



**ISAE UNIVERSIDAD**

**LA CHORRERA BRANCH**

**FACULTY OF EDUCATIONAL SCIENCES AND HUMANITIES**

**THESIS**

**TRAINING OF THE HOMEROOM TEACHERS FOR THE  
IMPLEMENTATION OF LEARNING ENGLISH AT THE MATA  
PALOS SCHOOL**

**BY:**

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## **Abstract**

Knowing and speaking English, is a robust advantage in the labor field nowadays. It's noticeable that the teaching English language has improved, but that was for barely 30%, we have been learning and studying English for more than 6 years without an outstanding result. The main reason for us to carry out this thesis was on how teachers in Mata Palo school were teaching if its solid or not and how we state valid ideas.

In this process, we used the standard process to get data (survey) and analyze them, the results as soon as you get there are stunning, more than 60% of students feel uncomfortable with the teachers assigned, there are different factors or variables on how students see or visualize their English teachers.

In the school we did surveys and interviews, there are barely 2 teachers from multi-grade teaching, they said they didn't provide students with a worthy English education because they didn't have the proper tools, neither the education to do so.

With our Panamanian system, according with the laws to teaching English, it's almost impossible to provide a specialist to teach English. There should be more than 28 students to send one English teacher to Mata Palo School, and Mata Palo will get better results, on top of that the students would have a chance to get involve and immerse into English language education.

Going deeper, in this thesis we saw a pattern, every time a teacher isn't teaching properly, more students aren't interested in getting involve in the English language... So, we could say curriculum from the English language is proportional to students. MEDUCA currently said that it wasn't possible for Mata Palo school to get an English teacher, because there was a need for more than 28 students to get a specialist ther

## INTRODUCTION

The main objective of this research work is to approach the teachers' training for the implementation of the teaching of English in the Mata de Palo School, Province of Coclé. Equally, it will allow us to analyze the possible causes of the desertion of many students in that area.

In the first chapter, the justification of the research is presented, here we will find the origin of the research, the theoretical and methodological framework of our research.

In the second chapter, we will find the general aspects of the Mata Palo community, such as its historical background, geographical aspects, as well as the history, vision, mission, and organizational structure of the school.

In the third chapter, we develop the analysis of the diagnostic survey that was applied to carry out this work.

In the fourth chapter, we present the results, which is the main contribution of this study, and which guides us towards an answer to detect all the problems in the training of teachers for the teaching of the English language in said school.

Finally, the conclusions, recommendations, bibliography and annexes are presented.

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## **DEDICATORIES**

This thesis is first dedicated to God, who gave me strengthened and midst on difficult circumstances when I was about to give up and thanks to him, I was able to complete my career.

Similarly, my parents Mary Salazar and Irving Carrasco, whom I owe all my life, I appreciate your training based on good feelings, values and habits that have helped me find the best way.

I especially dedicate it to my aunt Nelsa Salazar who unconditionally stood by my side, who taught me that with humility anything we can propose is achieved, in turn to my brothers, for their words of encouragement for their company and always believe that I could do it.

To my family in general thanks to their advice, understanding, love and help, to my best friend Alana Abrego for motivating me, to my boyfriend John Fowler who taught me to have the courage to achieve my goals.

In a very special way, I thank my classmates for their support, love, understanding who always supported me and allowed me to enter their lives, especially Aura Díaz and Brithzayith Rodríguez, who without expecting anything in return shared their knowledge, joys and sorrows.

Thank you all.

Kathleen Carrasco

Our research work would not be possible thanks to God and its precepts, to the efforts of our parents and teachers. So, without them, none of this would be possible.

Jose Cedeño

I dedicate this thesis to my son Kesniel, his love and affection are the triggers of my happiness, my efforts, my desire to seek the best for you, even at your young age, you have taught me and continue to teach me many things of our life. You were my greatest inspiration to successfully complete this project.

Thank you, my son,

Britzayith Rodrigue

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First of all, I thank God, my heavenly father, who in each step has strengthened me, has guided me and has accompanied me, throughout this thesis work, is a blessing in every way, I will not cease my desire to say that thank God this goal is fulfilled.

To my parents, for constantly motivating me to achieve my dreams, to my aunt Nelsa Salazar for her unconditional support, many of my achievements I owe to them, to my colleagues and friends.

It has not been easy so far, but thanks to her support, kindness and love, the complexity of achieving this goal has been less noticeable, I thank you and I express my great affection for you, my beautiful family. Thank you all,

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## **CHAPTER I**

### **JUSTIFICATION OF THE RESEARCH**

## **A. ORIGIN OF THE RESEARCH**

The Mata Palo School is a general basic education school; located in the town of Cabuya, Anton about three and a half hours from Panama City.

It has 2 multigrade teachers, who teach general subjects and English language.

Teachers do not have the right profile to provide students with adequate English classes, but they do their best, therefore, the academic training provided to students is not enough for their higher education, much less the one indicated to opt for today's competitive jobs.

For this reason, the following questions arose: What training does the multigrade teacher receive to teach English classes? How could you update and improve your training to provide better English classes? What resources are provided to multigrade

teachers to teach their classes? Does the multigrade teachers' curriculum need to be updated? ... Etc.

## **B. STATEMENT OF THE PROBLEM.**

The Mata Palo School is a primary education center; located in the secluded community of Mata Palo, Cabuya, Antón, about two hours from downtown Panama.

To get to the community, you must take a bus on the Cabuya - Anton route, then you must call a resident who provides the private service; If you do not have transportation, you must walk about an hour and a half to get to the educational center.

This campus has two elementary school teachers and a population of 28 students between 1st and 6th grade. The student population is low so the Ministry of Education does not tend to appoint

special teachers, that includes teachers of English. Students find English difficult when they move to other educational centers.

Currently, with the situation of Covid-19, teachers have difficulties to communicate with students due to the lack of technology in the area, the little they can do, is dedicated to the subjects with priorities as indicated by the Ministry of Education and the English matter is in the background.

At a global level, the importance that future professionals should have mastery of several languages is raised. The English language is used by 80% in Internet traffic and the most used by multinational companies.

In accordance with what has been stated in the previous paragraphs, the following question is posed: What is the training of the undergraduate teacher for the implementation of the teaching of

English as a second language at Mata de Palo School?

## **1. Research Objectives**

### **1.1 General Objective**

Describe the training of undergraduate teachers for the implementation of the teaching of English as a second language at Mata Palo School.

### **1.2 Specifics Objectives**

- Review documents related to teacher training and its impact on learning a second language.
- Define the methodology to be implemented during the development of the study at Mata Palo School.
- Prepare interviews with teachers and the educational community related to the learning of English as a second language in the community.
- Analyze the results obtained in the applied interviews.

## **2. Research Questions**

### 2.1 Main Research

Question:

- How is the undergraduate teacher training to teach English classes?

### 2.2 Secondary Research Questions:

- What methodology do undergraduate teachers use to teach English classes?
- How is the preparation of the English classes provided by the teachers?
- What teaching resources do teachers use?

## **3. Research Importance**

At a global level, the importance of future professionals having mastery of several languages is raised. The English language is used by 80% in Internet traffic and the most used by multinational companies

According to information from the Spanish association of promoters of courses abroad (ASEAPROCE), English is the language most demanded by students of a specific language at 90% (Aragoneses; 2002). There are many causes and reasons why English has become an international language (Gonzales Davies and Celaya Villanueva 1992). In fact, their knowledge is almost an indispensable condition for professional success. While it is true that Spanish is a native language with more speakers than English, the latter is more learned as a second language than the former.

Recent estimates indicate that around 42 million people speak English as their first language, but there are more than 1,000 non-native speakers (Ortiz 2013), which is why their learning is a priority from the primary levels of education reaching the maximum point of higher education; from their

knowledge and qualities in different aspects, expression and interpretation must be high.

Panama ranks as one of the worst evaluated countries in the use of the English language according to a study carried out by Education First (EF). A company specialized in this language education since 1965. The results of this analysis place Panama in the 51st position, with 54 countries being evaluated.

The Education First Company points out that the main reason for this problem is the low quality of public schools in the teaching-learning process of this language.

The director of Hispanic markets of EF Englishtown, Francisco Elizondro, emphasized the differences found in Panama as a result of this study: they are the low level of average education, provided by the Government and that the teaching staff does not have adequate preparation.

He highlights that the educational level in rural areas is lower than in the capital, which generates a great impact on the country

Given this analysis, the Ministry of Education (MEDUCA) in the area of languages explained that in previous years there were gaps in the teaching of English. Since they currently have programs such as:

- Children program, teachers spend five hours a week with primary school students.
- After School Program, seeks to improve the language skills of eleventh and twelfth grade students from official schools.

