Yes, ☐

No, ☐

---

4. Do you have manuals with the description of functions for each position?

Yes, ☐

No, ☐

5. Do you have a work regime?

Yes, ☐

No, ☐

6. Is there an existence of procedure manuals?

Yes, ☐

No, ☐

Coordination:

1. Do you have internal news?

Yes, ☐

No, ☐

2. Do you have billboards?

Yes, ☐

No, ☐

3. Do you have forms for written communications?

Yes, ☐

No, ☐

4. What type of communication do you have in the institution?

---

5. Do you have technical staff meeting? If yes, with which frequency?

Yes, ☐

No, ☐

☐ weekly

☐

monthly

☐

bimester

☐ trimester

☐

semester

☐

yearly

6. Do you have rescheduling meeting? if yes, how often?

<input type="checkbox"/>	Weekly	<input type="checkbox"/>	Yes, <input type="checkbox"/>	monthly	<input type="checkbox"/>	No, <input type="checkbox"/>	bimester
<input type="checkbox"/>	trimester	<input type="checkbox"/>	<input type="checkbox"/>	semester	<input type="checkbox"/>	<input type="checkbox"/>	yearly

Control:

1. Do you have control standards?

Yes, <input type="checkbox"/>	No, <input type="checkbox"/>
-------------------------------	------------------------------

2. Do you have attendance records?

Yes, <input type="checkbox"/>	No, <input type="checkbox"/>
-------------------------------	------------------------------

3. Do you evaluate your personnel?

Yes, <input type="checkbox"/>	No, <input type="checkbox"/>
-------------------------------	------------------------------

4. Do you have an inventory of the activities carried out?

Yes, <input type="checkbox"/>	No, <input type="checkbox"/>
-------------------------------	------------------------------

5. Does your institution have a physical updated inventory?

Yes, <input type="checkbox"/>	No, <input type="checkbox"/>
-------------------------------	------------------------------

6. Do you prepare records with administrative files?

Yes, <input type="checkbox"/>	No, <input type="checkbox"/>
-------------------------------	------------------------------

Supervision:

1. Which monitoring mechanisms do you have in the institution?

---

2. How many times do you supervise and monitor?

---

3. Is there staff responsible for the supervision or monitoring?

Yes, <input type="checkbox"/>	No, <input type="checkbox"/>
-------------------------------	------------------------------

4. What type of supervision you have?

---

5. What are the monitoring tools or instruments?

---

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### Checklist

#### Instrument No. 10

**Objective:** Obtain information about the Relation Sector in Escuela Oficial Urbana Mixta No. 141, Quirina Tassi de Agostini.

**Instruction:** Check yes or no, if the following aspects are observed in the institution. This evaluation has to be done by the principal of the school.

No.	ASPECTS	YES	NO
1.	The school has sports exchanges.		
2.	The school has social activities (festivals, fairs, others).		
3.	The school organizes cultural activities (contests, exhibitions, others).		
4.	The school has academic activities (seminars, conferences, trainings).		
5.	The school cooperates with other institutions.		
6.	The school organizes cultural activities with other institutions.		
7.	The school has social activities with other institutions.		
9.	The school has activities with local and national agencies (municipalities and others).		
10.	The school has local associations (clubs and others).		
11.	The school has parent's boards.		
12.	The school has relationship with the work COCODE's carry out with the community.		
13.	The school has a projection with the community.		
14.	The school has an extension program with the community.		

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### Checklist

#### Instrument No. 11

**Objective:** obtain information about the Philosophical, Politics and Legal Sector in Escuela Oficial Urbana Mixta No. 141, Quirina Tassi de Agostini.

**Instruction:** check yes or no, if the following aspects are observed in the institution. This evaluation has to be done by the principal of the school.

