UNIVERSIDAD PANAMERICANA

Education Faculty

University Professor Specialized in English Language

Use of strategies to improve the speaking skill in the English Language from the First-grade students of Centro Educativo Petén, located in Santa Elena, Flores, Petén, period 2019

(Systematization of the research project)

Reyna Janeth Cruz Marroquín

Guatemala

2020

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2020

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ASUNTO: **Reyna Janeth Cruz Marroquín**
Estudiante del Profesorado Universitario con
Especialización en el Idioma Inglés, de esta
Facultad, solicita autorización de la Sistematización
del proyecto de investigación para completar
requisitos de graduación.

Dictamen No.   138 251019

Después de haber estudiado el anteproyecto presentado a esta Decanatura para cumplir requisitos de
la Sistematización del proyecto de investigación que es requerido para obtener el título de
Profesorado Universitario con Especialización en el Idioma Inglés se resuelve:

1. El anteproyecto presentado con el nombre de: **"Use of strategies to improve the speaking
skill in the English Language from the First-grade students of Centro Educativo
Petén, located in Santa Elena, Flores, Petén, period 2019".** Está enmarcado dentro de
los conceptos requeridos para su Sistematización del proyecto de investigación.

2. La temática enfoca temas sujetos al campo de investigación con el marco científico
requerido.

3. Habiendo cumplido con lo descrito en el reglamento de egreso de la Universidad
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    Por lo antes expuesto, la estudiante reportada en el asunto.

4. Recibe la aprobación de realizar la Sistematización del Proyecto de Investigación,
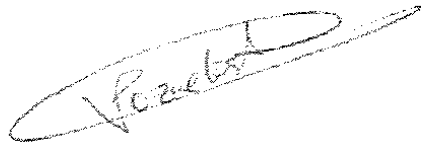solicitado como opción de Egreso con el tema indicado en numeral 1.

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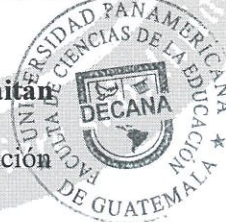
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Guatemala. January 30th, 2020

Because of the Systematization of Research Project with the name of *"Use of strategies to improve the speaking skill in the English Language from the First-grade students of Centro Educativo Petén, located in Santa Elena, Flores, Petén, period 2019"*. Presented by the student: **Reyna Janeth Cruz Marroquín** prior to opting for the Academic Degree of **University Professor Specialized in English Language**, complies with the technical and content requirements established by the University, the present favorable opinion is issued to continue with the corresponding process.

M.Ed. Vivian Lisbeth Pozuelos Alvarez de Garrido
Magister in Designing and Evaluating Educational Projects
Advisor

UNIVERSIDAD PANAMERICANA, FACULTY OF EDUCATION

Guatemala, January 30th, 2020

Because of the Systematization of Research Project with the name of **"Use of strategies to improve the speaking skill in the English Language from the First-grade students of Centro Educativo Petén, located in Santa Elena, Flores, Petén, period 2019".** *Presented by the student:* **Reyna Janeth Cruz Marroquín** *prior to opting for the Academic Degree of* **University Professor Specialized in English Language,** *complies with the technical and content requirements established by the University, the present favorable opinion is issued to continue with the corresponding process.*
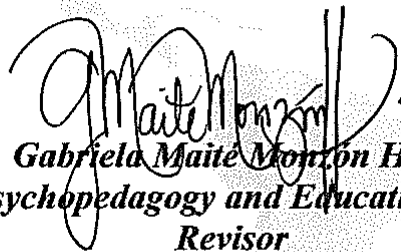
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Abstract

The objective of the action research project was to make use of different techniques and strategies for developing the ability to speak in the students from the first-grade of Centro Educativo Petén, located in Santa Elena, Flores, Petén, period 2019.

During the development of the diagnostic it was observed that students´ learning program carried different content, such as: culture connection, phonics, listening, grammar, content connection, speaking. And it was perceived that some children were afraid to speak, so it was important to take into account a variety of activities and to create a classroom atmosphere where students put into practice orally what they learned during the process.

The pretests showed that 67% of students had struggled in speaking and failed the test where they did not answer the questions in a simple concrete way as it was required, while in the listening skill 92% of the students passed the exam successfully, and 8% fail it.

The intervention was done with the methodology that included five phases; in the first one, the diagnostic test was passed to students to evaluate the four English Language skills: listening, reading, writing and speaking, in the second phase, a pretest was carried out to evaluate the students English speaking skill level by the use of a rubric. In the third phase, a plan was made and executed where all lesson plans, questionaries, bank activities were scheduled, and during the teaching practice strategies were executed such as; interviews, describing a pictures among others, at the middle of the practice two short oral quizzes were performed to evaluate students´ progress in the ability to speak, this stage took nine weeks a total of fifty periods for implementing all the activities that were programmed.

In the fourth phase, the post-test was implemented which was the same as the pre-test to see the performance of the students in the speaking skill and the fifth phase the pre-test and posttest information was collected to compare and analyze. The test showed progress in the speaking skill, 78% of students passed the exam, and 22% of students got low grades.