While to face the deficit of English teachers in the country they have the teacher training program that is focused on teachers of multigrade, preschool, and unigrade schools where there is no major in the English language.

But this is not the case in the Mata Palo Community as its only two teachers have not received any training in teaching methods from the government in the English language. For this reason, the need arises for a study specifically in this community in the province of Coclé.

Therefore, the need arises to carry out an investigation to understand the preparation of the teacher at the Mata Palo School.

#### **4. Research feasibility**

Given that we had the facility of approaching the school through a classmate who lived near the area, and who could guide us to make the approach to the school, since the Mata Palo school is located in the area difficult to access, we consider it a good field to investigate, since, by providing us with the required information, perhaps in the future we

could create possible solutions for the benefit of the educational community, which would benefit the township and the country.

### **C. THEORETICAL FRAMEWORK**

To carry out this research we have reviewed the following literature among other documents, from which we can extract and compile the relevant and necessary information that may be useful for the purposes of the study or research problem that concerns us.

Literature Review:

In the magazine “**La enseñanza adaptativa en la mejora del aprendizaje del inglés en la enseñanza secundaria**” They reached the following conclusions:

“With the application of the adaptive method in the teaching of English, an increase in motivation in the students is observed compared to the traditional method. In addition, qualitatively, it is appreciated

that, while with the traditional method the students reduce the performance of tasks and class activities, with the adaptive method the response in performing the tasks improves considerably. (Potón, 2013)”

In the magazine “**Formación docente en inglés con fines específicos**” they came to the following conclusion:

“The teaching of English for specific purposes (IFE), according to the literature in the area and the results of some research, has been taught by teachers without formal or academic training in the field. Therefore, the need to prepare professionals in IFE teaching has been demonstrated. This is why English teacher training programs should include courses on needs analysis, discourse analysis, program

Design, course evaluation, and others components of the IFE area; so that these teachers can have the

appropriate academic training in accordance with the demands and needs of the labor market. (Girardot, 2006)”

In the thesis “**Formación del docente en Panamá**”

They reached the following conclusion:

“With regard to the training, improvement, training and updating of the teacher, it is expected that it will allow to achieve the capacity to generate attitudes, behaviors based on the achievement, rectification and solution of national problems; through leadership and creativity management skills.” (Santamaría, 1994)

According to Hymes (1972) the objective of foreign language teaching is to acquire “**la competencia comunicativa**”, as opposed to the “**competencia lingüística**” of Chomsky and the Prague Circle. Regarding this, Canale and Swain (1980) pointed out four aspects to obtain the “Competencia comunicativa”, namely:

“• Grammar competence, which Hymes considers possible.

- Sociolinguistic competence, which is what indicates the social character of communication and what this implies in the subject.

- Discursive, or interpreting the meaning of individual messages.

Strategic competence refers to the ways that communicators use to start, maintain, interact and end a communication.

Therefore, the communicative approach encourages practice as a means of developing communicative activities. For two decades, Communicative Teaching has been considered more as an approach than as a method, because, despite the existence of sufficient and consistent theoretical bases, the levels of Design and Procedure allow

more freedom of interpretation and variation than other teaching methods.” (Hymes, 1972)

According to Jiménez (1997: 12)

"The didactic act, teaching as an intentional communicative act aimed at the improvement and development of individuals, has not changed much. Yes, the teaching-learning situations, the available means and, in terms of the modes, the access to Information. Ultimately, we must also teach how to use new media, new technologies. "

With what was expressed in the previous quote by Dr. Jiménez, reinforcing what was said before it, the teaching-learning subject remains the same and the objective is the transfer of knowledge, of course at different levels and at different ages and needs. Didactics of English is taught to future teachers so that they learn to use pedagogical tools that make the teaching act itself more productive. Jiménez”  
(Jimenez, 1997: 12)

According to **Bestard and Perez (1982: 62)**:

“He states that "three most important factors, and on which the most attention has been focused, are those that refer to motivation, language aptitude and age". Of these, motivation is very important to achieve a good result, that is, the teacher must start the class motivating, breaking the ice, turning the student's environment into a pleasant place and making the student feel willing to learn and participate in development of the class, we must not forget that the protagonist of the classroom, contrary to what some think, is the student, since the work is carried out precisely in function of him; With the motivation and the adequacy for the beginning of the development of the objectives and contents to be developed in the class, the student's experiential field can be used to know how their knowledge is regarding the content or the contents to be explained.” (Perez B. a., 1986: 62)

In the journal "**Audiovisual Didactic Resources and its impact on learning the English language**" the following conclusions were:

Audiovisual education emerged as a discipline in the 1920s. Due to the advances in cinematography, teachers and educators began to use audiovisual materials as an aid to make the most complex and abstract teachings reach students in a more direct way. , multiple studies show the role of audiovisual didactics for the strengthening and learning of the language. (Zambrano, Fernández, Moreno, Robles, & Maldonado, p. 42)

#### **D. TYPE OF STUDY TO BE CARRIED OUT**

**1. Qualitative / quantitative study:** through this type of mixed study, we seek to describe and quantify it.

**2. Descriptive Correlational Study:** aims to answer research questions, posed in the questionnaire or survey prepared for the educational community, which will allow us to describe what is being researched.

**3. Non-experimental design:** In non-experimental research what was done is to observe the facts as they occur in their natural context, in their reality, to later analyze them.

## **E. DEFINITION OF THE CONCEPTUAL RESEARCH VARIABLES.**

### **1. Definition of the independent conceptual variable**

#### **Teacher formation:**

Teacher training according to Chehaybar and Kuri (2003) is a permanent, dynamic, integrated, multidimensional process, in which the discipline and its theoretical, methodological, epistemological, didactic, psychological, social, philosophical and historical aspects converge, among other elements to achieve the professionalization of teaching. Chehaybar and Kuri (2003)

#### **1.1. Definition of the independent operational conceptual variables.**

- **English Books**

“A book is **the set of sheets of paper, vellum, or other substance, handwritten or printed, placed**

**in the order in which they are to be read, and bound to form a volume.** They can contain texts, images, drawings or music”. (concept definition, April 9, 2019)

- **Magazines in English**

A type of periodical publication is known, on one or more topics, which is characterized by the richness of texts and images. They can contain articles, chronicles, interviews, reviews, photographs, horoscopes, guides, agendas, infographics, illustrations, etc. Their periodicity can vary: there are weekly, monthly, quarterly or annual. (Meanings, 09/19/2016).

- **Tutorials in English**

It can be said that it is a generally short and shallow course, which shows and imparts those

fundamentals and main characteristics for the correct use of a certain system or product, or it can also be for the purpose of performing a particular task. (concept definition, 07/30/2019)

## **1.2. Definition of the dependent conceptual variable**

### **Didactic resources:**

The meaning of educational didactic resources has been called in various ways, such as didactic aids, didactic resources, educational media. A didactic resource is understood to be, the set of material means that intervene and facilitate the teaching-learning process. These materials can be both physical and virtual, they assume as a condition, awaken the interest of students, adapt to their physical and mental characteristics, in addition to facilitating teaching activity by serving as a guide; likewise, they have the great virtue of adapting to any type of content. (Morales, 2012).

## **F. HYPOTHESIS.**

- Teacher training affects the teaching of the English language to students.
- Teacher training does not affect the teaching of the English language to students.

## **G. SAMPLE FRAME.**

1. Study subject: educational community of the Mata Palo school.
2. Population: 28 students, 2 teachers, 20 parents.
3. Sample: 28 students, 2 teachers 20 parents.

## **H. DATA COLLECTION INSTRUMENT.**

The data collection will be through a survey, which will be applied to the educational community of the Mata Palo School.

Likewise, a written test will be carried out to verify the degree of writing in English and thus evaluate the penmanship of the students.

In addition, exploratory conversations will be held with teachers, to learn first-hand about the methodology they use to teach the English language

## **I. ANALYSIS AND PROCESSING OF THE RESULTS.**

For the analysis and processing of the results, we will do so using SPSS 19.0 Software.

## **J. MEANS OF DISCLOSURE OF THE RESULTS OF THE INVESTIGATION.**

1. Magazine

2. Congress

3. Seminars

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#### 4. Conferences

##### **K. GLOBAL BUDGET OF THE PROPOSAL.**

The global budget of this proposal would be proportional to how much as professional as students are interest to keep learning and, if our government still interests on invest on their education.

Mathematically would be represented as a: b:c, that means if 3 sides (students, professors and government) would like to invest money, time and socially reasonability (vocation) and if our available teachers are interest to learn and know how multi grade education works.

