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TITLE

“THE MONTESSORI METHOD AND ITS EFFECTS IN THE ENGLISH LANGUAGE TEACHING LEARNING PROCESS WITH STUDENTS OF SIXTH AND SEVENTH YEARS OF BASIC EDUCATION AT TAGESSCHULE AND SAN GERARDO HIGH SCHOOL ACADEMIC PERIOD 2013-2014”

THESIS AS A PREVIOUS REQUIREMENT
TO OBTAIN THE BACHELOR'S DEGREE
IN SCIENCES OF EDUCATION ENGLISH
LANGUAGE SPECIALIZATION

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CERTIFICATION

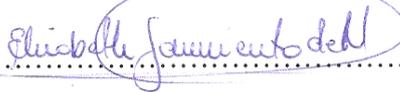
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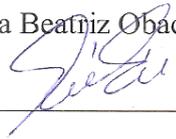
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THE AUTHOR

DEDICATION

I want to dedicate the present research work first to God for giving me intelligence, illumination to my mind and for having set in my way all the people who have been my support during the development of my research work.

Then, I want to dedicate this work to my son Sebastián who is my life and my big gift, to my family especially to my mother Gloria and father Pedro who educated me with values and good habits; they made me a person with values to be able to develop myself as mother and professional; thanks to their effort I could finish my career and get the corresponding professional degree.

MATRIZ DE ÁMBITO GEOGRÁFICO

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a. TITLE

“THE MONTESSORI METHOD AND ITS EFFECTS IN THE ENGLISH LANGUAGE TEACHING LEARNING PROCESS WITH STUDENTS OF SIXTH AND SEVENTH YEARS OF BASIC EDUCATION AT TAGESSCHULE AND SAN GERARDO HIGH SCHOOL ACADEMIC PERIOD 2013-2014”

b. RESUMEN

El presente trabajo de investigación titulado: “EL MÉTODO MONTESSORI Y SUS EFECTOS EN EL PROCESO DE ENSEÑANZA APRENDIZAJE DEL IDIOMA INGLÉS CON LOS ESTUDIANTES DE SEXTO Y SÉPTIMO AÑO DE EDUCACIÓN BÁSICA EN EL TAGESSCHULE Y COLEGIO SAN GERARDO PERIODO ACADÉMICO 2013-2014”, se ha desarrollado con el propósito de identificar los efectos que el Método Montessori tiene en el proceso de enseñanza aprendizaje del idioma Inglés con los alumnos de esta institución educativa.

Los métodos implementados para desarrollar esta investigación fueron: el método científico, el método descriptivo, el método explicativo y el método analítico sintético. Además las encuestas fueron aplicadas a 3 profesores y noventa y ocho estudiantes; una guía de observación también fue aplicada a los profesores. Estos instrumentos fueron empleados para recoger los datos requeridos. Después se tabuló, organizó, se describió en cuadros estadísticos las representaciones graficas que fueron interpretados y analizados en un proceso lógico que permitió llegar a las conclusiones y formular las recomendaciones.

Los resultados de la investigación demuestran que los profesores de inglés están usando el método Montessori de una manera correcta, porque los estudiantes conocen sobre los diferentes tipos de Materiales Montessori que el profesor está utilizando durante las clases del idioma Inglés. Por lo tanto fue factible verificar que el Método Montessori favorece en el proceso de enseñanza aprendizaje del Idioma Inglés.

ABSTRACT

The present research work titled: “THE MONTESSORI METHOD AND ITS EFFECTS IN THE ENGLISH LANGUAGE TEACHING LEARNING PROCESS WITH STUDENTS OF SIXTH AND SEVENTH YEARS OF BASIC EDUCATION AT TAGESSCHULE AND SAN GERARDO HIGH SCHOOL ACADEMIC PERIOD 2013-2014” has been developed with the purpose to identify the effects that the Montessori Method has in the English Language teaching learning process with students of this educative institution.

The implemented Methods to develop this research were: scientific, descriptive explicative and the synthetic-analytic. Also, the surveys were applied to three English teachers and ninety eight students; an observation guide was applied for the English teacher. These instruments were applied to collect the required data. After that, the results were tabulated, organized; then, they were described in; statistics charts and all the graphs were interpret and analyzed in a logical process that permitted draw conclusions and formulated recommendations.

The results of the research demonstrated that English teachers are using Montessori Method in a correct way because students know about different kind of Montessori Materials that teacher is applying during the English classes. Due to, it was possible to verify that the Montessori Method supports the English Language Teaching Learning Process.

c. INTRODUCTION

The Education in Ecuador is facing many problems; one of them is that teacher is using traditional methodology in the English Language Teaching Learning Process. For many years ago, there were some traditional methods which were used for English teachers but they did not obtain the best results because students are facing difficulties to develop the English Language Teaching Learning Process.

It is important to highlight that Education is essential for human development because it gives people expertise and skills in different fields. The development of education depends upon the language that is a unique tool to human being communicates each other.

Methods are important to achieve the goal of teaching, the teacher must adopt effective teaching methods in education and they have many options to choose from different teaching techniques designed specifically for teaching and learning.

The methods should be adopted on the basis of certain criteria like the knowledge of the students the environment and the set of learning goals decided in the academic curriculum. For this reason the research work entitled The Montessori Method and its effects in the English Language Teaching Learning Process with students of sixth and seventh years of Basic Education at Tagesschule and San

Gerardo High School Academic Period 2013-2014, was carried out to indicate a different way to educate in the English Language Teaching Learning Process.

In the present research work in which the main problem is that Montessori Method promote the English Language Teaching Learning Process. So that, the sub problems are related to how the didactic material used by Montessori teachers support the English Language Teaching Learning Process and how the characteristics of Montessori Method contribute in the English Language Teaching Learning Process with students of sixth and seventh years of Basic Education.

That is why, it was necessary to demonstrate that there are different types of methods to improve teaching and learning, because in this way students can develop English language skills.

For these reasons, it was essential to propose as general objective to determine the importance of Montessori Method and the most relevant aspects that this method has to achieve, the following specific objectives were set out: to recognize the didactic material in Montessori Method used by teachers to develop during English classes and to identify the characteristics of Montessori Method in the English Language Teaching Learning Process with students of sixth and seventh years of Basic Education on this important educative institution placed in Loja city.

Likewise, the general hypothesis about if the benefits of Montessori Method reinforce student's learning and supports the achievements during the English Language Teaching Learning Process was carried out in the best mode because of the didactic material and the characteristics that this method has helps teachers to teach in a better way and guide them to use helpful material and the teachers make an adequate use of it, so that the Montessori Method assistance the English Language Teaching Learning Process.

For doing this research work it was necessary to use some methods and techniques, such as; the scientific method which helped to recognize the principle research and reinforce the collected information, the descriptive method was applied through an observation guide and a survey, the deductive method was used to verify the hypothesis contrasting the variables with the collected empiric data and the theoretical referents and the inductive method was used to derive the conclusions and recommendations to the problem.

After that, an observation guide for three teachers was the first technique applied which allow to know how the teachers are developing their English classes and what didactic material they are using to develop the English Language Teaching Learning Process; and a survey for three teachers and ninety eight students was applied to obtain information about the use of didactic material. The survey was applied with a previously elaborated questionnaire which contained closed questions with indicators that helped to prove the stated hypotheses.

The present work includes the following parts:

First, it contains the summary describing briefly, clearly and effectively the relevance of the research, the main conclusions and outcomes accomplished through this thesis work. Second, it has the introduction part including briefly all the parts of the thesis work and a description of the main problem that motivated the researcher to do this work.

Then, it presents the revision of literature where the main categories of the variables mentioned in the hypothesis are synthesized and which served as indicator to prove through a logical analysis the stated hypotheses.

This research comprises the methods that were carried out in this work which were the scientific, descriptive, explicative and synthetic-analytic methods.

To obtain information was necessary to apply a survey for students and teachers and an observation guide. For tabulating the collected data the information followed a process in which it was organized according to the specific hypothesis that guided the classification of the obtained results, and then the results were described in statistics charts that showed the frequency and the percentages of each question.

The described data were represented in graphics bars where the results were interpreted and analyzed. The hypothesis was proved through a hypothetical process supported in a logical analysis.

Finally, the research work shows the Recommendations and the possible solutions that teachers must include to benefit all students in this educative institution during the English Language Teaching Learning Process.

d. REVIEW OF LITERATURE

THE MONTESSORI METHOD

Montessori Method with the helping of special material and creating suitable environment supports the natural learner's interest. It helps it to fix the working habits and to be able to decide without helping.

It is important to say that Montessori Method leads to students to be independent and responsible for their own studying and behavior. The teachers observe each child to get to know detail information about its interests, level of knowledge, activities and problems.

The aim is that learners will gain the ability to evaluate themselves their own work. The Montessori principle tries to teach a skill from an early age. There is self-control in sense material, so even the small child learns to check and assess its own output. Many skills are evolved and cultivated.

The Montessori Method to education requires that children are placed in a well-planned and structured environment which will meet their individual educational and cultural needs. The children are free to follow their own interest within this planned environment, rather than being to learn something that is inappropriate to their developmental stage. The result is that children develop in a natural way and

are highly motivated. They develop good discipline and master basic skills and in many cases earlier than in a more traditional system of education. (Montessori Maria, 1936)

The Montessori Method is a method to educate and it is used predominantly in the pre-school field. It is also used at the junior, middle and senior levels.

Biography of Maria Montessori

Maria Montessori was born on August 31, 1870 in the provincial town of Chiaravalle, Italy. At the time that Montessori was growing up Italy held conservative values about women's roles.

Facing her father's resistance but armed with her mother's support, Montessori went on to graduate with high honors from the medical school of the University of Rome in 1896, so Maria Montessori became the first female doctor in Italy.

Then, she was interested in education and school teaching. She studied Philosophy and Anthropology. Her teaching method is presently used in public and private school classrooms all over the world.

Montessori died on May 6, 1952 in Noordwijk aan Zee, Netherlands. Today, Montessori's teaching methods continue all over the globe.

Characteristics of Montessori Method

As a significant part of Montessori Method the characteristics were designed to support the natural development of children in a well-prepared environment.

“The Montessori characteristics are design to afford the child liberty to move and act in a prepared environment encouraging self-development; this is the essence of Montessori Method in teaching and learning”. (Orem, 1965)

- The *Respect for the child*: is where teachers show respect for children when they help them do things and learn for themselves. When children have choices, they are able to develop the skills and abilities necessary for an effective learning autonomy, and positive self-esteem.
- The *Auto education*: (also known as self-education) children are capable of educating themselves. Children who are actively involved in a prepared environment and who exercise freedom of choice literally educate themselves.
- The *Absorbent Mind*: this is the unique ability of each child to take their environment and learn how to adapt to it, during the early years of the infant sensitivities leads to innate connection with the environment, that can adapt itself in a healthy and positive way it is surrounding depends on the impression at that time.

- The *Sensitive period*: when children are more susceptible to certain behavior and can learn specific skills more easily. A *sensitive period* refers to a special sensibility which a creature acquires in his infantile state, while he is still in a process of evolution. It is a transient disposition and limited to the acquisition of a particular trait.

- The *Environment prepared*: it refers to an environment that is carefully organized for the infant. Preparing the environment with the materials necessary for the period of performance in all possible areas and letting choose different material work, it permits the development of his freedom of choice in an environment prepared. Children learn best in a prepared environment, a place on which children can do things for themselves.

Classrooms Montessori described are really what educators advocate when they talk about child-centered education and active learning. The prepared environment makes learning materials and experiences available to children in an orderly format.

- *Adult Attitude*: the adult is the link between the child and the prepared environment, where the goal is to help the child, the adult helps the child build self-confidence, he should be free to move and experience in the environment, the adult's role is only to provide guidelines.

Basic Components of the Method

The goal is for children to develop five basic components in the Montessori environment.

- The first is *Freedom*, as only in an atmosphere of freedom the child may develop because that is where the teacher will have the opportunity to observe in an environment as free and open as possible. Freedom is the essential characteristic of the prepared environment. Since children within the environment are free to explore materials of their own choosing, they absorb what they find there.
- Secondly, *Structure and order* these two components must be reflected in the classroom for the infant to internalize and build their own intelligence and mental health.
- Then, *Emphasis on the nature and reality* should have the opportunity to grasp the limits of nature and reality so you can get rid of his fantasies and illusions both physical and psychological.
- Finally, *Development of life in the community*, the development of community involvement is encouraged by several key elements in this method, one of them is the sense of responsibility that children begin to feel for others, and

the second is to learn to live by including toddlers of different ages in each environment. (Montessori Maria, 1942)

Teaching English with Montessori Method

Most Montessori materials have multiple uses for different age groups; the child in English classes needs learn elementary vocabulary through sandpaper letters because it permits learn the sound and shape of the letters of the alphabet and gain a muscular memory of the shape of the letters as a prelude to writing and reading.

Once, the vocabulary is learned then Movable Alphabet is divided into components; the alphabet cut out in cardboard and the vowels are blue and the consonants are pink. The child gains the ability to analyze words into their component sounds.

The effective Montessori methodology is carried out with prepared environment that incorporates movement into all language lessons. The child learns most easily if he can move and manipulate objects during periods of understanding, for this reason, all Montessori materials to teach the English language involve bodily motion which provides opportunities for the refinement of movement.

This can be seen in lessons utilizing the Sandpaper Letters. While the child is introduced to the symbol of a sound, he or she is also able to utilize movement as

a tool for learning this kinesthetic element becomes a critical component to the learning of the English language.

It is virtually impossible to effectively teach English as a second language using Montessori materials **if the teacher does not follow through on every step of the Montessori cycle.** The teacher also needs to be aware that the materials are purposefully organized according to a child's period of absorption and manner, so teachers need to adjust the usage of the material according to how the child uses the material given at the age that they are or the level of absorption that they are experiencing. (Montessori Maria, 1936)

For older students the material vary, the students use material more difficult didactic material like: object boxes with named cards where they contains three or four words related to different vocabulary and a great extension for grammar so, they practice Grammar Symbol Boxes, they are fun and easy to make, and children love them, students start with the Noun, Article, and Adjective Boxes first. Then they add Verb and Adverb and later add the rest of the parts of speech.

The children respond well to shapes and colors, so the use of a system of colored shapes to represent the different parts of speech. Each shape and color has a meaning. The grammar symbols in Montessori Method are frequently used for older students and adults who do not know the meaning behind the shapes and colors, but nevertheless find the symbols to be a great way to learn grammar.

Maria Montessori calls the teacher, principal; teachers must be prepared internally, spiritually, externally and methodologically.

