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THEME: THE MONTESSORI METHOD AND THE SPEAKING SKILL DEVELOPMENT WITH STUDENTS OF FIRST YEAR OF BASIC EDUCATION AT "UNIDAD EDUCATIVA 17 DE ABRIL" OF CANTON QUERO TUNGURAHUA PROVINCE.

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Ambato- Ecuador

2018

SUPERVISOR APPROVAL

CERTIFY:

I, Lcdo. Mg. Edgar Guadia Encalada Trujillo, holder of the I.D No. 050182417-1, in my capacity as supervisor of the Research dissertation on the topic:

"THE MONTESSORI METHOD AND THE SPEAKING SKILL DEVELOPMENT WITH STUDENTS OF FIRST YEAR OF BASIC EDUCATION AT "UNIDAD EDUCATIVA 17 DE ABRIL" OF CANTON QUERO TUNGURAHUA PROVINCE." investigated by Mr. Alex Dario Flores Suntaxi with I.D No 180420406-1, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Board of Directors.

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Comments expressed in this report are the author's responsibility.

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TO:

To God for being the main pillar in my life; who has guided me to where I am today. To my mother for having faith in me, to my father, who is an example to follow because he is a fighter and always reminds me to never say "I can't." To my wife, who is my confidante, my best friend, the love of my life, and accompanies me in difficult times and the best of times. To my daughter, who is the strength of my life, who always waits for me at home with a big smile, and who sees me as her super hero. To my grandfather Francisco, who despite his illness, shows the desire to share with the family many more years of life and who longs to see me become a professional. Finally, to my brothers Jonathan and Victor, who give me encouragement to achieve the best things in life.

Alex Flores.

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UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS

Topic: "THE MONTESSORI METHOD AND THE SPEAKING SKILL DEVELOPMENT WITH STUDENTS OF FIRST YEAR OF BASIC EDUCATION AT "UNIDAD EDUCATIVA 17 DE ABRIL" OF CANTON QUERO TUNGURAHUA PROVINCE".

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ABSTRACT

This project was developed through a research study resulting in the lack of alternative teaching methodologies, such as the Montessori Method, for developing oral skills in English. It also shows there is a large number of students who have the adequate capability for learning. Teachers, however, do not see beyond a traditional education to use alternative methodologies focused on children between the ages of 4-6 years At the same time, the physical resources of the classroom is not taken advantage of. Thus, the teacher limits the complete psychological, physical, and social development of the student within the teaching-learning process. The student does not have motivation to get involved in learning the foreign language because it isn't being taught in a unique and fun way; the way it should be taught for first-year children in basic education who, at their early age, have creativity and abilities that should be enhanced in order to achieve better learning. It's essential to incorporate experiential learning so the students acquire the English language in a natural way, taking into consideration their stage of development to achieve easier acquisition of English as a foreign language. We analyze the option to avoid the use of school texts as the only learning resource because they are based only on theoretical activities, so they limit the interaction and communication between students. Therefore, the current research project will seek to solve the problems raised, and thus, help students specifically between the ages of 4-6 years of age to obtain better speaking skill development of the English language. This research was based on the qualitative and quantitative paradigm; using surveys and the basic modalities of research such as bibliographic-documentary and field research to determine the prevalence of the Montessori Method in the development of English language speaking skill.

Key words:

Speaking skill, Montessori method, English language, teaching-learning, interaction, communication, experiential learning, alternative methods.

INTRODUCTION

The present research work entitled **"The Montessori Method and the Speaking Skill Development with Students of First Year of Basic Education at "Unidad Educativa 17 De Abril" of Canton Quero Tungurahua Province",** proposes an alternative method that may serve as an immediate solution to the problem of speaking skill development in students. The English language should be taught in a different and fun way to get students to regain their interest in the foreign language as well as feel the need to communicate in that language with other classmates. In addition, this method encourages learning habits such as conducting experiments and directing their interests in exploration. This will serve as stimuli to motivate both the teacher and the student to use the Montessori Method to develop speaking skill. The advantage of the Montessori Method is reflected in experiential learning, based on the use of spaces or environments suited for the interests of students; where the use of English allows the student to act with freedom in an effective and natural way to learn the English language.

The previously proposed research topic allows English teachers to accomplish a pedagogy through a different, yet pleasant, environment; as well as allows for the capability of identifying strengths and weaknesses in the development of English language speaking skill. Likewise, to establish and implement activities related to the use of the Montessori Method with students.

CHAPTER I: Covers information about the importance of the English language, its learning, and its usefulness worldwide as well as the difficulties that students have in speaking skills.

CHAPTER II: Contains supporting information, which consists of definitions and concepts related to the research topic, as well as the theoretical framework used as analytical support of the research.

CHAPTER III: The method that is going to be used, the sample, and the population involved in the present research project are determined. In addition, includes definitions of variables and, finally, the application of techniques and instruments that simplify the collection of results about the plan for the processing of information.

CHAPTER IV: Focuses on result data, description of the analysis, and interpretation of each of the questions given in the student surveys. Concluding with the verification of the hypothesis.

CHAPTER V: Includes conclusions and recommendations about the research carried out.

CHAPTER I

THE PROBLEM

1.1 THEME

The Montessori Method and the Speaking Skill Development with Students of First Year of Basic Education at "Unidad Educativa 17 De Abril" of Canton Quero Tungurahua Province.

1.2 PROBLEM STATEMENT

1.2.1 Contextualization

The English language has been the language of competitive progress among the developed countries. In Ecuador, globalization pushes people to be connected with others from the rest of the world; therefore, the interest for the English language is universal. Medina, Melo, and Palacios (2013) mentioned, "international language [is important] because of its use by diplomatic and academic organizations" (p.191). That is why educators should use the necessary resources to improve the four English language skills. For which, the oral skill is one of the most important skills among them because in Ecuador, the English language is not the native language.

In the Tungurahua province, "children and teenagers must be aware that English is a fundamental requirement that students must manage perfectly in order to pass the school year" (La Hora, 2012, pág. 16). The reality, however, is different because the oral proficiency of the students in English has demonstrated the shortcomings that the educational system had previously. As a consequence, it is evident that there is a lack of understanding of the English language. This means a limited oral production of the language. For this reason, teaching methods perform an important role, and these should be chosen according to the teacher's group of students.

The institution "Unidad Educativa 17 de Abril," and specifically in first year of General Basic Education, it is evident that students are unmotivated in learning the English language either by external or internal factors. Where the results perform a deficit of oral production, for which the only resources that the teachers use are the books. So, it is difficult for them to comply with their lesson plans scheduled for the school year.

PROBLEM TREE

EFFECTS	Disinterest in the learning by students	Limited speaking skill development	Indiscipline and little self-confidence when students are practicing the foreign language	Poor speaking skills performance

PROBLEM STATEMENT

THE INSUFFICIENT USE OF THE MONTESSORI METHOD AND THE SPEAKING SKILL DEVELOPMENT WITH STUDENTS OF FIRST YEAR OF BASIC EDUCATION AT "UNIDAD EDUCATIVA 17 DE ABRIL" OF CANTON QUERO TUNGURAHUA PROVINCE.

CAUSES	Inadequate learning environment	Inappropriate teaching material	Use of non-stimulant activities	Ignorance of the Montessori Method

Source: Direct Research
Elaborated by: FLORES, A. (2017)

1.2.2 Critical Analysis

From a current perspective, it can be concluded that we have been promoters of a passive basic education in terms of acquiring a foreign language as a society. Where parents, as well as teachers and students, have been used to a traditional education: based on the use of ancient learning methods, in which repetition predominates and hence those methodologies are not adequate in the teaching-learning process. Therefore, the student is not allowed to reason since there is a limitation to explore their strengths. This method could prevent a meaningful learning experience to be created (Widodo, 2005). For this reason, the proposed results stated in the curriculum cannot be achieved. Recently, various forms of acquisition of a foreign language such as the Montessori Method have been found thanks to research and government support; which means more possibility of academic, social, physical, and psychological development in a spontaneous way guarantees the development of the oral skill through communicative activities. Within the educational aspect, and in what belongs to the English language, the inadequate learning environment affects the student's interest to learn; therefore, the academic results will not be what the teacher expected. In that way the Montessori Method creates an adequate environment for the student's needs, so a discovery space is obtained for students as well as for teachers, which encourages the interest of the student body in the classroom as expressed by (Acrbio, 2015). For such reason, it is important to know that educators fulfill an important role within the learning process, where teachers will be part of new experiences every day.

Teachers that educate in a traditional way, based on monotonous educational activities, have difficulties in helping students develop productive skills such as speaking and writing. Therefore, teacher's inappropriate use of didactic material creates limits for speaking skill; where it is noticeable that the didactic material is in charge of stimulating the student in a negative or positive way. Also, if the practice of the speaking skill is not carried out in the appropriate time, certain factors like socialization will directly affect the emotional development of the child whose phenomenon prevents the encouragement of the practice of values in the classroom, which are necessary for the strengthening of an appropriate learning environment.

As years go by, the use of poor stimulating activities within the public and private educational establishment have displaced the children from their student role, and from being an active entity in and outside of the classroom. Which has promoted that in the teaching-learning process there occurs indiscipline when there is uncertainty of the role that must be fulfilled and the lack of confidence for not knowing how to develop the activities proposed by the teacher, which entails a memory learning and not productive.

1.2.3 Prognosis

Inquiring alternatives for strengthening the education in English language, implies being creative researchers. Therefore, **if** the Montessori Method is **applied** as different education directed to stimulating the physical and mental potential of the individual with the goal of forming critical and reflecting people. Depolo (2013) states, "This way of educating provides from an adapted working environment to the needs of each student, this is an individualized learning without rigid structures where the children can freely travel the space and choose the materials with which they are going to work"(p.4). Which will contribute to the **development of the English speaking skill,** likewise an adequate and complete development will be reached of this through the Montessori Method, since this method is based on the observation about children and the actions performed naturally by themselves without help from their parents. Therefore, students will feel inspired to be more productive, creative and comprehensive. That the students will be the booster of their own knowledge where children will speak, comprehend and handle the English language with the goal of being part of a society.

On the contrary, if the Montessori Method **is not applied** then monotonous, traditional learning happens, where the student forms part of the passive learning and on the other hand the teacher is the one who will continue imparting an independent learning of the interest and evolution of children. So, students receive an education without positive academic results, which will be reflected in a final grade. Besides that, the **speaking skill** will not be developed and therefore communication will not be produced. For that reason, the teachers entrusted with the English subject will feel obligated to use only the mental part of the students to attempt to reach the development of the speaking skill, so in the future children will lack appropriate academic training in terms of English language.

1.2.4 Formulation of the Problem

How does the Montessori Method affect speaking skill development for students in first year of basic education at the institution "Unidad Educativa 17 De Abril" in the Quero Canton, Tungurahua Province?

I.V.: Montessori Method
D.V.: Speaking Skill

1.2.5 Research Questions

Is the speaking skill improved with the use of the Montessori method?
Is the speaking skill related to the Montessori method?
How does the implementation of activities related to Montessori method promote the development of the speaking skill?

1.2.6 Delimitation of the Research Object

The purpose of this research project is to gather evidence of the problems associated with the use of inappropriate educational methods in the teaching-learning process, which limits the development of speaking skill in students in first-year of basic education at the institution "Unidad Educativa 17 de Abril."

1.2.6.1 Content Delimitation

FIELD: Educational
AREA: Teaching English
ASPECT: Oral Skill

1.2.6.2 Space Delimitation

The present research project was performed with students in first year of basic education at the institution "Unidad Educativa 17 De Abril" in the Quero canton, Tungurahua Province.

1.2.6.3 Temporary Delimitation

This research project was applied during the academic period September 2017- February 2018.

1.2.6.4 Observation Units

Teachers
Students

1.3 JUSTIFICATION

This research project has a **purpose** to identify the teaching method used by the teacher who puts in practice as a tool for the students' academic training. On the other hand, analyze the possibility to perform the Montessori Method as an appropriate option for the improvement of the oral production of the students; for which the students are considered as the main part because the activities are designed according to the students' needs where either the motor skills as the social part will be training through this method without forgetting the discipline which will be controlled because teacher and students will establish rules together that must be followed in order to have a prepared environment by themselves allowing the teacher to keep control of the students where they will be motivated in order to accomplish the goals proposed by the Institution.

In addition, the productive skills are the foundation within **the importance** of English language learning, where it's evident that the speaking skill can prove or not, the ability to manage the English language and the use of an appropriate teaching methodology ensures the achievement of learning outcomes proposed by the teacher, thus not only learning is facilitated as well as the possibilities of guaranteeing the acquisition of English as a second language.

This research process was **feasible**; it has the necessary bibliography that facilitates the development of research projects where the scientific progress could be guided through the content. Thus, the Montessori Method as a substitute education to develop the speaking skill will be taken as a research subject within the educational field.

Furthermore, this research is **unique**, because there is no similar work and students training suggest that the teaching-learning process will be supported by new and innovative pedagogical forms to impart knowledge of English as a foreign language because it presents an alternative solution to the reality that students and teachers live daily in the classroom, the Montessori Method is a relevant topic within the speaking skill which can influence in a direct way. It means that the students' performance can improve with practice. Finally, students, teachers and the Institution "Unidad Educativa 17 de Abril" will be the direct beneficiaries of this research, because they will finally receive an innovative, fun way to teach and learn the English language.

1.4 OBJECTIVES

1.4.1 General

To establish the relationship of the Montessori method and the English language speaking skill development for students in first year of Basic General Education at the institution "Unidad Educativa 17 de Abril", in the Quero canton, Tungurahua province**.**

1.4.2 Specific Objectives

• To scientifically support the Montessori method in the development of speaking skill.

• To determine the frequency of English-speaking skills usage in the students of first year of education.

• To analyze the usefulness of the Montessori method through the development of the student's speaking skills during the teaching-learning process of the English language.

CHAPTER II

THEORICAL FRAMEWORK

2.1 INVESTIGATIVE BACKGROUND

After revising academic articles and dissertations in libraries at the Technical University of Ambato's Human Sciences and Education Faculty, useful research was found as tangible supporting evidence for this work in progress; which has the objective to find new alternatives to solve the problem of speaking skill development in the English language. This project is focused on first year students in basic education at the institution "Unidad Educativa 17 De Abril" in the Quero Canton, Tungurahua Province. Then, the most representative works are pointed out to the current object under study.

There are some scientific articles that determine specific features of similarity with the present research project about how the Montessori Method has a relationship with the children's mind. Kayılı (2016) affirms "The results of the study indicated that the Montessori Method decreases the number of errors and extends the reflection time among the preschool children in the treatment group" (p.6). So, it means that, children from 4 to 5 years old are in the preoperational stage of their growth. They need exploration and experimentation to develop the cognitive part, which refers to the ability of human beings to learn through perception using the brain's organ.

Normally learning has been done through memorization; this means consistent repetition of information. With the Montessori Method, however, it is understood that education and learning define who one is in society.

In addition, the Montessori Method performs cognitive learning that goes hand in hand with the use of emotion, movement, surprise, and experience. Then, it can be concluded that the Montessori Method helps preschool children to reflect and solve problems.