## **CHAPTER II**

### **GENERAL ASPECTS OF COMMUNITY AND SCHOOL OF MATA PALO**

## **A. HISTORICAL BACKGROUND AND GEOGRAPHICAL ASPECTS OF THE COMMUNITY OF MATA PALO**

### **1. History of the Community of Mata Palo**

The community of Mata Palo, according to the stories of the elderly inhabitants, emerged more than a hundred years ago. According to them, the first person who came to this land was Calixto Gil, and his family. The name of the community was given by their ancestors, due to the large number of vines that covered and killed the trees, which were around "Mata Palo".

Currently, it is a regiment that belongs to the Cabuya district of Anton, whose highest authority is the alderman and he's also in charge of the local

board. The Patron Saint of this community is Saint John Bosco.

## 2. Geographic Aspects

Mata Palo, is a community in the Cabuya Corregimiento, located east of the Antón main district, covers 25km” and is 26 km away from the center of Antón.

It has the following limits:

To the north with El Valle de Antón

To the south with Loma Larga

To the east with El Macano

To the west with Cabuya.

The climate of the community is quite cool with an average temperature of 25 degrees Celsius in

summer and winter thanks to a cold breeze from the central mountain range of the country.

Within the community we also find a lot of streams which originate in the highlands of the community.

## **B. BACKGROUND OF THE MATA PALO SCHOOL**

### **1. History of the Mata Palo School**

On April 8, 1939, the first educator arrived in the community of Mata Palo, the teacher Paula María de Fría, who stayed where Mr. Antonio Gil, only took the community as a school and later the house of Mr. Vicente Sánchez, then concluded the school year at the home of Mr. Sotero Gil to be able to teach classes.

In 1940, the first quincha school was concluded with the help of Messrs. Miguel Muñoz and Pacífico Greco, it had an enrollment of 180 students, between the ages of 8 to 18 years, these came from the communities of Rome, Los Corrales, El Macano,

La Pita and part of Loma Larga, in those days only reached the fourth grade.

The current school began its concrete construction on May 8, 1975, at that time the board of directors in charge of the Parents Club, was chaired by Mr. Domingo Gil, the school was inaugurated on September 30 of the same year.

The total cost of the work was estimated at Six Thousand One Hundred Balboas (B/.6,100.00).

## **2. Vision**

“To be an educational campus that provides the same opportunities to all and seek that students can obtain the tools (technology and English) that help

them compete and achieve their wishes for a better quality of life through a comprehensive education according to the demands of the environment taking into account the study plans and programs and that promote ethical and moral values for the benefit of a better nation. "

### **3. Mission**

"We are an educational center that guides students to build and rebuild their own learning, making these critical, reflective, and innovative individuals active participants in the community in solving problems that arise; so that they overcome any difficulties and lead our peoples and society to a better future and we can take advantage of all the advantages that we have as a nation, implementing strategies and taking advantage of available resources for the benefit of the nation.

#### 4. Organizational structure

The life, functionality, and performance of the Mata Palo School are established by the most valuable resource of any organization: their workers and this school only have 2 multi-grade teachers, which, one of the teachers performs administrative functions as school Principal. Unfortunately, nowadays they don't even have cleaning personnel.

**CHAPTER III**

**DIAGNOSTIC ANALYSIS**

## **A.DIAGNOSTIC SURVEY**

The questions and data obtained from surveys conducted at present (students, parents and teachers) of Mata Palo, Township of Cabuya, Province of Cocre elementary school.

The items used in the “student survey” from questions 1 to 5 were the following:

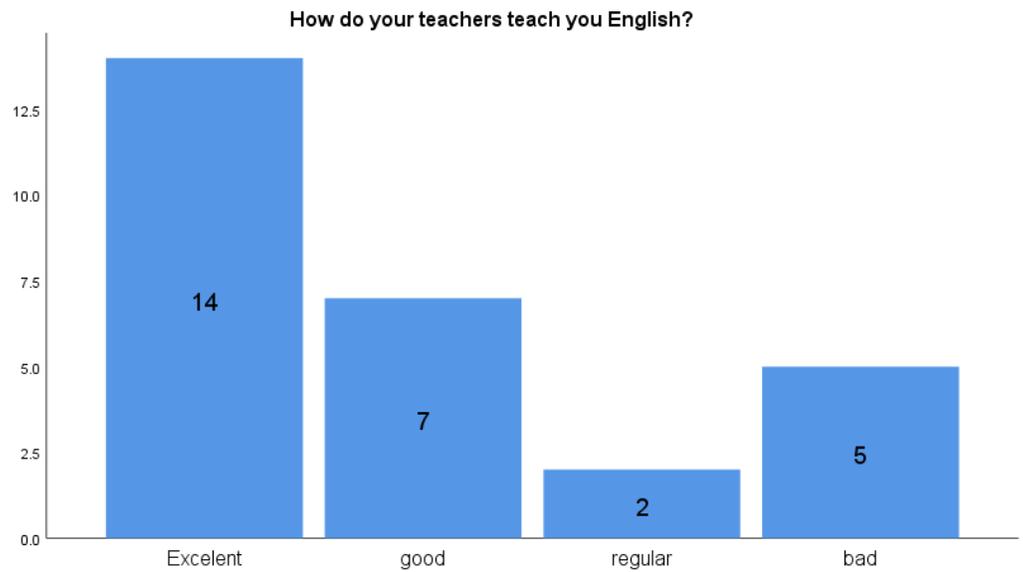
- Very much
- A lot of
- Regular
- Little
- Very little

The items used in the “parent survey” from questions 1 to 5 were the following:

- Very much
- A lot of
- Regular
- Little
- Very little

The items used in the “teacher survey” from questions 1 to 5 were the following:

- Journals
- Books
- Brochures
- Encyclopedias
- Virtual platforms
- Courses
- Diplomat
- Bachelor's degree
- Master's degree
- Doctorate
- None of them
- Very much
- A lot of
- Regular
- Little
- Very little



The distribution of the data in the question asked to the  
*Statics provided by ISAE UNIVERSITY researchers, 2021.*

students, ***how do your teachers teach you English?***

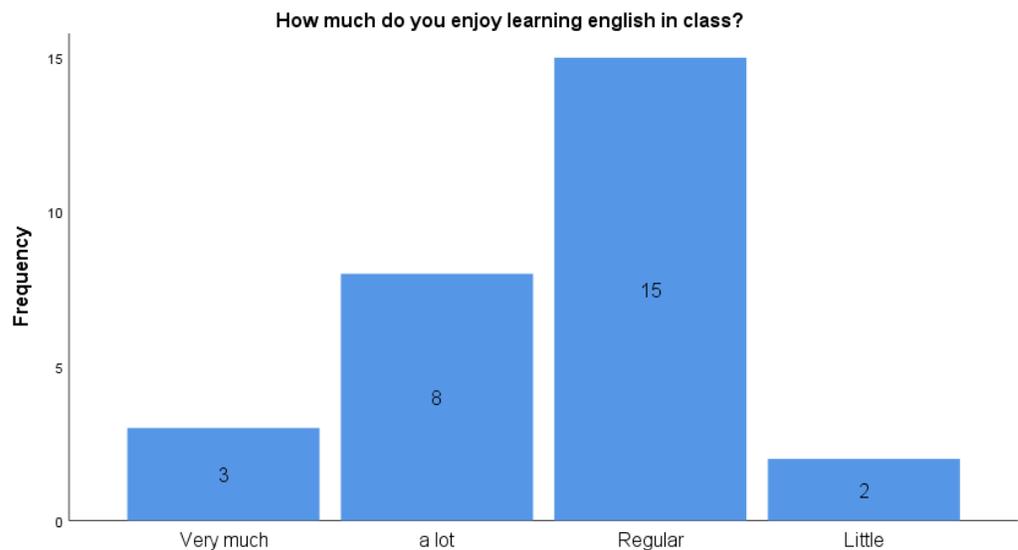
Obtained the following results: (14) Excellent; (7) Good; (2)