The role of teacher is to teach individually, their work is based on guiding, helping each child according to their needs and cannot intervene until she or he needs it. Teacher has to organize an indirect environment to help children develop a structured mind. The idea of Montessori is that children need to convey the feeling of being able to act without continually adult, so that over time are curious, creative, and learn to think for themselves.

The protagonist in this method is the child, although the teacher is who enhances the growth, self-discipline and social relations in a climate of freedom and respect. But the teacher is responsible for showing the way, to allow its development because the teacher has to believe in the ability to each child, while respecting the different rates of development.

Teachers in the Montessori Method prepare and arrange a series of motives for cultural activities in a special environment made for the child, encourage them to learn by providing freedom, recognizing sensitive periods and diverting inappropriate behavior to meaningful tasks, to introduce learning materials to support children's learning. All of this would facilitate and maximize independent learning and exploration. (Montessori Maria, 1912)

Characteristics of Teachers with Montessori Method

Students must be free to explore and follow their own natural impulses. Within the prepared environment, the child must experience freedom of movement, freedom of exploration, freedom to interact socially, and freedom from interference with others.

- The first is *Skilled Observer*: Through careful observation, the Montessori teacher comes to know each student's interests, learning style, and temperament. The teacher chooses materials and lessons that will capture the student's attention and entice to him or her to learn.
- Secondly *Creative Facilitator*: the teacher serves as a resource of work. He/she offers encouragement, shares their success, and steers them to greater understanding. As students' progress, the teacher modifies the classroom environment, adjusting the learning materials to meet the students' changing needs.
- Finally *Character Builder*: the teacher models values such as empathy, compassion, and acceptance of individual differences.

Teacher encourages the students to be courteous and kind and brings students together in collaborative activities to foster teamwork, responsibility, self-discipline and respect.

Montessori Materials

The Montessori didactic material is called the set of components and equipment used during the development of learning activities. The material designed by Maria Montessori covers all areas in which she studied.

The best way to develop your intellect is focusing on a single task and carrying it out with our own hands. For this reason the Montessori school put a lot of educational materials available, so they can experience by themselves. In environments, materials are distributed in different areas where children have free access and where they can choose the activity they want to do. *"Help me to be able to prove it alone using special Montessori material"*. (Maria Montessori, 1965)

Their importance is that they constitute a valuable aid to the teaching-learning process. The educational resources are also recordings made which represents the contents and on which various activities are performed. All material is natural, attractive, and progressive to control. Learners are introduced to a vast variety of

materials to give a solid foundation for all skills and human intelligences. There is a lot of Material used in different areas:

➤ The *Science Materials*: are used in the Montessori environment; provide a sane and wholesome range of activities which allow the children to develop control and coordination of movement, awareness of their environment, orderly thought patterns, independent work habits, responsibility, and many other characteristics which can only be attained through spontaneous, purposeful work.

- *Dressing Frames*: these individual Dressing Frames present a variety of activities which introduce self-skills. While doing these exercises, children also improve fine finger motor skills, understand the importance of sequence in tasks, as well as enhance focus and concentration.

- *Pouring*: when it is presented to the children, they are shown how to do pouring without spilling the contents of the vessels. Mind-hand coordination is developed as the children exert their efforts to pour in the same manner presented by the teacher. Thus, all their focus and attention, their entire body concentrates to complete "pour without spilling". When we translate this gives the child confidence in facing challenging activities realizing that he or she can practically accomplish any task as long as he or she wants to do this.

- The *Washing Hands*: material is only one of the many "Care of the Self". In doing these, children are able to integrate and practice a variety of skills while gaining a better understanding of the importance of sequence in completing a task. Since the completion of this activity requires a series of related steps, children learn to improve on their focus on the task and increase their attention to see the task through its completion.

- *Transferring*: provide interesting opportunities for the child to build eye-hand coordination, develop focus and attention, refine motor skills and hone muscular control. Making use of things mostly found around the home; these activities promote learning of skills that also enable them to participate fully and independently in their home life. With independence comes also the building of the child's self-confidence and initiative which carries out to his attitude towards learning in general.

➤ The *Geography materials*: the child is given the facts of his physical world, provides him with intellectual exploration and development, and the understanding that he shares the planet with other people and cultures.

- *Globe of Land and Water* With: the globe, the child gets a sensorial impression of land and water. The globe has a sand surface representing land and a smooth surface representing water.

- *Puzzle Map of the World Parts & Puzzle Map of Asia:* through sensorial activities with the Puzzle maps, children begin to build their knowledge of geographical world.

- The *Math materials:* allow the children to have a sensorial experience of the abstraction that is mathematics, allowing them to store concepts so that when the time comes to deal exclusively in abstract terms, the understanding is already there. Every piece of material isolates one concept, which integrates from the basics for a further step in the child's understanding.

- The *Number Rods:* introduce the child to quantity 1-10 and their corresponding number names. Through exploration with the material, the child also develops concepts in sequence of number. As the child's exploration continues, the material interrelates and builds upon each other. This kind of material can be made by different size and colours.

- The *sandpaper numerals:* introduce the child to symbol 0-9 and their corresponding number names. By tracing the numerals in the style and direction in which they are written, the child is preparing for writing numbers. The child is then given the opportunity to relate his knowledge.

- *Spindle Boxes:* provide practice in associating quantity and symbol for the numbers 0-9, and introduces zero as no quantity.

- The *memory game, cards, and counters*: serve as practice for the child as he/she is required to remember and associate quantity to symbol. The cards and counters provide practice for the sequence of numbers and also introduce odd and even numbers.
- The *golden bead material*: introduces the child to the decimal system with concrete representations of the hierarchy of numbers. Quantity and place value of the decimal system are explored by the child in activities in the operations of addition, subtraction, multiplication and division.
- After being introduced to the processes of the decimal system using the golden bead materials, the *Stamp Game*: provides opportunities for individual practice in the operations of addition, subtraction, multiplication and division. In a step towards abstraction, the quantity and symbols of the decimal system are combined and are represented by each "stamp".
- The *Hundred Board*: is used by placing the wooden chips in sequence on the board. It is an enjoyable counting activity that reinforces the sequence of numbers.
- *Bead Material*: these extensive sets of bead material are used for the exercises of linear and skip counting the quantities of the squares and cubes. It

prepares the child for later activities in multiplication, squaring and cubing, as well as base number work.

- *Addition Equations and Sums Box*: this two-compartment box with lid contains plastic chips, one set with equations printed on them and one set with the answers to be used with the addition working charts.
- *Pink Tower*: this series of cubes develops visual discrimination of size in three dimensions. Exploration with this material prepares the child for mathematical concepts in the decimal system, geometry and volume.
- *Set of Knobles Cylinders*: are the final stage (application) in the dimensional material where the child places in order the sets of cylinders based upon his abilities to discriminate.
- *Thermic Tablets*: when touched, each of the Thermic Tablets has a different sense of temperature. The pairs of tablets are used to cultivate the ability to discriminate thermic qualities.
- *The Baric Tablets*: introduce and refine the concepts of the baric sense. While blindfolded, the child endeavors to discern the weight of the tablets of wood. Error is controlled by the color of the wooden tablets, the lightest color being the lightest weight to the darkest color wood being the heaviest weight.

Each material helps the child for the future tasks taking into consideration the past and present. This helps the child in building up self-discipline. The material also helps the child in concretized abstractions, which means moving from concrete concepts to abstract ones.

➤ The *English Language Materials*: they provide the children with keys to discover something that is beyond what lies on the surface. The Montessori materials are tangible and hence called as concrete means of the development. This kind of didactic material is more precise and specific, this helps the child to utilize his mental capacities and thus reach the stage of conceptualization. There are some materials like:

- *Sandpaper Letters*: guide the hand for writing as the child traces the letter shapes in the style and direction those they are written. Sandpaper letters are traced to learn letter sounds and shapes in preparation for writing and reading.

- *Movable Alphabet*: after learning with the Sandpaper Letters, the Movable Alphabet is used by the children for the writing words. This alphabet is composed of individual alphabet letters usually cut from wood or heavy paper. The consonants are red and vowels blue.

- *Object Boxes with name Cards:* this material helps the child to analyze the basic parts of a sentence and identify their function. It is in separate boxes for three-letters words and words with four or more letters.
- *Pictures Cards:* are made from constructions, in each sheet of paper we can find picture. Children can work with “phonetic” words of three or four and more letters. It allows the child makes different key letter combinations.
- *Writing Insets:* Dr. Montessori analyzed the movements, which are connected with writing and developing of insets for directly preparing the child for handwriting; the metal insets exercises reinforce the three-finger grip and coordinate the necessary wrist movements. The exercises also advance proficiency in lightness of touch and consistency of pressure through drawing activities.
- *Grammar Symbols:* help to reinforce sensorial each part of speech. There are different symbols, each representing a specific part of speech: black for nouns, blue for adjectives, sky blue for articles, red for verbs, orange for adverbs, green for preposition, purple for pronoun, yellow for interjection and pink for conjunctions. (Montessori Maria, 1912)

Sensorial Material in English Lessons

The *Sensorial Material* in English Lessons allows children to classify their sensorial impressions in an organized, orderly, and scientific manner.

They have a control of error, which builds in the child the habit of working independently, without fear of making mistakes, becoming comfortable in the fact that errors are essential to the process of learning. The sensorial Materials respond to the way the child learns at this age-through the senses rather than the intellect, there are materials for the refinement of each sense, with each activity isolating one particular quality. (Montessori Maria, 1942)

TEACHING LEARNING PROCESS

The education is one of the important parts of our lives. It has been in the world since the human being was born. It is a purposeful help and intentional development of each personality. The aims, forms and methods of education have been changed during the times. They are closely connected with the social and economic conditions in the society.

At the beginning studying was only for rich people, especially men. The women were supposed to take care of families. Teaching Learning Process is tradition and

distribute learning environment that engage students in active learning through the use of various didactic material.

Teaching and learning are processes which include many variables; these variables interact as learner works toward their goals and incorporate the new knowledge, behaviors and skills that add to their range of learning experiences.

Teaching

Teaching can be thought of as the purpose direction and management of the learning process. Note that teaching is not giving knowledge or skills to students: teaching provides opportunities for students to produce relatively permanent change through the engagement in experiences provided by the teacher.

Learning

Learning is a process extremely complex nature characterized by the acquisition of new knowledge, skills or abilities, having to clarify that for such a process can be considered really as learning, rather than just a passing mark, must be likely to manifest itself in a future time and also contribute to the solution of specific situation, even different in essence to that initially motivated the development of knowledge, skills or abilities.

Types of Learning

There are some types of learning that help the teacher and student to work better in the classroom and identifying a variety of learning styles.

- *Receptive learning:* this type of learning only needs to understand the content in order to play.
- *Learning by discovery:* occurs when the contents memorized without understanding students or relate prior knowledge finds no meaning to the content.
- *Meaningful Learning:* is a significant learning when contents are related in a non-arbitrary and substantial with what the student already knows.

Methodological approaches for the English Language Teaching- Process

The Methodological approaches describe how people acquire their knowledge of the language and make statements about the conditions which will promote successful language learning and a method is a practical realization of the approach. The study of pedagogical practices in general and whatever considerations are involved in "How to teach" are methodological approaches.

- The first is *Holistic Method:* this method helps students develop the criticism, independence and confidence. To be independent means to be confident

and be able to ask questions. The teacher tries to connect the new knowledge with real situations. (Beltrán, 1983)

- Another is the *Silent Way*: students become highly independent and experimental. *Making errors* is a natural part of the process and a key of learning, so it is sign that students are testing.
- Additionally, *Total physical response*: recreate children learn their native language. Total physical response was needed to become more enjoyable and less stressful.
- Also, the *Direct Method*: have not been taken well in public education where the constraint of budget, classrooms size, and teacher's time makes this method difficult to use.
- However *Grammar Translation Method*: to teach English would probably tell you that the most fundamental reason for learning the language is to give learners access to English literature, develop their minds through foreign language learning and to build in them the parts of grammar.
- The *Audio-lingual Method* generates communicative competence in learners. The idea is to project the linguistic patterns of the language into the

minds of the learners in a way that they create responses spontaneous and habitual.

Methodological approaches for the English Language Learning- Process

It is important to take into account because approaches help teachers to improve the following aspects:

- The *Interactive Learning*: this concept goes right to the heart of communication itself, stressing the dual roles of receiver and sender in any communicative situation. Interaction creates the negotiation between speakers.
- Furthermore, *Cooperative Learning*: this concept stresses the team like nature of the classroom and emphasizes cooperation as opposed to competition.
- Moreover, *Task Based Learning* this concept equates the idea of a learning task to a language learning techniques in it. This could be a problem solving activity or a project; by the task have a clear objective, appropriate content, a working application procedure and a set range of outcomes.
- In addition, *Content Based Learning*: joins language learning content subject-matter and engages them both concurrently. Language is look like as a

tool or medium for acquiring knowledge about other things, instantly proving its usefulness (Ramon Bertha, Ochoa Sandra, Davila Carmen, 2010)

Teaching Learning Strategies for Education

The teaching and learning strategies have been demonstrated to be successful with students of all ages and ability levels, including those with various kinds of disabilities and those who do not learn in traditional ways.

There must also be efficient methods of providing information into the system so that there will be continuing progress in teaching and learning. It is also certain that these teaching and learning strategies are most effective when they are applied in positive, supportive environments where there is recognition of the emotional, social and physical needs of students and where individual strengths are recognized, encouraged, and developed. Teaching and Learning Strategies are an effective resource for teachers and students focusing on improved academic achievement and striving to meet new academic standards.

Planning

It is an individual lesson that teacher develop for their students that is going to work inside the classrooms. Good plans do not ensure students will learn what is intended, but they certainly contribute to it. Think of a lesson plan is a way of

communication and without doubt effective communication skills are fundamental to all English teachers.

Lessons plan also help teachers to organize contents, materials and methods when for example the teachers learn the technique of teaching, organizing your subject-matter content via lessons plans. You will get better at it the more you do it and think of ways of improving your planning and teaching based on feedback for your students.

Teachers create lessons plans to communicate their instructional activities about specific subject matters. Almost all lesson plans developed by them contain learning objectives, institutional procedures, the required materials and some written descriptions of how students will be evaluated. Many experienced teachers often reduce lesson plans to a mental map or short outline. New teachers, however usually find detailed lesson plans to be indispensable. In environments, materials are distributed in different areas where children have free access and where they can choose the activity they want to do.