Christensen and Gast (2015) support this fact about children in the Montessori Method. They argued that: "Curricula, instructional practices, and classroom interactions have the

potential to send messages to children about who and what is valued by society" (p.115). The author refers to the support that children need in the classroom to absolve the prejudices of traditional education including different personalities, social class, language development, and dysfunctional families. In addition, teachers should consistently try to remove obstacles within their classroom's growth and development, so that people can use interaction as a tool. For that reason, it is important to speak to children in a clear way: use 'correct' language, go face to face, get down to eye level, then speak slowly and clearly. This helps to develop an independent, autonomous, tolerant, free, and accepted personality. Finally, the Montessori Method educates for peace, seeks a proper education for all children, and guides kids to become people with principles, autonomous, with self-esteem, and able to change the world.

Furthermore, in the article about Environmental education in the context of child's interaction with nature based on Maria Montessori's philosophy, Durakoglu (2014) concluded that: "Maria Montessori (1870-1952) was an Italian educator who established the most widespread educational method of the world, in relation to environmental education in the context of child-nature" (p.310). The author analyzes the Montessori Method based on the philosophy that every educator should be able to influence each child inside and outside the classroom. Thus, the author describes this teaching model as a method of sensory stimulation, which indicates that the information is acquired through the senses to develop sensations and perceptions.

This process takes place naturally from birth, because thanks to the senses the process of assimilation and accommodation is produced, so the development of the child arises from the need to adapt to its environment, allowing learning to be built through understanding of the world around them. There is no doubt the child's relationship with nature.

On the other hand, there are methods that effect the development of other skills. For example, the high scope method for the development of oral skill in the English language by Tamayo (2016) explained this method in her investigative project and its influence in the speaking skill development in children. This investigative project concluded:

> High Scope Method is an active teaching method, which has activities that will help properly to develop the oral skill in preschool children. The High Scope method boosts to the teachers to see learning in a more active way due that it encourages the capacity of teamwork, interaction, among other advantages. (p.68)

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Since this criterion, it can be concluded that teachers need to see beyond 'how to' teach English to children. It is evident that in order to develop oral skills, the teacher needs to put active activities such as group work into practice. This results in children generating communication among each other.

In addition, this seeks to eliminate the mentality that the teacher is the only person who possesses the knowledge to guide the progress ofthier classes. On the other hand, if the language is not practiced orally it will carry serious consequences. One of them could affect children's cognitive development and the rest of the language skills. Therefore, children become afraid to learn or express their ideas orally in English.

Furthermore, in her investigative project on theme-based instruction and speaking skill by Espinosa (2017), she explains that this type of pedagogy directly impacts speaking skill development. She found that classroom participation and speaking skill increased significantly while using theme-based instruction; where the students felt more secure enough to advance in more than just language knowledge.

The author states that, if the teacher wants to develop the oral skills successfully in students, the solution will be that the teacher keeps them motivated, active, and in contact with the foreign language. This means that the English language must be maintained in a controlled environment that is adapted in the classroom all the time, so that the student's listening skill gets used to the language, the brain processes the information, and therefore, they produce English easily and spontaneously. For this reason, it is necessary to use methods that promote the oral skills development where both teachers and students can participate actively.

In an article about promoting oral language skills in preschool children through sociodramatic play in the classroom, Rajapaksha and Randima (2016) concluded "sociodramatic play intervention created many opportunities to develop oral language skills in the children than the regular classroom activities. The sociodramatic play activities enhanced children's oral language skills while creating a language rich playful learning experience" (p.7). The author tries to consolidate the fact that in the teaching-learning process the oral production of a foreign language allows or provides an opportunity for children to enrich

their language, to use their creativity, and to share their experiences for which they need a permanent stimulation, because at their age they need to develop all their motor skills. That is why the use of constructivist and active methods ensure that children who are in preschool can produce English, thus, these kinds of methods go hand in hand with oral skills.

2.2 PHILOSOPHICAL FOUNDATIONS

The present research project is philosophically focused on the Critical-Reflective paradigm because it allows analyzing and understanding the aspects of the problem to give possible solutions that will help immediately to reduce the rate of failure in English language teaching. The main objective is to identify how children acquire the second language in order to determine the student strengths that will help to find the way to improve the education style of children through the pedagogical techniques like the application of Montessori Method. In the class, the learning approach will allow students to take advantage of learning opportunities for the well-being of the educational community and thus teachers will be considered how a productive part of the class environment for which they belong, for that reason, the researcher will be committed to the transformation of a passive traditional education for a quality education and integration among students thus they become active, dynamic and participatory.

2.2.1 Epistemological Foundation

This research tries to establish the reasons for which the development of learning process is not allowed, specifically in the field of the English language. In addition, this research project wants to know deeply the causes that involve the deficient development of speaking skill from a critical perspective and knows how the Montessori Method will influence as an experiential learning to stimulate the student potential in order to form critical and reflective people into the speaking skill development. This implies that we as researchers will be able to experiment the problem reality because we are involved in the educational process with the intention of proposing immediate solutions and applying new learning techniques where the entire educational community will be the beneficiaries.

2.2.2 Axiological Foundation

Education is based as much on sharing knowledge as on spreading and inculcating values which are symbols of free, honesty and responsibility that characterize the acts and thoughts of human beings. Therefore, education based on values allows having an environment of acceptance without prejudice and with wide expectations of both the student and the teacher. In this aspect, the role of the teacher plays an indispensable role because from their knowledge will help to create a future society, the teacher is who should use their resources directed with their ethics that together with the Montessori Method will reflect a productive and experiential learning where there will be positive changes for the education.

2.3 LEGAL BASIS

This research project is supported legally in the following articles expressed in the Organic Law of Intercultural Education LOEI:

TÍTULO I: DE LOS DERECHOS Y OBLIGACIONES

CAPÍTULO PRIMERO: DEL DERECHO A LA EDUCACION

Art. 4.- Derecho a la educación. - La educación es un derecho humano fundamental garantizado en la Constitución de la República y condición necesaria para la realización de los otros derechos humanos.

CAPÍTULO SEGUNDO: DE LAS OBLIGACIONES DEL ESTADO RESPECTO DEL DERECHO ALA EDUCACIÓN.

Art. 6.- Obligaciones.- La principal obligación del Estado es el cumplimiento pleno, permanente y progresivo de los derechos y garantías constitucionales en materia educativa, y de los principios y fines establecidos en esta Ley.

ACUERDO Nro. MINEDUC-ME-2016-00020-A

Expedir los CURRÍCULOS DE EDUCACIÓN GENERAL BÁSICA PARA LOS SUBNIVELES DE PREPARATORIA, ELEMENTAL, MEDIA Y SUPERIOR; Y, EL CURRÍCULO DE NIVEL DE BACHILLERATO GENERAL UNIFICADO, CON SUS RESPECTIVAS CARGAS HORARIAS

Artículo 2.- Plan de estudios para Educación General Básica. - Para el nivel de Educación General Básica que se establece el siguiente plan de estudios con su respectiva carga horaria sugerida.

En el subnivel de Preparatoria (1er. grado de EGB) se establece un currículo integrador organizado por ámbitos de desarrollo y aprendizaje. Este currículo integral se encuentra articulado con el enfoque y metodología del Currículo del nivel de Educación Inicial. En este currículo se ha propuesto destrezas con criterios de desempeño que inicien el proceso de aprendizaje en el área de Lengua extranjera – inglés.

2.4 KEY CATEGORIES

Graphic N-° 2 Fundamental Categories

EDUCATION

TEACHING LEARNING PROCESS

TEACHING CHILDREN'S METHOD

MONTESSORI METHOD

THE ENGLISH LANGUAGE

ENGLISH LANGUAGE TEACHING

ENGLISH SKILLS

SPEAKING SKILL DEVELOPMENT

INCIDENCE

INDEPENDENT VARIABLE

DEPENDENT VARIABLE
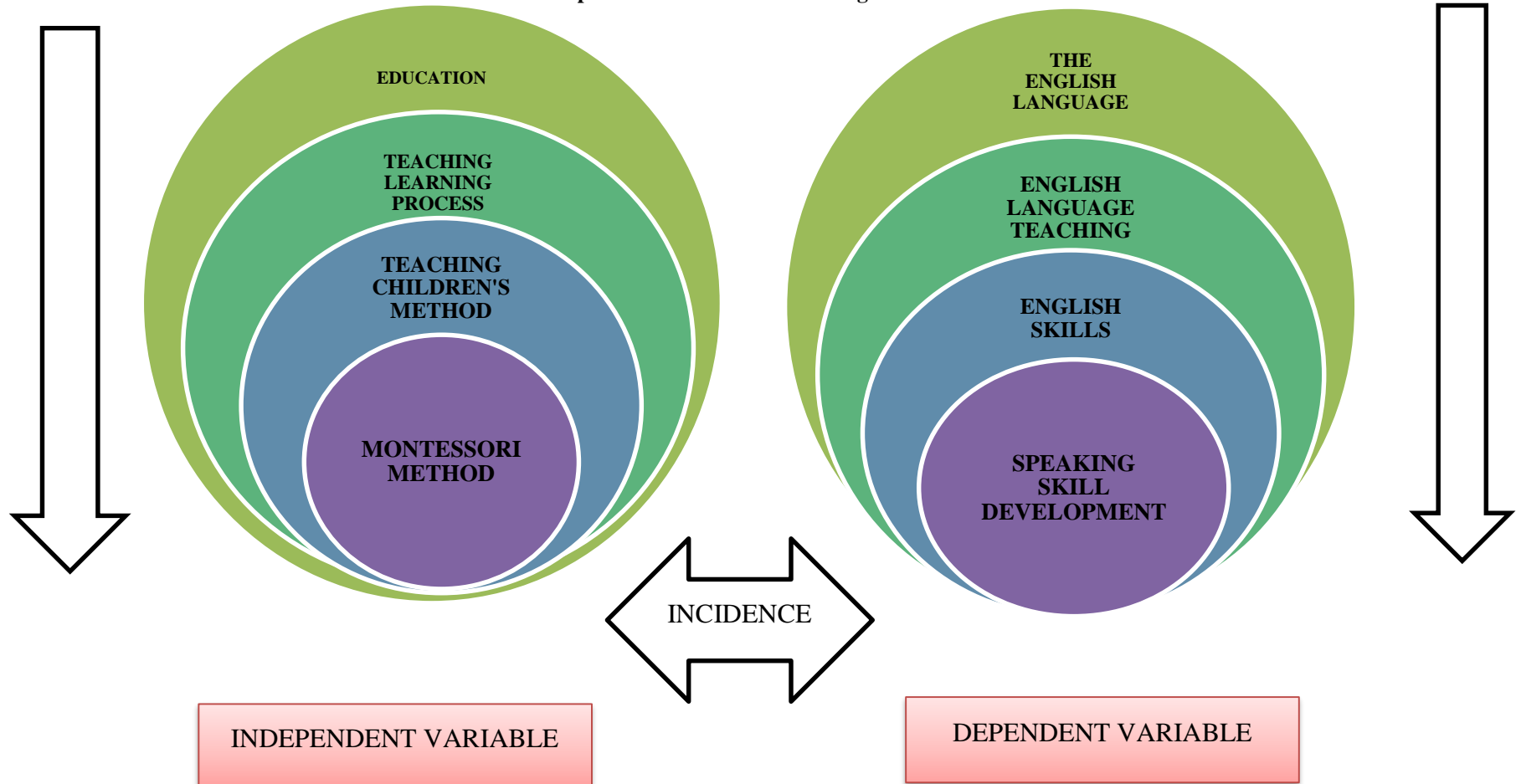
Source: Direct Research
Elaborated by: FLORES, A. (2017)

2.4.1 Theoretical Foundation of the Independent Variable

2.4.1.1 EDUCATION

Education is a vast topic that is difficult to define a specific way, for which many people try to define it from their points of view based on their experience and their scientific studies. Farooq (2012) explains that "Education is a process in which and by which the knowledge, characters and behavior of the human being are shaped and molded. Education is lead to the enlightenment of mankind" (p.2). From, that point of view, education conveys many interpretations where the knowledge is the existing part in the world and the human beings who use it to share with the rest of people is considered as an educator. Meanwhile, there are celebrities known around the world for their work focused on understanding relevant issues in this case they have contributed with different thoughts about education. So, Imam Ghazali shares his thoughts about education, which is an individual process to distinguish between the true and false, the good and bad, the right conduct and the evil doing. Meanwhile, Pestalozzi was more precise in defining the term education because it is a natural, progressive and systematic development of all the forces. It distinguishes human being from other creations (Nofal, 2007). The process of education is not only self-realization of the individual, however, it is also to bring into action the potential in man. So, the two thoughts have something in common that education is a process where the human being intervenes fromthier birth and continues throughoutthier life to develop and configure individual talent and its internal potential. On the other hand, in an analytical perspective, Smith (2015) who states that "the education is a process of inviting truth and possibility, of encouraging and giving time to discovery"(p.11), so based on that concept in the educational process students are the main part of learning, therefore teachers should provide a wide variety of ways of learning where students can choose and with what they can experiment. Thus, in the school stage teachers do not impose knowledge, otherwise they must share it. Since the education's objective is to learn not to teach.

2.4.1.2 TEACHING-LEARNING PROCESS

Learning

Learning is conceived as a tool to acquire knowledge and experience that helps the human being with their integral development. So, the learning must be practiced and developed with real situations that allow human beings to construct their own knowledge (Marista, 2014). It defines the learning as a process of acquiring knowledge, skills, values and attitudes through study, teaching or experience. At early ages the human being is exposed to the learning through of the senses. So, there is a person who plays the role of educator where he/she is a charge to guide the children during their life. Thus, they use the imitation in order to do the basic tasks, which are necessaries to survive and develop into a community. Therefore, it is necessary to understand that there are different theories linked to the fact of learning.

Theories of learning

Nowadays, it is necessary to understand the processes of how human beings learn. Relevant characters have tried to find an interpretation of what people should learn how to learn and if there are problems that solution should be given to solve them. Therefore, the objectives of learning theories are to understand, anticipate, and regulate the behavior of the human being through strategies that facilitate the access to knowledge.

Pavlov's learning theory

The relationship between stimuli and the change of their behavior is the main feature of the classical conditioning by Pavlov. It allows human beings and animals to take advantage of the orderly sequence of events in their environment and learn which stimuli tend to go with those events (Gordon & Bower, 1989). In other

words, Pavlov was recognized for his contributions to behaviorism. He was looking for the answers of the learning secret, Pavlov after conducting several experiments with animals deduced that learning occurs when two stimuli are associated more or less at the same time.

Piaget's learning theory

Piaget and his four stages of cognitive development, determine a deeper study about learning. Vergara (2017) explained that "children build a mental model of the world" (p.7). Piaget elaborated his theory from a constructivist position. He said that children have an active role when it is time to learn, because the different mental structures are modified and combined between them through experience, adaptation to the environment, and the organization of their mind.

Ausubel' meaningful learning theory

This theory is focused on practice. Meaningful learning is contrasted with memory learning because meaningful learning produces much longer lasting knowledge that is better internalized in the human being. Ausubel (1963) states that: "The most important factor that influences the learning is what the student already knows" (p.58). Based on that concept Ausubel emphasizes the importance of receiving learning instead of learning by discovery, and of meaningful learning instead of memorizing. So, for people to learn it is necessary to act on their previous knowledge.