There was a comparison between the pretest and posttest and the improvement showed that 33% of the students got low grades in the pretest while in the posttest only 12% got a low grades, the other 88% passed the exam with the highest score thus achieving an advance in the ability to speak through the use of appropriate strategies to the needs of the students. It is recommended for all English teachers to implement an action research project to help students of all levels in detecting the problems that each one has in the different English language skills.

Introduction

The action research project on the use of techniques and strategies to improve the ability to speak English, on the First-grade students of Centro Educativo Petén, located in Santa Elena, Flores, was carried out with the objective of determining the importance and effects of using appropriate techniques to the level of knowledge of the students.

Currently, the English language is one of the most influential, which is why it is important to learn it. Learning a new language includes different aspects such as reading, writing, listening and speaking.

The knowledge of this second language is essential since it allows entering the new world where a second language is required, to have better opportunities, in both educational and professional environments. Speaking is one of the most difficult skills to learn since students tend to be afraid to pronounce words wrongly. Most students have speaking problems or are too shy to speak even if they have knowledge of it. To solve this problem of speaking English, strategies, and techniques must be used to improve the students' ability to speak.

Within the teaching practice, lesson plans used helped to a better management of the time, as well as the execution of the same, at this stage it was very important to use strategies such as games, spelling, among others, to achieve better learning and student's participation, the practice took place in nine weeks. Once completed, a posttest was carried out to measure the progress in the students' skills, in the English Language speaking skill.

Chapter 1
Contextual Framework

1.1 Institution's description

The idea of Centro Educativo Petén (CEP), was born in an informal conversation with a group of professors who worked at the Normal School "Prof. Julio E. Rosado Pinelo". The idea was to create at the moment a Private Institute of Basic Education in the afternoon because of the work they were doing in that school. Professors Armando Cocón, Nery de León filled the appropriate file and requirements exposed by Ministry of Education. It was officially registered by September 19, 1980.

On February 2, 1981, there was a special opening Ceremony, Instituto Privado Vespertino, opened its doors to the public. In 1994 Elementary started to work during the afternoon.

Centro Educativo Petén "CEP" was born as a result of the educational need in the Central area of Flores and the desire of youth to prepare academically and be competitive. The concern of the parents, formulated the idea and the need to have a private education service that allowed meeting the needs existing at that time, especially in the Middle and High school levels, which by then there were no more options for students and most had to travel to the capital city. In 1996, the careers of Accountant and Bilingual Secretary were implemented, the two careers with orientation in computer science (11 promotions), in 1997 the Highschool career in Sciences and Arts was created, in 1998 the opening of preschool, and finally in the year of 2007 the Highschool career in Technical Drawing. Currently the school belongs to Universidad Panamerica, and offers education in the Preschool, Elementary, Middle and High school levels.

The institution vision is to be an educational institution that grows generations with values, love justice and truth, and the mission is to be an educational institution that grows generations capable of governing themselves and acting with justice and wisdom in every area of life, with academic excellence based on Christian values and principles.

Table No. 1

Principles and values of the school

Principles	Values
Stewardship	Respect
Individuality	Integrity
Self-government	Capacity
Character	Quality
Unity and union	Solidarity
Power and forming	Entrepreneurship
Sowing and reaping	Tolerance
Stewardship	Love

Source: Self elaboration, 2019

The intervention of the action research project was carried out at Centro Educativo Petén, with the first-grade students, section A, the classroom was integrated with 32 students, where 17 were female, and 15 males, all the children are Spanish native speakers, they´re learning English as a second language.

1.2 Geographical location

Location

The institution is located in the Central Campus CEP-UPANA 0 Street 3-50 Zone 1, Road Virgilio Rodriguez Macal, Santa Elena, Flores, Petén.

Accessibility

Centro Educativo Petén is right across to Centro Universitario Petén-USAC. It is easy to reach it by bus or by car, and it's close to Education Department Management of Peten, the main road is Calle Virgilio Rodriguez Macal, there are not other private schools around.

Chapter 2
Theoretical Framework / Literature Review

Language is considered as a formal system that is formed through rules which allow people to interact and communicate with each other, this means that it can be something written or spoken. The communication process is made up of three factors in the process: the sender, the receiver and the dialogue. Normally humans earn their mother tongue by listening and then speaking, it´s important that teachers implement spoken activities to encourage students to speak the second language in this case English. According to N. Chomsky (1969) a language is a set of sentences, each finite in length and constructed out of a finite set of elements.

During the process of learning a second language, students tend to only listen to what the teacher is saying, and not speaking, even if they have knowledge of vocabulary, and it is important that while teaching the instructors make use of gestures and movements, since some students may not understand what the teacher wants to explain, and they can understand better if verbal and non-verbal communication is used, since the English language is not their mother tongue.

According to Wang (2009), language learners need to recognize that speaking involves three areas of knowledge:

1. Mechanics (pronunciation, grammar, and vocabulary): using the right words in the right order with the correct pronunciation. 2. Functions (transaction and interaction): knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building). 3. Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): understanding how to consider who is speaking to whom, in what circumstances, about what, and for what reason. (Gorjian, 2017).

The process of teaching and learning a second language means that teachers must consider four main skills that students must develop through their learning, these skills are; reading, listening, writing, and speaking. It is necessary to create an English environment so students communicate in English, what teachers can do is to get more involved in order to know how the culture of their second language works. Many authors say that to develop the speaking skill, it is important to use and implement communicative activities in the classroom, such as: games, problem-solving, show and tell, role play, and so on. This can help students and teacher as well, to interact and communicate in the English language. The activities need to be according to student's knowledge and level as well.