All lessons plans begun or should begin with an objective toward that end. In another hand planning contain the important steps which are the following:

- *The long term plan* is a scheme of work. It is the whole term in other words, it is a much extended planning, and it takes important in the methodology

and assessment for students. Teachers are going to take into account. A long term plan shows how units of work in a subject are in sequence and distribute across years and key periods. Schools make decisions about the order and timing of units in a subject, focusing on curriculum continuity and progression in pupil's learning.

- *Medium term plan* is a plan sequence of work for a subject, for periods of week, such as a half term. It focuses on organizing coherent units of work. Medium term plan identify learning objectives and outcomes and indicate the activities that will enable these to be achieved. They usually show a sequence of activities that will promote progression and some information about the amount of time needed to cover the objectives.
- *Short Term Plan* takes place when the teacher plans the classes for a week and it is usually covers from three to ten lessons of one specific topic.

Teachers often use short term plan to think through the structure and content for a lesson and to note information such as key questions, resources, and differentiation and assessment opportunities.

- *Lesson Planning*: is an individual lesson that teacher develops for students that it is going to work inside the classrooms. (Moreno Paola, Castillo Mariano, Sánchez Roberth, 2011)

Different components of a lesson plan

A lesson plan is a set of notes that helps us to think through what we are going to teach and how we are going to teach it. It also guides us during and after the lesson. We can identify the most important components of a lesson plan by thinking carefully about what we want our learners to do and how we want them to do it.

Execution

Execution plan: should be able to throw up the performance levels of the individuals, functions, terms and process should be able to send the message to perform entities on their performance levels, before the performance feedback is going by the manager.

Evaluation-Assessment

Evaluation is an important element into the Teaching Learning Process that allows collecting information and using it to make a judgment and take a decision. There are some types of Assessment that can be categorized as either formal or summative, both of which are appropriate.

- The *Formal assessment activities* are used to provide a feedback to evaluate the learning process in order to motivate students to higher levels.
- The *Summative assessment activities* are used to judge formal product, for competition and to demonstrate improvement.
- *Informal Assessment* carry out productive skills in larger classes, we probably need to assess small numbers of learners in different lessons. We can record opinions on a record sheet or fill in a check list.

Time of Assessment Activities

We can assess students in different periods of time for example; *Pre Exercise Assessment* for developing assessment strategies that are implemented before the exercise is to take place is most appropriate time. *Assessment during Exercising* can occur at either the individual group or level. It facilitates through careful monitoring and intervention or by a formal break in the exercise with all groups checking on their progress.

Post Exercise Assessment in order to make sure that all students are working toward the same standards. It is helpful to provide a detailed description possibly a rubric or checklist of how the project will be ordered.

Who conduct the evaluation assessment?

The *Instructor* provides students with feedback on the understanding of content, concepts and applications. It is the most traditional of all set up and typically is the primary basis for evaluation and *Individual self-assessment* where students can develop a better understanding of their learning process, a metacognitive perspective which enhances future learning through active reflections on their achievements.

Essential Aspects of the Teaching Learning Process

"Education is not what the teacher gives, is a natural process spontaneously carried out by the human individual, and is acquired not by listening to words".

(Montessori Maria, 1944)

The one of the essential aspects during the teaching learning process is **Motivation**, it is the starting point for learning, the teacher prepares an environment to facilitate children's independence and ability to freely select work that they find appealing, selecting activities that will appeal to their interests and keeping the environment in perfect condition adding to it and removing materials as needed.

The essential aspects of Montessori Method in the Teaching Learning Process encourage *cooperation*, minimize *competition*, provide *opportunities*, and *self-confidence, responsibility, coordination, interdependence* and to indirectly prepare for complex abstract concepts. Students respond to an inner urge to develop both knowledge and build identity through spontaneous activity through *individualized lessons*.

Montessori Method as described above has the potential to bring about some positive changes not only to our education system but to society at large. The question then remains, if the Montessori Method offers such a potential for success why is it not used in every school? One very simple answer is that not every educator is familiar with the Montessori Method. Those educators who are familiar with it try to use it or at least some aspects of it. Many private schools all over the world use Montessori Method to teach young children and adolescents.

There are many other schools and institutions that use the Montessori based programming for education, therapy, and research. The educational materials developed by Maria Montessori are used in schools and can be found in many homes where there are children.

Our educational system is greatly influenced by Dr. Montessori's Method of education. It is true that more changes are required, but changes do not come

easily, for our educational system policy must accept and follow the Montessori Method of teaching and learning. (Manitoba University Education, 2008)

e. MATERIALS AND METHODS

Human Resources

- Researcher
- Thesis Advisor
- English teachers of 6th and 7th years of Basic Education at Tagesschule and San Gerardo High School.
- Students of 6th and 7th years of Basic Education Tagesschule and San Gerardo High School.

Materials Resources

- Office Materials
- Dictionaries
- Folders
- Copies
- Notebook

Technical

- Laptop
- Internet
- Pen Drive
- Printer

METHODS

- **The scientific Method:** This method was used to search theoretical reference to explain the variables, and to research theoretical scientific fundamentals to explain the relationship of the variables of the present work, and also to state the most pertinent recommendations according to the conclusions.

- **Descriptive Method:** It was used to describe the problematic found at the educative institution and the reality of two variables that were proved.

- **Explicative Method:** it was used to explain the situation of the variables according to the reality and to explain the major tendencies that helped to prove the specific hypothesis in the results discussion.

- **Statistical Method:** It was used for analyzing and interpreting the results.

TECHNIQUES AND INSTRUMENTS An **observation guide** was the first technique applied which allowed to know how teachers are working during English classes and what didactic material they are using to develop the English Language Teaching Learning Process.

A **teacher's survey** was applied to know if the didactic material applied by them contribute to succeed and generates success in the development in the English

Language Teaching Learning Process with students of 6th and 7th years of Basic Education at Tagesschule and San Gerardo High School Academic Period 2013-2014.

The **student's survey** was applied to know if the didactic material applied by Montessori Teacher contribute to succeed and generates success in the development in the English Language Teaching Learning Process with students of 6th and 7th years of Basic Education at Tagesschule and San Gerardo High School Academic Period 2013-2014.

PROCEDURES

Once the researcher gathered the empiric information; it was processed in the following phases:

- **Tabulation:** in the tabulation of the collected data the researcher used the descriptive statistics where each questions was analyzed to obtain the results through numbers and percentages.

- **Organization:** after, the information have been tabulated the questions were classify in order to prove each stated hypotheses it guides to the researcher to verify them.

- **Description:** once the researcher organized the data, it was described in statistics tables to show the corresponding percentages related to the indicators established in the applied instruments. This enables the researcher to represent the information graphically.

- **Graphically Representation:** after, the researcher described the data; it was presented graphically, so it facilitated the interpretation and consequently, the critical analysis of every question. The researcher used bars to show the results.

- **Logical Analysis:** once the information have been represented in charts and graphs. It was interpreted according to the obtained percentages and was analyzed.

- **Hypotheses verification:** the hypothesis was proved through a deductive hypothetical process supported in a logical analysis of the field investigation whose final ending are expressed in a descriptive mode.

- **Conclusions and recommendations:** the conclusions were developed based on a specific analysis of the outcomes and those gave some recommendations to the authorities of the researched institution as also to the teachers and students in order to contribute with the solution of the problem of the present research.

➤ **POPULATION AND SAMPLE**

The population was formed by 3 English teachers and the student's population is formed by the total of 98 students of 6th and 7th years of Basic Education at Tagesschule and San Gerardo High School, it was taken the whole population of them because it is a small number of students.

f. RESULTS

TEACHER’S AND STUDENTS’ SURVEY

HYPOTHESIS ONE: The didactic material generates success in the development of the English Language Teaching Learning Process with students of 6th and 7th years of Basic Education at Tagesschule and San Gerardo High School Academic Period 2013-2014.

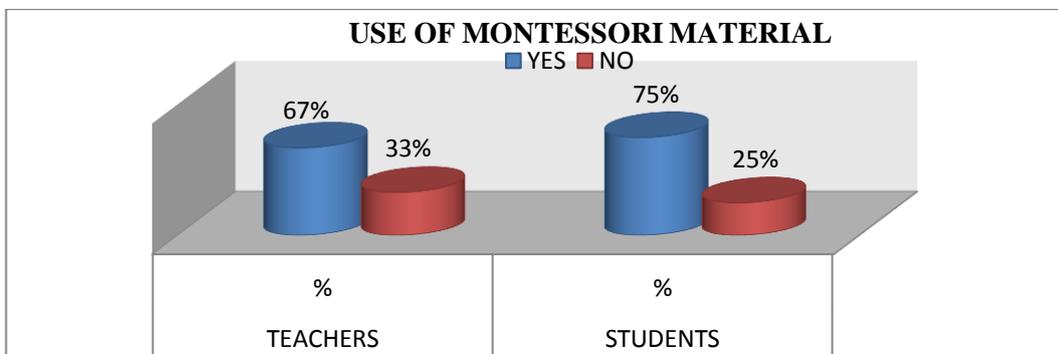
1. Do you use Montessori Material in the English classes?

a) Chart 1

| USE OF MONTESSORI MATERIAL | TEACHERS | | STUDENTS | |
|----------------------------|----------|-----|----------|-----|
| | f | % | f | % |
| YES | 2 | 67 | 73 | 75 |
| NO | 1 | 33 | 25 | 25 |
| TOTAL | 3 | 100 | 98 | 100 |

Source: Teacher’s and Student’s survey
Responsible: Gabriela Beatriz Obaco Guaycha

b) Graph 1



c) Logical Analysis

The graphic representation shows that more than half teachers and many students agreed that they use Montessori Material during English classes.

According to Montessori theory, the material is the cue to success with Montessori Method. The didactic material that teacher applies during the classes is called the set of components and equipment used during the development of learning activities.

The importance of using Montessori Material is because it is a valuable aid to the teaching-learning process. All material is natural, attractive, and progressive to control that the learners are introduced to a variety of materials to give a solid training for all skills and human intelligences. (Montessori Maria, 1966)

Contrasting the results with the Montessori's theory the use of Montessori Material in English classes must be suitable for student's needs, the material controls learning and teaching, and this method helps students to learn with real objects and actions for translate abstract ideas and concrete concepts.

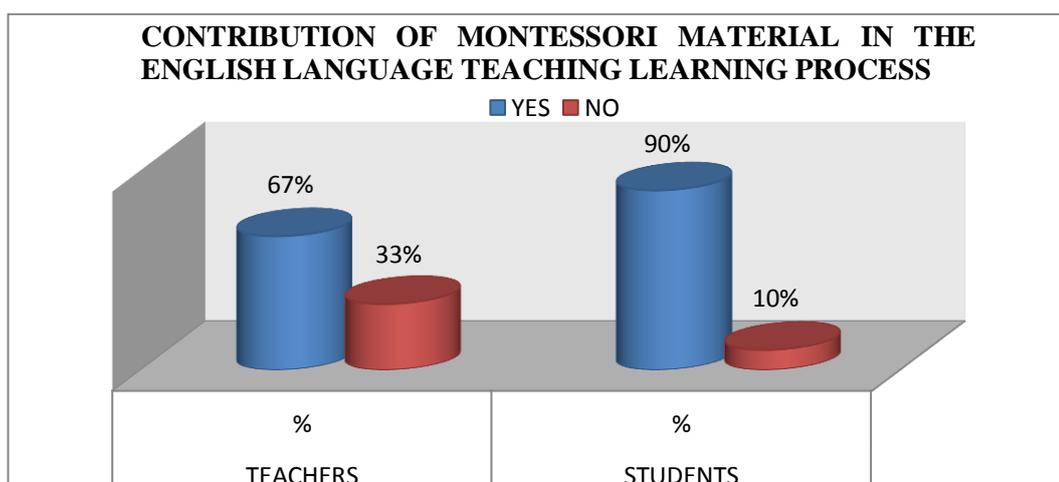
2. Does Montessori Material contribute to succeed in the English Language Teaching Learning Process?

a) Chart 2

| CONTRIBUTION OF MONTESSORI MATERIAL IN THE ENGLISH LANGUAGE TEACHING LEARNING PROCESS | TEACHERS | | STUDENTS | |
|---|----------|-----|----------|-----|
| | f | % | f | % |
| YES | 3 | 67 | 88 | 90 |
| NO | 0 | 33 | 10 | 10 |
| TOTAL | 3 | 100 | 98 | 100 |

Source: Teacher's and Student's survey
Responsible: Gabriela Beatriz Obaco Guaycha

b) Graph 2



c) Logical Analysis

According to the results, more than half teachers said that Montessori Method contributes to succeed in the development of the English Language Teaching Learning Process and most students argued in the same way.

As the theory demonstrates the education is one of the important part of our lives; the aims, forms and methods of education have been changed during the times.

The Philosophy of Teaching Learning Process is a tradition and it distributes learning environment that engage students in active learning through the use of Montessori material.

Teaching and learning are processes which include many variables; these variables interact as learner works toward their goals and incorporate the new knowledge, behaviors and skills that add to their range of learning experiences.

Due to this concept, it is possible to say that Montessori Material is important to train students during the Teaching Learning Process because it can give them the success to get a better understanding.

After analyzing, it is important to point out that Montessori Material permits to the teacher understand learning styles, so that there are many public schools that are discovering Montessori Method because it gives specific material which make it easier to work with children.