Bandura's social learning theory

Bandura's theory emphasizes the human´s role in society as a connection between behavioral perspectives with the cognitive ones. So, his investigation was focused on the study of the mental processes adding that almost all our behaviors are

acquired by observation and imitation (Arranz, 2017). It's evident that the environment can guide the learning style, so the human acts according the society.

Types of Learning

Implicit learning

Seger (2017) claims that "Implicit learning (IL) is no episodic learning of complex information in an incidental manner, without awareness of what has been learned" (p.168). It means that the result of this learning is the automatic response of a motor behavior. The truth is that many of the things we learn happen without realizing, for example, talk or walk. Implicit learning was the first to exist and was the key to our survival. We are always learning without realizing it.

Explicit learning

Bruneau (2016) states that "Explicit learning is an active process which objective is people seek out the structure of any information that is presented to them" (p.5). That's why explicit learning is characterized by the learner's intention to learn and is aware of what he learns.

Significant learning

Karen & Geri (2012) argue that "learning experience resulting in something that is truly significant in terms of the students' lives" (p.11). the pupils may be able to absorb knowledge according to the impact of the stimulus used by teacher. Becerra & McNulty (2010) add that "Students reported positive perceptions about learning with and about others, learning about themselves, integrating language and topics to their lives, and recycling and applying topics to other formats" (p.122). The significant learning is characterized by the fact that the human being collects the information, selects it, organizes it and establishes relations with the knowledge that

it previously had. In other words, it is when people relate the new information with the one that they already have.

Discovery Learning

Discovery learning promotes the problem-solving situations where the student uses his/her previous experiences to be part of new ones. The discovery learning starts its theory from the constructivism (Coffey, 2017). So, this learning refers to active learning, in which the person instead of learning the contents in a passive way, the human being discovers, relates and reorders the concepts to adapt them to their cognitive scheme. In addition, one of the great theorists of this type of learning is Jerome Bruner.

Teaching

Teaching is focused on the formation of human beings, the application of skills, and professional performance that encourages them to innovate the teaching well founded, using the right tools that contribute to the benefit of the student and teacher. There are three elements involved in teaching: the teacher; the student; and the object of knowledge. Teaching in this case, is an intrinsic and fundamental part of the educational process, therefore teaching has as its core the learning (Rodriguez, 2005). It means that it is the action and effect of teaching with the purpose of instructing someone with rules or precepts through a set of knowledge.

Methods of Teaching

It refers to the actions taken by the teacher in order to provoke reactions in the students and thus achieve the teaching objectives proposed. Hirst (2006) states that "The term teaching method refers to the general principles, pedagogy and management strategies used for classroom instruction" (p.10). So, teaching´s methods guide students into the teaching-learning process.

Teaching-Learning process

Teaching-learning process is a process where a person is the educator who fulfills a series of activities, the principle is to assess learning needs, establishes specific learning objectives, develops teaching and learning strategies, evaluates the outcomes of the instruction (Holz-Clause, Guntuku, & Koundinya, 2015). Based on this definition, both components, teaching and learning, do not occur independently but constitute an indissoluble unit within education. It is characterized for being a process that is active; therefore, it must be structured and oriented in correspondence with the requirements of age, of the prevailing conditions and situations, of the individual potentialities and of the integral teaching process to which the students belong. This means that the teaching-learning process is a series of procedures that the teacher must design to progress systematically in the content of the class, through the construction of a learning environment. Finally, there are four elements involved in the teaching-learning process: the teacher, the student, the content and the class environment. Each of these elements influences in a greater or lesser way, depending on the way that they are related in a certain context.

2.4.1.3 TEACHING CHILDREN METHOD

Alternative Teaching Methods

Santos (2014) explains that "Alternative Teaching Techniques are transforming traditional education, giving students, a freedom never seen. There are 5 alternative teaching strategies that can make the future path of education". It means that, Alternative teaching methods are those that differ from traditional educational system teaching. In general, alternative education methods are based on the idea of offering students the tools that allow them to become self-taught, although always under the direction of specialized teachers in that field.

Classification of alternative methods for children

Waldorf Method

History

Barnes (1991) explains that "Waldorf Education has its roots in the spiritual-scientific research from Austrian scientist and thinker Rudolf Steiner (1861-1925)" (p.16). In addition, he studied about him and he was agreeing about Steiner's philosophy where the human being is a threefold being of spirit, soul, and body whose capacities unfold in three developmental stages on the path to adulthood: early childhood, middle childhood, and adolescence. Those facts help him to understand how to contribute in the education field.

Purpose

Waldorf method was designed to develop subject matter taking into account the image, rhythm, movement, drawing, painting, poetry, drama, and so on; all of them are part of aesthetics throughout the school day (aesthetic conditions) program (Driscoll, 2010). Based on that meaning Waldfort describes his education philosophy as a teaching through the artistic and emotional development of the child because he affirms that to achieve a good intellectual development it is necessary that there is a solid emotional base.

Table N-º 1 The 3 stages of development proposed by the Waldorf method

The 3 stages of human development	Primary grade (age up to 7 years)	Middle grade (age from 7 to 14 years)	Adolescence and youth (age from14 to 21)
	This is the most sensitive age for children. At this age, children tend	This stage is the formative age bracket for all children. Brain	This stage is the productive for all adolescence. Brain is characterized by

Description	to develop their brain very quickly by trying to understand the subjects in a rapid manner.	develops at a quicker pace with a perceptible enhancement in cognitive and other sensitive skills.	Psychological Expression and Developmental Mode: Thinking Spiritual Expression, Waking Cultural Orientation, Science Attribute, and the Truth
Content	Alphabets, writing, spelling, drama, arts and poetry. Folk tales, historical and mythical stories narrated in a dancing and musical form.	Teaching how to write, read and spell will help the children to streamline their learning process towards absorbing the very essence of all lessons.	Students can focus on certain subjects that explore their interests having embraced their true selves and been given a grounded foundation in the world
Outcome	This will help your children to develop an enthusiasm for learning their lessons at a future stage	This is a very critical phase in the child's young life. Most children develop their level of intellect and smartness in a remarkable manner	Students can enjoy the slow pace of their former years where they were able to develop their social skills and emotional needs in their own time without the pressures of testing.

Source: (The Three Stages of Development in Waldorf Education, 2009)
Elaborated by: FLORES, A. (2017)

Kumon Method

History

Japan's Toru Kumon (March 26, 1914 – July 25, 1995) was born in Kōchi Prefecture and graduated from the College of Science at Osaka University. He was a high school math teacher, who began providing education based on the concept of self-learning to his own son (Yasuka, 2017).

Purpose

Kumon's purpose, which began with a parent and a child, is to maximize the potential of each child through the learning. As a result, students will realize that they can do anything if they try, construct their self-esteem, and develop their ability to take on new challenges for themselves. In addition, the Kumon's program is complemented with Native language program which is about the language acquisition through the realization of some series of activities, which range from the simplest such as learning vocabulary, recognizing letters, until the most complex as learning to read and then summarize the readings using their own words. The main objective is to increase the development of oral skills. These programs are applied in 7 countries (Kumon, 2017).

Table N-º 2 The four stages to achieve the Kumon's purpose.

Individualized Instruction	Self-Learning
First, students take a diagnostic test, after that the instructor provides the material designed from some aspects like age, personality, and environment. Material is suitable for them. Finally, Kumon offers individualized	There are some advantages for instance, a study independently which encourages students to discover how to solve problems themselves without asking for the answer because students carefully read the explanations and try

instruction to help each child to develop his or her language or math ability to the maximum	doing the exercises for themselves. In the language program, the teacher helps students to read instructions until they acquire the language.
Small-Step Worksheets There are more than 800 worksheets which were made by Kumon and more than 300 reading passages taken from Kumon recommended reading list, So the instructor gives feedback when students finish the activity. It allows students to correct their mistakes and continue with the process.	**Kumon Instructors** Sometimes there are times when students find exercises that they don't understand or are unable to solve for themselves. The instructor uses other examples in order for students to realize what the problem is. Finally, the instructor role is a guider and facilitator.

Source: (Native Language Programs, 2017).
Elaborated by: FLORES, A. (2017)

2.4.1.4 MONTESSORI METHOD

History

It is essential to define and understand the meaning of method Montessori from its origin as mention Vedia (2007).

> Maria Montessori (1870-1952) was the first Italian doctor. She also studied philosophy and anthropology and after several years of observation and experimentation with children who have mental problems, and then with normal children. The method that bears her name. The basic principle that she sustained was that the child needed stimulus and freedom to learn. The teacher had to let the student express their tastes, their preferences and something more important had to let they be wrong and try again what they had started. Montessori insisted that the role of the dominant teacher had to change it and let the student had a more active and dynamic role into the learning process. (p.4)

It refers to the Montessori Method working sensory stimuli and when it is applied to pedagogy, children get a total activation of the rational and emotional memory,

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which prefer to learn through an active method. In addition, learning comes from previous experiences depending on the context in which it is desired to put into practice, and of course the predisposition of the teacher to obtain tools and produce productive active teaching.

Purpose

Argentine Foundation Maria Montessori (M. Montessori Foundation, 2017) claims that "Montessori education is not to fill children with previously selected academic contents, otherwise is to cultivate in them their natural desire to learn, providing an integrated curriculum". It other words, the purpose of the Montessori Method can be achieved in two ways: first, allowing every child to experiment the happiness of learning for himself instead of being forced by other individual; and the second way is helping children to perfect all their natural aptitudes, so that they can learn, therefore all their abilities will be developed to the maximum in any learning situation that may arise later.

Educational principles of Maria Montessori

Features

Tavera (2009) refers that "The children are like a sponge, for which in their first years of life they will absorb everything that they observe or experiment" (p.8). So, the Montessori Method gives students the opportunity to be part of that way of teaching that's why she analyses the method bases such as.

- The child will be an active student in the Teaching Learning Process
- The teacher will be the "monitor" in the educational field
- The prepared environment: must promote internal self-discipline
- The teaching is personalized, because it adapts to the student
- Thanks to the didactic material the students can develop their own concepts

- The speed of learning depends on the child.

The Montessori Environment

This term refers to the physical space, the people with whom the students interact, the plan for development activities, and the guidelines that govern their progress (M.P. Girona, (2008). We can deduce that a Montessori environment is a place where children develop their knowledge by themselves. It is designed to satisfy the needs of self-construction that the child has, and thus reveal their personality and their growth patterns. This means that not only must it contain what the child needs in a positive sense, but all obstacles for growth must also be eliminated. In addition, (M. Montessori Foundation, 2017) adds that "Montessori classrooms gather children in 3 different ages: younger than 3 years old, from 3 to 6 years old, from 6 to 9 years old and from 9 to 13 years old. These "mixed age classrooms" favor spontaneous cooperation, desire to learn, mutual respect and the acquisition of deep knowledge in the process of teaching others". Therefore, the environment is divided depending on the age; environments are proposed differently to satisfy specific needs. They manage the environment so that they feel stimulus to do their own activities and where the dynamics of the classroom becomes their habitat.

The Child

Evolutionary periods

Montessori believed faithfully that children were the hope of humanity, which could only be rebuilt based on a new school through a new method. (M. Montessori Foundation, 2017) states that,

> Maria Montessori focused on the observation of the child including the development from childhood to adulthood; her analysis led hers to divide the evolutionary process into 4 periods called "Plans of development". Each of these periods presents different characteristics from the others but consolidates the foundations of each of the periods. Thus, "as the caterpillar and the butterfly are very different in their appearance and their manifestations and yet the beauty of the butterfly is a consequence of their life in the

state of caterpillar and cannot come from the imitation of the example of another butterfly. To build the future, it is necessary to keep an eye on the present, the more we take care of the needs of a period, the greater the success of the next period.

Referring to what is mentioned above, the method is a teaching that helps children to take their own direction; thus, through activities that will help children to form their own image, their self-esteem and confidence in order that they can solve their problems by themselves and changes the world in which they are immersed. The four periods are:

- **The first period:** Starts at birth and continues until the child is 6 years old is characterized by children's "Absorbent Mind", where children perceive the world which surround them: For instance: its culture and its language.

- **The second period:** From 6 to 12 years old, the objective is that the child develops a "rational mind" to explore the world with abstract thinking and imagination.

- **The third period:** From 12 to 18 years old, the teenager is a human being who has a "humanistic mind" which wants to contribute to the society.

- **The fourth period:** From 18 to 24 years old, the stage's aim is that the adult explores the world surrounding him with a "specialist mind", finding his/her place in it.

The Montessori Curriculum from 3 to 6 years old.

Practical Life: Pacheco (2008) states that "The practical life covers exercises for social relationships, tolerance, politeness, perfect control and refinement of movement". They are activities which objective is the development and care of themselves, others, and of the physical environment in which they live. Activities can include tasks that are familiar to children, for example: washing, setting the table, ordering books, etc.

Sensory: Silva & Campos (2003) explains that "The sensory refers to the development and refinement of the five senses: sight, sound, touch, smell and taste"

(p.7). So, sensory is connected with activities that elevate the children's perception capacity in order to give a sense of admiration for everything that surround them. In addition, the children of this age learn through their senses, rather than through their intellect, therefore, the sensory materials are tools for children used to experiment their senses. In the preschool age in which the children receive excessive sensory information, these materials allow them to find order and meaning in the world.

Language: To learn the language, it is necessary to be part of a process that allows achieving the mastery of the concepts that go from the concrete to the abstract (Hernández M. , 2011)**.** Children from 3 years enrich the language already acquired. They are able to use it intelligently with precision, beauty, realizing little by little their properties. They learn to write based on the senses (hearing, and touching) and, as a natural consequence of this, they learn to read. In addition, as an extension of language activities, children learn about geography, history, art, music; it leads them to feel respect and love for their environment and create a sense of solidarity with the entire human family and their habitat.

Mathematics: the materials help the children to learn and understand mathematical concepts. It occurs when they are working with concrete materials that lead intuitively towards abstract concepts. Hernández (2011) argues that:" To reach knowledge through multisensory procedure, varied exercises, choice of activity and preparation for future education" (p.3). Based on that meaning, the math as a part of Montessori curriculum helps children to solve practical problems through the development of all their potentialities.

2.4.2 Theoretical Foundation of the Dependent Variable

2.4.2.1 ENGLISH LANGUAGE

Language

Language is not only the set of signs or signals that serve to communicate something, rather it can be interpreted that language is the means by which the human being creates connection and interaction developing in an advanced way the decoding of signs or signals as a complement to the language. Language encompasses the use of all the senses where people can share their ideas and feelings through the use of signs, gestures, words, and auditory symbols (Stubbs, 1976). Language is used to communicate it doesn't matter the communicative way that the speaker uses. The essential is language has transformed human consciousness because it allows the development of new ways of thinking and the acquisition of knowledge. What it takes to seek a theoretical explanation of the relationships between thought and language.

Language Functions

The uses of language by people occur in many ways, one of them is related to the nature of society because the person plays a role, which wants to convey a message through that language. So, the language is part of a society.
The language has five functions:

Informative

UK Essays Trusted by students (UK Essays, 2017) claims that "Informative function concentrates on the message. It is used to give new information. It depends on truth and value". This function is focused on the context, whose main function is to inform. This requires a clear, specific and simple language, composed of terms

that can always be interpreted in one sense. For instance, it would be the headlines of a newspaper, advertisements, images and the words of a documentary.