No.	ASPECTS	YES	NO
1.	The school is based on philosophical principles.		
2.	The school has a vision.		
3.	The school has a mission.		
4.	The school has institutional policies.		
5.	The institutional policies have objectives.		
6.	The institutional policies have strategies to implement.		
7.	The school has legal status.		
9.	The school has a legal framework. (general laws, agreements, regulations, others)		
10.	The school has an internal regulation.		

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## DIAGNOSIS EVALUATION

### Checklist

**Objective:** evaluate the process, success and difficulties faced in its preparation.

**Instruction:** check yes or no, if the following aspects are observed in the institution.  
This evaluation has to be done by the PSP student.

NO.	CRITERIA	YES	NO
1.	The information was easy to get.		
2.	The objective was achieved.		
3.	The documents that were required for the sectors were available.		
4.	All the sectors were completed satisfactorily.		
5.	The instruments designed were appropriate for the data gathering process.		
6.	The diagnosis has the necessary data to identify the priori problem.		
7.	The principal of the school was available to give the data.		
8.	The diagnosis was delivered in the required time.		
9.	All the activities planned in the timetable were accomplished		

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## THEORETICAL FRAMEWORK EVALUATION

Instrument

Checklist

**Objective:** Evaluate the organization, content, references and accuracy from the theoretical framework of the PSP project entitled “Informative module with the Institutional Educational Project of the Official School No. 141, Quirina Tassi de Agostini to optimize the management towards a quality education.”

**Instructions:** Read the following statements and check yes or no in order to evaluate the Theoretical Framework of the PSP project entitled “Informative module with the Institutional Educational Project of the Official School No. 141, Quirina Tassi de Agostini to optimize the management towards a quality education.”

Activity / aspect / element		yes	no	comment
1.	The information follows a logical order.			
2.	Is the content presented enough to be clear on the subject?			
3.	Are the sources consulted sufficient to characterize the subject?			
4.	Are the reference citations properly made within the APA system standards?			
5.	Official documents such as decrees and laws as well as manual were clearly consulted for the document’s development.			
6.	Official documents in Spanish have been carefully translated and revised in order to transmit an appropriate message.			
7.	Is there evidence of the contribution of the analyst in the development of the presented theory?			

## PROJECT PROFILE EVALUATION

### Checklist

**Objective:** evaluate the different aspects of the project profile.

**Instruction:** check yes or no, if the following aspects are observed in the institution.  
 This evaluation has to be done by the PSP student.

NO.	DESCRIPTION	YES	NO	NOT OBSERVED
1.	The general aspects of the project such as name, problem, location and type were determined and carefully analyzed.			
2.	The description of the project is brief, clear and concise to facilitate understanding.			
3.	The purpose of the project is clearly explained.			
4.	The general and specific objectives of the plan are well defined and intended to implement the project.			
5.	The goals to be achieved are realistic and measurable.			
6.	The direct and indirect beneficiaries are clearly specified.			
7.	There is a budget provided and a clear description of who is supporting the project.			
8.	The timetable of the project implementation specifies each activity with a scheduled due activity.			
9.	The resources are divided into human, material, financial and physical resources.			
10.	The eight sectors were carefully researched, analyzed and determined. They are community, institutional, financial, human, curriculum, administrative, relationship, philosophical, politics and legal sectors.			

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## PROJECT IMPLEMENTATION EVALUATION

Instrument

Checklist

**Objective:** Evaluate the different aspects developed in the project implementation.

**Instruction:** Read the following statements and check yes or no in order to evaluate the Project Implementation.

Activity / aspect / element		yes	no	comment
1.	The activities written on the timetable were followed in order.			
2.	The information gathered was enough to develop the product.			
3.	The product results were presented and communicated.			
4.	The final product and services were approved by the principal.			
5.	The objectives and goals of the project were accomplished.			