Regular; (5) Bad; the total of those surveyed were 28

students. Showing a trend that more than half of the

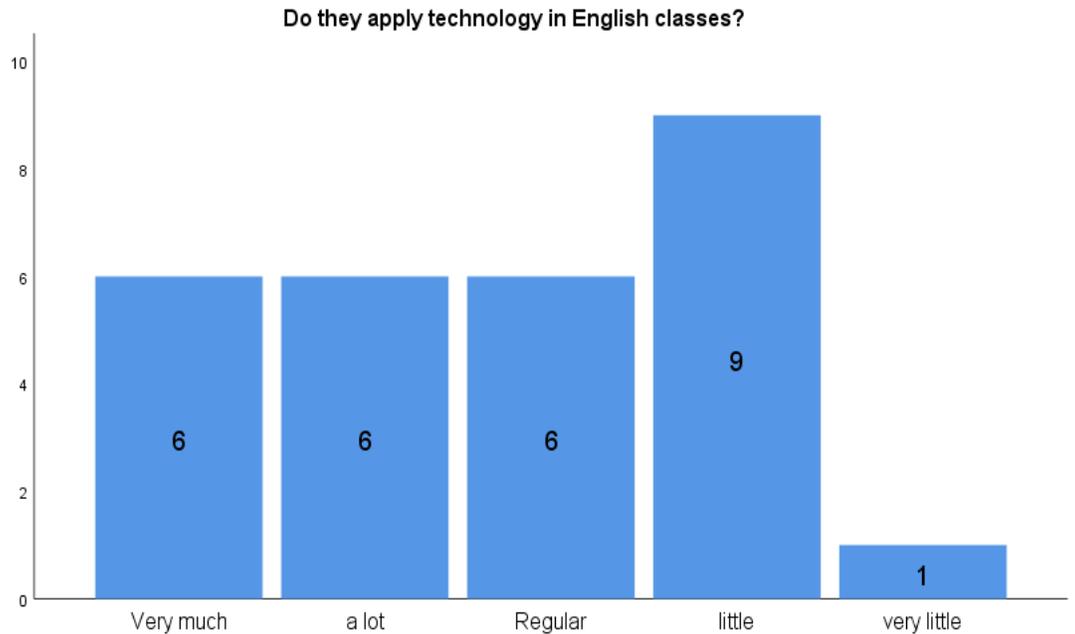
students surveyed are quite satisfied with how their teachers

teach them English in class.



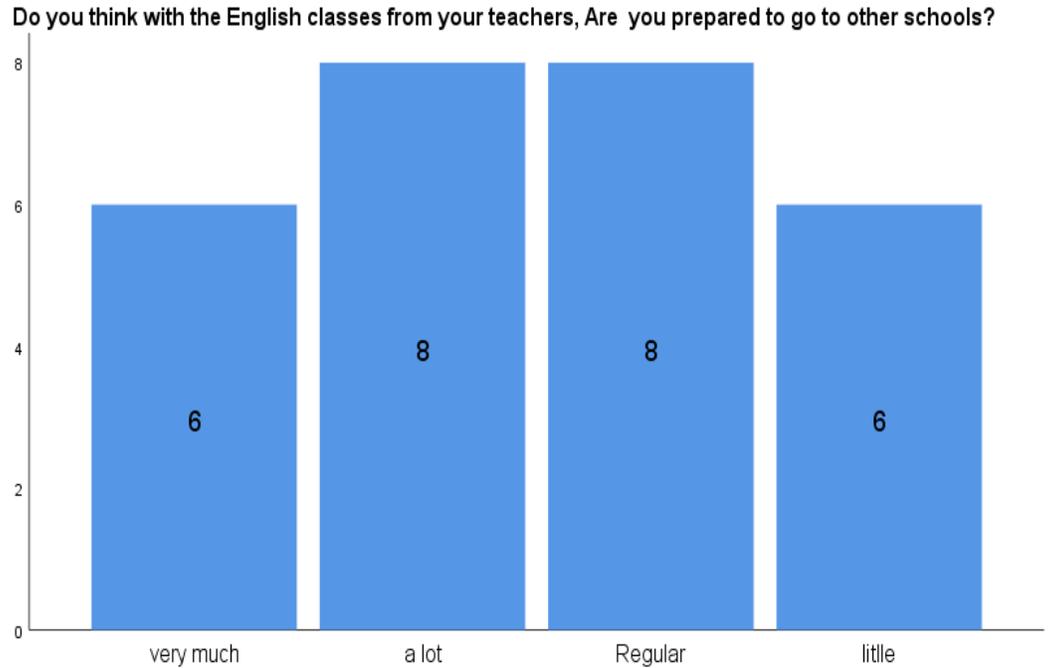
Statics provided by ISAE UNIVERSITY researchers, 2021.

The distribution of the data in the question asked to the students, ***How much do you enjoy learning English in class?*** He obtained the following results: (3) Very much; (8) A lot; (15) Regular; (2) Little; the total of those surveyed were 28 students. Showing a trend that students are not fully enjoying classes, this could affect the learning process.



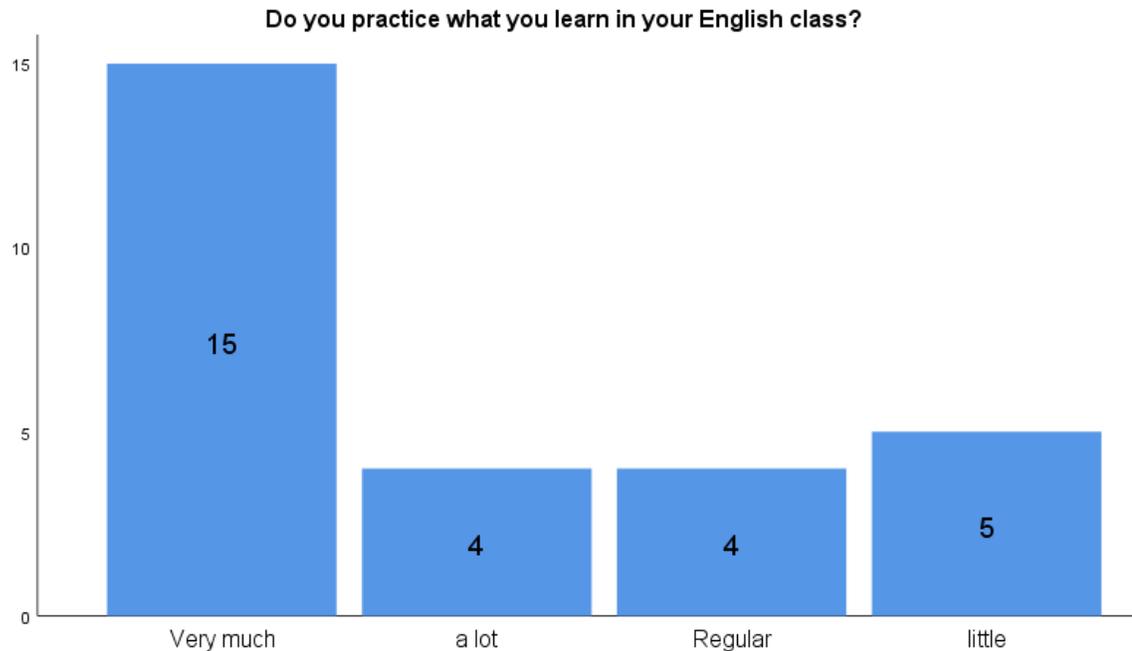
*Statics provided by ISAE UNIVERSITY researchers, 2021.*

The distribution of the data in the question asked to the students, ***Do they apply technology in English classes?*** He obtained the following results: (6) Very much; (6) A lot; (6) Regular; (9) Little; (1) Very little; the total of those surveyed were 28 students. Showing a tendency that students consider that there is use of technology in class, but it is not enough to feel motivated to continue learning.



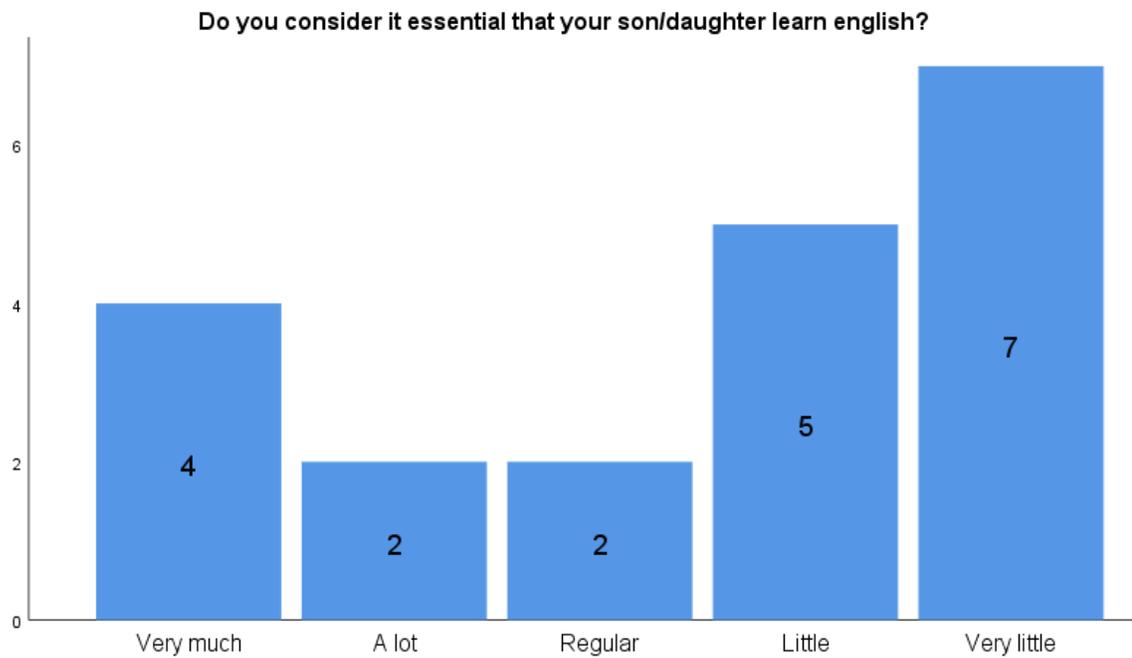
Statics provided by ISAE UNIVERSITY researchers, 2021.