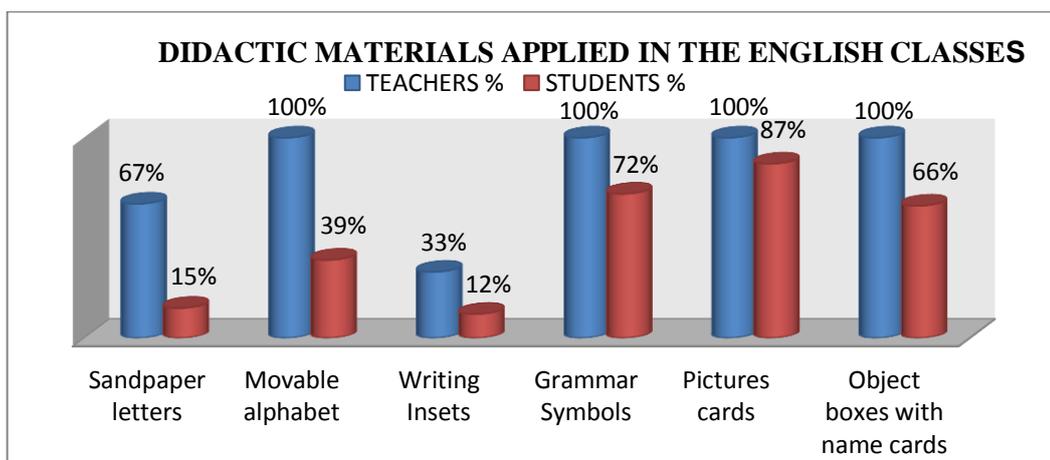
3. Check, the didactic material that you applied during English Classes?

a) Chart 3

| DIDACTIC MATERIALS APPLIED IN THE ENGLISH CLASSES | TEACHERS | | STUDENTS | |
|---|----------|-----|----------|----|
| | f | % | f | % |
| Sandpaper letters | 2 | 67 | 15 | 15 |
| Movable Alphabet | 3 | 100 | 38 | 39 |
| Writing Insets | 1 | 33 | 12 | 12 |
| Grammar Symbols | 3 | 100 | 71 | 72 |
| Pictures Cards | 3 | 100 | 86 | 87 |
| Object boxes with name cards | 3 | 100 | 65 | 66 |

Source: Teacher's and Student's survey
Responsible: Gabriela Beatriz Obaco Guaycha

b) Graph 3



c) Logical Analysis

The graphic shows that all teachers applied in their classes the following didactic material like: *Movable Alphabet*, *Grammar Symbols*, *Picture Cards* and *Object boxes with named cards*. Nevertheless, almost all students considered that *Picture Cards* is the most applied during English classes.

In the Montessori's theory we can find that the Materials used in English classes provide the children keys to discover something that is beyond what lies on the surface. The Montessori materials are tangible and hence called as concrete means of development. This kind of didactic material is more precise and specific, this helps the child to utilize his mental capacities and thus reach the stage of conceptualization.

The Montessori Method has established the most suitable material to learn the English Language for example: *Sandpaper letters* are traced to learn letter sounds and shapes in preparation for writing and reading. After learning with the Sandpaper Letters, the *Movable Alphabet* is used by the children for the writing words. Also, *Object Boxes with name Cards* help the child to analyze the basic parts of a sentence and identify their function.

Moreover, *Picture cards* where children can work with "phonetic" words of three or four and more letters; it allows the child makes different key letter combinations. Dr. Montessori analyzed the movements, which are connected with writing and developed the *Insets* for directly preparing the child for handwriting, the metal insets exercises. The exercises also advance proficiency in lightness of touch and evenness of pressure through drawing activities and *Grammar Symbols* help to reinforce sensorial each part of speech. There are different symbols, each representing a specific part of speech. (Montessori Maria, 1912)

After examining the results and the theory the didactic material provide students independence, responsibilities and self-disciplined that is good for them; it confirms the statement related to its efficiency about the Montessori material during the Teaching Learning Process.

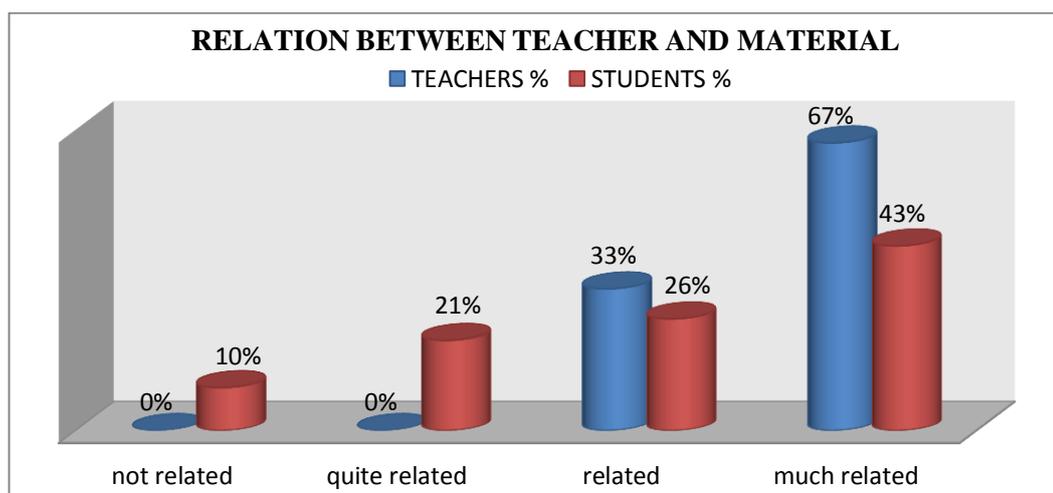
4. How do you think the teacher is related with Montessori Material

a) Chart 4

| RELATION BETWEEN TEACHER AND MATERIAL | TEACHERS | | STUDENTS | |
|---------------------------------------|----------|-----|----------|-----|
| | f | % | f | % |
| Not Related | 0 | 0 | 10 | 10 |
| Quite Related | 0 | 0 | 21 | 21 |
| Related | 1 | 33 | 25 | 26 |
| Much Related | 2 | 67 | 42 | 43 |
| TOTAL | 3 | 100 | 98 | 100 |

Source: Teacher's and Student's survey
Responsible: Gabriela Beatriz Obaco Guaycha

b) Graph 4



c) Logical Analysis

The graphic indicates that more than half teachers and also, several students manifested that the relationship between teacher and material has to be much related with the Montessori Material.

Montessori Method focuses on teachers using this method for that reason they believe that children learn from their mistakes; there is self-control in sense material, so even the small children learn to check and assess its own output many skills are evolved and cultivated.

So that, the relation between the teacher and material must be much related to obtain good results in a future time because the aim in the Montessori Method is that students gain the ability to evaluate themselves their own work and prepares the child for the world.

Contrasting the results and the theory the teacher in Montessori Method is known as a guide and they are trained for teaching using Montessori Material because both teacher and material determine the success of Montessori Method.

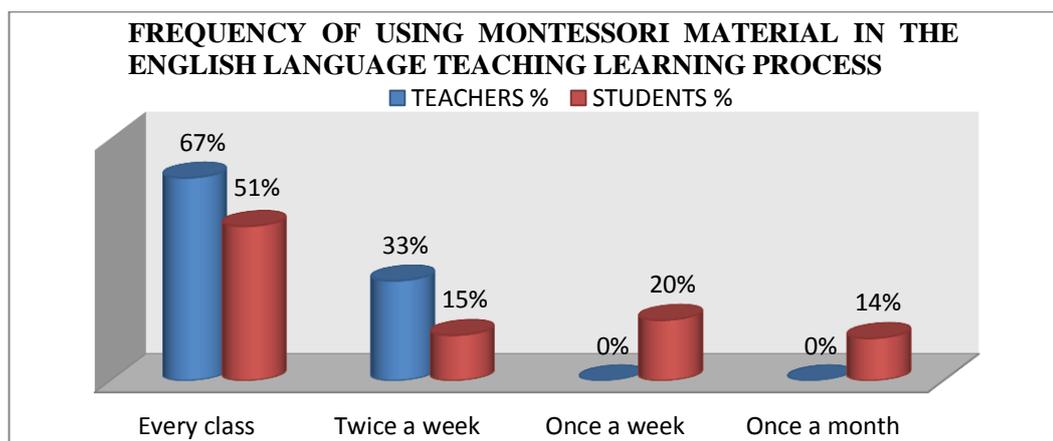
5. How often do you work with Montessori Material?

a) Chart 5

| FREQUENCY OF USING MONTESSORI MATERIAL IN THE ENGLISH LANGUAGE TEACHING LEARNING PROCESS | TEACHERS | | STUDENTS | |
|--|----------|-----|----------|-----|
| | f | % | F | % |
| Every Class | 2 | 67 | 50 | 51 |
| Twice a Week | 1 | 33 | 15 | 15 |
| Once a Week | 0 | 0 | 19 | 20 |
| Once a Month | 0 | 0 | 14 | 14 |
| TOTAL | 3 | 100 | 98 | 100 |

Source: Teacher's and Student's survey
Responsible: Gabriela Beatriz Obaco Guaycha

b) Graph 5



c) Logical Analysis

The statement related to the frequency of using Montessori Material in every class has a high percentage due to more than half teachers and students manifested that they work using Montessori Material.

According to the theory when teachers develop the teaching learning process they create lesson plans to communicate their instructional activities about specific subject. Almost all lesson plans developed by the teachers contain learning objectives, institutional procedures, the required materials and some written descriptions of how students will be evaluated.

Many experienced teachers often reduce lesson plans to a mental map or short outline. New teachers, however usually find detailed lesson plans as indispensable. In environments, materials are distributed in different areas where children have free access and where they can choose the activity they want to do.

The importance of working with Montessori Material is “where Montessori Method focuses on”. That is due to the frequency of using Montessori Material in the English Language Teaching Learning Process considered significant because the material helps students to encourage independence, freedom within limits and a sense of order. In Montessori Method teachers match appropriate lessons with materials where teachers must apply them in every class to get a better understanding.

Taking into account the results and theory about the *frequency* of working with Montessori Material, the use of Montessori Method must carry out every day in *every class*, in this way the students become independent and these facts are useful in the English Teaching Learning Process.

6. How important is the use of Montessori Material?

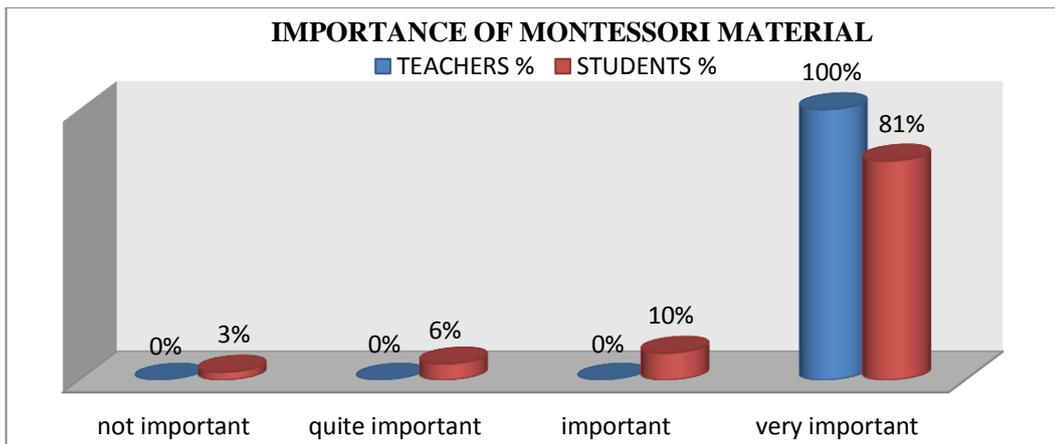
a) Chart 6

| IMPORTANCE OF MONTESSORI MATERIAL | TEACHERS | | STUDENTS | |
|-----------------------------------|----------|-----|----------|-----|
| | f | % | f | % |
| Not Important | 0 | 0 | 3 | 3 |
| Quite Important | 0 | 0 | 6 | 6 |
| Important | 0 | 0 | 10 | 10 |
| Very Important | 3 | 100 | 79 | 81 |
| TOTAL | 3 | 100 | 98 | 100 |

Source: Teacher's and Student's survey

Responsible: Gabriela Beatriz Obaco Guaycha

b) Graph 6



c) Logical Analysis

According to the results for all teachers and for many students it is very important to work using Montessori didactic Material because it is the essence of the Montessori Method.

The principle of Montessori Method clarifies that the material is important because students have freedom, where the teacher will have the opportunity to observe in an environment as free and open as possible.

Freedom is the essential characteristic of the prepared environment; since children within the environment are free to explore materials of their own choosing, they absorb what they find there. Other important component that students develop is *Structure and order*, these two components must be reflected in the classroom for the infant to internalize and build their own intelligence and mental health, students make an *Emphasis on the nature and reality*; they should have the opportunity to grasp the limits of nature and reality so you can get rid of his fantasies and illusions both physical and psychological.

The last one is *Development of life in the community* which was encouraged by several key elements in this method, one of them is the **sense of responsibility** that children feel for others, and the second is to learn to live by including toddlers of different ages in each environment. (Montessori Maria, 1942)

It is very important to use Montessori Material because these material have specific propose in an environment where students achieve the goals for which were designed, so that this method is considered as self-teaching

HYPOTHESIS TWO

The characteristics in Montessori Method support the English Language Teaching Learning Process with students of 6th and 7th years of Basic Education at Tagesschule and San Gerardo High School Academic Period 2013-2014.

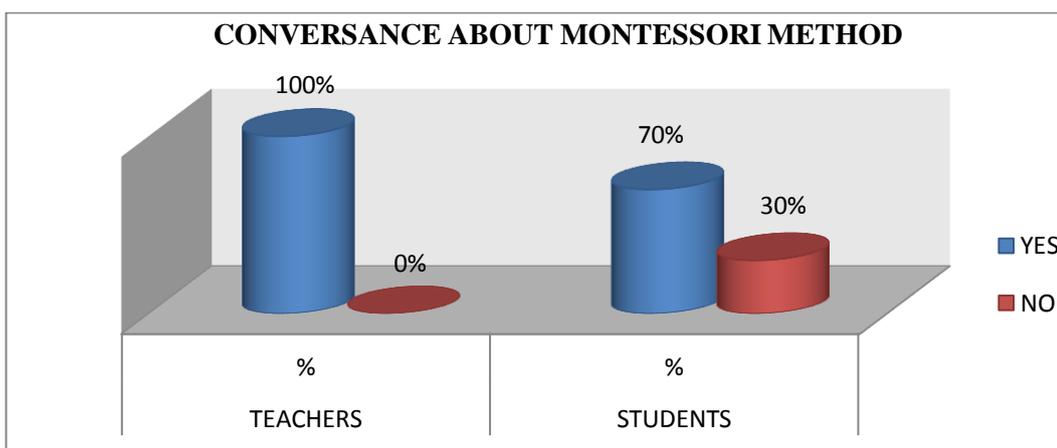
7. Do you know about the Montessori Method?

a) Chart 7

| CONVERSANCE ABOUT MONTESSORI METHOD | TEACHERS | | STUDENTS | |
|-------------------------------------|----------|-----|----------|-----|
| | f | % | f | % |
| YES | 3 | 100 | 69 | 70 |
| NO | 0 | 0 | 29 | 30 |
| TOTAL | 3 | 100 | 98 | 100 |

Source: Teacher's and Student's survey
Responsible: Gabriela Beatriz Obaco Guaycha

b) Graph 7



c) **Logical Analysis**

As we can see in this graph representation all teachers know about Montessori Method. On the other hand, many students said that they know about the Montessori Method. In the theory, the Montessori Method which applies special material and creating suitable environment supports the natural learner's interest and helps to fix the **working habits** and to be able to **decide** without any helping.