Expressive

Hébert (2017) explains that "Expressive function should not be understood in the usual sense, as referring to human affect. It has nothing to do with emotion. Any message, including the most neutral, reveals the condition of its sender". Based on this idea, when a message informs the state of mind of the sender, or in general, it discovers the features of its personality. It can be inferred that the message fulfills an expressive or emotional function.

Directive

Direct language aims to cause or prevent some over action by a human agent, for example: when you write "read the book" or when you say, "close the door". The language in these cases is direct, because it is intended that the other person can perform the particular action. Also, the direct language is not considered neither true nor false (Kemerling, 2011). So, this type of function describes that language is used in a direct way. It means that speaker or writer is influenced for causing (or preventing) overt action.

Aesthetic

Aesthetic function is related to language through the study of human values and their culture. So, the both in question includes attitudes to educational, social and even moral standards. They are indicative of an important area of cognition beyond logical thinking, but which is intimately linked with verbal behavior (Rastall, 2008). It describes how some messages have a special care in their formal aspects, not only the information, the content is important; the form is also important. Some authors like Jackobson believes that the expressive and aesthetic have something in

common because they attract attention to the linguistic expression form. In other words, it appears in those statements in which the message calls attention to itself. It appears frequently in the literature.

Phatic

Lineros (2016) refers that "Some messages are used to verify and check that maintains contact between the transmitter and the receiver through the channel" (p.2). Its purpose is to establish a communication channel between transmitter and receiver, prolong it or close it. For example, greeting, condolence, congratulations, dedication, toast, etc.

English

Kane (2013) Explains that "English is the third most commonly spoken language in the world today with upwards of 360 million first language speakers, a further 375 million for whom English is a second language and many non-native speakers worldwide". It's evident how English is important now. There are some countries, which the English language is the native language, and other countries where English is learned as a second language. Therefore, English language is known as an International means of communication around the world. However, how was it possible? Its history will demonstrate it. Crystal & Potter (2017) state that:

> The history of the English language really started with the arrival of three Germanic tribes who invaded Britain during the 5th century AD. These tribes, the Angles, the Saxons and the Jutes, crossed the North Sea from what today is Denmark and northern Germany. At that time the inhabitants of Britain spoke a Celtic language. However, most of the Celtic speakers were pushed west and north by the invaders - mainly into what is now Wales, Scotland and Ireland. The Angles came from "Englaland" [sic] and their language was called "Englisc" - from which the words "England" and "English" are derived. (p.2)

Consequently, the English language is called a world language because its expansion allows people to acquire not only a language, also a culture.

2.4.2.2 ENGLISH LANGUAGE TEACHING

Tamura (2006) states, "English may be one of the languages for learning activities that create the child's awareness of the world; at later stages, all learning happens through language" (p.172). Kids should be exposed to the English language in order to learn activities that help them to recognize the real world in different stages of their life. English has a special feature, which enrolls students to be more reflective and analytical. To increase language skills, it is mandatory to practice reading since people are baby ones, because it will help to develop skills like writing which engage the cognitive stimuli. English teaching aims to create multilinguals who can enrich all our languages; this has been an abiding national vision (Tamura, 2006) Which refers to the importance of the English language teaching because it is connected even with the native language of people who are learning it, which demonstrate that multilingual people expand the way they perceive the world creating communicational environments to integrate diverse communities.

As shown in the text, "traditionally, English was taught by the grammar translation method." Taylor (2003). It has limited people to enhance their English language because of the use of traditional methods. Nowadays, technology and the staff have been growing. Most of the English teachers have changed the way they think and teach. For instance, the emergence of new methods as facts not as theories, and a clear example is the Montessori Method; which is really far from the grammar translation method as it is mentioned in the text before. The English teachers nowadays want to get students ready to face the real world in all areas, not focus on just getting knowledge to obtain a degree, but rather people ready to go in search of new opportunities and undertake new societies.

English language teaching Methodologies

As it is known, teaching English language goes beyond to stand in front of students and speak all the time. That is why many scholars have devoted themselves to researching different methodologies and at the same time supporting different arguments that influence the way English teachers teach. Rajakumar, Kumar, Ganguly, & Sutar (2006) state, "When teaching a foreign language, a teacher must think about the specific qualities offered to students of a certain mother tongue". That means that the methodology of teaching English has to take into account the problems posed by the English language for the students who will learn it. Firstly, teachers´ mind must be changed so that they are able to observe the qualities and differences of their students, and to impart the language without measuring the difficulty that the students have, rather like a self-enrichment when teaching. In addition to taking into account that, to solve the problems of learning the English language, it must be clear the teaching methodology that will be applied in class so that students are able to handle the four language skills as if they were using their native language.

So, the author mentions that, it is essential to respond to some interesting questions like: What to teach? What are the aims of teaching? And How to teach?

What to teach? Have the ability to recognize the amount of information and content that students can grasp, reason, learn and put into practice, without neglecting their learning abilities and their English learning skills, and be precise with the objectives to be achieved in each class.

What are the aims of teaching? Once the teachers find the learning style of their pupils, they should proceed to direct them in the learning of the content, which should be designed with a specific objective and purpose that will benefit the teaching and learning process.

How to teach? Use appropriate tools within learning that sustain and help improve the perception of education and learning. Being focused on methodologies that strengthen the potential of the student and with which the previous questions are answered, what to teach? and what are the aims of teaching?

During all the teaching time new methods have been discovered as the ones that will mention, each one with its own characteristics and benefits:

- The Grammar Translation Method
- The Intuitive Method
- The Direct Method
- Total, Physical Response TPR
- Suggestopedia
- Content language integrated learning CLIL
- Problem based learning PBL
- English for specific purpose ESP
- Teaching based learning TBL
- Presentation, practice and production PPP
- Among others.

Role of an English Language Teacher

Forlin & Fung (2017) states that: "Teacher education needs to be ongoing and onsite through formal or informal support systems". It is relevant to cite that teacher must feel supported both cognitively and emotionally, because he/she is the person in charge of managing and guiding a group of students who see the teacher as being unique, true and able to cope with difficulties in general. All this can be achieved thanks to the opening of trainings, seminars, congresses and website information, which can be formal and informal. Each teaching method is characterized by the importance of the teacher, which visualize the teacher as an indispensable and

irreplaceable being in the teaching-learning process, whatever its role in both old and new methodologies.

Archana & Usha Rani (2017) sustain that "Teacher´s play a very crucial role in developing a child´s interest toward a subject or the language" like the following roles:

Teacher as a learner

This role defines the teacher as a person who should be put in the student's place to plan their class based on their interests, their weaknesses and strengths, their needs. The teacher' purpose is to make known to the students that education is an environment that invites them to learn based on their interest, their strengths, and in covering all those knowledge needs.

Teacher as a facilitator

In the learning process the teacher must act with freedom to direct their students in learning significantly which is real where students learn on their own through an environment of respect and knowledge. For this reason, the teacher facilitates to the students of all necessary resources to guide this learning.

Teacher as an assessor

It is important that the teacher can validate his/her teaching-learning process through instruments that measure the student's knowledge. Thus, the teacher must fulfill the role of evaluator to guide, strengthen the student in their learning. Which objective offers a feedback of everything taught in classes.

Teacher as a manager

In classroom management, the teacher establishes actions and strategies that allow him/her to solve problems in the classroom, taking into account that order does not mean discipline or silence of the students, rather refers to the provision of the environment required for the planned activity to be fulfilled on time. This, however, cannot be carried out if there is no adequate environment to develop the activities successfully.

Teacher as a guide

The learning requires a permanent control that facilitates both the student and the teacher to achieve the class objectives. That is why the teacher is a guide within the class. He/she carefully observes the students in their learning to direct them to comply with all the activities proposed by him/her.

2.4.2.3 ENGLISH SKILLS

Husain (2015) states that "A skill may be called the ability to do something well". So, the human being born with different innate abilities however, when the person is growing is necessary to explore them to develop those abilities.

In the language field, the skill is defined as the ability to use the language. Furthermore, language skills are divided into receptive and productive skills, as mentioned in the article by Husain (2015).

Receptive Skill

AI-Jawi (2010) claims that "Receptive skills are the ways in which people extract meaning from the discourse they see or hear." Through hearing and sight human being can assimilate knowledge to fit it to the previous experiences and thus obtain a new and effective one. In the students born the curiosity to continue looking for

information and to adapt it according to the academic needs because while reading or listening allow the human being creates mental representations in order to process them to produce the communication. It is also necessary to mention that through reading; the mind is motivated to have a purpose to learn while the reading takes place.

Productive Skill

Golkova (2014) explains that "Productive skills also called active skills mean transmission of information that a language user produces in either spoken or written form" (p.478). Productive skills summarized in other words mean active skills of transmitting information with fluency, precision and effectiveness. As mentioned the author cited above, these could be written or spoken language according to the contextual requirements to which humans are exposed in their life. Then the skills of speaking and writing are reinforced during the communicative activities in which the students are immersed, and therefore the message must be organized and communicated effectively.

2.4.2.4 SPEAKING SKILL DEVELOPMENT

In the acquisition of a foreign language, students must be interested in the subject to promote good knowledge and thus students will have the desire to learn and the use of communication in the case of the English language. In this way, they can express their ideas using language in accurately way, since through the speaking skill development students can express the feelings, ideas and information that they wish to transmit in a spoken way.

> Speaking involves using speech to communicate meanings to other people. When we speak we usually pronounce words, answer questions, use intonation, ask for clarification, monitor and correct ourselves, take part in conversations, greet people, give information, use grammar and vocabulary, use word and sentence stress, start speaking when someone else stops, use language accurately, paraphrase, interrupt other speakers, and hesitate; except we don´t usually plan what we say. The purpose in

speaking is to communicate meaning and we do all these things to achieve this. (Spratt, Pulverness, & Williams, 2014, pág. 48)

It is evident that, it is possible to identify the actions that are carried out when the spoken ability develops, that is why it is necessary to develop the pronunciation up to the precise use of the language. In addition, as learners of the English language, the purpose of communication must be achieved, with coherence, through each of the actions such as intonation, discussion, self-correction, the use of correct grammar and vocabulary, between others.

2.5 HYPOTHESIS

The Montessori Method influences in the speaking skill development of English language in first year students of General Basic Education at Unidad Educativa 17 de Abril of the Quero Canton in the Tungurahua province.

2.6 POINTING VARIABLE

2.6.1 Independent Variable
Montessori method

2.6.2 Dependent Variable
Speaking skill development.

CHAPTER III

METHODOLOGY

3.1 OVERVIEW

The current research is well founded in the **quantitative** paradigm since it pretends to have the justification of a social reality seen from an external and objective perspective. So, the numbers and data obtained could represent a more abstract existence. That's why the survey, which is characterized by its validity, confidence, and feasibility, will be used as a measuring instrument that with its respective analysis will provide specific explicit information. The value of the analysis will be represented graphically and valued by its degree of accuracy, meaning that it will generate accurate results. However, the research itself is also well founded on the **qualitative** paradigm, as natural environments within a subjective reality drive this paradigm where the main actors are rational people who observe the basic principles to help determine a truth through the critical analysis of concepts and hypothesis.

3.2 BASIC MODE OF RESEARCH

Field. – The research project take place at the "Unidad Educativa 17 de Abril", the institution where the researcher socialized the problem directly with those involved, who are students and teachers. The goal was to obtain information about how the English language speaking skill problem is developed in children in their first years of school, so it was necessary to use surveys, which would help to obtain the necessary information to reach the traced objectives.

Documentary Bibliography. - The current research project has a theoretical backing by the professional authors in the topic who will help deepen and enlarge the knowledge of the researcher, similarly it contributes or its based to the research through the information found in scientific articles, books, newspaper, and virtual

documents; obtaining enough bibliographic resources to give them the proper use during the development of the current research project.

3.3 LEVELS OR TYPE OF RESEARCH

Exploratory. - In the "Unidad Educativa 17 de Abril" the origin of the problem will be investigated by which it develops the research, to determine, validate, and analyze the reason that prevents that the speaking skills develop to the fullest during English classes.

Descriptive. - It will be applied to the students in first year of General Basic Education at the institution "Unidad Educativa 17 de Abril" in the Quero Canton in the Tungurahua Province.

Explicative. - The current research project is explicative because it will seek to answer the questions of the objectives that will be researched through a meticulous analysis.

Variables Association. - There will be a relationship between the variables reason of the study: the Montessori Method (independent variable), and the speaking skill (dependent variable).

3.4 POPULATION AND SAMPLE

The population in the current research project is a significant group of teachers and students, who will facilitate the obtaining of accurate results for the research project through information gathering.

Table N-º 3 Total Population of Respondents

"UNIDAD EDUCATIVA 17 DE ABRIL".	NUMBER	%
First Grade "A"	24	32%
First Grade "B"	26	34,6%
First Grade "C"	22	29,4%
English teachers in charge	3	4%
TOTAL	**75**	**100%**

Source: Students Attendance Sheet
Elaborated by: FLORES, A. (2017)

It was not necessary to calculate the sample because the entire population was taking into account.

3.5 VARIABLES OPERATION

3.5.1 INDEPENDENT VARIABLE: MONTESSORI METHOD

Concept	Categories	Indicators	Items	Techniques & Instrument
The Montessori Method is directed for children, which allows them to have a prepared environment to live within small societies. The application of the method offers a significant learning to the student through the use of an integrated curriculum that will contribute to the development of abilities, skills, and relative capabilities to the teaching-learning process of the student.	Prepared Environment Significant Learning Integrated Curriculum Teaching-Learning	Open and organized real space. Affective and personal environment. Self-discipline. Previous experience (Memory) Involvement of the senses. Learning in progressive and cyclic context. Procedural and attitudinal context. Development of productive abilities. Methodological strategies.	I perform my tasks and duties autonomously. During English classes, my teacher's instructions are clear, and they help me understand easily. I feel safe and able to start and finish my English class enthusiastically. If I feel sad or mad at my English teacher it takes me to a safe place where I can control my emotions, so I could join the group again. When I have a problem, I can solve it by myself without help and without hurting anyone.	**Technique:** Survey **Instrument:** Questionnaire

Table N-º 4 Independent Variable Operation
Source: Research. Theoretical Framework.
Elaborated by: FLORES, A. (2017)

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3.5.2 DEPENDENT VARIABLE: SPEAKING SKILL

Concept	Categories	Indicators	Items	Techniques Instruments
The speaking skill is the **functional and pragmatic** form of the language, which covers the grammatical competence of mastering the **pronunciation, lexis and grammar** of the language.	Pragmatic and functional Pronunciation Lexis Grammar	Adjusts communicative needs and contexts. Interaction process Speech acts. Model of communicative competence. Expression Comprehension Interaction Vocabulary Meaning Forms Functions	When the English teacher makes questions, I participate actively in an oral way. I use my five (5) senses to learn English and in that way, express myself orally. In English classes I explore and discover interest places and objects that push me to use the language to interact with my classmates. In English classes I use words to express how I feel and what I need. My English teacher brings didactic material to the classroom with which I can play, have fun, and learn to stimulate my desire to speak.	**Technique:** Survey **Instrument:** Questionnaire

Table N-º 5 Dependent Variable Operation
Source: **Research. Theoretical Framework.**
Elaborated by: FLORES, A. (2017)

3.6 INFORMATION GATHERING PLAN

In first grade of General Basic Education at the institution "Unidad Educativa 17 de Abril" in the city of Quero, 72 students took part in the survey according to the variables operation.