According to Brown and Yule (1983), speaking is the skill that the students will be judged upon most in real-life situations. It is an important part of everyday interaction and most often the first impression of a person is based on his/her ability to speak fluently and comprehensively. So, teachers have the responsibility to prepare the students as much as possible to be able to speak in English in the real world outside the classroom. Today´s world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriately in each communicative circumstance. (Bahadorfar & Omidvar, 2014)

Currently, teachers have a lot of things that facilitates teaching, and it is technology that gives a huge help in the learning process, this has a lot of useful tools that teachers can use to innovate and give students the opportunity to interact with native English speakers and to practice their speaking, some tools are the Internet, skype, and they can find quizzes, audio recordings, and so on.

In the classroom, teachers can use WEB 2.0 tools, encourage students to involve in each class, some of these tools can be: Voki, is a tool that allow students to create their own character, and record their own voice. Powtoon, is a nice tool to create interactive presentations instead of only using the board, audio recording; students can record themselves and talk about something they like, those tools can be useful for practicing speaking skill.

There are two types of speaking; the first one is informal speaking. Typically used with family and friends, or people students know well, the second is formal speaking which occurs in business or academic situations, or when meeting people for the first time. Speaking is probably the language skill that most language learners wish to perfect as soon as possible. It used to be the only language skill that was difficult to practice online. This is no longer the case. English learners can practice speaking online using voice or video chat and services like Skype. They can also record and upload their voice for other people to listen to. (Club, 2019)

The speaking skill goes hand in hand with pronunciation. Some strategies that teachers can implement in the classroom for develop students' skill and sub-skill are: do not translate from one to another language, listen how other people speak, to practice pronunciation and speaking by speaking aloud, singing aloud, reading aloud, and describe aloud, doing everything aloud can help students to practice their second language.

There are several factors relating to speaking skills to be considered for effective English-speaking performance. Pronunciation, vocabulary, and collocations are singled out as important factors to be emphasized in building fluency for EFL speakers. Providing students with a variety of situations and frequent speaking tasks play a significant role in the improvement of students' fluency when speaking (Tam, 1997)

To become a good speaker, it is important to develop the four speaking sub skills and according to Binus University, those are:

Fluency: it is about how comfortable and confident the learner is in speaking English. If he or she can speak for an extended period, that is an indicator of strong fluency. It is also about showing a clear connection between each point that the student is trying to make. This skill means that the listener can follow what somebody is saying and does not get lost.

Vocabulary: being a good speaker means constantly growing vocabulary. The more interesting words somebody knows, the stronger his/her speaking skill would be. The best way to grow vocabulary is to read in English and make a note of any unknown word.

Grammar: a good speaker does not have to use perfect grammar. Certainly, though, it is a good idea to make sure that you have mastered the major tenses.

Pronunciation: it is a complex area, with a lot of sub skills that can be practiced. The basic rule of thumb is that an average speaker can speak and be understood. A skilled speaker can use the sub skills of pronunciation to emphasize and make the communicative effect of their speech more impactful. The sub skills of pronunciation include: word and sentence stress, intonation, rhythm and the use of the individual sounds of a language. A good way to practice pronunciation is to copy! Simply listen to how someone with good pronunciation speaks and try to imitate him/her as closely as possible. (Binus-University, 2018)

Chapter 3
Methodological Framework

3.1 Action Research Methodology

Gerald Susman (1983) distinguishes five phases to be conducted within each research cycle. Initially, a problem is identified and data is collected for more detailed diagnosis. This is followed by a collective postulation of several possible solutions, from which a single plan of action emerges and is implemented. Data on the results of the intervention are collected and analyzed, and the findings are interpreted in light of how successful the action has been. At this point, the problem is re-assessed and the process begins another cycle. This process continues until the problem is resolved. (O'Brien, 2001).

The paradigms that were used in the research were quantitative and qualitative. The quantitative were from the different English tests, to design graphics and tables about the students´ progress. The qualitative to analyze the information obtained during the process of the action research project, such the observation stage.

The purpose of the intervention was to develop practical strategies to improve students' weaknesses in English speaking skill. As it was mention before, the action research was done by five phases: Phase 1: diagnostic, it was a written test which includes exercises to evaluate the mastery of the four basic skills: listening, reading, writing and speaking, the findings were that many students had trouble while communicating with others in the target language. Phase 2: pretest, it was an evaluation to see the English speaking level of the students, finding pronunciation and fluency problems. Phase 3: a plan was designed and executed with the purpose of helping students to improve in the speaking skill. Phase 4: posttest: the same pretest was passed to the students in order to see if after the reinforcement students were able to increace their speaking English level. And phase 5: the information from the pretest and posttest was collected and contrasted to visualize the success of the Action Research Project.

3.2 Purpose

The purpose of this action research project was to identify if the students of first-grade section A, of Centro Educativo Petén had any difficult managing the basic English Language skills and define which one of them needed the implementation of practical strategies that could help students to improve it.

After analyzing the results, it was figured it out that the skill to be develop was speaking and the corresponding subskill of pronunciation.