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## FINAL REPORT EVALUATION

Instrument

Checklist

**Objective:** Evaluate the different aspects developed in the final report.

**Instruction:** Read the following statements and check yes or no in order to evaluate the final report.

Activity / aspect / element		yes	no	comment
1.	Are the cover page and the preliminaries the ones indicated for the PSP report?			
2.	Were the indications followed regarding font and line spacing?			
3.	Is the summary correctly presented?			
4.	Is each chapter properly developed?			
5.	Are the research tools used in the project in the appendices?			
6.	Do the appendices show the evaluation instruments used?			
7.	Was applied just one system of reference citation?			
8.	Is the final report developed according to the instructions given?			
9.	Are the references of the sources given with the corresponding data?			

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### Instrument No. 1

#### Questionnaire

**Objective:** to identify the characteristics of the school and its development to elaborate the institutional identity to do the Institutional Educational Project, PEI.

**Instructions:** below, there is a series of criteria which should be read carefully and choose the option that corresponds to your opinion.

No.	CRITERIA		Totally agree	Something agree	Neither agree nor disagree	Something to disagree	Strongly disagree
1	Vision	• We want to make our students people of good.					
• We want our students to be competitive.							
• We want our students to have the skills needed to excel in society.							
• We want to be an institution recognized in the community.							
• We want to be an institution that provides quality educational services.							
• We want to be an integral institution.							
• We want to be a relevant and high-quality educational institution.							
• We want to be an institution that promotes ethical and moral values.							
2	Mission	• We are an organized community.					
• We are at the forefront of technology.							
• We use modern methodology.							
• We are committed to provide a quality education.							

		• We use innovative methods in the teaching-learning process.					
		• We have trained teachers.					
		• We provide equal opportunities.					
		• We promote ethical and moral values.					
		• Our desire is to seek the welfare of our students.					
		• Our main concern is to achieve quality education.					
		• We contribute in the development of the Guatemalan community to make it prosperous and peaceful.					
3	Objetives	• Apply different strategies to ensure a meaningful and quality learning.					
		• Promote ethical and moral values to obtain a comprehensive educational development.					
		• Create a friendly, collaborative and participatory environment to improve the teaching-learning process.					
		• To promote the gender equality and peaceful coexistence for greater social and personal development.					
		• To promote interculturalism and multiculturalism to make learning meaningful and comprehensive education.					
4	Values	• It promotes responsibility.					
		• It promotes tolerance.					
		• It promotes respect.					
		• It promotes generosity.					
		• It promotes humbleness.					
		• It promotes honesty.					
		• It promotes perseverance.					
		• Encourages of truthfulness.					
		• It promotes hard work.					

--	--	--	--	--	--	--	--



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## Instrument No. 2

### Questionnaire

**Objective:** identify the strategies done to encourage the values to do the Institutional Educational Project, PEI

**Instructions:** there is a series of strategies which must be marked, if it is implemented in the educational center to work in each value. If you use the same strategy for more than one value, check in the space of the value the number that corresponds according to the following list:

- |                   |               |                |                 |
|-------------------|---------------|----------------|-----------------|
| 1. Responsibility | 2. Tolerance  | 3. Punctuality | 4. Respect      |
| 5. Generosity     | 6. Humbleness | 7. Honesty     | 8. Perseverance |
| 9. Veracity       | 10. Hard work |                |                 |

No.	Strategy	1	2	3	4	5	6	7	8	9	10
1	Activity in the civic ceremony.										
2	Posters making.										
3	Analysis of reading and discussion group.										
4	Reflection of value with parents.										
5	Team work.										
6	Research and analysis of value.										
7	Control of the attendance list.										
8	Control of the accomplishment of homework and activities.										
9	Role plays.										
10	Oral activities to learn how to listen and give opinions.										
11	Compliance with internal class regulations.										
12	Group dynamics.										
13	Exemplify the value with an everyday fact.										