In this research, a survey was applied to the students and the instrument was a questionnaire, which contained ten closed questions; from the mentioned survey, real and useful information has been gathered to continue the development of the mentioned research and to know more deeply the influence that the Montessori Method has on the development of the speaking skill of the English language.

Table N-º 6 Basic Questions

Basic Questions	Explanation
For what?	To reach the objectives of research.
From what people or objects?	Students of "Unidad Educativa 17 de Abril"
About what aspects?	Independent Variable: Montessori Method Dependent Variable: Speaking skill of English language
Who?	Researcher: Alex Dario Flores Suntaxi
When?	September 2017 – February 2018
Where?	"Unidad Educativa 17 de Abril"
Which gathering techniques?	Survey
With what?	Printed questionnaire

Source: Direct Research
Elaborated by: FLORES, A. (2017)

3.7 PROCESSING AND ANALYSIS PLAN

In the current research project, a technique and instrument for the gathering of information was applied, which is: the survey to the intervening subjects in the research process, in this case the students of the school. In addition, it should be stressed that the questionnaire was an essential instrument in the current research, since through the established questions crucial information was obtained for the development of the research. The data gathered from the mentioned survey were organized and processed by tabulation, at the same time analyzed in a statistical way for the future presentation of results in charts and graphics, in a way that facilitates the analysis and interpretation of them.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF RESULTS

4.1 ANALYSIS OF RESULTS

The results presented below in this chapter are directly related to the information collected from the responses of the 72 students in first year of General Basic Education at the institution "Unidad Educativa 17 De Abril" in the Quero Canton, Tungurahua Province.

SURVEY DIRECTED TO THE STUDENTS

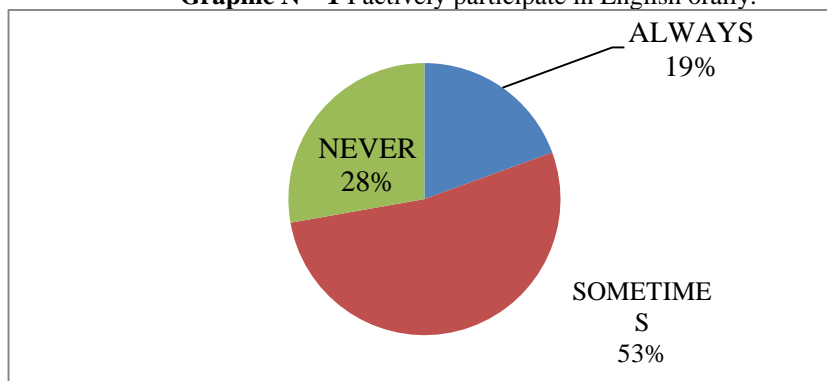**Question 1.** When the English teacher asks questions, do I participate actively in a speaking matter?

Table N-º 7 I actively participate in English orally.

Options	Frequency	Percentage
ALWAYS	14	**19%**
SOMETIMES	38	**53%**
NEVER	20	**28%**
TOTAL	**72**	**100%**

Source: Direct Research
Elaborated by: FLORES, A. (2017)

Graphic N-° 1 I actively participate in English orally.

Source: "Unidad Educativa 17 de Abril"
Elaborated by: FLORES, A. (2017)

Analysis and Interpretation

In question one, it could be seen that 38 students represent the 53% indicated that sometimes they participate in classes orally, 20 students corresponding to the 28% indicated that they have no predisposition of speaking in English because the teacher is

not a observer of their class participation. However, 14 students that represent the 19% indicated that when the teacher asks questions they participate orally in an active way. Then, it is known that the majority of children indicated that the question used as tools to measure their knowledge in the English area doesn't stimulate the student to practice in an oral way. Therefore, it can be deducted that external and internal factors exist and they limit the student's oral production and hence problems within the teaching-learning process.

Question 2. Do I perform my tasks and duties autonomously?

Table N-º 8 Autonomy's development

Options	Frequency	Percentage
ALWAYS	1	**1%**
SOMETIMES	6	**8%**
NEVER	65	**90%**
TOTAL	**72**	**100%**

Source: Direct Research
Elaborated by: FLORES, A. (2017)

Graphic N-° 2 Autonomy's development
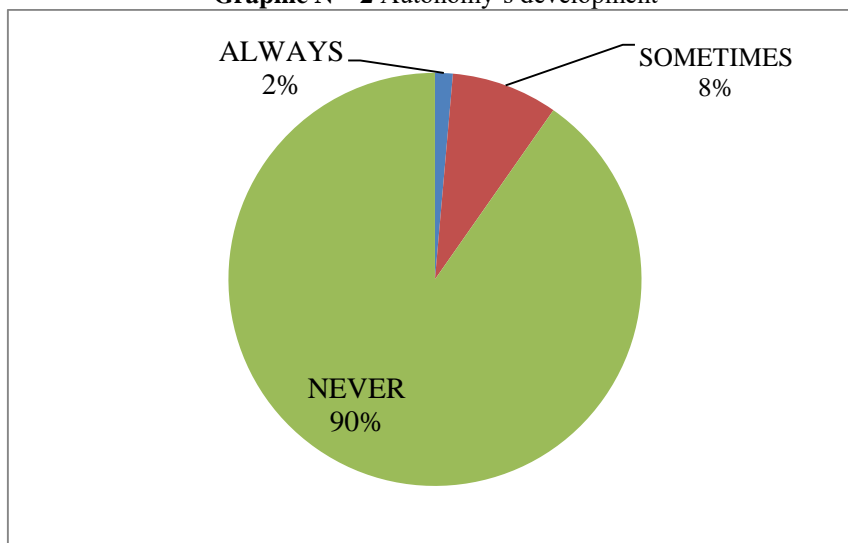
Source: Unidad Educativa "17 de Abril"
Elaborated by: FLORES, A. (2017)

Analysis and Interpretation

In question two, it was observed that 65 students that represent the 90% expressed that they don't feel capable of performing tasks and duties by themselves; in the other hand, 6 students which represent the 8% indicated that sometimes they perform their tasks and

duties alone or with the guidance of an adult and the last 2% which corresponds to 1 student, indicated that is autonomous because it performs tasks and duties by himself. Then, the students that represent the majority of the surveyed considered that the company of a guide within the teaching-learning process is vital to strengthen what was learned, since perhaps the complexity of the context be the cause for the children and its learning.

Question 3. In English classes, my teacher's instructions are clear and help me to learn easily?

Table N-º 9 Clear instructions to learn English easily.

Options	Frequency	Percentage
ALWAYS	1	**1%**
SOMETIMES	53	**74%**
NEVER	18	**25%**
TOTAL	**72**	**100%**

Source: Direct Research
Elaborated by: FLORES, A. (2017)

Graphic N-° 3 Clear instructions to learn English easily.
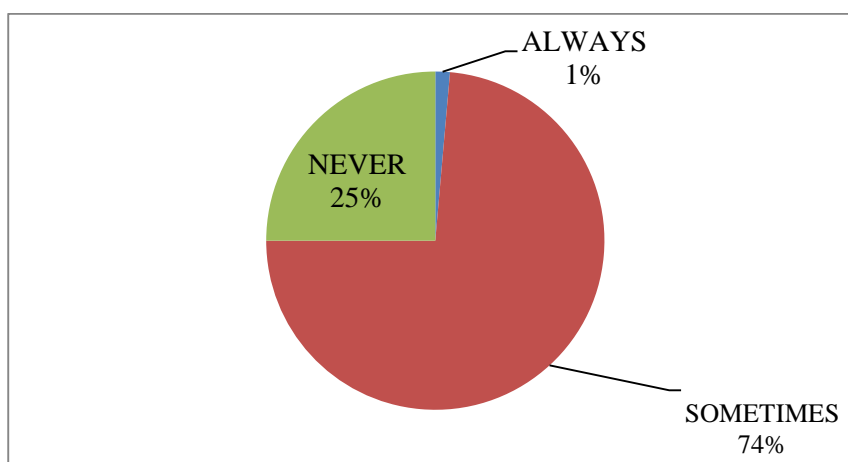
Source: Unidad Educativa "17 de Abril"
Elaborated by: Alex Flores

Analysis and Interpretation

In this question, 53 students that represent the 74% expressed that the role of the teacher has flaws as the instructions are not clear, and hence this percentage of students sometimes does and does not have clear what they are supposed to do; also, 18 students that correspond to the 25% mentioned that they definitely do not have a clear idea of what they are supposed to do when the teacher gives an instruction. Finally, 1 student that is

the 1% expresses the opposite as the instructions are clear which facilitates the learning process.

Therefore, the majority of students would like that the teacher uses a way to be more explicit in its explanation, maybe by using body language to communicate could correct any inconvenience that affects the cognitive development of the student. Since it seeks that the student is motivated to learn, get to know, and handle the foreign language with fluency and manage to relate with others in a positive way.
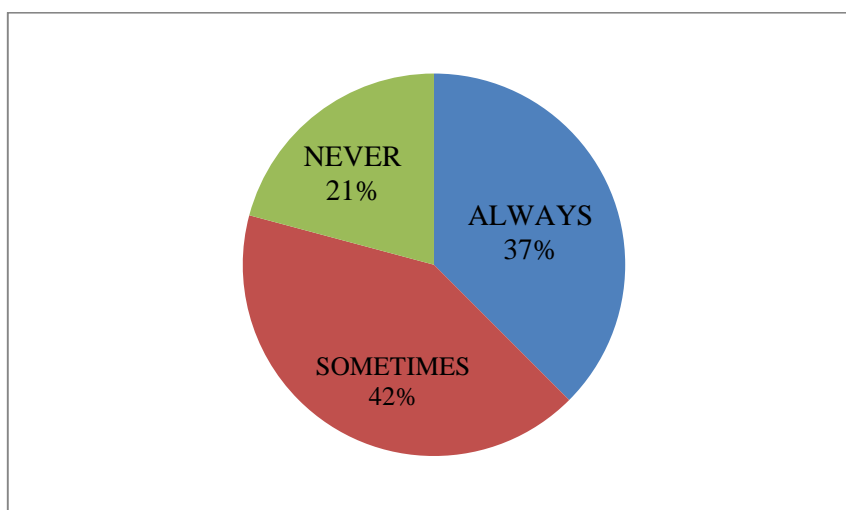
Question 4. Do I use my five (5) senses to learn English thus I will be able to express myself orally?

Table N-º 10 Five senses to express myself orally in English.

Options	Frequency	Percentage
ALWAYS	27	**37%**
SOMETIMES	30	**42%**
NEVER	15	**21%**
TOTAL	**72**	**100%**

Source: Direct Research
Elaborated by: FLORES, A. (2017)

Graphic N-° 4 Five senses to express myself orally in English.

Source: Unidad Educativa "17 de Abril"
Elaborated by: FLORES, A. (2017)

Analysis and Interpretation

It is evident that 30 students, which represent 42% expressed that there exist moments when the role of the 5 senses is evident in learning English; on the other hand, 27 students, which represent the 37% indicated that the 5 senses take part in the teaching-learning

process. Finally, 15 students, which represent the 21%, expressed that English and the five senses have no relation to produce the speaking skill.

Therefore, it can be evident that the students in their majority don't know that learning in not only visual like the traditional methods imply. On the other hand, currently learning is more experiential where the student must capture and reproduce English through all the senses promoting oral interaction and in turn transmitting knowledge in the classroom.

Question 5. In English classes I explore and discover interesting places and objects that impel on me the use of language with my classmates?
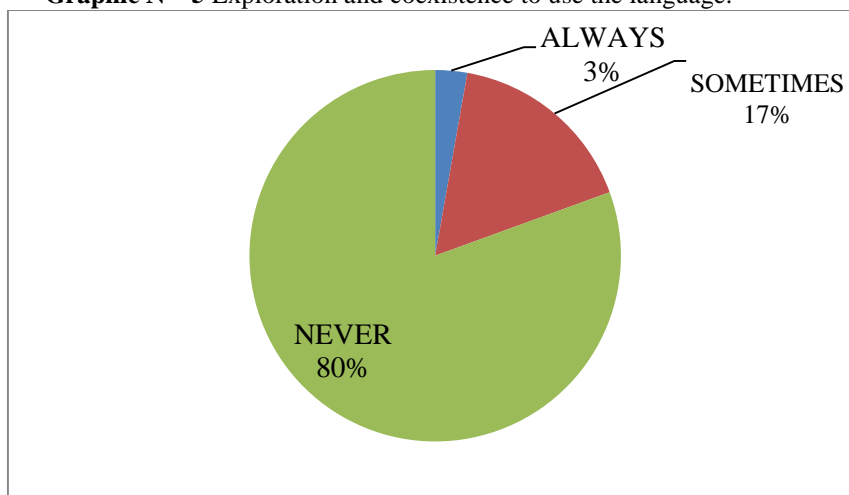
Table N-º 11 Exploration and coexistence to use the language.

Options	Frequency	Percentage
ALWAYS	2	**3%**
SOMETIMES	12	**17%**
NEVER	58	**80%**
TOTAL	**72**	**100%**

Source: Direct Research
Elaborated by: FLORES, A. (2017)

Graphic N-° 5 Exploration and coexistence to use the language.

Source: Unidad Educativa "17 de Abril"
Elaborated by: FLORES, A. (2017)

Analysis and Interpretation

In this question 58 students, which represent the 80% expressed that the teacher doesn't use exploration and coexistence to develop the language; on the other hand, 12 students, which represent 17%, indicated that there are activities that promote exploration and coexistence, which are not used frequently by the teacher. Also, 2 students that represent

3% are totally convinced that the teacher frequently uses these playful activities for the development of the language.

To this question, the majority of students make reference that the teacher does not encourage learning by discovering in order to acquire a foreign language. So the teacher unconsciously doesn't take advantage of the student, who is in the stage pre-operational of its development. Since in this case children need to face real situation, where they have the liberty to practice, experiment and to use the language having the teacher as a guide.

Question 6. Do I feel safe and willing to start and finish my English class with enthusiasm?

Table N-º 12 Security and predisposition during English class.

Options	Frequency	Percentage
ALWAYS	7	10%
SOMETIMES	49	68%
NEVER	16	22%
TOTAL	72	100%

Source: Direct Research
Elaborated by: FLORES, A. (2017)

Graphic N-° 6 Safety and predisposition during the English class.
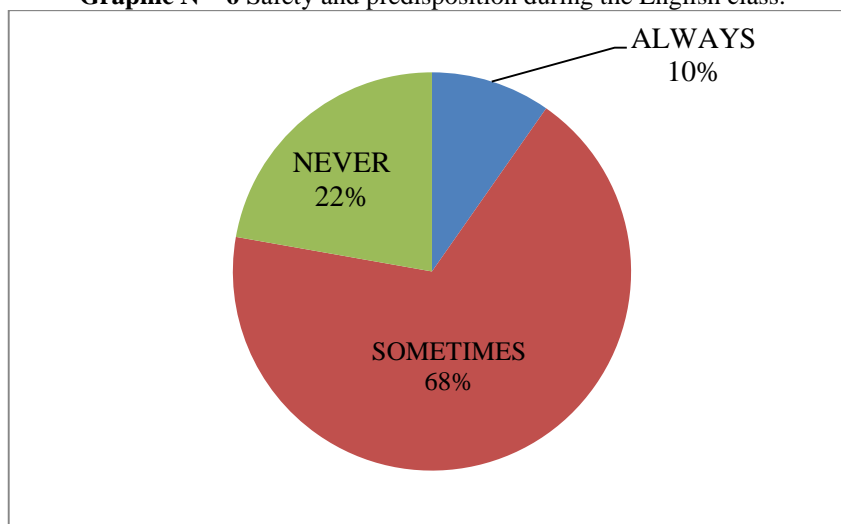
Source: Unidad Educativa "17 de Abril"
Elaborated by: FLORES, A. (2017)

Analysis and Interpretation

In this question, 49 students that represent the 68% expressed that they don't feel safe to start and end their classes with enthusiasm every day; on the other hand, 16 students, which represent the 22% mentioned that they don't have the predisposition to be in the

English class. Also, the 10% that corresponds to 7 students affirm that English's classes provide energy, safety, and desire to learn.