The distribution of the data in the question asked to the students, ***Do you think with the English classes from your teachers give you, you are prepared to go to other schools?*** He obtained the following results: (6) Very much; (8) A lot; (8) Regular; (6) Little; the total of those surveyed were 28 students. Showing a tendency that students consider suitable with what they have learned but want to clarify doubts.



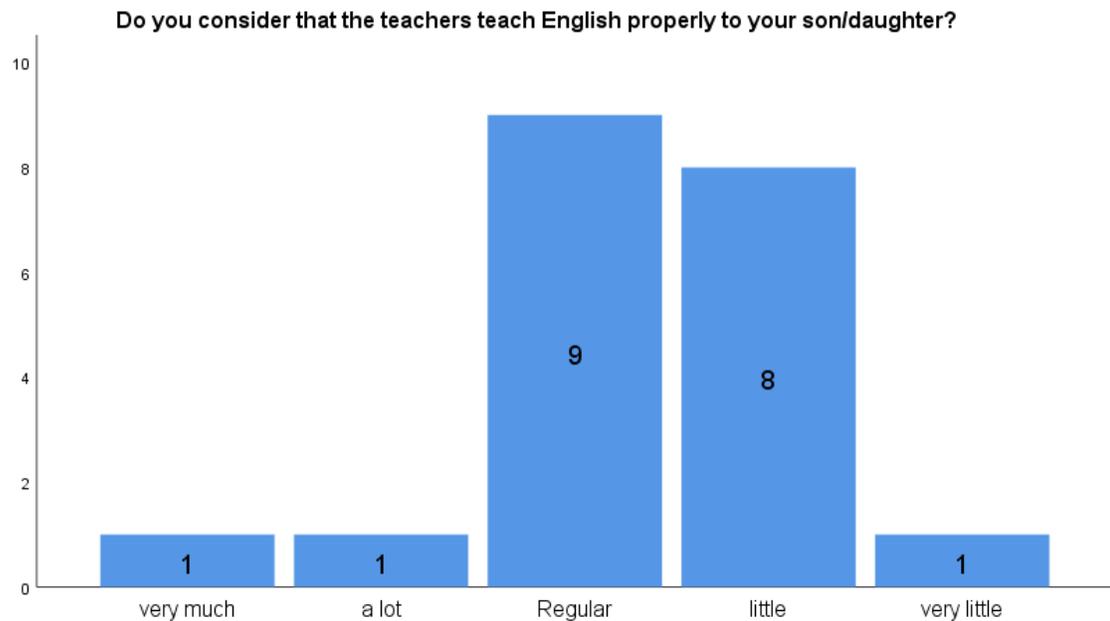
*Statics provided by ISAE UNIVERSITY researchers, 2021.*

The distribution of the data in the question asked to the students, ***Do you practice what you learn in your English classes?*** He obtained the following results: (15) Very much; (4) A lot; (4) Regular; (5) Little; the total of those surveyed were 28 students. Showing a tendency that students, despite feeling deprived, they want to learn the English language a lot more every day.



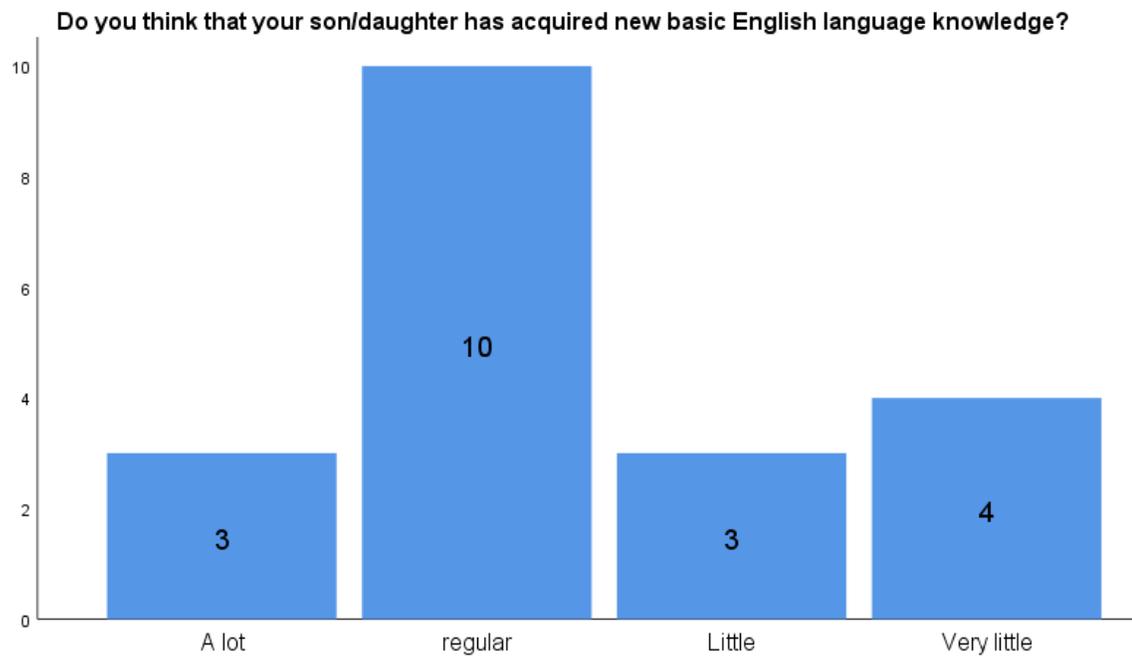
*Statics provided by ISAE UNIVERSITY researchers, 2021.*

The distribution of the data in the question asked to the parents, ***Do you consider it essential that your son/daughter learn English?*** He obtained the following results: (4) Very much; (2) A lot; (2) Regular; (5) Little; (7) Very little; the total of those surveyed were 20 parents. Showing a trend that parents do not consider as relevant for their children to learn English.



*Statics provided by ISAE UNIVERSITY researchers, 2021.*

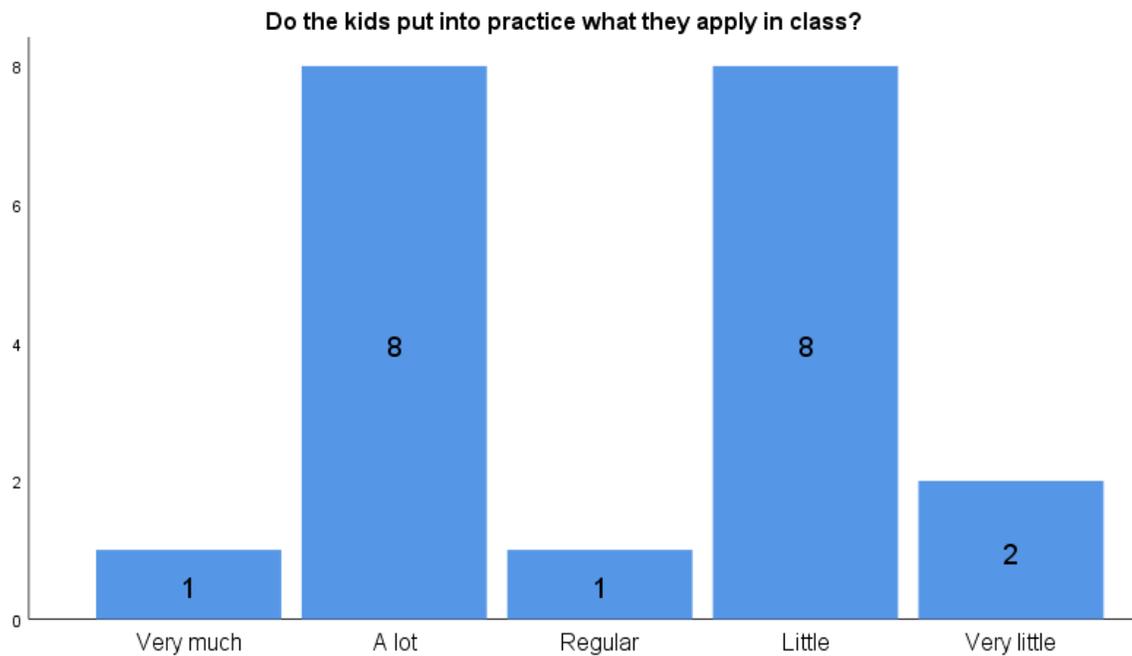
The distribution of the data in the question asked to the parents, ***Do you consider that the teachers teach English properly to your son/daughter?*** Obtained the following results: (1) Very much; (1) A lot; (9) Regular; (8) Little; (1) Very little; the total of those surveyed were 20 parents. Showing a tendency that parents consider that there are deficiencies in the teaching of English in their attendants.