14	Read biographies of famous people who reflect the value.											
15	Activities in class to share a toy or object.											
16	Accomplishment of the golden rule: say thanks and please.											
17	Illustration of the value on the notebook.											
18	Other:											
19	Other:											
20	Other:											

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### Instrument No. 3

#### Checklist

**Objective:** to identify the characteristics of the learning process and performance of the students to know which needs or problems students can get in the school to establish the improvement plan.

**Instructions:** below, there is a series of criteria which should be read carefully and choose the option that corresponds to your opinion according to the observation of most frequent attitudes that students produce in the different spaces of the educational center.

No.	Criteria	yes	No	A little
1	Respect of the schedule.			
2	When the student makes a mistake, he/she raises his/her hand to recognize it.			
3	The student respects the animals.			
4	Take care of personal belongings.			
5	When the student enters a place, called the door and greets.			
6	They try to do well their work or classroom activities.			
7	In the study hours, they are silent to focus more.			
8	Put the trash in the trash can.			
9	Play with all of their classmates.			
10	Before speaking, they raise their hand.			
11	Share their materials with their classmates.			
12	When the teacher teaches in class, they are paying attention.			
13	The student collaborates in class with order and cleanliness.			
14	They respect their classmates and authorities.			
15	They respect their turn in line.			
16	The student respects the rules in physical activity class.			
17	The student solves the problems talking openly.			
18	They help those who need it.			
19	They try to control their anger.			
20	Participate with enthusiasm in the activities.			

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### Instrument No. 4

#### Checklist

**Objective:** to identify the needs of the students, learning difficulties and the way of learning to establish strategies.

**Instructions:** below, there is a series of criteria which should be read carefully and choose the option that corresponds to your opinion according to the most frequent attitudes that you produce in the different spaces of the educational center. It must be done by students.

No.	Criteria	Yes	No	A little
1	I respect the schedule of entrance to class.			
2	When I make a mistake, I raise my hand to admit it.			
3	I respect animals.			
4	I take care of my personal belongings.			
5	When I go to a place, I knock the door and greet.			
6	I try to do my homework or classroom activities well.			
7	During the study hours, I am in silence to concentrate more.			
8	I throw trash in the trash can.			
9	I play with all my friends.			
10	Before I speak, I raise my hand.			
11	I share my materials with my classmates or friends.			
12	When my teachers teach in class, I pay attention.			
13	I work in class with order and cleanliness.			
14	I respect my classmates and authorities.			
15	I respect my turn in line.			
16	I respect the rules in physical activity class.			
17	I solve the problems speaking.			
18	I help those who need it.			
19	I try to control my anger and do not react with violence.			
20	I participate with enthusiasm in the activities.			
21	I am a cheerful person.			
22	I show off my emotions.			
23	I have empathy.			

24	I prefer to go unnoticed.			
25	I express my emotions, I need faith.			
26	I feel angry when I do not get what I want.			
27	I am embarrassed to participate in class.			
28	I have stage fright.			
29	I participate in what I like.			
30	I like to participate, but I feel sad for my classmates laughing at me.			
31	I like to be understood.			
32	I am more involved in small groups.			
33	I like to work in group.			
34	I usually stop when someone speaks.			
35	I love listening to other classmates.			
36	I like to learn from the experiences of others.			
37	I like to be listened to and to be understood.			
38	I express myself well.			
39	I have obligations at home, I am not just helping.			
40	I strive to understand and learn.			
41	I can do more, but I only meet what my teachers or parents ask me.			
42	I am involved so that things go as well as possible.			
43	I like to be told that it is okay what I do.			
44	I believe the good things that say about me.			
45	I appreciate my effort, even if I do not get what I want.			
46	I respect the work of other people, for example; Not throwing trash on the floor.			
47	I take care of the school, things and places we all share.			
48	I eat well and take care of my health.			
49	I like to do sports to be always healthy.			
50	I have hygiene habits, I wash my hands before I eat, brush my teeth and bathe every day.			
51	I just take care of my body when I am sick.			
52	I take care of myself; I spend time to feel good.			
53	I accept myself as I am; I like my personal and physical appearance.			
54	I like to say nice things to other people.			
55	When I get angry, I cry and I isolate myself.			
56	When I get angry, I look for ways to get away with someone.			
57	When I get angry, I keep it inside me and I do not tell anyone.			
58	When I get angry, I look for solutions to resolve the conflict.			
59	My ideas are interesting.			
60	I always rest enough.			
61	I like to express my affection and joy.			
62	I ask what I do not understand.			
63	I like to study.			
64	I like to do homework to reinforce my knowledge.			
65	I like to do different activities in class to learn.			
66	I like to be taken into account in class groups.			
67	I like to listen to music.			
68	I like to sing.			