The majorities of students surveyed indicated that the links between teacher and student is very fragile, which represents a problem. For this reason, it is important to strengthen this relationship, so a balanced learning environment exist, both the emotional part and the cognitive part.

Question 7. Does my English teacher take me to a safe space where I can control my emotions to join the group again if I feel sad or angry?

Table N-º 13 Emotions control into the safe space.

Options	Frequency	Percentage
ALWAYS	0	**0%**
SOMETIMES	0	**0%**
NEVER	72	**100%**
TOTAL	**72**	**100%**

Source: Direct Research
Elaborated by: FLORES, A. (2017)

Graphic N-° 7 Emotions control into the safe space.
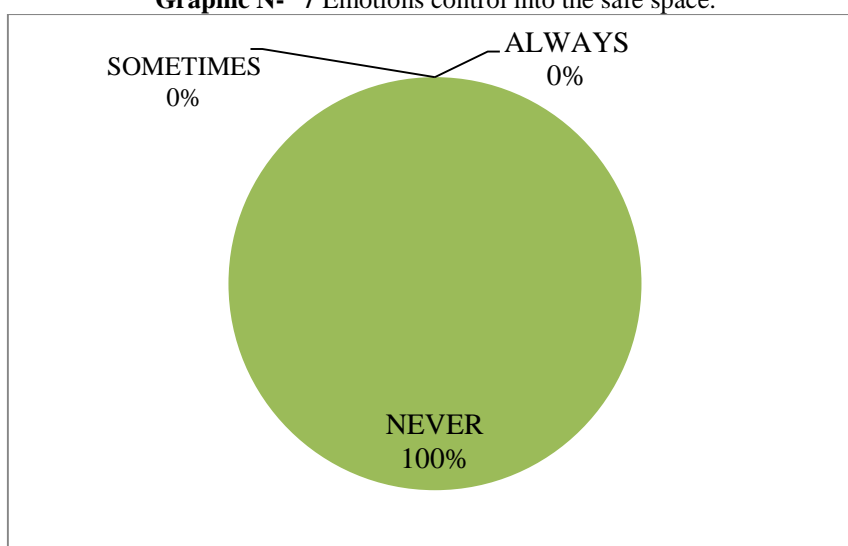
Source: Unidad Educativa "17 de Abril"
Elaborated by: FLORES, A. (2017)

Analysis e Interpretation

In question seven, 72 students that represent the 100% expressed that the teacher doesn't apply a learning based in environments, which prevents the student from obtaining an appropriate space for reflection and self-regulation of its emotions. It should be noted that children from 4 to 5 years old are unpredictable for that reason they tend to behave differently every day, it is here where the teacher must be the guide and know how to help

the children being tolerant with its environment. Without a doubt, from a researcher's point of view the teacher must be able to take full advantage of all the resources to provide and humanist education, where communication is promoted and the cooperative work within the teaching-learning process of the English language.

Question 8. When I have a problem, can I solve it alone without help from anyone and without hurting anyone?

Table N-º 14 I solve my problems without the intervention of someone.

Options	Frequency	Percentage
ALWAYS	0	**0%**
SOMETIMES	5	**7%**
NEVER	67	**93%**
TOTAL	**72**	**100%**

Source: Direct Research
Elaborated by: FLORES, A. (2017)

Graphic N-° 8 I solve my problems without the intervention of someone.
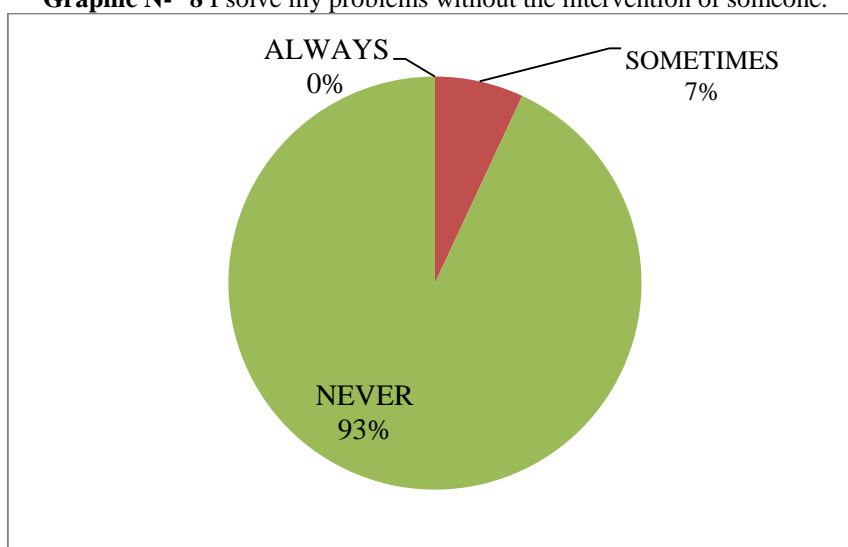
Source: Unidad Educativa "17 de Abril"
Elaborated by: FLORES, A. (2017)

Analysis and Interpretation

In this question, 67 students that represent 93% expressed that they are not able to solve conflicts in or out of the classroom by themselves or without hurting the other party; on the other hand 5 students, which represent the 7% mentioned that depending on the problem they are able to handle them by themselves and in a more thinking way to know hurt the other party. So, it is intuited that the majority of students don't know how to deal

with problem, here it is evident the absence of the teacher who doesn't know how to guide the teacher with their emotions.

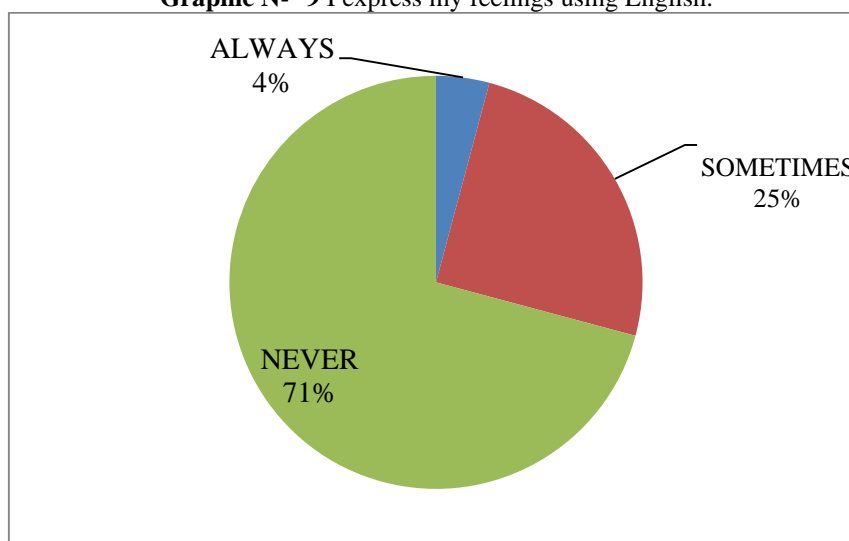**Question 9.** Do I use words to express what I feel and what I need in the English classes?

Table N-º 15 I express my feelings using English.

Options	Frequency	Percentage
ALWAYS	3	**4%**
SOMETIMES	18	**25%**
NEVER	51	**71%**
TOTAL	**72**	**100%**

Source: Direct Research
Elaborated by: FLORES, A. (2017)

Graphic N-° 9 I express my feelings using English.

Source: Unidad Educativa "17 de Abril"
Elaborated by: FLORES, A. (2017)

Analysis and Interpretation

In this question, 51 students that represent the 71% expressed that they don't use the language to express their needs or feelings; on the other hand, 18 students, with represent the 25% mentioned that their way of being or their environment prevents the children from finding the correct words to express their feelings which is happening frequently. Finally, 3 students that correspond to the 4% affirm that they know how to express their feelings correctly.

Therefore, the majority of students surveyed expressed that the ignorance of vocabulary causes that insecurity in the children at the moment of participating in class and hence are more susceptible of making mistakes, which limit the social development of the student.

Question 10. Does my English teacher bring didactic material to classes with which I can play, have fun, and learn to stimulate my desire to speak?
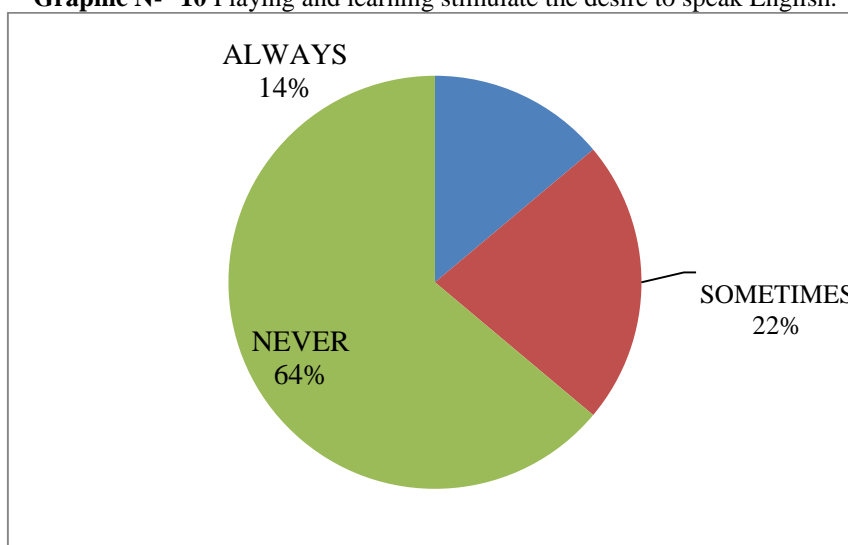
Table N-º 16 Playing and learning stimulate the desire to speak English.

Options	Frequency	Percentage
ALWAYS	10	**14%**
SOMETIMES	16	**22%**
NEVER	46	**64%**
TOTAL	**72**	**100%**

Source: Direct Research
Elaborated by: FLORES, A. (2017)

Graphic N-° 10 Playing and learning stimulate the desire to speak English.

Source: Unidad Educativa "17 de Abril"
Elaborated by: FLORES, A. (2017)

Analysis and Interpretation

In this question, 46 students that represent the 64% expressed that the didactic materials are limited and hence an stimulus is not presented to produce the language; on the other hand 16 students, which represent the 22% mentioned that the use of playful material is used once in a while affecting the teaching-learning process. Finally, 10 students, which represent the 14%, affirm that the teacher works with didactic materials that strengthen and stimulate the development of the children.

Therefore, the most students surveyed expressed that the development o the speaking skill is limited by non-use of real objects which prevents the development of an experiential learning as the handling of objects, the children get interested in using the English language as a vital resource to communicate.

4.2 HYPOTHESIS VERIFICATION

To prove the hypothesis about the theme, "The Montessori Method and Speaking Skill Development Of Students In First Year Of Basic Education At The Institution "Unidad Educativa 17 De Abril" In The Quero Canton, Tungurahua Province", it would have to be done with the values of the statistical tables of this context.

4.2.1 Logic Model

Null hypothesis
Ho: "The Montessori Method does **NOT** influence in the speaking skill development with students in first year of Basic Education at the institution "Unidad Educativa 17 De Abril" in the Quero Canton, Tungurahua Province".

Alternative Hypothesis
H₁: "The Montessori Method **DOES** influence in the speaking skill development with students in first year of Basic Education at the institution "Unidad Educativa 17 De Abril" in the Quero Canton, Tungurahua Province".

4.2.2 Statistical Specification
Mathematical model

$$Ho: O = E$$
$$H: O \neq E$$

Statistical Model

$$Xc^2 = \sum \frac{(O-E)^2}{E}$$

Chi-Square
$\sum$= Summation
O= Observed frequency
E= Expected frequency

4.2.3 Significance Level

α = 0.05

95% of reliability

Degrees of Freedom

Df= (rows - 1) (columns - 1)

Df= (4-1) (3-1)

Df= (3) (2)

Df= 6

X^2= 12.5916

Therefore with 3 degrees of freedom and with a level of significance of 0.05 in the table of X2t = 12.5916. So if X2T <= X2c the H0 it will be accepted, otherwise it will reject.

Distribution of Chi²

Table N-º 17 Distribution of Chi²

α/p	0,001	0,0025	0,005	0,01	0,025	0,05	0,1
1	10,8274	9,1404	7,8794	6,6349	5,0239	3,8415	2,7055
2	13,815	11,9827	10,5965	9,2104	7,3778	5,9915	4,6052
3	16,266	14,3202	12,8381	11,3449	9,3484	7,8147	6,2514
4	18,4662	16,4238	14,8602	13,2767	11,1433	9,4877	7,7794
5	20,5147	18,3854	16,7496	15,0863	12,8325	11,0705	9,2363
6	22,4575	20,2491	18,5475	16,8119	14,4494	12,5916	10,6446
7	24,3213	22,0402	20,2777	18,5453	16,0128	14,0671	12,017

8	26,1239	23,7742	21,9549	20,0902	17,5345	15,5073	13,3616
9	27,8767	25,4625	23,5893	21,666	19,0228	16,919	14,6837
10	29,5879	27,1119	25,1881	23,2093	20,4832	18,307	15,9872

Source: http://www.fing.edu.uy/imerl/pye/material/tablas/chicuadrado.pdf

4.2.4 Data collection and statistical calculations.

Observed Frequencies

Table N-º 18 Observed frequencies

QUESTIONS	CATEGORIES			SUB
	ALWAYS	**SOMETIMES**	**NEVER**	**TOTAL**
1. In English classes I explore and discover interesting places and objects that impel on me the use of language with my classmates?	2	12	**58**	**72**
2. Does my English teacher take me to a safe space where I can control my emotions to join the group again if I feel sad or angry?	0	0	**72**	**72**
3. Do I use words to express what I feel and what I need in the English classes?	3	18	**51**	**72**
4. Does my English teacher bring didactic material to classes with which I can play, have fun, and learn to stimulate my desire to speak?	10	16	**46**	**72**
TOTAL	15	46	**227**	**288**

Source: Student Survey
Author: FLORES, A. (2017)

Expected Frequencies

<p align="center">**Table N-º 19** Expected Frequencies</p>

QUESTIONS	CATEGORIES			SUB
	ALWAYS	SOMETIMES	NEVER	TOTAL
1. In English classes I explore and discover interesting places and objects that impel on me the use of language with my classmates?	3.75	11.5	**56.75**	**72**
2. Does my English teacher take me to a safe space where I can control my emotions to join the group again if I feel sad or angry?	3.75	11.5	**56.75**	**72**
3. Do I use words to express what I feel and what I need in the English classes?	3.75	11.5	**56.75**	**72**
4. Does my English teacher bring didactic material to classes with which I can play, have fun, and learn to stimulate my desire to speak?	3.75	11.5	**56.75**	**72**
TOTAL	15	46	**227**	**288**

Source: Expected Frequencies
Author: FLORES, A. (2017)

4.2.5 Calculation of Chi²

<p align="center">**Table N-º 20** Calculation of X2.</p>

O	E	O-E	(O-E)2	(O-E)2/E
2	3.75	-1.75	3.06	0.81
12	11.5	0.5	0.25	0.02
58	56.75	1.25	1.56	0.02
0	3.75	-3.75	14.06	3.75

0	11.5	-11.5	132.25	11.5
72	56.75	15.25	232.56	4.09
3	3.75	-0.75	0.56	0.15
18	11.5	6.5	42.25	3.67
51	56.75	-5.75	33.06	0.58
10	3.75	6.25	39.06	10.41
16	11.5	4.5	10.25	1.76
46	56.75	-10.75	115.57	2.03
288	**288**	**0**	**624.49**	**38.79**

Source: Student Survey
Elaborated by: FLORES, A. (2017).