*Statics provided by ISAE UNIVERSITY researchers, 2021.*

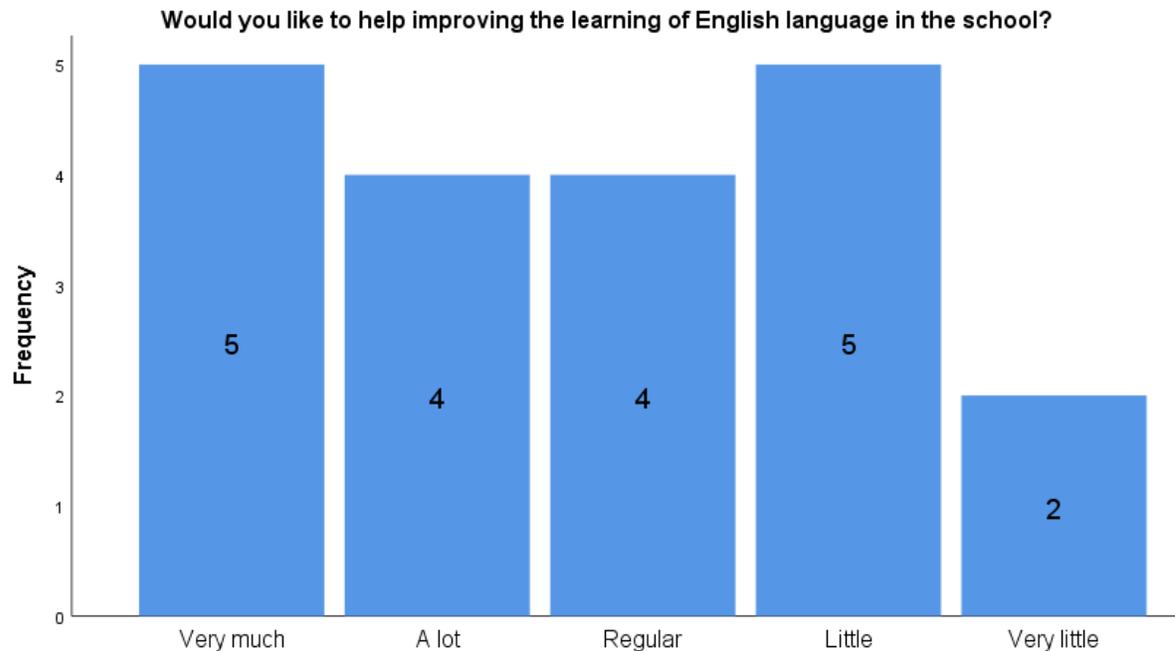
The distribution of the data in the question asked to the parents, ***Do you think that your son/daughter has acquired new basic English language knowledge?***

Obtained the following results: (3) A lot; (10) Regular; (3) little; (4) Very little; the total of those surveyed were 20 parents. Showing a tendency that parents consider that their children have acquired knowledge but it needs to be reinforced.



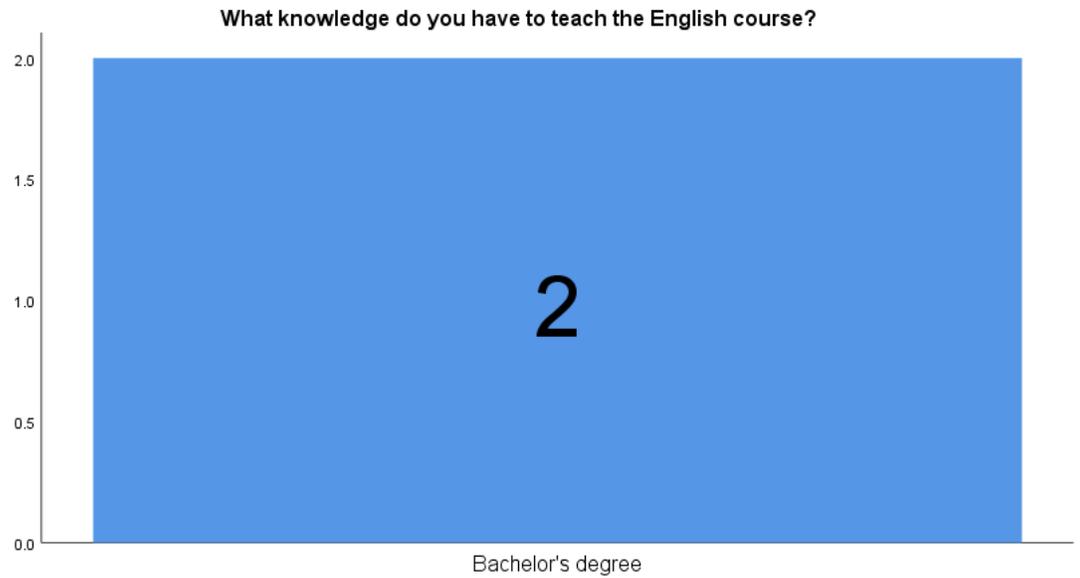
*Statics provided by ISAE UNIVERSITY researchers, 2021.*

The distribution of the data in the question asked to the parents: ***Do the kids put into practice what they apply in class?*** (1) Very much; (8) A lot; (1) Regular; (8) Little; (2) Very little; the total of those surveyed were 20 parents. Showing a tendency that some parents consider that English is relevant in the lives of their children, while others consider that it is not.



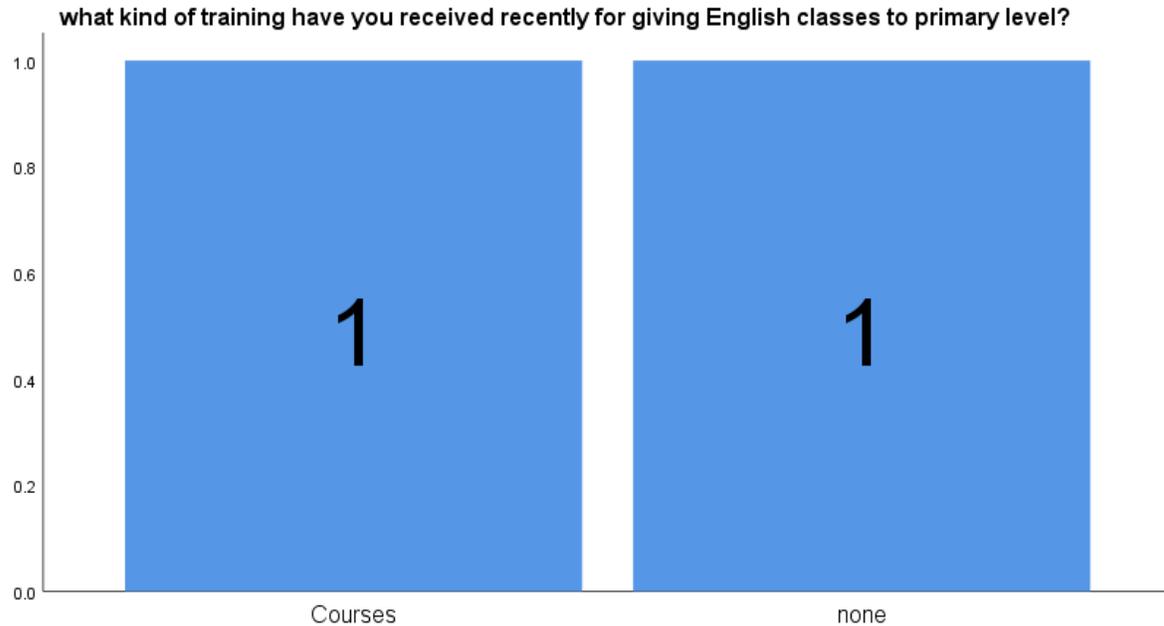
*Statics provided by ISAE UNIVERSITY researchers, 2021.*

The distribution of the data in the question asked to the parents, ***Would you like to help improving the learning of English language in the school?*** He obtained the following results: (5) Very much; (4) A lot; (4) Regular; (5) Little; (2) Very little; the total of those surveyed were 20 parents. Showing a tendency that parents want to intervene in the teaching of the English language in the school, meanwhile there are others who do not consider it relevant.