Montessori Method with the helping of special material and creating suitable environment supports the natural learner's interest. It helps it to fix the working habits and to be able to decide without helping.

Montessori Method leads to students to be independent and responsible for their own studying and behavior. The teachers observe each child in order to get and to know detailed information about his/her interests, level of knowledge, activities and problems. The children are free to follow their own interest within this planned environment. The result is that children develop in a natural way and are highly motivated. They develop good discipline and master basic skills and in many cases earlier than in a more traditional system of education. (Montessori Maria, 1966)

As the theory and the result show the Montessori Method is not a traditional methodology in the Teaching Learning Process; this method offer us some help

through making changes for improving our educational system and through it our society.

8. Which are the main characteristics of Montessori Method?

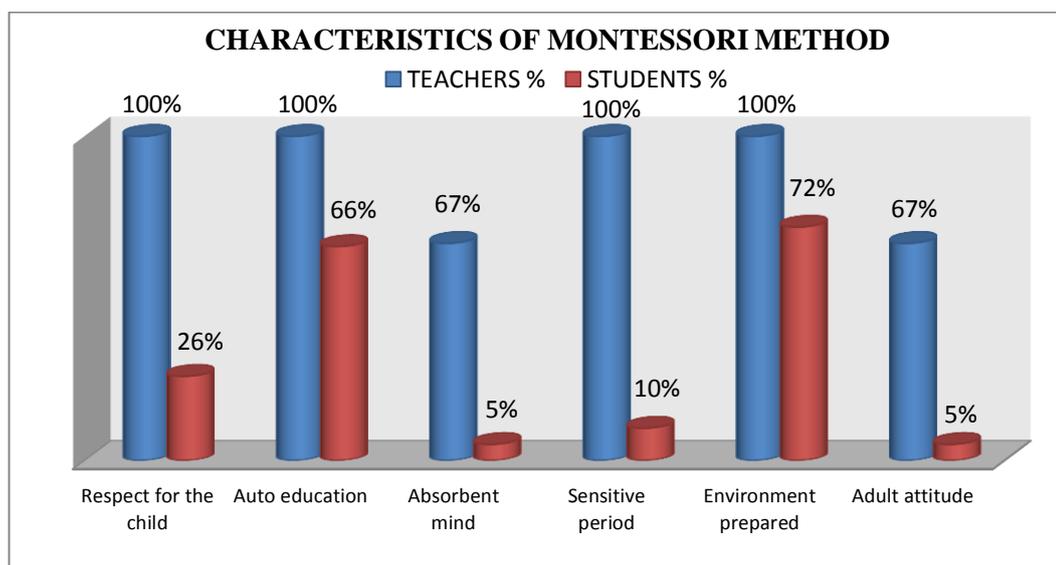
a) Chart 8

| CHARACTERISTICS OF MONTESSORI METHOD | TEACHERS | | STUDENTS | |
|--------------------------------------|----------|-----|----------|----|
| | f | % | f | % |
| Respect for the child | 3 | 100 | 25 | 26 |
| Auto education | 3 | 100 | 65 | 66 |
| Absorbent mind | 2 | 67 | 5 | 5 |
| Sensitive period | 3 | 100 | 10 | 10 |
| Environment prepared | 3 | 100 | 72 | 72 |
| Adult attitude | 2 | 67 | 5 | 5 |

Source: Teacher's and Student's survey

Responsible: Gabriela Beatriz Obaco Guaycha

b) Graph 8



c) Logical Analysis

The results show that all teachers consider: *Respect for the Child, Auto education, Sensitive Period* and *Environment Prepared* as the main characteristics. Though, more than half teachers considered that *Absorbent mind* and *Adult attitude* are not the main ones. While, more than half students manifested that *Auto education* and *Environment prepared* are the main characteristics of Montessori Method. But, not so many students argued that *Respect for the Child* is the main one, too. However, a few students maintained that *Absorbent mind, Sensitive Period* and *Adult attitude* are not the main characteristics that have Montessori Method.

There are six main characteristics that Montessori Method includes in the students' development which are *Respect for the Child, Auto education, Absorbent mind, Sensitive period, Environment prepared* and *Adult Attitude*.

Teachers have to consider, "Respect for the children" where teachers show respect for children when they help them to do things and to learn for themselves. Also, the Montessori Method highlights "Auto Education" because children are able to educate themselves (also known as self-education).

Moreover, "Absorbent Mind" tries that students observe and absorb everything in their immediate environment to get a better understanding. As one of the

characteristics this method has the “Sensitive Period” when children are more susceptible to certain behavior and they can learn specific skills more easily.

But, it is very important to take into account that “Environment prepared” refers to an environment that is carefully organized for the children; with the materials necessary for the period of performance in all possible areas and letting choose different material to work.

Finally, to educate in the best way the Montessori Method point out “Adult Attitude” as the link between the child and the prepared environment, where the goal is to help the children. The adult helps the children to build self-confidence, he should be free to move and experience in the environment, the adult's role is only to provide guidelines.

Making a comparison between the results and theory all Montessori Material is use of illustrating concepts, this material is for students’ development and the heart of the material is understanding the real propose of a class.

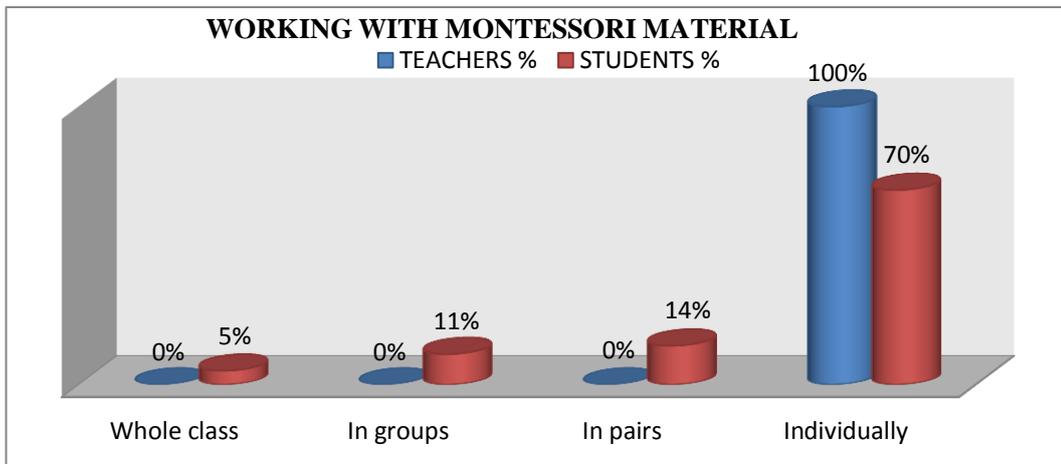
9. How do you work with Montessori Material?

a) Chart 9

| WORKING WITH MONTESSORI MATERIAL | TEACHERS | | STUDENTS | |
|----------------------------------|----------|-----|----------|-----|
| | f | % | f | % |
| Whole class | 0 | 0 | 5 | 5 |
| In groups | 0 | 0 | 11 | 11 |
| In pairs | 0 | 0 | 13 | 14 |
| Individually | 3 | 100 | 69 | 70 |
| TOTAL | 3 | 100 | 98 | 100 |

Source: Teacher's and Student's survey
 Responsible: Gabriela Beatriz Obaco Guaycha

b) Graph 9



c) Logical Analysis

As we can observe in this graph representation, all teachers said that they work the activities with students in an individually manner. In the same way, many students affirmed that they work individually, too.

The theory established that Maria Montessori calls the teacher, principal; teachers must be prepared internally, spiritually, and externally methodologically and the roll of teacher is to teach individually, their work is based on guiding, helping each child according to their needs and cannot intervene until she or he needs it.

Teacher has to organize an indirect environment to help children to develop a structured mind. The idea of Montessori is that children need to convey the feeling of being able to act without an adult, so that over time are curious, creative, and learn to think for themselves.

After analyzing the results and theory teacher using a traditional methodology the teacher presents the lessons to the whole class but in Montessori Method teacher presents the lessons individually in this way teacher can address the specific needs for the child.

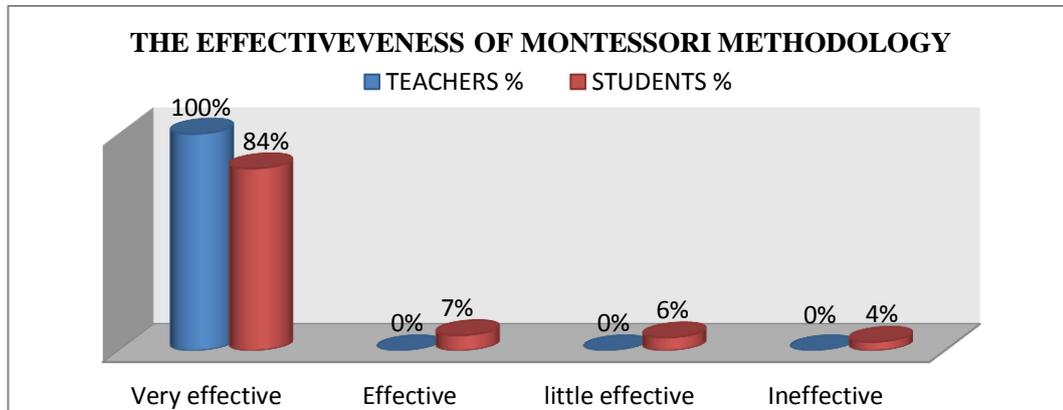
10. How effective is the Montessori Methodology?

a) Chart 10

| THE EFFECTIVE OF MONTESSORY METHODOLOGY | TEACHERS | | STUDENTS | |
|---|----------|------------|-----------|------------|
| | f | % | f | % |
| Very effective | 3 | 100 | 82 | 84 |
| Effective | 0 | 0 | 7 | 7 |
| little effective | 0 | 0 | 5 | 6 |
| Ineffective | 0 | 0 | 4 | 4 |
| TOTAL | 3 | 100 | 98 | 100 |

Source: Teacher's and Student's survey
Responsible: Gabriela Beatriz Obaco Guaycha

b) Graph 10



c) Logical Analysis

The graph representation shows that all teachers and many students consider the Montessori Methodology very effective during the English classes.

As the Montessori Material affirms the effectiveness of Montessori Methodology is carried out with prepared environment that incorporates movement into all language lessons. The child learns most easily if he can move and manipulate objects during periods of understanding, for this reason, all Montessori language materials involve bodily motion which provides opportunities for the refinement of movement.

It is virtually impossible to effectively teach English as a second language using Montessori materials **if the teacher does not follow through on every step of the Montessori cycle.** The teacher also needs to be aware that the materials are

purposefully organized according to a child's period of absorption and manner, so teachers need to adjust the usage of the material according to how the child uses the material given at the age that they are or the level of absorption that they are experiencing. (Montessori Maria, 1936)

As the results and the theory demonstrate teachers and students are conscious that Montessori Methodology helps students to work proficiently, encouraging them to learn the English language.

g. DISCUSSION

HYPHOTHESIS ONE

a) Statement

The didactic material generates success in the development of the English Language Teaching Learning Process with students of 6th and 7th years of Basic Education at Tagesschule and San Gerardo High School during the Academic Period 2013-2014.

b) Demonstration

To demonstrate this hypothesis there is question **ONE** was about the use of Montessori Material in English classes. According to the teacher's answers the 67% supports the use the Montessori Material in their classes. While 75% of students agreed with it. This mean that as teachers as students consider that the cue to success is the Montessori Material that teacher applies during classes.

To verify this hypothesis there is question **TWO** was about if Montessori Material contributes to succeed in the English Language Teaching Learning Process. Taking into account that most teachers express with 67% that Montessori Material contributes to succeed in the English Language Teaching Learning Process and

the majority of students manifested with 90% that same, it is possible to say that Montessori material constitutes a as valuable aid to the teaching-learning process because materials give a solid aid for all skills and human intelligences.

To corroborate this hypothesis there is question **THREE** refers to the didactic material applied during English classes. Teachers say that they use Movable Alphabet, Grammar Symbols, Pictures Cards and Object boxes with named cards all of these with 100%, similarly, students support it with 39% in Movable Alphabet, 72% in Grammar Symbols, 87% in Pictures Cards and 66% in Object boxes with named cards. The Montessori materials are tangible and hence they are called concrete means of development; this kind of didactic material is more precise and specific, this helps the child to utilize his mental capacities and thus reach the stage of conceptualization.

To support this hypothesis there is question **FOUR** shows that the relationship between teacher and Montessori Material. Teachers with 67% express that the relation between them and Montessori Material has to be much related and students confirm it with 43%, too. In assumption, the relation between the teacher and material is important to obtain good results in a future time.

To prove this hypothesis there is question **FIVE** it refers to the frequency of using Montessori Material in the English Language Teaching Learning Process, considering the major teacher's and student's results; teachers' answer 67% that

they use Montessori Material in every class. While, students' answer 51% of them support that they use Montessori Material in every class, too. So that, the significance of working with Montessori Material is fundamental because every day students are be able to develop independence and freedom within limits and a sense of order.

To evidence this hypothesis there is question **SIX** was about the importance of Montessori Material for all teachers corresponding to 100% and many students equivalent to 81% sustenance that affirm that the importance of Montessori Material gives students a sense of responsibility. In addition, it is very important the Montessori Material in English classes because the didactic materials have specific propose in an environment where students achieve the goals.

c) Decision

Based on the gotten results in the described questions: 1, 2, 3, 4, 5, and 6 of the teachers' and students' surveys; analyzed each one. It is required to accept the first hypothesis because the didactic material generates success in the development of the English Language Teaching Learning Process with students of 6th and 7th years of Basic Education at Tagesschule and San Gerardo High School during the Academic Period 2013-2014.

Also, teachers who use Montessori material follow all the steps during an English class as I verified in the class observed using written records for instance an observation guide so, with the obtained information it is possible to accept the first hypothesis because the Montessori material generates success in the development of the English Language Teaching Learning Process with students of 6th and 7th years of Basic Education at Tagesschule and San Gerardo High School during the Academic Period 2013-2014.

HYPOTHESIS TWO

a) Statement

The characteristics of Montessori Method support the English Language Teaching Learning Process with students of 6th and 7th years of Basic Education at Tagesschule and San Gerardo High School during the Academic Period 2013-2014.

b) Demonstration

To prove this hypothesis there is question SEVEN which was about if they know about the Montessori Method, 100% of teachers surveyed said YES. Similarly, students answered Yes with 70%. The results demonstrate that teachers and students know about Montessori Method, which leads to students to be

independent and responsible for their own studying and behavior and the teachers observe each child to get to know detail information about its interests, level of knowledge, activities and problems.