3.3 Description of the Intervention

To carry out the action research project on the use of strategies and techniques to improve the English language speaking ability of elementary first-grade students, a series of steps were carried out to complete the project effectively, the first step was the observation within the classroom and the diagnostic test was administered, in the second step the pretest was implemented to evaluate the speaking skill and sub-skills, in the third step a plan was designed and executed to help students to improve in the speaking skill also short oral tests were performed, to know the progress of the students during the teaching stage, in the fourth step, the posttest was passed to students, which was the same as the pretest, this with the purpose to know if students increased their English level, and as a fifth step, the information from the pretest and posttest was collected to reflect about the results obtained during the Action Research Project.

a) Participants

The action research project was carried out at Centro Educativo Petén, with the first-grade students, section A, the classroom was integrated by 32 students, 17 were female, and 15 males, student are around seven years old.

b) Diagnostic

It was easy to observe that the classroom is in optical condition to improve the learning process and within the learning program students are capable to increase their knowledge of the English language in its different areas such as; grammar, listening, speaking, reading and phonics.

During the learning process, it was hard for some students to participate because they were afraid to produce the English language. In order to achieve the research project, it was necessary the students´participation, because it would help teachers identify if a student is deficient, that is why students were given a diagnostic test according to their level of English. The diagnostic test was written with exercises where the four English language skills were evaluated; listening, reading, writing and listening, with the purpose of finding out in which area the students presented trouble. This was carried out with 32 students from first-grade and was conducted in three 35-minutes periods, the skill where students presented problems was speaking.

Among the strategies to be used in the action research project were: oral presentation where students described an object and talked about it, which object is missing game, puzzles, sharing a description of a drawing, which number I hear, fly swatters to practice vocabulary, pantomime, describing image, games that include direct or critical thinking questions, reading circles, spelling, charts, listening to music and answering questions, interviews, whispering activities, obstacle race to review what has been achieved. Those strategies helped students to improve not only speaking ability but also pronunciation of the English language.

Speaking strategies and techniques are necessary because they help students to build self confidence at the moment of speaking and the sense of achieving will motivate them to continue practicing the language and as a result their social communication will improve as well.   If the students improve significantly, they will have an strength to get better job opportunities.

b) Problem found

Based on the diagnostic stage, it was observed that most of the students had difficulty in speaking in front of their classmates in the classroom, since 67% of the students did not answer the provided questions which should be answered in a simple and concrete way, while the rest of the students did answer the questions in a simple way as it was requested, so it was observed and heard that students had problems to pronounce the words, because they asked if that was the correct way to say the words. The sub-skill to consider was the correct pronunciation of the language. It is important to keep in mind that speaking is the most important skill when someone is leaning a second language.

c) PreTest Stage

The pretest consisted of a series of exercises in which it is intended to evaluate students in the English Language speaking skills by using a rubric taking into consideration aspects such as; vocabulary, grammar, fluency, communication, and pronunciation, the exercises consisted of describing pictures in detail, repeating sentences after listening to recording sentences, oral presentations. According to what was requested in each exercise students had to complete in full using the correct resources or actions, for example, recorder, posters, pairwork, among others. The results showed that students did have difficulties in some aspects like communication, fluency, and grammar, in other hand students had good pronunciation and possessed vocabulary knowledge, the pretest took about two hours.

d) Post Test Stage

The post-evaluation was carried out to finish the practice stage, with the aim of re-evaluating the English Language speaking skill and sub-skills of the first-grade students, this evaluation was the same as the pretest. In the same way, the evaluation was passed to the students, where they completed each of the exercises that were presented to them, for the completion of this, there were

used three periods of thirty-five minutes each. Then, the results of the pre-evaluation and post-evaluation were compared, to know if the proposed objectives had been achieved.

Chapter 4

## Data Analysis and Presentation of Results

This chapter of data analysis shows the only findings of the implementation of the pretest and posttest, passed to 32 students, from first-grade, of which 17 were female, and 16 males around seven years old. The purpose of this action research project was to identify the different problems on the different skills that students had and use practical strategies to help them to develop those skills.

4.1 Pre-test results

During the action research project, a pretest was carried out with 32 students of first-grade to find out their weaknesses and strengths in the English Language speaking skill.