69	I like musical instruments.			
70	I like to repeat the words to learn it.			
71	I like to draw.			
72	I like to do sports.			
73	I like to color.			
74	I like to see posters with cheerful colors.			
75	I like English Class.			
76	It is easy for me to learn English class.			
77	I like Math Class.			
78	I understand very quickly when the teacher explains Math to me.			
79	I like to explore and learn more about human beings.			
80	I like to help nature.			
81	I like to be told stories from the past.			
82	I like to present interesting topics in class.			
83	I am interested in learning more about how to write words correctly.			
84	I like to learn the Mayan language.			
85	I like to learn English language.			
86	I like to learn other languages.			
87	I like dynamic classes with games.			
88	I like to apply what I have learned.			
89	I think I have more skills than I've ever exploited.			
90	I want to learn more in class because I get bored after finishing the activities I have to do.			
91	I finish on time the activities assigned by the teacher.			
92	I like to be in school, learning new things.			
93	My teacher is very kind with me.			
94	If I have doubts and ask, I solve them in class.			
95	My parents support me to study.			
96	My parents buy me everything I need to study and do my exercises in class.			
97	My parents always send me to school to study.			
98	My parents have patience with me when I don't understand what to do in school activities.			
99	My parents feel proud of me.			
100	My parents constantly congratulate me on what I learn.			

# APPENDIX 5

Guatemala 12 de mayo del 2017

Licenciada  
Silvia Yesenia Sequen, Directora  
Escuela Oficial Urbana Mixta No. 141 "Quirina Tazzi de Agostini"  
Presente

Atentamente le saludo y a la vez le informo que conforme al diagnóstico realizado en la escuela que usted administra, el proyecto que se implementará en la institución será un Módulo informativo con el Proyecto Educativo Institucional PEI, el cual obtendrá todas las estrategias y lineamientos establecidos por el Ministerio de Educación en vista de la mejora de la calidad educativa. También se apoyará en el área administrativa organizando los documentos físicos en folders para que sea de más fácil manejo.

Otra implementación será la colocación de dos cuadros sobre la pared de su oficina con la información de la misión y visión de la escuela, ya que, según los estudios realizados, revelan que al visualizar y leer todos los días una información, ayuda a que los propósitos que se estipulen se alcancen con mayor brevedad y le brinda a toda persona que lo lee, seguridad de qué es lo que se espera alcanzar al egresar un alumno de la escuela.

Agradezco su apoyo y colaboración al desarrollo de la ejecución del proyecto de EPS.



Cordialmente,

Jérssica Carolina Gallano Rodas  
Epesista  
Licenciatura en Lingüística del Idioma Inglés

# ANNEX

## **List of annexes**

### **Annex 1**

#### **1.1 Letters**

### **Annex 2**

#### **2.1 Photographs**

# ANNEX 1

ESCUELA OFICIAL URBANA MIXTA No. 141  
"QUIRINA TASSI DE AGOSTINI"  
JORNADA VESPERTINA  
6ª Avenida y 1ª calle Ciudad Real I

Guatemala, 18 de julio de 2017

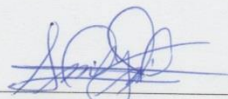
Universidad de San Carlos de Guatemala  
Facultad de Humanidades

Respetables Señores:

Reciban un cordial y atento saludo de la Dirección de la Escuela Oficial Urbana Mixta No. 141 Quirina Tassi de Agostini Jornada Vespertina, deseando que sus actividades diarias se lleven a cabo exitosamente.