To confirm this hypothesis there is question **EIGHT** it refers to the main characteristics of Montessori Method. According to the student's answers *Auto education* with 66% where children are capable of educating themselves and *Prepared Environment* with 72% refers to an environment that is carefully organized for the infant. Teachers and students conclude that both; Auto education and Environment prepared are the principals in order to carry out a successful class it is real that students in Auto education practice freedom and they learn best in a Prepared environment which children can do things for themselves.

To support this hypothesis there is question **NINE** about working with Montessori Material. Teachers say that they work with Montessori Material individually with 100% and while 70% of students agree with it. Due to, it is important to say that the role of the teachers is to teach individually, their work is based on guiding, helping each child according to their needs and cannot intervene until she or he needs it.

To attest this hypothesis there is question **TEN** was related to the effectiveness of Montessori Methodology. Taking it in consideration all teachers manifested with

the percentage of 100% that Montessori Methodology is very effective in the English Language Teaching Learning Process and many students agreed it with 84%. As a result of this teachers and students manifested that the Montessori Methodology is very effective during English classes.

c) Decision

Taking into account the gotten results from teachers and students answer and analyzed the questions number 7, 8, 9 and 10; the second hypothesis is proved because the characteristics of Montessori Method support the English Language Teaching Learning Process with students of 6th and 7th years of Basic Education at Tagesschule and San Gerardo High School during the during the Academic Period 2013-2014.

h. CONCLUSIONS

After analyzing the obtained results in the instruments applied to teachers and to the students, the following conclusions are stated.

✓ English teachers and students at Tagesschule and San Gerardo High School argue that they use Montessori Material in English classes due to it is a valuable aid to the English Language Teaching-Learning Process and they are aware that materials give a solid training for all skills and human intelligences.

✓ Using Montessori Method students transform Montessori Material in an active element in the English Language Teaching-Learning Process as a result of students at Tagesschule and San Gerardo High School are motivated to collaborate and find their own mistakes during an activity instead of teacher shows them; and using this method there are some students who finishes their task very soon or before others.

✓ Students at Tagesschule and San Gerardo High School expressed Montessori material like: *Movable Alphabet*, *Grammar Symbols*, *Picture Cards* and *Object boxes with named cards* as the most suitable where Montessori materials are tangible and hence called as concrete means of development. However, they manifested that the less applied are *Sandpaper letters* and *Insects* in English classes.

✓ The frequency of using Montessori Material is very significant in the English Language Teaching Learning Process because the material helps students to encourage independence, freedom within limits and a sense of order; English teachers and students at Tagesschule and San Gerardo High School maintain that Montessori Material is a necessary tool in the English classes.

✓ Teachers argue that the main characteristics of Montessori Method are: *Sensitive periods, The prepared environment, Auto education and Respect for the Child.* Nevertheless, and that the less applied are: *Absorbent mind and Adult attitude.*

✓ The role of teacher using Montessori Method is to teach individually, their work is based on guiding, helping each child according to their needs and cannot intervene until she or he needs it for this reason English teachers and students at Tagesschule and San Gerardo High School highlight the work have to be independent.

i. RECOMMENDATIONS

After having arrived to the previous mentioned conclusions, the researcher considers that is necessary to draw the following recommendations:

✓ Coordinator's area should motivate more the teachers through developing workshop or formative classes about Montessori Method and should train new teachers with this method because at Tagesschule and San Gerardo High School each year the number of students is increasing so that this educative institution requires English teachers and the new teachers are not trained to use Montessori Method in their English classes.

✓ English teachers should elaborate more extra Montessori Material, for example when a student finishes an activity in a previous time, the student is not motivated to learn more so this kind of extra activities encourage enjoying English classes and reinforcing students learning.

✓ Teachers work in their English classes using: *Movable Alphabet, Grammar Symbols, Pictures Cards, Sandpaper letters and Object boxes with named cards*; the teachers should use all Montessori Material that Montessori Method has, including *writing Insets. Help me to be able to prove it alone using special Montessori material*" Maria Montessori (1965)

✓ Teachers should plan English classes using Montessori Material every day and they should write it on their weekly planning outside the classroom to make classes enjoyable in this way the students will interact with the real life situations.

✓ Teachers should continue applying all the characteristics of Montessori Method including *Absorbent mind* and *Adult Attitude* which are essential in the students' development. "*The Montessori characteristics are design to afford the child liberty to move and act in a prepared environment encouraging self-development; this is the essence of Montessori Method in teaching and learning*". (Orem, 1965)

✓ English teachers at Tagesschule and San Gerardo High School apply the personalized teaching or individual teaching that is the success of working with Montessori Method, but they should encourage the friendships between students and make projects by groups or pairs so students will share experiences and they are not only working individually as they do inside the classroom.

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k. ANNEXES



1859

UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE CAREER

THEME

“THE MONTESSORI METHOD AND ITS EFFECTS IN THE ENGLISH LANGUAGE TEACHING LEARNING PROCESS WITH STUDENTS OF SIXTH AND SEVENTH YEARS OF BASIC EDUCATION AT TAGESSCHULE AND SAN GERARDO HIGH SCHOOL ACADEMIC PERIOD 2013-2014”

THIS PROJECT AS A PREVIOUS REQUIREMENT TO OBTAIN THE BACHELOR'S DEGREE IN SCIENCES OF EDUCATION ENGLISH LANGUAGE SPECIALIZATION

AUTHOR:

GABRIELA BEATRIZ OBACO GUAYCHA

LOJA – ECUADOR

2014

a. **THEME**

“THE MONTESSORI METHOD AND ITS EFFECTS IN THE ENGLISH LANGUAGE TEACHING LEARNING PROCESS WITH STUDENTS OF SIXTH AND SEVENTH YEARS OF BASIC EDUCATION AT TAGESSCHULE AND SAN GERARDO HIGH SCHOOL ACADEMIC PERIOD 2013-2014”

b. THE PROBLEM STATEMENT

Background

Tagesschule and San Gerardo High School were created in 1993 by Dr. Violeta Pilco Correa, this school started working with the Montessori Method which is a new pedagogy and it has a relation with the modern science.

This important institution started with as a center called CLAPET where teacher worked with special children who had different problems specially linguistics.

The director had studied methods to work with students so she concluded that the Montessori Method promotes a philosophical principle of integration and pedagogical alternatives to assist the development of learners, structuring cognitive processes, stimulating creativity, development of positive attitudes towards nature and human beings, promoting group participation, solidarity by various techniques, but above all ensuring child growth and development in an environment of security, freedom and friendship as indispensable conditions for its realization as a human being.

At beginning this school was functioning in the Bernardo Valdiviezo and Mercadillo streets in San Sebastian neighborhood. Each year this school was increasing the number of students that is why the main head of the school created

a new building calling “La Pompeya” located on the south of Loja city in “El Capulí” neighborhood.

This important educative institution of Loja continues working with the Montessori Method where teachers and material play a vital role in putting this method into practice.

Mission: to provide our students with a quality academic education, stimulating and developing motor skills and intellectual, to strengthen human society creatively through principles and civic and moral maxims, and achieve the goals set in our educational project.

Vision: Tagesschule and San Gerardo High School will always be characterized by the society deliver students: bilingual with a human and Christian mysticism, engaged in social-emotional development in search of improvement, critical train well and able to act in the multicultural field.

Current Situation

Nowadays, traditional education presents a model of repressive education towards the child without freedom and with a limitation called curriculum, which does not allow the full development of their individual capacities. Therefore, this research is necessary as an alternative for English teachers in order to know a different methodology.

That is why; Tagesschule and San Gerardo High School had been working with the Montessori Method because they consider that it allows the students to have more opportunities to improve their learning of English language. The students develop intelligence as well as physical and psychological abilities.

The basic idea of the Montessori education is that each student needs to become responsible for decisions and to learn how to make choices. Choices are made on a basis of self-discipline and this is achieved through logical experiences of work and play. Therefore they become self-directing, independent, and creative.

The Montessori Method is designed to take full advantage to learn and to develop their capabilities.

The main head of the educative institution is Dra. Violeta Pilco Correa and a society formed by her family. The establishment has an administrative staff, two

physiologists, a doctor, a secretary and people who are in charge of the kitchen and the doorman.

The organization of this institution is distributed in three buildings, children who are in preschooler study in the first building in San Sebastian neighborhood. Students who are in school work in “La Pompeya 1” and high school are working in “La Pompeya 2”, both buildings are located in “El Capulí” neighborhood.

Nowadays, this educative institution is working with nineteen teachers in different kinds of areas including 6 English teachers. Each year of basic education is called by a funny name, that is to say; second year is called “Lions”, third year is called “Leopards”, fourth year is called “Pumas”, fifth year is called “Panthers”, sixth year is called “Tigers” and seventh year is called “Falcons”. The total number of students is eight-hundred between girls and boys.

Delimitation of the Research

Temporal

The present research work will be address to all the students of 6th and 7th years of Basic Education at Tagesschule and San Gerardo High School.

Spatial

Tagesschule and San Gerardo High School is placed on “Campus Pompeya” in Loja Province, located in “El Capulí” neighborhood, of the south of this city.

Observation units

People who are involved in the research work are: students of 6th and 7th years of Basic Education at Tagesschule and San Gerardo High School and three English Teachers.

Main Problem

How does the Montessori Method promote the English Language Teaching Learning Process with students of 6th and 7th years of Basic Education at

Tagesschule and San Gerardo High School during the Academic Period 2013-2014?

Sub-Problems

- How the didactic materials in Montessori Method used by the teachers support the English Language Teaching Learning Process with students of 6th and 7th years of Basic Education at Tagesschule and San Gerardo High School during the Academic Period 2013-2014?
- How the characteristics of Montessori Method contribute in the English Language Teaching Learning Process with students of 6th and 7th years of Basic Education at Tagesschule and San Gerardo High School during the Academic Period 2013-2014.

c. JUSTIFICACION

The English Language among other significative learning is a fundamental way of Universal Communication for the development of the science and technology to contribute to the education in its integral development.

The Montessori teaching method is a method of education based on the psychology of child development, as it was studied and scientifically "observed" by Dr. Maria Montessori almost 70 years ago. Her observations were the basis of the creation of the Montessori materials.

Tagesschule and San Gerardo High School is one most important school in Loja that follows the Montessori Method. This new method of teaching and learning try to educate students in a well-planned and structured environment which will meet their individual educational and cultural needs.

In addition, the present research work will contribute to analyze the organization of the environment, the important role of the educator in the intellectual development of students and the use of didactic material applied by the teacher using the Montessori Method.

In Ecuador most educative institutions does not know about the Montessori Method but in Loja city they do, Tagesschule and San Gerardo High School

consider that this method help students to have a better knowledge in all subjects. Human learning is related to education and personal development. It must be properly oriented, and it is favored when the individual is motivated.

Learning as the establishment of new temporary relationships environment has been the subject of several empirical studies.

Teaching is the activity that directs the learning. In order to teach well, we need, as teachers, to have first a clear and accurate notion of what is really "learning" and "teaching," as there is a direct and necessary relationship, which is not only theoretical also practical.

It is important to search about the outcomes that students have using the Montessori Method. So that, the present research work will permit to investigate and obtain important information that contributes in the English Language Teaching Learning Process with students of 6th and 7th years of Basic Education at Tagesschule and San Gerardo High School during the Academic Period 2013-2014.

d. OBJECTIVES

General Objective

To determine the importance of Montessori Method in the English Language Teaching Learning Process with students of 6th and 7th years of Basic Education at Tagesschule and San Gerardo High School during the Academic Period 2013-2014.

Specific Objective

- To recognize the didactic material in Montessori Method used by the teacher to develop the English Language Teaching Learning Process with students of 6th and 7th years of Basic Education at Tagesschule and San Gerardo High School during the Academic Period 2013-2014.
- To identify the characteristics of Montessori Method in the English Language Teaching Learning Process with students of 6th and 7th years of Basic Education at Tagesschule and San Gerardo High School during the Academic Period 2013-2014.

e. THEORETICAL FRAME

BIOGRAPHY OF MARIA MONTESSORI

Maria Montessori was born on August 31, 1870 in the provincial town of Chiaravalle, Italy. At the time that Montessori was growing up Italy held conservative values about women's roles.

Facing her father's resistance but armed with her mother's support, Montessori went on to graduate with high honors from the medical school of the University of Rome in 1896, so Maria Montessori became the first female doctor in Italy. Then, she was interested in education and school teaching. She studied Philosophy and Anthropology. Her teaching method is presently used in public and private school classrooms all over the world.

Montessori died on May 6, 1952 in Noordwijk aan Zee, Netherlands. Today, Montessori's teaching methods continue all over the globe.

DESCRIPTION OF MONTESSORI METHOD

Montessori Method with the help of special material and creating suitable environment supports the natural learner's interest. It helps it to fix the working habits and to be able to decide without any help.

Montessori Method leads forced to students to be independent and responsible for their own studying and behavior. The teachers observe each child to get to know detail information about its interests, level of knowledge, activities and problems.

The student needs a model, attendance and help in pedagogical prepared environment. The schools play the role of experience for life in society.

In Montessori classes there are children of different ages. There are usually no parents meeting. The child comes with its parents to visit a teacher and they consult the situation. The teacher keeps a journal and writes there down all the information.

The aim is the learners will gain the ability to evaluate themselves their own work. The Montessori principle tries to teach that skill from an early age. There is self-control in sense material, so even the small child learns to check and assess its own output. Many skills are evolved and cultivated.

The Montessori Method to education requires that children are placed in a well-planned and structured environment which will meet their individual educational and cultural needs. The children are free to follow their own interest within this planned environment, rather than being to learn something that is inappropriate to their developmental stage. The result is that children develop in a natural way and

are highly motivated. They develop good discipline and master basic skills and in many cases earlier than in a more traditional system of education.

To bring about these results the teacher is trained in specific skills, the curriculum is carefully planned to reflect the children's own cultural and educational needs, the support materials for the curriculum are specifically and the outcomes for the children are unique.

The Montessori Method is a method to educate used predominantly in the pre-school field. It is also used at the junior, middle and senior levels.

Montessori Method with the helping of special material and creating suitable environment supports the natural learner's interest. It helps it to fix the working habits and to be able to decide without helping.

It is important to say that Montessori Method leads to students to be independent and responsible for their own studying and behavior. The teachers observe each child to get to know detail information about its interests, level of knowledge, activities and problems.