Graphic No. 1

Pre-test results
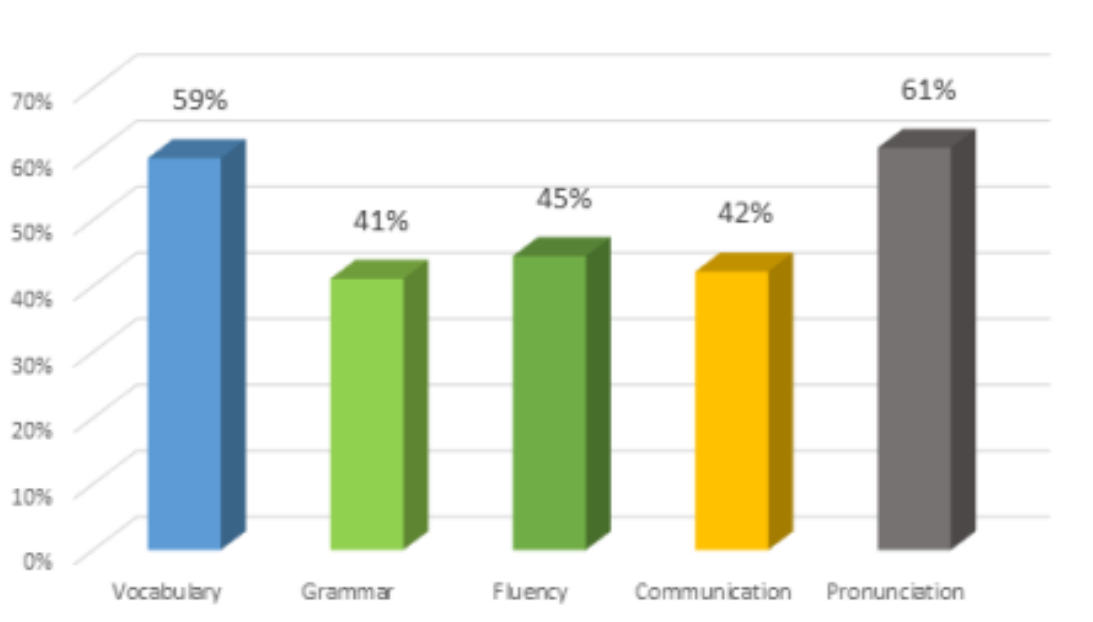
Source: Self elaboration, 2019.

The bar chart demonstrates the performance that students had in different English language skills. It is observed that 32 students equivalent to 100%, 11 students equivalent to 33% passed the exam with 72 scores, while the 21 students equivalent to 67% did not pass the exam having a score of 36, and they needed reinforcement communication, fluency and grammar through different activities.

4.2 Post-test results

The posttest covered the same as the pretest, it was passed to students to know how was their progress after the teaching stage. During the teaching stage different activities were done with the students to reinforce the lowest skill, which was speaking.

Graphic No. 2

Post-test results
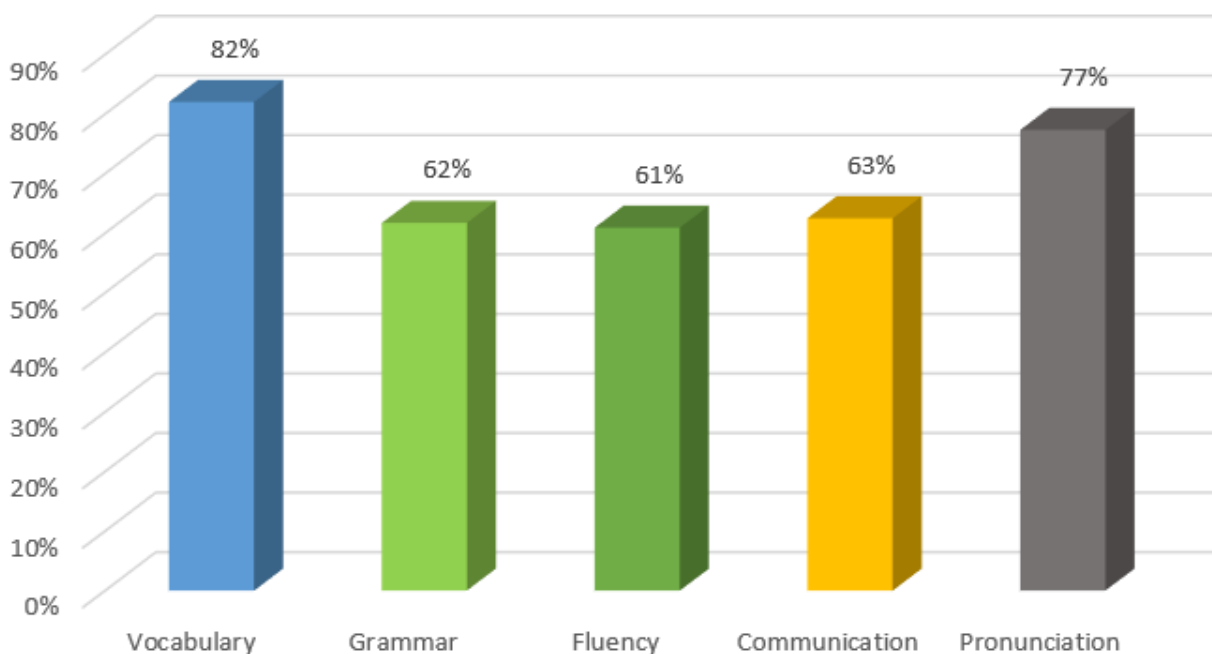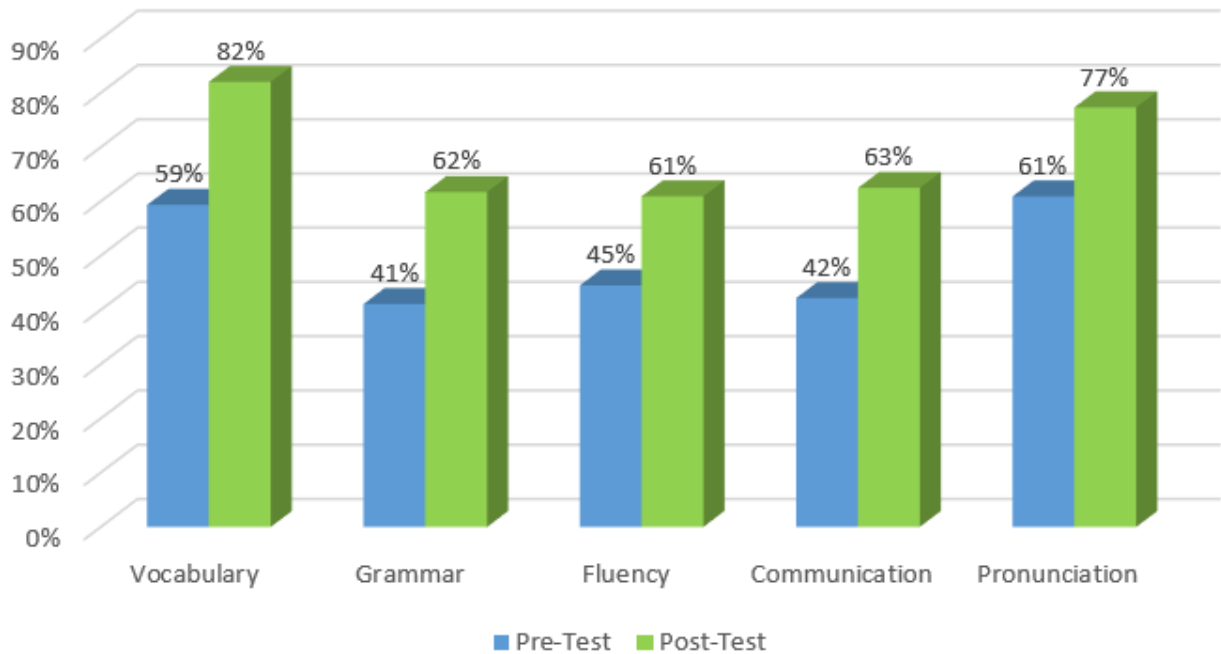