Statics provided by ISAE UNIVERSITY researchers, 2021.

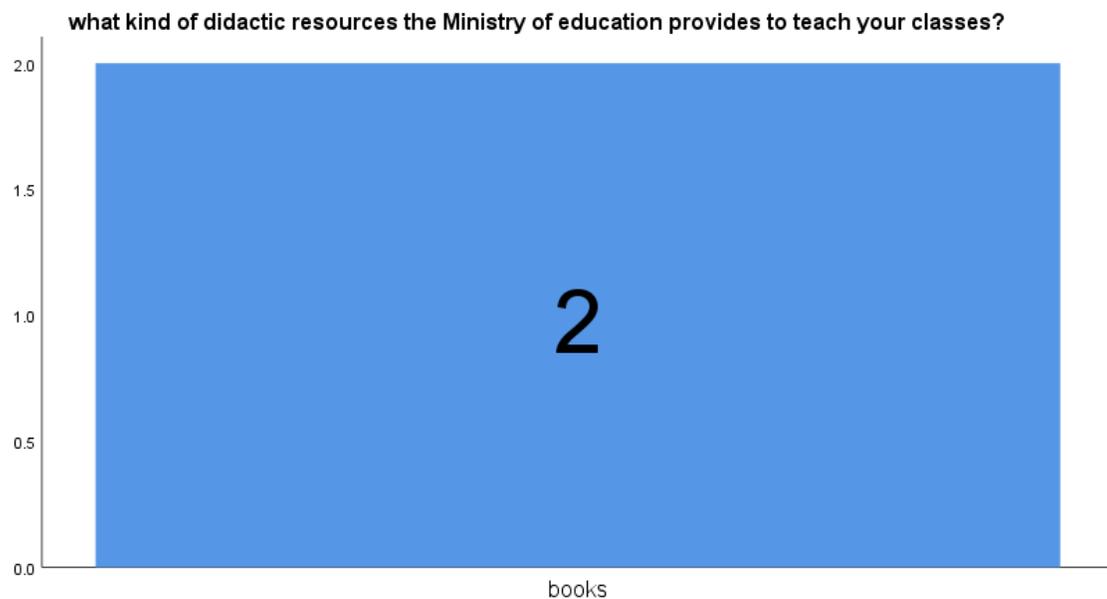
The distribution of the data in the question asked to teachers, ***what knowledge do you have to teach the English course?*** He obtained the following results: (2) bachelor's degree; the total number of respondents was 2. Showing a trend that teachers obtained higher education.



Statics provided by ISAE UNIVERSITY researchers, 2021.

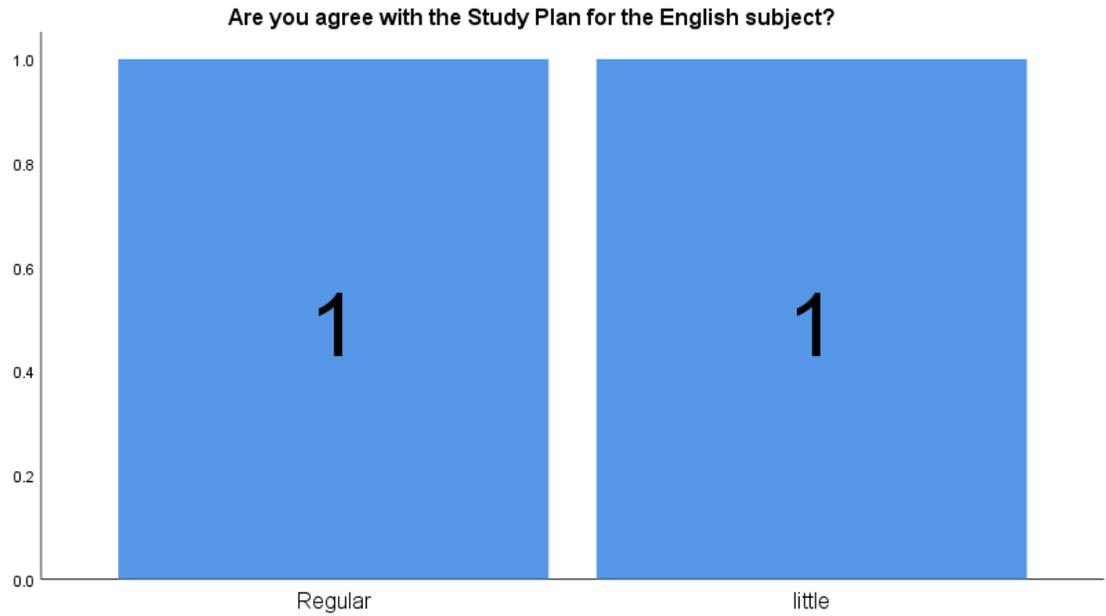
The distribution of the data in the question done to the teachers, ***what kind of training have you received recently for giving English classes to primary level?***

Obtained the following results: (1) courses; (1) none; the total of surveyed were 2 teachers. Showing a trend that the teachers don't have continuous preparation in the English language.



*Statics provided by ISAE UNIVERSITY researchers, 2021.*

The distribution of the data in the question done to the teachers, ***what kind of didactic resources the Ministry of education provides to teach your classes?*** Obtained the following results: (2) books; the total of surveyed were 2 teachers. Showing a trend that the teachers offer their classes throughout books brought from the education administration



*Statics provided by ISAE UNIVERSITY researchers, 2021.*

The distribution of the data in the question done to the teachers, ***Are you agree with the Study Plan for the English subject?*** Obtained the following results: (1) Regular, (1) Little; the total of surveyed were 2 teachers. Showing a trend that the teachers don't have specific studies in the English language. To be multi- level teachers, they don't have specific knowledge of the English language.



Statics provided by ISAE UNIVERSITY researchers, 2021.

The distribution of the data in the question done to the teachers, ***Do you consider the number of hours given to the learning of English is appropriate?*** Obtained the following results: (2) much little; the total of surveyed were 2 teachers. Showing a trend that the teachers are disagree of the quantity of hours provide to the learning of English.

**CHAPTER VI**  
**Final diagnosis**

## **A.DIAGNOSIS RESULT OF: “Formation of the teacher of grade to the implementation of English teaching in the Mata Palo school”**

Teachers' training in the Mata Palo School:

The teachers' training is the basis for the good preparation of the students, thus is in the different subjects or specific. In the Mata Palo School, they have 2 teachers that without any doubt, every day they provide their students the best of them, to prepare them in the best way possible, despite the limitations of the place; nevertheless, there is a wide breach when it comes to learning English, so, despite the extra mile that teachers go thru... it's not sufficient. Based on our research done in this school, it's noticeable that teachers are not prepared, neither they don't have the resources to provide the English classes in the best way, so there are a lot of factors that prevent executing a successful learning process.

Base on the prior information, we can point that, the students of the Mata Palo School, present desertion in English due to the little formation of teachers in the English area.

For what is indicated here, we decided to give a written test (evidence in the annexes), to check the level of written English and evaluate the written skills of the students. It's here that we could indicate their calligraphy and orthography weren't the best.

### **Didactic resources in the Mata Palo School**

The didactic resources for the writing English language in The Mata Palo School are limited; they only have books, magazines, and English tutorials. The English books are given by MEDUCA and occasionally are limited; it's not possible to provide efficient teaching material in the writing English language.

The magazines in English are formative, to reinforce the writing of the English language of the students. But they are only focused on the grammar of the English language, but not in the other areas of learning of the English language.

### **Hours dedicated to the learning of English language**

The hours dedicated to the learning of the English language aren't sufficient. The students obtain fewer hours in the learning of this language in comparison with other students from other schools in the country

### **B.DIAGNOSTIC RESULT ABOUT THE STUDENTS AND TEACHERS FROM THE MATA PALO SCHOOL**

#### **Report about the students.**

We can point that when students opt for high school education they get poor results in the English language and they're struggling too much to be at the level of their classmates from other schools, unfortunately they don't have

enough knowledge of English and that's why The Mata Palo School shows a high margin in school desertions.