The aim is that learners will gain the ability to evaluate themselves their own work. The Montessori principle tries to teach a skill from an early age. There is

self-control in sense material, so even the small child learns to check and assess its own output. Many skills are evolved and cultivated.

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The Montessori Method is a method to educate and it is used predominantly in the pre-school field. It is also used at the junior, middle and senior levels.

❖ **Characteristics of Montessori Method**

“The Montessori characteristics are design to afford the child liberty to move and act in a prepared environment encouraging self-development; this is the essence of Montessori Method in teaching and learning”. (Orem, 1965)

The Montessori Method has been and is very popular around the world with early childhood professionals and parents. It is design to support the natural development of children in a well-prepared environment.

- **Respect for the Child**

Respect for the child is the cornerstone on which all other Montessori principles rest. Teachers show respect for children when they help them do things and learn for themselves. When children have choices, they are able to develop the skills and abilities necessary for an effective learning autonomy, and positive self-esteem

- **Auto education**

Montessori named the concept that children are capable of educating themselves auto education (also known as self-education). Children who are actively involved in a prepared environment and who exercise freedom of choice literally educate themselves.

- **Absorbent Mind**

Montessori observed a child's special sensitivity to observe and absorb everything in their immediate environment. This is the unique ability of each child to take their environment and learn how to adapt to it, during the early years of the infant sensitivities leads to innate connection with the environment, that can adapt itself in a healthy and positive way it is surrounding depends on the impression at that time.

Children educate themselves by using our minds but the child absorbs knowledge directly into his psychic life. This is the concept of the absorbent mind.

- **Sensitive period**

There are sensitive periods when children are more susceptible to certain behavior and can learn specific skills more easily. A sensitive period refers to a special sensibility which a creature acquires in his infantile state, while he is still in a process of evolution. It is a transient disposition and limited to the acquisition of a particular trait.

- **Environment prepared**

It refers to an environment that is carefully organized for the infant. Preparing the environment with the materials necessary for the period of performance in all possible areas and letting choose different material work, it permits the development of his freedom of choice in an environment prepared. Children learn best in a prepared environment, a place on which children can do thing for themselves.

Classrooms Montessori described are really what educators advocate when they talk about child-centered education and active learning. The prepared environment

makes learning materials and experiences available to children in an orderly format.

- **Adult Attitude**

The adult is the link between the child and the prepared environment, where the goal is to help the child, the adult helps the child build self-confidence, he should be free to move and experience in the environment, the adult's role is only to provide guidelines. The guides have a vital role because they must transmit knowledge and to train children.

- ❖ **Basic Components of the Method**

The goal is for children to develop five basic components in the Montessori environment.

- **Freedom**, as only in an atmosphere of freedom the child may develop because that is where the teacher will have the opportunity to observe in an environment as free and open as possible. Freedom is the essential characteristic of the prepared environment. Since children within the environment are free to explore materials of their own choosing, they absorb what they find there.

- **Structure and order**, these two components must be reflected in the classroom for the infant to internalize and build their own intelligence and mental health.
- **Emphasis on the nature and reality**, should have the opportunity to grasp the limits of nature and reality so you can get rid of his fantasies and illusions both physical and psychological
- **Development of life in the community**, the development of community involvement is encouraged by several key elements in this method, one of them is the sense of responsibility that children as begin to feel for others, and the second is to learn to live by including toddlers of different ages in each environment. (Montessori Maria, 1942)

TEACHING ENGLISH WITH MONTESSORI METHOD

Most Montessori materials have multiple uses for different age groups; the child in English classes needs learn elementary vocabulary through sandpaper letters because it permits learn the sound and shape of the letters of the alphabet and gain a muscular memory of the shape of the letters as a prelude to writing and reading.

Once, the vocabulary is learned then Movable Alphabet is divided into components; the alphabet cut out in cardboard and the vowels are blue and the

consonants are pink. The child gains the ability to analyze words into their component sounds.

The effective Montessori methodology is carried out with prepared environment that incorporates movement into all language lessons. The child learns most easily if he can move and manipulate objects during periods of understanding, for this reason, all Montessori materials to teach the English language involve bodily motion which provides opportunities for the refinement of movement.

This can be seen in lessons utilizing the Sandpaper Letters. While the child is introduced to the symbol of a sound, he or she is also able to utilize movement as a tool for learning this kinesthetic element becomes a critical component to the learning of the English language.

It is virtually impossible to effectively teach English as a second language using Montessori materials **if the teacher does not follow through on every step of the Montessori cycle.** The teacher also needs to be aware that the materials are purposefully organized according to a child's period of absorption and manner, so teachers need to adjust the usage of the material according to how the child uses the material given at the age that they are or the level of absorption that they are experiencing.

For older students the material vary, the students use material more difficult didactic material like: object boxes with named cards where they contains three or four words related to different vocabulary and a great extension for grammar so, they practice Grammar Symbol Boxes, they are fun and easy to make, and children love them, students start with the Noun, Article, and Adjective Boxes first. Then they add Verb and Adverb and later add the rest of the parts of speech.

The children respond well to shapes and colors, so the use of a system of colored shapes to represent the different parts of speech. Each shape and color has a meaning. The grammar symbols in Montessori Method are frequently used for older students and adults who do not know the meaning behind the shapes and colors, but nevertheless find the symbols to be a great way to learn grammar. (Montessori Maria, 1936)

Maria Montessori calls the teacher, principal; teachers must be prepared internally, spiritually, externally and methodologically.

The role of teacher is to teach individually, their work is based on guiding, helping each child according to their needs and cannot intervene until she or he needs it. Teacher has to organize an indirect environment to help children develop a structured mind. The idea of Montessori is that children need to convey the feeling of being able to act without continually adult, so that over time are curious, creative, and learn to think for themselves.

The protagonist in this method is the child, although the teacher is who enhances the growth, self-discipline and social relations in a climate of freedom and respect, but the teacher is responsible for showing the way, to allow its development because the teacher has to believe in the ability to each child, while respecting the different rates of development.

Teachers in the Montessori Method prepare and arrange a series of motives for cultural activities in a special environment made for the child, encourage them to learn by providing freedom, recognizing sensitive periods and diverting inappropriate behavior to meaningful tasks, to introduce learning materials to support children's learning. All of this would facilitate and maximize independent learning and exploration. (Montessori Maria, 1912)

❖ **Characteristics of Teachers with Montessori Method**

Students must be free to explore and follow their own natural impulses. Within the prepared environment, the child must experience freedom of movement, freedom of exploration, freedom to interact socially, and freedom from interference from others.

- **Skilled Observer:** Through careful observation, the Montessori teacher comes to know each student's interests, learning style, and temperament. The

teacher chooses materials and lessons that will capture the student's attention and entice her to learn.

- **Creative Facilitator:** The teacher serves as a resource as students go about their work. He/she offers encouragement, shares their success, and steers them to greater understanding. As students' progress, the teacher modifies the classroom environment, adjusting the learning materials to meet the students' changing needs.

- **Character Builder:** The teacher models values such as empathy, compassion, and acceptance of individual differences. Teacher encourages the students to be courteous and kind and brings students together in collaborative activities to foster teamwork, responsibility, self-discipline and respect.

MONTESORI MATERIAL

Material resources are called the set of components, equipment used during the development of learning activities. The material design by Maria Montessori covers all areas in which she studied.

The best way to develop your intellect is focusing on a single task and carrying it out with our own hands. For this reason the Montessori school put a lot of educational materials available, so they can experience by themselves. In

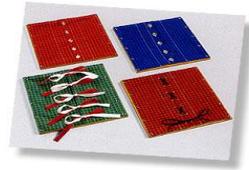
environments, materials are distributed in different areas where children have free access and where they can choose the activity they want to do. *“Help me to be able to prove it alone using special Montessori material”*. (Maria Montessori, 1965)

Their importance is that they constitute a valuable aid to the teaching-learning process. The educational resources are also recordings made which represents the contents and on which various activities are performed. All material is natural, attractive, and progressive to control. Learners are introduced to a vast variety of materials to give a solid foundation for all skills and human intelligences.

❖ **Materials used in different areas**

- **Science Materials** are used in the Montessori environment; provide a sane and wholesome range of activities which allow the children to develop control and coordination of movement, awareness of their environment, orderly thought patterns, independent work habits, responsibility, and many other characteristics which can only be attained through spontaneous, purposeful work.

✧ **Dressing Frames**



These individual Dressing Frames present a variety of activities which introduce self-help skills. While doing these exercises, children also improve fine finger motor skills, understand the importance of sequence in tasks, as well as enhance focus and concentration.

✧ **Pouring**



When presented to the children, they are shown how to do pouring without spilling the contents of the vessels. Mind-hand coordination is developed as the children exert their efforts to pour in the same manner presented by the teacher. Thus, all their focus and attention, their entire body concentrates to complete "pour without spilling". When we translate this gives the child confidence in facing challenging activities realizing that he can practically accomplish any task as long as he wills it.

✧ **Washing Hands**



The Washing Hands material is only one of the many "Care of the Self". In doing these, children are able to integrate and practice a variety of skills while gaining a better understanding of the importance of sequence in completing a task. Since the completion of this activity requires a series of related steps, children learn to improve on their focus on the task and increase their attention span to see the task through its completion.

✧ **Transferring**



Transferring provide interesting opportunities for the child to build eye-hand coordination, develop focus and attention, refine motor skills and hone muscular control. Making use of things mostly found around the home, these activities promote learning of skills that also enable them to participate fully and independently in their home life. With independence comes also the building of the child's self-confidence and initiative which carries out to his attitude towards learning in general.

- **Geography materials**, the child is given the facts of his physical world, provides him with intellectual exploration and development, and the understanding that he shares the planet with other peoples and cultures.

✧ **Globe of Land and Water**



With this globe, the child gets a sensorial impression of land and water. The globe has a sand surface representing land and a smooth surface representing water.

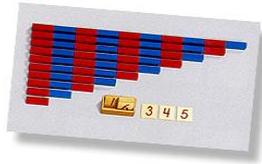
✧ **Puzzle Map of the World Parts & Puzzle Map of Asia**



Through sensorial activities with the Puzzle maps, children begin to build their knowledge of world geography.

- **Math materials** allow the children to have a sensorial experience of the abstraction that is mathematics, allowing them to store concepts so that when the time comes to deal exclusively in abstract terms, the understanding is already there. Every piece of material isolates one concept, which integrates to from the basics for a further step in the child's understanding.

✧ **Number Rods**



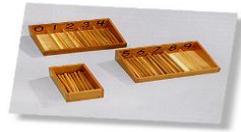
The Number Rods introduce the child to quantity 1-10 and their corresponding number names. Through exploration with the material, the child also develops concepts in sequence of number. As the child's exploration continues, the material interrelates and builds upon each other. This kind of material can be made by different size and colours.

✧ **Sandpaper Numerals**



The sandpaper numerals introduce the child to symbol 0-9 and their corresponding number names. By tracing the numerals in the style and direction in which they are written, the child is preparing for writing numbers. The child is then given the opportunity to relate his knowledge.

✧ **Spindle Boxes**



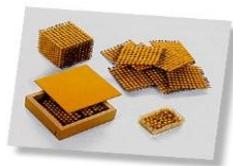
Spindle Boxes provide practice in associating quantity and symbol for the numbers 0-9, and introduces zero as no quantity.

✧ **Memory Game, Cards, and Counters**



The memory game, cards, and counters serve as practice for the child as he/she is required to remember and associate quantity to symbol. The cards and counters provide practice for the sequence of numbers and also introduce odd and even numbers.

✧ **Golden Bead Material**



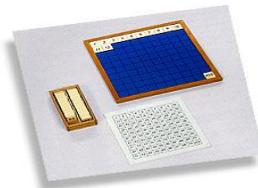
The golden bead material introduces the child to the decimal system with concrete representations of the hierarchy of numbers. Quantity and place value of the decimal system are explored by the child in activities in the operations of addition, subtraction, multiplication and division.

✧ **Stamp Game**



After being introduced to the processes of the decimal system using the golden bead materials, the Stamp Game provides opportunities for individual practice in the operations of addition, subtraction, multiplication and division. In a step towards abstraction, the quantity and symbols of the decimal system are combined and are represented by each "stamp".

✧ **Hundred Board**



The Hundred Board is used by placing the wooden chips in sequence on the board. It is an enjoyable counting activity that reinforces the sequence of numbers.

✧ **Bead Material**



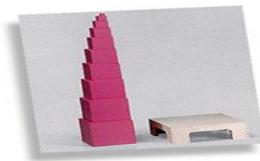
These extensive sets of bead material are used for the exercises of linear and skip counting the quantities of the squares and cubes. It prepares the child for later activities in multiplication, squaring and cubing, as well as base number work.

✧ **Addition Equations and Sums Box**



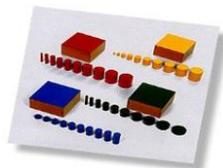
This two-compartment box with lid contains plastic chips, one set with equations printed on them and one set with the answers to be used with the addition working charts.

✧ **Pink Tower**



This series of cubes develops visual discrimination of size in three dimensions. Exploration with this material prepares the child for mathematical concepts in the decimal system, geometry and volume.

✧ **Set of Knobles Cylinders**



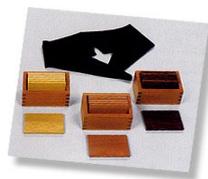
The Knobles Cylinders are the final stage (application) in the dimensional material where the child places in order the sets of cylinders based upon his abilities to discriminate.

✧ **Thermic Tablets**



When touched, each of the Thermic Tablets has a different sense of temperature. The pairs of tablets are used to cultivate the ability to discriminate thermic qualities.

✧ **Baric Tablets**



The Baric Tablets introduce and refine the concepts of the baric sense. While blindfolded, the child endeavors to discern the weight of the tablets of wood. Error is controlled by the color of the wooden tablets, the lightest color being the lightest weight to the darkest color wood being the heaviest weight.

Each material helps the child for the future tasks taking into consideration the past and present. This helps the child in building up self-discipline. The material also helps the child in concretized abstractions, which means moving from concrete concepts to abstract ones.

- **English Language Materials** they provide the children with keys to discover something that is beyond what lies on the surface. The Montessori materials are tangible and hence called as concrete means of the development. This kind of didactic material is more precise and specific, this helps the child to utilize his mental capacities and thus reach the stage of conceptualization.