Real Chi square =12.5916

Chi square calculated = 38.79

4.2.6 Graphic Representation

Graphic N-° 11 Area of acceptance of the hypothesis
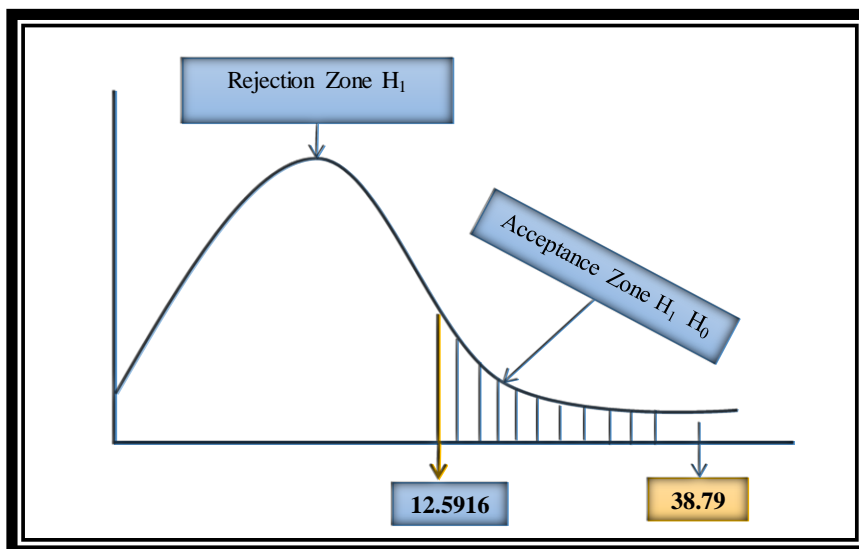
Source: Tabulation of Chi
Elaborated by: FLORES, A. (2017)

4.3 Decision Rule

If $X^2_c > X^2_t$ it will be rejected the **Ho**

It means that X^2_c **38.79** $> X^2_t$ **12.5916**

Statistical Decision

The calculated Chi² (X2c = 38.79) is greater than the theoretical Chi², (X2t = 12.5916). Therefore, the null hypothesis (Ho) is rejected and the alternative hypothesis (H1) is accepted, which says: "The Montessori Method **DOES INFLUENCE** in the Speaking Skill Development.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

Immediately after having applied, analyzed and processed the instruments of data gathering, concrete information was obtained, which help to raise the following conclusions:

- The Montessori Method has a close relationship with the speaking skills development because allows children to express the verbal language in a natural and spontaneous way. In addition, in the English classes is necessary to apply the Montessori Method as a teaching philosophy based on the kids experiential learning.

- The Montessori Method is ideal for the oral skills improvement of pre-school children, and this is supported by several researches carried out by scholars, including Maria Montessori who was the pioneer of this method application where students have safe spaces to develop self-regulation and conflicts resolution, also the creation of areas to promote kids´ independence in the exploration and learning.

- The students express insecurity in the production of the speaking skill since there is poor exposure of the language in and out of the classroom, it means there is a limited use of the English language, and hence they cannot interact or practice the speaking skill.

- In the teaching-learning process the Montessori Method provides ideas to use materials inside the classroom according to the students´ needs. It is important to mention that if there is a deficient use of material, which benefits life practices, language, and sensorial development of children, they won't be able to develop the speaking skills.

5.2 RECOMMENDATIONS

- Apply the Montessori philosophy to provide the children with a prepared environment and at the same tike take advantage their stage of sensorial and cognitive development that goes from birth to about 6 years old where their mind is characterized for being absorbent and able to acquire information through their senses with the aim to develop feelings and perception within the world that surrounds them.

- The instruction of an experiential environment during the English class and use exploration and discovery as intrinsic or extrinsic stimulus, which motivates children to be an active entity in the foreign language teaching-learning process.

- Immerse children in a natural educational training so that they see English language as the source of communication, interaction, entertainment, discovery and overall liberty and self-discipline to have a possibility that the children find activities that give answers to their evolutionary needs.

- Execute activities with the appropriate material to the context to catch the children's interest according to the evolutionary stage in which they are and with the certainty that the handling of concrete objects helps to the development of knowledge and abstract thinking.

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The Montessori method as a philosophy of experiential learning for the development of oral skills

El metodo montessori como filosofía de aprendizaje vivencial para el desarrollo de la destreza oral

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ABSTRACT

The student's development stage plays an important role in learning a foreign language. The English language must be taught in an adapted environment, using concrete materials and within an integrated curriculum. There is primary education success with the Montessori philosophy. In this study, the relationship between the Montessori Method and the development of English language oral skills in first year of Basic General Education in the Quero Canton, Tungurahua Province will be defined. This research was based on a qualitative and quantitative approach through exploratory and field research. So, it was based on a survey aimed for students, which was designed with simple questions, implicit content, and clear instructions since the respondents were each first year students in Basic General Education, whose age ranged from 5 to 6 years old. Once the information was collected, it was analyzed through the statistical tool of the Chi-squared test, which served to identify that the Montessori Method significantly influences the development of oral skills. This means that the Montessori Method had a direct relationship to the improvement of oral skills, since it provides students with stimuli aimed at speaking through experiential learning.
KEY WORDS: Montessori Method, Experiential learning, integrated curriculum, teaching-learning process.

RESUMEN:
La etapa de desarrollo del estudiante juega un importante rol en el aprendizaje de una lengua extranjera. Se debe impartir el idioma inglés a través de un ambiente preparado, de la utilización de materiales concretos y dentro de un currículo integrado. Ese debe ser el éxito de la educación primaria con la filosofía Montessori. De este estudio se espera determinar la relación entre el método Montessori y el desarrollo de la destreza oral del idioma ingles de los niños de primer año de educación general básica del cantón Quero, Provincia de Tungurahua. Esta investigación se basó en un enfoque cualitativo y cuantitativo a través de una investigación exploratoria y de campo. Por lo que se partió de una encuesta dirigida a los estudiantes la cual fue diseñada con preguntas simples, contenido implícito e instrucciones claras ya que los encuestados pertenecen al primer año de educación general básica, cuya edad es de 5 a 6 años. Una vez recopilando la información se los analiza a través de la herramienta estadística del Chi cuadrado, los cuales sirvieron para identificar que el método Montessori influye significativamente en el desarrollo de la destreza oral por lo cual se entiende que el método Montessori tiene una relación directa para el mejoramiento de la destreza oral, ya que brinda a los estudiantes estímulos direccionados a hablar mediante un aprendizaje vivencial.
 PALABRAS CLAVE: Método Montessori, Aprendizaje vivencial, currículo integrado, enseñanza-aprendizaje.

INTRODUCTION

In the teaching-learning process of the English language, students are the main part in the classroom because, thanks to them, they can set objectives such as developing oral skills of the English language in an ordinary manner, in which they are involved. The Montessori Method as an alternative methodology, invites the child to be part of experiential learning. Thus, Dr. Maria Montessori compares the life cycle of the human being from birth, growth, reproduction and death; with the learning cycle proposed by the method that divides cognitive development into four stages. The early age is from birth to 6 years. The 5- to 6-year-old age range, however, is the ideal time to explore, accept, and learn about themselves as individuals. If the Montessori Method is applied in learning a foreign language, it will be evident to determine that the production of oral skills is facilitated because the child is completing the first stage, called absorbent mind.

Montessori Method is a philosophy of experiential learning that is closely linked to the educational field. The prepared environment is understood by the intervention of various elements such as didactic materials, infrastructure, affection, respect and relationship with others; which should daily be part of the classroom in order for children to be able to develop their strengths through professional guidance (Lillard, 2017). This means that children will choose their own work according to their interest and ability. Likewise, the teacher will play an unhindered role in the classroom activity allowing the student to be an active participant in the teaching-learning process, since the child will be able to formulate its own concepts from the selected material.

The consolidation of the English language in an environment where Spanish is their official language is a challenge that teachers assume in the classroom, although most of the time the results do not reflect the objectives set at the beginning of the school year, since the unsatisfactory results are obtained. The student feels pressured, scared, insecure, frustrated and at the same time forced to repeat and memorize, and thus lose the motivation to learn and produce the English language. This fact also directly harms both teachers and parents, since all of them are a necessary part of the educational family. For this reason, it has been taken into account to redirect education to children through alternative education methodologies and resources for the integral development of the student. Thus, the Montessori Method as a philosophy of experiential learning

takes direct participation in the process of the English language learning in the children of the first years of basic general education. In addition, it is necessary to first define what experiential learning refers to.

Experiential Learning is learning by doing. The child promotes his or her own development through educational tools provided by the teacher whose purpose is to take advantage of the sensitive periods where child goes during his or her pre-school education. Thus, student can feel safe and free to develop activities that allow them to be part of their natural rhythm (Hernández, 2011). In addition, the purpose of experiential learning is to bring the school of life to life in school. Precisely because of the aforementioned, it is essential to know that this type of learning is divided into four stages; activity, analysis, conceptualization, and connection. The activity stage references the experience, which enables learning to take place. The analysis stage serves as a diagnostic space where the students are the ones who will express how they lived that activity. The third stage is contextualization, which is responsible for building learning based on the activity carried out. Finally, the connection stage is the playful part, which is responsible for putting what has been learned in practical life.

So, it is really necessary to consider that the use of the Montessori Method as a philosophy of experiential learning complements the student's training both in the cognitive part and in the social part. Thus, the previous experience of the student as their personal expectation and predisposition, is important to reach the culmination of the process of integration of sensory stimuli, rational and emotional memory, while activating the nervous system to result in the total activation of rational memory and emotional memory, and therefore the development of oral communication.

Chavéz, Velasquéz, & Veléz, (2017) comment, "Language is a communicative, cognitive and reflexive activity that allows interaction and learning as well as serving to express sensations, emotions, feelings, obtain and give diverse information; it is a learning instrument that starts from birth and is enriched throughout life ". Therefore, if it is possible to stimulate the mental part of the students, it could be possible to develop the oral skills of the English language and thus promote communication with the rest of the school family with whom one has physical contact every day.

Through the present research, it can help to empower the whole environment of the student so that there is cooperation,

interrelation and the application of different patterns of interaction within the classroom. Thus, the Montessori Method seeks to have an environment prepared in the classroom to encourage safe, free and adequate spaces for children to be able to imagine, be themselves, improvise, accept, have fun and, above all, learn, resulting in better communication. and English language management in the classroom. In addition, the environment must be ordered and designed to expand the child's learning not to limit it.

For Montessori learning, the use of concrete material is necessary during the teaching-learning process. In other words, there must be materials specifically designed and based on the interests of the students, and therefore help thinking and abstract development. These materials are presented to students from the easiest to the most complicated. What allows students to learn that error is part of learning. Students are responsible for their own learning and develop self-confidence so they can produce what they learned in a spontaneous way.

The integrated curriculum consolidates the Montessori Method as a philosophy of experiential learning as Montessori (2017) indicates, "These life experiences shape your brain, forming neural networks that have the potential to remain with the person all their lives. In the stage of birth up to 3 years, Montessori education focuses on the development of speech, coordinated movement and independence, which give confidence to the child, allow him to discover his own potential and his place within a community". Therefore, it is evident that the integrated curriculum displaces traditional education composed of behavioral methods where repetition and memorization are the basis of these methodologies. On the other hand, the integrated curriculum gives way to a different, collaborative, exploratory, experiential education, which allows the student to develop oral skills in the teaching-learning process of the English language.

The current research contributed to the researcher to explore more closely what the Montessori Method is, so it is a philosophy of experiential learning because, the student can develop the ability to accept himself and its environment. Taking advantage of the imagination to its fullest, and finally, the social part that is involved in teamwork, interrelation, cooperation and creativity. In addition, the purpose of this research is to develop oral skills successfully. How can students achieve it? Using the idea of founding good knowledge as

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bases projected into the future, for which developing oral skills is undoubtedly a long way. It can mean a small degree of difficulty, however, there are ways to produce oral skills such as the spontaneous form because its name indicates the exchange of ideas is immediate through a natural environment.

Theoretical Framework

The purpose of the Montessori Method can be achieved in two ways: first, allowing every child to experiment the happiness of learning for himself instead of being forced by another individual; and the second way is helping children to perfect all their natural aptitudes, so that they can learn, therefore all their abilities will be developed to the maximum in any learning situation that may arise later. Argentine Foundation Maria Montessori (M. Montessori Foundation, 2017) claims that "Montessori education is not to fill children with previously selected academic contents, otherwise is to cultivate in them their natural desire to learn, providing an integrated curriculum".

Montessori Features:

The child will be an active student in the Teaching Learning Process

The teacher will be the "monitor" in the educational field.

The prepared environment: must promote internal self-discipline.

The teaching is personalized, because it adapts to the student.

Thanks to the didactic material the students can develop their own concepts The speed of learning depends on the child.

Child and his/her development

The first period: Starts at birth and continues until the child is 6 years old is characterized by children's "Absorbent Mind", where children perceive the world which surround them: For instance: its culture and its language.

The second period: From 6 to 12 years old, the objective is that the child develops a "rational mind" to explore the world with abstract thinking and imagination.

The third period: From 12 to 18 years old, the teenager is a human being who has a "humanistic mind" which wants to contribute to the society.

The fourth period: From 18 to 24 years old, the stage's aim is that the adult explores the world surround him with a "specialist mind", finding his/her place in it.

Principles of the Montessori Prepared Environment

The Montessori environment is spacious which is open, tidy, safe, simple and real place, where each element exists for a

reason to help in the children's development. The environment promotes children´s independence in the learning process. In addition, it is essential that freedom and self-discipline go together with exploration, which make possible that each child finds activities that respond to their evolutionary needs. The classroom is divided into theme areas where related materials and bibliography are exposed on the shelves, allowing great freedom of movement. Children can work in groups or individually, respecting their own style and rhythm.

Freedom

The Montessori Method directs the child to exploration through freedom because within the prepared environment of freedom the child can interact socially, the child has freedom of movement, and exploration, which leads to a greater freedom of choice to live together in the small society of the classroom.