Source: Self elaboration, 2019.

The graph above shows the students' progress in English language skills, demonstrating a good evolution of the skills, especially in the speaking ability where 25 of the students equivalent to 78% answered the questions orally with concrete answers passing the exam with a score of 86, which was the one that was reinforced, and 7 of the students equivalent to 22% did not pass it with a score of 45.

4.3 Comparative Results

In this section, the graph compares advance between pretest and posttest, referring to the development of English language speaking skill.

Graphic No. 3

Pre-test vs Post-test result

Source: Self elaboration, 2019.

According to the graph it can be observed in a general way that students have improved in all the aspects described, this means that the learning procedure has been successful, this determines the acceptance of all the English language speaking activities during the teaching stage.

In the ability to speak, a better performance can be observed on the speaking skill, according to the results, 25 of 32 students aproved the exam, comparing to the previous one, where only 11 students aproved it with a score of 72. 78% of the students aproved the posttest with scores of 86 points, while 22% did not aprove the exam with 45 points. It can be said that speaking strategies were useful and effective because students enhanced their speaking ability.

Chapter 5

Reflections and Lessons Learned

5.1 General Reflections

To improve students speaking skills in the classroom it is necessary to use tools and strategies, such as dialogues, role plays, speeches, debates, group projects, games, among others, that will make the English language teaching-learning process better and effective.

Student's participation was crucial to have success during the teaching stage. The mentioned strategies can be implemented in the classroom, so students could have fun during the learning process, and build self-confidence to talk. It is important to keep in mind that activities have to be implemented according to student knowledge, needs and age.

It is very important to take into account all those aspects in which students require support, in addition, it is necessary to have a general idea of student learning, so it can be improved using efficient strategies, in this way success can be achieved in the different abilities.

Observation is the most important technique to implement in the class, this helps to develop a better lesson plan, taking into consideration that each student learns in a different way, some of them are visual, auditory, kinesthetic, or tactile. Furthermore, it helps to see the students learning problems and the possible solutions to those problems.

5.2 Lessons Learned

What I would do the same is planning, as it is essential and saves time within the class, another thing is that carrying (materials) prepared and ready will contribute to reach a quality teaching-learning process that will benefit both the student and the teacher.

It is necessary to have a plan B, because if the activity does not work as expected, it can be applied or modified at that time. It is equally important speaking only English to students, because it helps to create an environment where students can use the language and speak to become fluent as well, as avoid any translation from one language to another. Implementing dynamic activities, and not only having students sitting down on the desk. Walking around the classroom to monitor students completing the task or activities.

I learned that it is not a good strategy to interrupt students when they are trying to talk, I will not do it again, it is better let them talk so they can lose the fear of speaking the language and develop self-confidence. At the end, the teacher could mention in a general way which ones were the mistakes the students did in their presentations.

I learned that keeping students motivated is very important. The implementation of small activities such as singing a song or a physic activity like TPR, will make students recover attention and active them again to be ready to participate. The goals of the learning activities can not be reached without students participation, so it is important that activities will be according to students age and level of knowledge, otherwise, they can be stressful for students. In addition, rules are very important to maintain the order in the classroom, and rewards or motivational phrases are good ways to increase student`s participation in the class.

Recomendations

Based on the action research project, there are recommendations for future fields. It is important that teachers of the English language, update the way of teaching by implementing technology in the classroom. And the use of different technology tools to make the classroom more interactive and interesting for students.