El motivo de la presente es informar que la señorita epesista **Jérssica Carolina Galiano Rodas** de la Facultad de Humanidades, hizo la entrega correspondiente del **"Módulo Informativo con El Proyecto Educativo Institucional de la Escuela Oficial Urbana Mixta No. 141 Quirina Tassi de Agostini para Optimizar la Gestión hacia una educación de Calidad"**. Dicho proyecto fue entregado en CD y en un folleto; así mismo también trabajó en el ordenamiento del archivo del establecimiento y entregó la Misión y Visión enmarcadas para colocarlas en un lugar visible de la Dirección de la escuela.

Agradecemos a Jérssica Carolina Galiano Rodas por su valiosa colaboración y aporte a la educación guatemalteca.



Silvia Yesenia Sequen  
Directora



ESCUELA OFICIAL URBANA MIXTA No. 141  
"QUIRINA TASSI DE AGOSTINI"  
JORNADA VESPERTINA  
6ª Av. y 1ª calle Ciudad Real I

Guatemala, 18 de julio de 2017

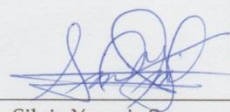
Universidad de San Carlos de Guatemala  
Facultad de Humanidades

Respetables Señores:

Reciban un cordial y atento saludo de la Dirección de la Escuela Oficial Urbana Mixta No. 141 Quirina Tassi de Agostini Jornada Vespertina, deseando que sus actividades diarias se lleven a cabo exitosamente.

Por este medio se da a conocer que continuaremos comprometidos en darle seguimiento al **"Módulo Informativo con El Proyecto Educativo Institucional de la Escuela Oficial Urbana Mixta No. 141 Quirina Tassi de Agostini para Optimizar la Gestión hacia una educación de Calidad"**, elaborado por la epesista **Jérsica Carolina Galiano Rodas** de la Facultad de Humanidades. Se analizará constantemente y se harán las actualizaciones necesarias en su debido tiempo; con el propósito de brindar siempre una Educación de Calidad.

Atentamente



Silvia Yesenia Sequen  
Directora





# ANNEX 2



Source: own elaboration.

Implementing instruments to collect data.



Source: own elaboration.

Implementing instruments to collect data.



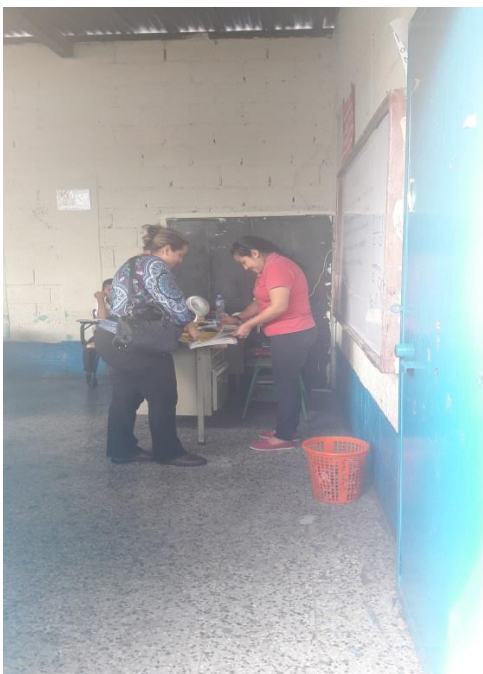
Source: own elaboration.

Implementing instruments to collect data.



Source: own elaboration.

Implementing instruments to collect data.



Source: own elaboration.  
Implementing instruments to collect data.