Structure and order

Irinyi (2009) states that" Structure and Order in the Montessori classroom accurately reflect the sense of structure and order in the universe". The classroom is seen like the universe according to Montessori. Teacher must make students know about the importance of having an order environment. So, the child will be able to

draw conclusions of the world around him

Beauty

The environment should reflect peace and tranquility around students. Teachers must prepare an appropriate environment that should invite the learner to come in and work. This atmosphere is easily seen by the attitude of those working there, both child and adult.

Nature and Reality

Another fact that Montessori promotes to prepare a good class environment is the use of the nature to inspire students from that situation teacher and students can be familiar with real objects like wood, stone, metal, and so on. Thus, children can show respect and reverence for nature.

Social Environment

Children should develop their skills in an assured environment to make them feel free to express their emotions and show empathy with their friends appreciating their differences in the class. Social environment prepares kids for life, it means they will feel confident to transmit their needs and thoughts that help them to be accurate at the time of communication. Furthermore, using these Montessori environment teachers will manage appropriately multi-aged groups.

METHODOLOGY

This study was conducted in a rural area of the Tungurahua province and the data collected provide a foundation of information that allowed the completion of the research project. It started as a qualitative and quantitative approach. The first one pretends to have the justification of a social reality seen from an external and objective perspective. So, the numbers and data obtained could represent a more abstract existence. And the other is directed as natural environments within a subjective reality driving this paradigm where the main actors are rational people who observe the basic principles to help determine a truth through the critical analysis of concepts and hypothesis, both were analyzed by the Chi square which was used to prove the hypothesis.

Having conducted a thorough study on the application of the method Montessori as a philosophy of experiential learning, it was determined that acquiring the content unconsciously through this philosophy arouses the interest of the educational community. Because the teacher uses materials based on the children interests which helps to stimulate the desire of discovering to learn, likewise, the group work join the ties of coexistence and communication. On the other hand, the emotional part allows the resolution of conflicts by themselves, making the teacher a mediator where the children could give answers to the problems. In addition, the school environment can be divided into a comprehensive education and adequate spaces related to reading, language, mathematics, and even the safe space where the child can control their emotions. These spaces facilitate the learning of the English language, and the student acquires fundamental bases in both their cognitive and emotional development. The result is a bilingual education based on the interests and needs of children.

In the first stage, the bibliographic research was carried out and the problem was detected in relation to the subject, with this information the variable operationalization was made. Afterwards, the researcher could observe the English classes in the educational institution to confirm the use of the methodology and to identify the use and level of speaking skills in the students. Once the use of the Montessori Method was confirmed, the students were surveyed, and the results were organized to determine the influence of this methodology on the development of speaking skills. In the same way, to verify the tools used in the Montessori

Method and the activities to enhance speaking skills.

Participants

"UNIDAD EDUCATIVA 17 DE ABRIL".	NUMBER	Boys	Girls
First Grade "A"	24	14	10
First Grade "B"	26	12	14
First Grade "C"	22	9	13
TOTAL	**72**	**35**	**37**

Table 1: Participants from Unidad Educativa "17 de Abril"
Source: Students List
Author: FLORES, Alex (2017)

The population of the current work is constituted by a total of 72 participants divided into (35 boys and 37 girls) of approximately 5 to 6 years old. They were divided into three classrooms with a number of 26 to 22 students per classroom belonging to first year of General Basic Education at the institution "Unidad Educativa 17 de Abril".

The two hypotheses were:

Null hypothesis

H0: "The Montessori Method **does NOT influence** speaking skill development of students in first year of basic education at the institution "Unidad Educativa 17 De Abril" in the Quero Canton, Tungurahua Province."

Alternative Hypothesis

H1: "The Montessori Method **DOES influence** Speaking Skill development of students in first year of basic education at the institution "Unidad Educativa 17 De Abril" in the Quero Canton, Tungurahua Province."

TECHNIQUES AND INSTRUMENTS

Survey: Information was collected through the survey for the realization of this research project.

In general, the students' English level was considered low, based on the survey, which consisted in determining the influence of the Montessori Method for the development of the speaking skill.

The degree of acceptance was 117,331, which represents a higher percentage in relation to the degree of rejection that was 7.8147 (see more details in Chapter IV calculation of the chi square). In addition, children report their limited learning by not being exposed spontaneously to a knowledge environment that directs children to experiential learning. Teachers, on the other hand, show interest in applying the aforementioned method with its different tools that facilitate the teaching-learning process.

The investigation must be clear and complete, so acceptance and corresponding permission of authorities

was necessary, teachers and students to proceed with the application of the data collection instruments in order to carry out this study.

RESULTS

After having organized the data collected from the survey, a graphical representation and analysis and interpretation of results were made. Then, the most relevant data obtained were presented in the research carried out according to the two variables established in the current research project.

Independent Variable

The independent variable is the Montessori Method, for which was taken the most representative questions about this variable in order to determine the degree of influence that this method has with children.
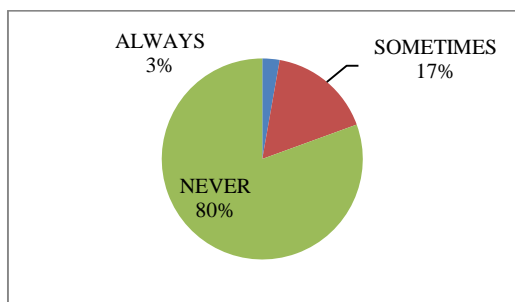
Graphic N° 1: Exploration and coexistence to use the language.

In this question 58 students, which represent the 80% expressed that the teacher doesn't use exploration and coexistence to develop the language; on the other hand, 12 students, which represent 17%, indicated that there are

activities that promote exploration and coexistence, which are not used frequently by the teacher. Also, 2 students that represent 3% are totally convinced that the teacher frequently uses these playful activities for the development of the language.

To this question, the majority of students make reference that the teacher does not encourage learning by discovering for the acquisition of a foreign language. So, the teacher unconsciously doesn't take advantage of the student, who is in the stage pre-operational of its development. Since in this case children need to face real situation, where they have the liberty to practice, experiment and to use the language having the teacher as a guide.
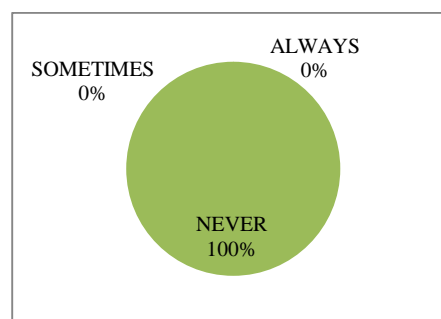
Graphic N° 2: Emotions control into the safe space.

The following question, 72 students that represent the 100% expressed that the teacher doesn't apply a learning based on environments, which prevent the student from obtaining an appropriate space for reflection and self-regulation of its emotions. It should be noted that children from 4 to 5 years old are unpredictable for that reason they tend to

behave differently every day, it is here where the teacher must be the guide and know how to help the children being tolerant with its environment. Without a doubt, from a researcher's point of view the teacher must be able to take full advantage of all the resources to provide and humanist education, where communication is promoted and the cooperative work within the teaching-learning process of the English language.

Depend variable

The depend variable is the speaking skill, for which was taken the most representative questions about this variable in order to determine the degree of speaking skills development in the children.
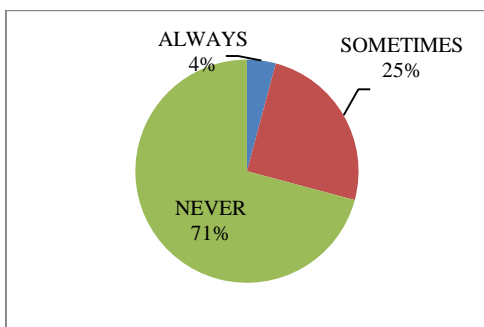
Graphic N° 3: I express my feelings using English.

In this question, 51 students that represent 71% expressed that they don't use the language to express their needs or feelings. On the other hand, 18 students, who represent 25%, mentioned that their way of being or their environment prevents them from finding the correct

words to express their feelings, which is happening frequently. Finally, 3 students that correspond to 4% affirm that they know how to express their feelings correctly.

Therefore, the majority of students surveyed expressed that the ignorance of vocabulary causes that insecurity in the children at the moment of participating in class and hence are more susceptible of making mistakes, which limit the social development of the student?
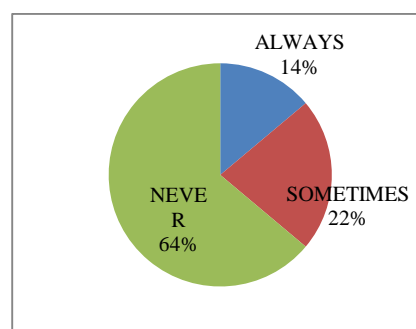
Graphic N° 4 : Playing and learning stimulate the desire to speak English.

In this question, 46 students that represent the 64% expressed that the didactic resources are limited and hence their brain doesn't present a stimulation to produce the language; on the other hand 16 students that represent the 22% mentioned that the use of playful material is used once in a while affecting the teaching-learning process. Finally, 10 students that represent the 14% affirm that the teacher works with interactive resources that strengthen and stimulate the development of the children.

Therefore, the most students surveyed expressed that the development o the speaking skill is limited by non-use of real objects which prevents the development of an experiential learning as the handling of objects, the children get interested in using the English language as a vital resource to communicate.

DISCUSSION

In general, these results show that children improve the oral skills of the English language through the Montessori Method. Children have a wonderful capacity to absorb information, first unconsciously, and then consciously (Montessori 101 Philosophy, 2015). This means that the child goes through transient moments called sensitive periods where it is easier for the child to acquire a certain skill through an external stimulus, where the teacher must take advantage of transmitting the knowledge in order to encourage discovery and learning. However, the results suggest that the Montessori Method be applied as a philosophy of experiential learning to develop oral skills. Salabert, (2017) argued that "it is necessary to give freedom to the youngest children, so they can choose among the available options; allow children to satisfy their natural curiosity and discover the world through their own experiences, without receiving information from others, which helps significantly to improve the acquisition of a second language since each child has its own rhythm of learning, so it must be respected taking into consideration the stage of development in which the child is following the Montessori Method. In that way, through a range of activities and tools, it will be possible to put on stage and contribute to the development of children using both the materials available to the teacher and the students. With the purpose of contributing to the discovery, exploration, and handling of the emotions of children in the classroom, all of these factors being further proof of the benefits of using this method.

However, some experts claim that the Montessori Method is targeted only to people who have a high social status or children with autism problems. Maria Montessori, an Italian pediatrician, on the other hand, discovered through scientific observations of children that they are not empty vessels to be filled. So, she worked with poor children from a neighborhood in Rome and with disabled children in a hospital. Today, Montessori schools accept all children (Flores, 2012). Thanks to this pedagogy, this is how children progress without limits, so it is understood that this

method is open to all children. On the other hand, the statistical evidence on the development of the oral skill of the English language through the application of different alternative methods at an early age shows the limitation of the acquisition of said language, as affirmed Gisel (2009) states that: "The work achieved through this method is destroyed by integrating the child into a regular school environment where it is practically impossible to follow up". Therefore, if the adult is not involved in the child's learning process, this will not have enough motivation to acquire or produce the English language because the child will not use the English language during and after class time, so they will lose that ease and fluency of the foreign language. Finally, with the results evidenced through the students the faults produced within the classroom were detected, which helped to suggest and transmit the benefits according to the problem observed. So, based on these analyzes, the results are discussed and are relevant to the age of the participants since at this age it is conducive to help children explore new knowledge, know themselves, analyze, accept and take into account the study of the person, also discover possibilities and limitations that influence the development of oral skills of the English language.

After all, what is intended with this analysis is to achieve an innovative education that reinforces the values of respect and responsibility, involves people within the school community, the interrelation and development of the value of tolerance, and finally the socialization that surrounds the listening-contribution that means the ability to listen to the ideas of others, observation and reasoning to finally continue with the contribution of new experiential ideas. There is also joint creativity since, according to the theme, children are creators of innovative ideas to take into account.

CONCLUSIONS

The Montessori Method as a philosophy of experiential learning is effective to improve the communicative capacity, of sensation and perception of the English language, as well as the emotional part to achieve self-regulation in the child. For children who have difficulty in resolving conflicts, integrate into the educational community, and develop independence the Montessori Method deploys a number of tools and activities that benefit the development of the child both emotionally and academically through effective oral communication, timely manner and bilingual.

The Montessori Method focuses mainly on the emergence of pre-school

education, that is, teaching and learning at an early age where the critical period of the child is taken advantage of, since their memory is very absorbent and responds positively and unconsciously to any stimulus, besides facilitating the retention of information and therefore the acquisition of skills related to the language. This method involves the use of innovative materials so that the student is directly involved and integrated into the group to face the difficulty of developing oral skills in the English language taking into account their own learning pace.

According to the results that the statistical data displays, students are exposed to a traditional education where there is scarce production of the English language, therefore the students express their need to explore and discover the knowledge in diverse and pleasant environments by themselves, which contribute in an active way with education since they project the daily life of each of the children. Likewise, teachers must be active participants since they guide students and share experiences that help and strengthen their learning.

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UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE IDIOMAS

ENCUESTA DIRIGIDA ESTUDIANTES DE PRIMER AÑO DE EDUCACION GENERAL BÁSICA DE LA UNIDAD EDUCATIVA 17 DE ABRIL.

OBJETIVO: Obtener información para determinar la influencia del método Montessori en el desarrollo de la destreza oral del idioma inglés.

Instrucción General:

- La encuesta es anónima lo que le permite contestar su respuesta con veracidad.
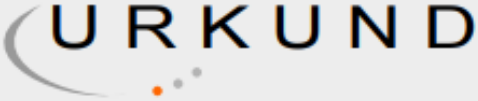
Instrucción: Escuchar detenidamente cada pregunta, seleccione una sola alternativa y coloree la emoción que indique su respuesta.

	Siempre	A veces	Nunca
1. ¿Cuándo el profesor de inglés realiza preguntas participo activamente de una forma oral?			
2. ¿Realizo mis tareas y deberes solo?			
3. ¿Durante las clases de inglés las instrucciones de mi profesor son claras y me ayudan aprender con facilidad?			
4. ¿Utilizo mis cinco (5) sentidos para aprender inglés y así poder hablar?			
5. ¿En las clases de inglés exploro y descubro interesantes lugares y objetos que mea usar el lenguaje para compartir valioso tiempo con mis amigos de clase?			

6. ¿Me siento seguro y dispuesto a comenzar y terminar mi clase de inglés con entusiasmo?	
7. ¿Si me siento triste o enojado mi profesor de inglés me lleva a un espacio seguro donde puedo controlar mis emociones para continuar con las actividades de la clase?	
8. ¿Cuándo tengo un problema puedo solucionarlo solo sin ayuda de nadie y sin lastimar a nadie?	
9. ¿En la clase de Inglés utilizo palabras para expresar lo que siento y lo que necesito?	
10. ¿Mi profesor de inglés lleva a clases material con los que puedo jugar, divertirme, y aprender para tener el deseo de hablar?	

GRACIAS POR SU COLABORACIÓN

ANNEX 3: ANÁLISIS URKUND

URKUND

Urkund Analysis Result

Analysed Document: Tesis Alex Flores.docx (D33641874)
Submitted: 12/11/2017 6:41:00 PM
Submitted By: floresalexd@gmail.com
Significance: 2 %

Sources included in the report:

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