Moreover, teachers should create communicative activities to encourage students to use the language in real-life situations. Taking into account that learning a second language is to let students speak so they can lose fear and become fluent. Teachers should always be motivated, since motivation is essential for students to learn the language.

Finally, this action research project can be carried out in two classrooms of the same grade, to compare the level that the students of each section have in English skills, or to make groups of those who know more and those who need reinforcement, to ensure that those who know more are not stuck and can move forward and learn the language successfully.

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Appendix

Figure 1

Class observation and evaluation guide

UPANA

CLASS OBSERVATION AND EVALUATION GUIDE

Student-teacher's name: Reyna Janeth Cruz Marroquín
Master teacher's name: Estrellita Maribel Recinos mas
Subject: English Content   Time: Grade and section: First "A"
Topic: Date: 9/07/19

Read each aspect carefully. Use the following criteria to grade each observed aspect.
5 = exceeds expectations   4 = satisfactory   3 = Average   1= Needs improvement   0 = No evidence

ASPECTS TO BE GRADED	5	4	3	2	1
1. Turns plan on time and well presented	X				
2. Applies all the technical requirements in a plan (warm-up, presentation, practice, wrap up etc)	X				
3. Performs an appropriate variety of activities to reach the competence or objectives	X				
4. Uses time effectively to accomplish all her planning steps	X				
5. Promotes the receptive and productive skills with students by applying different types of interaction making SS speak the language, or respond to it.	X				
6. Explains all the instructions in a clear and easy way for SS to understand (It is evident that students understand her)	X				
7. Masters the topic and all of its components	X				
8. Shows self-confidence, has a firm but lovely attitude, addresses children appropriately.	X				
9. Provides opportunities for individual differences according to the different learning styles	X				
10. Uses error correction properly promoting self-correction process	X				
11. Controls discipline and order in the classroom	X				
12. Motivates SS to enjoy the class	X				
13. Speaks in English at all times.	X				
14. Walks around the classroom checking students performance	X				
15. Demonstrates self confidence showing interest in the subject matter	X				
16. Uses effective assessment strategies to enhance the teaching learning acquisition process	X				
17. Uses grammar, spelling and pronunciation correctly	X				
18. Follows instructions and shows interest in applying the observations made by the master- teacher.	X				
19. Treats students with respect, courtesy and good manners.	X				
20. Applies variety of strategies to help students improve in the skill or subskill selected.	X				

Total: 100

Master teacher's comments:

Miss Reyna is a responsable person, very dedicated to what she does. I'm very pleased with what she did in the class with the student.

Recommendations / Suggestions:

Estrellita Recinos
Master teacher's name

Reyna Cruz
Student- teacher's name

Signature

Signature

Source: Self elaboration, 2019.

Figure 2

Oral practice

Source: Chan, 2019. This picture was taken while students were doing listening and repeating sentences guided by the teacher.

Figure 3

Oral presentations

Source: Cruz, 2019. Students doing oral presentations
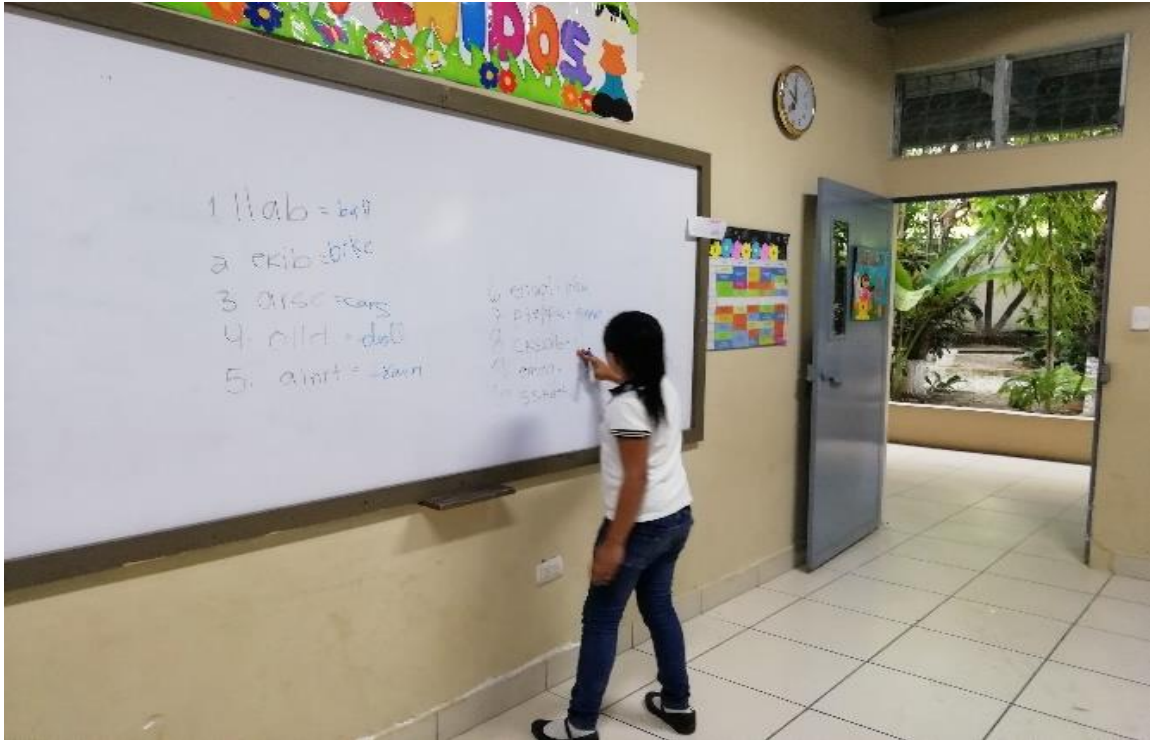
Figure 4

Picture description activity

Source: Cruz, 2019. Student describing the pictures as part of an oral practice.