### **Information about teachers**

In the Mata Palo School, there is a lack of teachers; they only have one teacher certified, the way they teach is multi-grade, so, a teacher will give to their students all the subjects from first to sixth grade, including the English classes. One teacher ought to verify the writing in English from all the students in different contexts and levels.

In another hand, it was detected that, that professional assigned by MEDUCA doesn't have the best resources to teach the English language.

Tutorials

In regards to English - tutorials are presented from the cellphone of the teacher, they don't have a projector to bring to the students a better class experience in the writing of the English language.

## CONCLUSIONS

After having developed this thesis, we can mention the following conclusions:

- We could verify that students from The Mata Palo School, presented issues to speak the English language.
- The students from Mata Palo School, lack of didactic resources in English as a tool to help and motivate them, to be able to develop the learning skills of the students.
- The school only has multi- grade teachers, which makes it harder to exclusively learn the English language.
- There are few hours assigned to the learning of English language.
- The students from The Mata Palo School do not have basic knowledge of the English language, therefore, they have big issues being at the same level of their peers from other schools, which leads them to school desertions.
- In the school, there is a lack of exclusive teachers to teach the English Language.

- The handwriting skills of the students at Mata Palo are subject to improvement, but they do not have much time to practice it.
- There are deficiencies in the grammar of both English and Spanish, this is to the lack of didactic resources, neither is there enough time to dedicate to correct writing skills.
- The students weren't able to show their knowledge of English, so they have deficiencies.
- It can be shown that the students do not show interest in the English language, because they are not motivated to learn the basics of a new language.
- The multi-grade teacher, by not counting with the appropriate didactics to teach the English Language, cannot make the students interested in it.

## RECOMMENDATIONS

### For the school

- We suggest designing visual didactic materials for the kids to get interested in the English language.
- We recommend that teachers from Mata Palo School use basic didactic resources of English, where they can teach the students basic topics of the English language, for kids of elementary school, some examples are: Family, parts of the body, food, animals, etc.
- We suggest that teachers constantly use of didactic resources as books, magazines, or tutorials to help the students in their writing.
- The Mata Palo School needs to urgently request an English teacher, to be able to teach in a more efficient way the English language to the students, this way they can come to master the language in the written and oral way.

- The school must improve their facilities or conditions, some of them are: internet, acquisition of didactic resources, request cleaning personnel and administrative, etc.
- Implement more hours to teach English writing for the students to improve their handwriting and grammar skills.
- More homework in the classroom with immediate correction, this way the student makes corrections and learns.
- Build interest in the student to learn properly writing in the English language.

## **For the University**

- We recommend to the university continues with the certifications of the methodology of investigation, so is a useful tool of all university student and the development of a thesis.
- Provide to the university students the tech guides necessities to do investigative works, which could be important tools for the growth of students at a higher level.
- Provide economic support to the university students, so they can research for benefit of the university and the country.
- Update the academic agenda every 4 years to shape the students with the capabilities that are required by the companies.
- Implement subjects as methodology of the investigation from the first semester of the bachelor degree, to create an investigative mind in the future graduates.

- Greater number of practice hours in the classroom and greater number of conferences.
- Implement that the classes be in full English so that the graduate has greater competitiveness in the labor field.

## **RESEARCH IMPACT**

In the development of this project, we realized that the learning of any skill will depend on how specifically interested the students are on learning, therefore, the resources they use to encourage learning will proportionally influence learning. In this case, based on the results obtained in our research, we realized that teacher training does affect the learning of the English language; Beyond seeking that students learn well and generating fear in them that they will make mistakes, we as teachers must motivate them that the only way to learn this new language is through trial and error.

It is important to focus on the students having a solid foundation in how he expresses himself with the English language, if we achieve that our students obtain a good level of English, this will be beneficial for the school because, it will be possible to advance to other levels and understand more complex topics; generate greater competition in the community, that is, students, could transmit their knowledge to those who lack it, in additionally, in case of having visits

from foreigners, serve as guides to them and show them that Panama is not only the canal but also a culture that is constantly changing.

By generating greater knowledge in the English language as written as spoken, students as teachers will be able to squeeze the excellent books provided by MEDUCA, better understand grammatical structures, and finally, understand and communicate with 80% of the world's population through proficiency in the English language.

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## **ANNEXES**



3. Age:                    1. 6-8                    2. 9-10

3.    11-12

4. Do you have English teachers in your school?

1. Yes

2. No

3. Maybe

4. Never

5. I do not know

5. Do you use physical English books at your school?

1. Yes

2. No

3. Maybe

4. Never

5. I do not know

6. Do you use digital English books at your school?

1. Yes
2. No
3. Maybe
4. Never
5. I do not know

7. Do you have audiobooks in English?

1. Yes
2. No
3. Maybe
4. Never
5. I do not know

8. Do you have English news magazines at your school?

1. Yes
2. No

3. Maybe
4. Never
5. I do not know

9. Have you heard about online magazines in English?

1. Yes
2. No
3. Maybe
4. Never
5. I do not know

10. Do you provide English textual tutorials in your classes?

1. Yes
2. No
3. Maybe
4. Never
5. I do not know

11. Do you have video tutorials in English in your classrooms?

1. Yes
2. No
3. Maybe
4. Never
5. I do not know

12. Do you know about calligraphy in English?

1. Yes
2. No
3. Maybe
4. Never
5. I do not know

13. Have they corrected the calligraphy when evaluating you in English?

1. Yes
2. No

3. Maybe
4. Never
5. I do not know

14. Do you use calligraphy books or other English material in your class?

1. Yes
2. No
3. Maybe
4. Never
5. I do not know

### Questionario de Investigación

Estimado estudiante: gracias por responder honestamente. La información brindada será de uso confidencial y solo será usada para propósitos de investigación.

Instrucciones: lea cuidadosamente y escoja la opción real de acuerdo a la experiencia

Marque con una x , solo elija una respuesta.

(Gracias por su cooperación).

1. sexo

A-masculino B-femenino

2. Que grado cursa actualmente en la institución

A. 1.    B. 2.    C. 3.    D.4.    E. 5        F. 6

3. Edad:

1.6-8    2.9-10.    3.11-12

4. Tienes maestros de inglés en tu escuela

a. Si

b. No

c. talvez

d. Nunca

e. no sé

5.tienen libros físicos en su escuela

a. Si

b. No

c. talvez

d. Nunca

e. no sé

6. Tienen libros digitales en su escuela

a. Si

b. No

c. talvez

d. Nunca

e. no sé

7.tienen revistas en inglés en tu escuela

a. Si

b. No

c. talvez

d. Nunca

e. no sé

8. Haz oído hablar sobre las revistas en línea  
en inglés

a. Si

b. No

c. talvez

d. Nunca

e. no sé

9.. Les brindan tutoriales textuales en inglés en sus clases

a. Si

b. No

c. talvez

d. Nunca

e. no sé

10. Tienen video tutoriales en inglés en su salón de clases

- a. Si
- b. No
- c. talvez
- d. Nunca
- e. no sé

11 Sabes que es la caligrafía en inglés

- a. Si
- b. No
- c. talvez
- d. Nunca
- e. no sé

12. Les han corregido alguna vez la caligrafía en evaluaciones en inglés

a. Si

b. No

c. talvez

d. Nunca

e. no sé

13. Usan libros de caligrafía u otro material en inglés en sus clases

a. Si

b. No

c. talvez

d. Nunca

e. no sé

Panamá 22 de junio de 2021

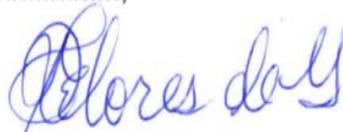
Señores ISAE Universidad

Sede La Chorrera, Panamá Oeste.

E. S. M.

Me complace saludarlos y deseándoles éxito en sus delicadas funciones, por este medio, yo Profesora Xiomara M. Flores de Gallardo, con cédula de identidad personal 8-752-1826, especialista en inglés con énfasis en traducción, certifico que la tesis con el título "*Training of the homeroom teachers for the implementation of Learning English at the Mata Palos School*" presentado por los estudiantes: Kathleen Carrasco, cédula 8-920-1477; José Cedeño, cédula 8-880-2015; Britzayith Rodriguez, cédula 2-737-837 Fue debidamente certificada en el idioma inglés.

Atentamente,



Xiomara M. Flores de Gallardo

8-752-1826