Source: own elaboration  
Data collection and analysis with the principal



Source: own elaboration.  
Data collection and analysis



Source: own elaboration.  
Data collection and analysis with Students



## Direct beneficiaries

493 students



Source: own elaboration.



Source: own elaboration.



Source: own elaboration.



Source: own elaboration.





Source: own elaboration.

### Posting Mission and Vision of the school



Source: own elaboration.

### During posting Mission and Vision of the school



Source: own elaboration

## Vision and Mission of the school



Source: own elaboration.

## Before organizing the files



Source: own elaboration.



Source: own elaboration.

## Work organizing the files



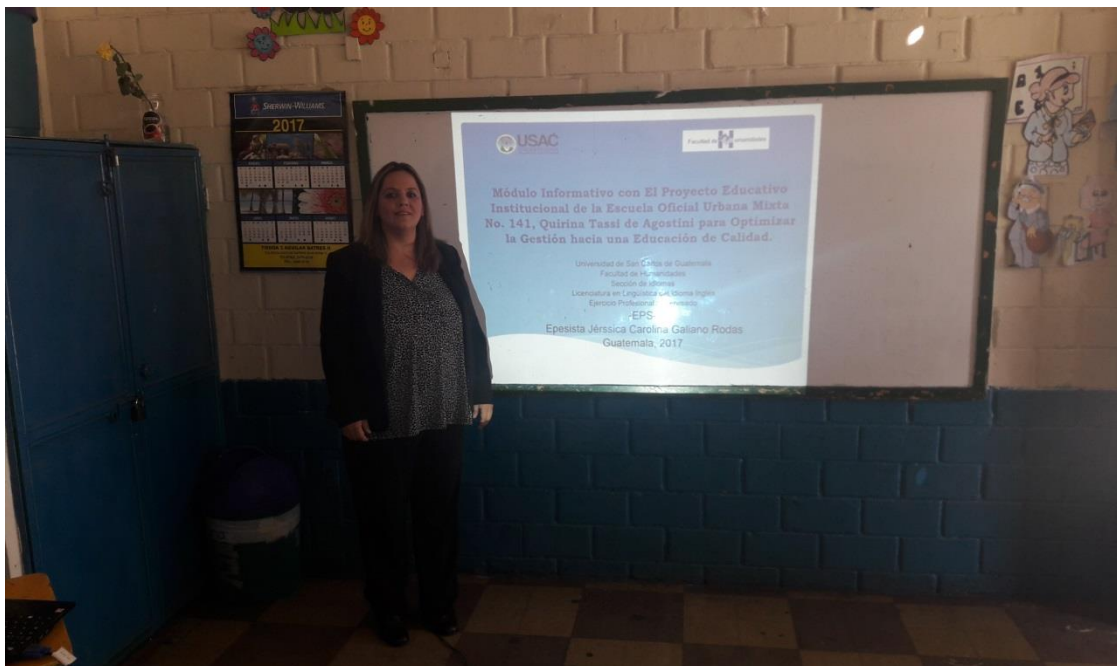
Source: own elaboration.



Source: own elaboration.

## Filing finished





Source: own elaboration.

Presenting the Informative Module to socialize it with teachers



Source: own elaboration.

Teachers and principal in the induction training of the Informative Module







Source: own elaboration.

Teachers motivated to use the Informative Module



Source: own elaboration.

Coffee break and snacks after the induction training of the Informative Module



Source: own elaboration.

Coffee break and snacks after the explanation of the methods to teach English and the Informative Module



Source: own elaboration.

Coffee break and snacks after the presentation of the Informative Module





Source: own elaboration.

Teacher motivated to use the informative module



Source: own elaboration.

Explaining the content of the Informative Module



Source: own elaboration.

Feedback the information of the Informative Module and the strategies to improve the English teaching language



Source: own elaboration.

Official delivery of the products and service to the principal of the school