Figure 5

Completion sentences activity

Source: Cruz, 2019. Students were practicing sentence completion.

Figure 6

Grammar Diagnostic test

Institution: _____

Date:_____Time:_____

Grade and section:_____

Amount of students: _____females: _____ males:_____

Grammar

A. Complete the sentences with correct answer: *They are* or *It is*

1. _____ a ruler.

2. _____crayons.

3. _____ a book. |

4. _____backpacks

B. Choose words from the word bank that are **antonyms** for each word.

5. big _____   6. sad _____

7. white _____   8. tall _____

| short • black • small • happy |

C. Fill the blanks with Has or Have

9. Mary _____one brother.

10. I _____ long hair.

11. Johan _____six pencils.

D. Write the article a or an on the blanks.

11. _____ flower and _____butterfly.

12. _____ pencil and _____ eye

13. _____ apple and _____balloon.

Figure 7

Grammar and Spelling Diagnostic test

13. _____ apple and _____ balloon.

E. Read and circle the correct answer.

14. Does your sister have long hair?	15. Does your brother have long hair?
No, she doesn't / Yes, she does	No, he doesn't / Yes, he does

F. Complete the following sentences. Use the word bank.

16. I see with my _____.

17. I taste with my _____.

18. I smell with my _____.

19. I hear with my _____.

ears • nose • eyes • mouth

G. Complete the sentences with the correct **Present continuous** form. Use the word bank.

20. I am _____ a green hat.

21. He is _____ soccer.

22. She is _____ TV.

23. They are _____ chicken.

eating	watching
playing	wearing

A. Listen to the spelling words. They will repeat once. Spell them correctly on the lines.

Spelling

1. _____

2. _____

3. _____

4. _____

5. _____

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Figure 8

Reading and Listening Comprehension Diagnostic test

Reading Comprehension

A. Read the short story carefully.

The monkey

The monkey is hungry. He eats bananas. He likes to swing in the trees. This monkey lives at the zoo.

B. Circle the correct answer to the questions below.

1. What animal is this?	monkey	dog	cat
2. This animal feels........	hungry	bored	frustrated
3. He likes to eat……	peanuts	bananas	bones
4. He lives at the …….	zoo	downtown	house
5. He plays in the ……..	dirt	water	trees

Listening Comprehension

A. Listen and chant. Then circle the correct clothes word.

What are you wearing?

What are you wearing?
I'm wearing a T-shirt / shirt.
What are you wearing?
I'm wearing a skirt / pants
What's he wearing?
He's wearing a new shorts / old shorts
What's he wearing?
He's wearing old shoes / boots

What's she wearing?
She's wearing a red hat / green hat.
What's she wearing?
She's wearing black shoes / pink shoes.

Figure 9

Writing and Speaking Diagnostic test

WRITING
Based on the Listening Comprehension section answer the following question, use your own words and give details.

What are your favorite clothes?

_____

_____

What clothes do you have in your closet and how many?

_____

_____

_____

SPEAKING.

Please provide a brief but concrete answer to these questions.

1. How old are you?

2. When is your birthday?

3. What is your favorite color?

4. How many members are in your family?

5. What is your favorite food?

Figure 10

Rubric for pre-test and post-test evaluations

PRE-TEST /POST TEST

Institution: Centro Educativo Petén – CEP
Date: 02th and 04th April 2019
Time: 2 hours
Grade and section: Primary 1st. Grade A
Amount of students: 32 females: 17 males: 15

Purpose of Speaking Pre-Test: Assess background knowledge in different aspects.

	NEEDS IMPROVEMENT (5)	SUFFICIENTLY ACHIEVED (10)	NOTABLY ACHIEVED (15)	OUTSTANDINGLY ACHIEVED (20)
VOCABULARY	Uses only basic vocabulary and expressions.	Uses limited vocabulary and expressions.	Uses a variety of vocabulary and expressions, but makes some errors in word choice.	Uses a grade-level appropriate variety of vocabulary and expressions.
GRAMMAR	Uses basic structures and makes frequent mistakes.	Uses a variety of structures with frequent errors, or uses basic structures with only occasional errors.	Uses a variety of grammar structures but makes some mistakes.	Uses a variety of grade-level structures with only occasional grammatical errors.
FLUENCY	Hesitates too often when speaking, which interferes with communication.	Speaks with some hesitation, which often interferes with communication.	Speaks with some hesitation, but it does not usually interfere with communication.	Speaks smoothly, with little hesitation, which doesn't interfere with communication.
COMMUNICATION	Purpose isn't clear. Requires a considerable amount of help in order to	Tries to communicate but often does not respond clearly or appropriately.	Stays on task most of the time and communicates effectively. Generally responds	Stays on task and communicates effectively. Almost always responds appropriately and always tries to

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