✧ **Sandpaper Letters**



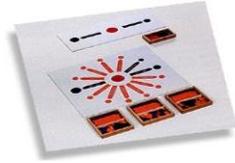
The sandpaper letters guide the hand for writing as the child traces the letter shapes in the style and direction those they are written. Sandpaper letters are traced to learn letter sounds and shapes in preparation for writing and reading.

✧ **Movable Alphabet**



After learning with the Sandpaper Letters, the Movable Alphabet is used by the children for the writing words. This alphabet is composed of individual alphabet letters usually cut from wood or heavy paper. The consonants are red and vowels blue.

✧ **Object Boxes with name Cards**



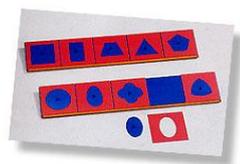
This material helps the child to analyze the basic parts of a sentence and identify their function. It is in separate boxes for three-letters words and words with four or more letters.

✧ **Pictures Cards**



Picture cards are made from constructions, in each sheet of paper we can find picture. Children can work with “phonetic” words of three or four and more letters. It allows the child makes different key letter combinations.

✧ **Writing Insets**



Dr. Montessori analyzed the movements, which are connected with writing and developed the insets for directly preparing the child for handwriting, the metal insets exercises strengthen the three-finger grip and coordinate the necessary wrist

movements. The exercises also advance proficiency in lightness of touch and evenness of pressure through drawing activities.

✧ **Grammar Symbols**



Grammar Symbols help to reinforce sensorial each part of speech. There are different symbols, each representing a specific part of speech: black for nouns, blue for adjectives, sky blue for articles, red for verbs, orange for adverbs, green for preposition, purple for pronoun, yellow for interjection and pink for conjunctions.

• **Sensorial Material in English Lessons**

Sensorial Materials allow for individual work and repetition, and allows children to classify their sensorial impressions in an organized, orderly, and scientific manner. They have a built in control of error, which builds in the child the habit of working independently, without fear of making mistakes, becoming comfortable in the fact that errors are essential to the process of learning. The sensorial Materials respond to the way the child learns at this age-through the senses rather than the intellect, there are materials for the refinement of each sense, with each activity isolating one particular quality. (Montessori Maria, 1942)

TEACHING LEARNING PROCESS

The education is one of the important parts of our lives. It has been in the world since the human being was born. It is a purposeful help and intentional development of each personality. The aims, forms and methods of education have been changed during the times.

They are closely connected with the social and economic conditions in the society. At the beginning studying was only for rich people, especially men. The women were supposed to take care of families.

After a lot of years the attitude to the education is different, females can attend schools as students, there is a compulsory full-time education and everybody has the right to study. As the science began to develop rapidly, the demands for knowledge and information about nature, new discoveries are much higher than the years before, and are still rising. The schools and educational institutions have become to be more specialized.

Teaching Learning Process is tradition and distribute learning environment that engage students in active learning through the use of various technologies based on tools. Teaching and learning is a process that includes many variables, these variables interact as learner works toward their goals and incorporate the new knowledge, behaviors and skills that add to their range of learning experiences.

Teaching consists fundamentally, in a set of systematic transformations of the phoneme in general which are subjected to a series of gradual change, which stages occur and happened in order ascendant movement with a dynamic development in its continuous transformations as consequences of the process of teaching, it produces successively uninterrupted change in the cognitive of learner and with the participation of the teacher about your good performance of teachers, skills, habits and behavior.

❖ **Teaching**

The essence of teaching is in the transmission of information by communication directly or backed by the use of auxiliary means of varying degrees of complexity. Teachers play an important role to place the child to the reality and society and recreate and keep the infant within the teaching they receive from their teacher.

Teaching can be thought of as the purpose direction and management of the learning process. Note that teaching is not giving knowledge or skills to students: teaching provides opportunities for students to produce relatively permanent change through the engagement in experiences provided by the teacher.

❖ **Learning**

Learning is a process extremely complex nature characterized by the acquisition of new knowledge, skills or abilities, having to clarify that for such a process can be considered really as learning, rather than just a passing mark, must be likely to manifest itself in a future time and also contribute to the solution of specific situation, even different in essence to that initially motivated the development of knowledge, skills or abilities.

• **Types of Learning**

There are some types of learning that help the teacher and student to work better in the classroom and identifying a variety of learning styles.

✧ **Receptive Learning** this type of learning only needs to understand the content in order to play.

✧ **Learning by discovery** occurs when the contents memorized without understanding students or relate prior knowledge finds no meaning to the content.

✧ **Meaningful Learning** is a significant learning when contents are related in a non-arbitrary and substantial with what the student already knows.

❖ **Change and definition of Teaching and Learning**

There is no return from the 21st century journey; survivors are going to be institutions with extraordinary alternate to taking advantages of technologies, with clear strategies in educational process, with strong knowledge about design proactive attitude for achieving activities that it has so far only dreamed about. In the information society era, the art and science of redesigned the process of teaching and learning is important as correct utilization of technology.

Teachers are in need for more options to teach in order to have more free time for the evaluation of the quality and teaching and learning and enough for research in this field. It is necessary empowered the students in the learning activities and their dependence of a single source (teacher) for learning.

❖ **Methodological approaches for the English Language Teaching-Process**

The Methodological approaches describe how people acquire their knowledge of the language and make statements about the conditions which will promote successful language learning and a method is a practical realization of the approach. The study of pedagogical practices in general and whatever considerations are involved in “How to teach” are methodological approaches.

- **Holistic Method.** This method is based on research of different functioning and ways of processing the information by right and left brain hemispheres. The holistic method develops students to be critical, independent and confident person. To be independent means to be confident and be able to ask questions. The teacher tries to connect the new knowledge with real situations. (Beltrán, 1983)

- **Silent way.** Teacher using the Silent Way want to their students to become highly independent and experimental learners. Making errors is a natural part of the process and a key learning device and it is sign that students are testing.

- **Total physical response.** Through that natural way to accomplish this was to recreate children learn their native language. Total physical response was that learning needed to become more enjoyable and less stressful.

- **The Direct Method.** The Direct Method did not take well in public education where the constraints of budget, classrooms size, time and the teacher background made much a method difficult to use.

- **Grammar Translation Method.** Most teachers who employ the Grammar Translation Method to teach English would probably tell you that the most fundamental reason for learning the language is to give learners access to English

literature, develop their minds through foreign language learning and to build in them the kinds of grammar.

- **The Audio-lingual Method.** It was to create communicative competence in learners. The idea was to project the linguistic patterns of the language into the minds of the learners in a way that made responses automatic and habitual.

❖ **Methodological approaches for the English Language Learning-Process**

It is important to take into account because approaches help teachers to improve the following aspects:

- **Interactive Learning.** This concept goes right to the heart of communication itself, stressing the dual roles of receiver and sender in any communicative situation. Interaction creates the negotiation between interlocutors this in turn produces meaning.
- **Cooperative Learning.** This concept stresses the team like nature of the classroom and emphasizes cooperation as opposed to competition. Students share information and help, and achieve their learning goals as a group.

- **Task Based Learning.** This concept equates the idea of a learning task to a language learning techniques in it. This could be a problem solving activity or a project; by the task have a clear objective, appropriate content, a working application procedure and a set range of outcomes.
- **Content Based Learning.** This kind of learning joins language learning content subject-matter and engages them both concurrently. Language is seemed as a tool or medium for acquiring knowledge about other things, instantly proving its usefulness. (Ramon Bertha, Ochoa Sandra, Davila Carmen, 2009)

TEACHING LEARNING STRATEGIES FOR EDUCATION

The teaching and learning strategies have been demonstrated to be successful with students of all ages and ability levels, including those with various kinds of disabilities and those who do not learn in traditional ways.

Strategies are most successful when they are implemented in a system that encourages collaboration among staff and students, and in which each is a part of a well-planned whole system. In some of the most successful sites, teachers themselves have become in-house experts in specific practices which they share with their colleagues. It is important to recognize that while these strategies are useful, little will be accomplished in implementing them unless there is ongoing documentation of their results.

There must also be efficient methods of feeding that information back into the system so that there will be continuing progress in teaching and learning. It is also certain that these strategies are most effective when they are applied in positive, supportive environments where there is recognition of the emotional, social and physical needs of students and where individual strengths are recognized, nurtured, and developed. We welcome your feedback as we continue to build the Teaching and Learning Strategies area as an effective resource for teachers and students focusing on improved academic achievement and striving to meet new academic standards.

❖ **Planning**

It is an individual lesson that teacher develop for their students that is going to work inside the classrooms. Good plans do not ensure students will learn what is intended, but they certainly contribute to it. Think of a lesson plan is a way of communication and without doubt effective communication skills are fundamental to all English teachers.

Lessons plan also help teachers to organize contents, materials and methods when for example the teachers learn the technique of teaching, organizing your subject-matter content via lessons plans. You will get better at it the more you do it and think of ways of improving your planning and teaching based on feedback for your students.

Teachers create lesson plans to communicate their instructional activities about specific subject matters. Almost all lesson plans developed by them contain learning objectives, institutional procedures, the required materials and some written descriptions of how students will be evaluated. Many experienced teachers often reduce lesson plans to a mental map or short outline. New teachers, however usually find detailed lesson plans to be indispensable. Learning to write a good lesson plan, it is a skill serious, became capable in effective learning objectives. All lesson plans begun or should begin with an objective toward that end. In another hand planning contain the important steps which are the following:

- **Long Term Plan.** The long term plan is a scheme of work. It is the whole term in order words, it is a much extended planning, it takes important in the methodology and assessment with teaches are going to take into account. A long term plan shows how units of work in a subject are sequenced and distributed across years and key stages. Schools make decisions about the order and timing of units in a subject, focusing on curriculum continuity and progression in pupil's learning. Many schools also identify opportunities to highlight important links with work in other subjects.

- **Medium term plan.** It is a plan sequence of work for a subject, for periods of week, such as a half term. It focuses on organizing coherent units of work. Medium term plan identify learning objectives and outcomes and indicate the activities that will enable these to be achieved. They usually show a sequence of

activities that will promote progression and some information about the amount of time needed to cover the objectives.

- **Short Term Plan.** It takes place when the teacher plans the classes for a week. It usually covers from three to ten lessons of one specific topic. Teachers often use short term plan to think through the structure and content for a lesson.
- **Lesson Planning.** It is an individual lesson that teacher develops for students that it is going to work inside the classrooms. (Moreno Paola, Castillo Mariano, Sánchez Roberth, 2011)

❖ **Different components of a lesson plan**

A lesson plan is a set of notes that helps us to think through what we are going to teach and how we are going to teach it. It also guides us during and after the lesson. We can identify the most important components of a lesson plan by thinking carefully about what we want our learners to do and how we want them to do it.

The main components of a lesson plan show us what the lesson is for (the aims) and what the teacher and the learners will do during the lessons and how they will do it (procedures).

❖ **Execution**

Execution plan should be able to throw up the performance levels of the individuals, functions, terms and process should be able to send the message to the perform entities on their performance levels, much before the performance feedback is going by the manager.

❖ **Evaluation-Assessment**

Evaluation is an important element into the Teaching Learning Process that allows collecting information and using it to make a judgment and take a decision. Evaluation focuses on grades and makes effect classrooms components in instead of course content and mastery levels. These could include decision, cooperation, attendance and verbal ability.

Assessment is a great instrument that allows realizing as teacher how students' progress is on- going, and this instrument allows us to identify students' behavior in front of different situations and out their abilities.

Assessment is focusing on learning and teaching outcomes. It provides information for improving learning and teaching. Assessment is an alternative process between the abilities that motivates how they are learning and what teachers are teaching.

❖ **Types of Assessment.** Assessment activities can be categorized as either formal or summative, both of which are appropriate. When planning assessment, we need to think first about our reasons for assessing learners. Then we can decide when and how often to assess them, and choose what methods of assessment we are going to use.

- **Formal assessment activities.-** are used to provide a feedback to evaluate the learning process in order to motivate students to higher levels. Formal assessment can consist of tasks with single answers that are easily to mark.

Objective test tasks like these will give us information about learners' knowledge of particular language items and specific areas of language skills. We need to choose assessment tasks very carefully for young learners, making sure that the tasks are familiar and not too difficult or too abstract.

- **Summative assessment activities.-** are used to judge formal product, for competition and to demonstrate improvement.

- **Informal Assessment.-**to carry out productive skills in larger classes, we probably need to assess small numbers of learners in different lessons. We can record opinions on a record sheet or fill in a check list.

Also, we can carry out informal assessment of receptive skills by checking learners' answer to reading or listening tasks and taking notes on their performance.

We may also wish to assess other things such as motivation and effort. We can do this by observation and also by talking to learners about their learning.

Assessment activities can be implemented at different stages and can be conducted by the instructor.

❖ **Time of Assessment Activities**

- **Pre Exercise Assessment.-** developing assessment strategies that are implemented before the exercise is to take place are most appropriate time.
- **Assessment during Exercising.-** assessment can occur at either the individual group or level. It facilitates through careful monitoring and intervention or by a formal break in the exercise with all groups checking on their progress.
- **Post Exercise Assessment.-** in order to make sure that all students are working toward the same standards It is helpful to provide a detailed description possibly a rubric or checklist of how the project will be ordered.

❖ **Who conduct the evaluation assessment?**

- **Instructor.**- evaluating by the instructor provides students with feedback on the understanding of content, concepts and applications. It is the most traditional of all set up and typically is the primary basis for evaluation.

- **Individual self-assessment.**- students can develop a better understanding of their learning process, a metacognitive perspective which enhances future learning through active reflections on their achievements.

ESSENTIAL ASPECTS OF THE TEACHING LEARNING PROCESS

"Education is not what the teacher gives, is a natural process spontaneously carried out by the human individual, and is acquired not by listening to words".

(Montessori Maria, 1944)

The one of the essential aspects during the teaching learning process is Motivation, it is the starting point for learning, the teacher prepares an environment to facilitate children's independence and ability to freely select work that they find appealing, selecting activities that will appeal to their interests and keeping the environment in perfect condition adding to it and removing materials as needed.

The essential aspects of Montessori Method in the Teaching Learning Process encourage *cooperation*, minimize *competition*, provide *opportunities*, and *self-confidence, responsibility, coordination, interdependence* and to indirectly prepare for complex abstract concepts. Students respond to an inner urge to develop both knowledge and build identity through spontaneous activity through *individualized lessons*.

Montessori Method as described above has the potential to bring about some positive changes not only to our education system but to society at large. The question then remains, if the Montessori Method offers such a potential for success why is it not used in every school? One very simple answer is that not every educator is familiar with the Montessori Method. Those educators who are familiar with it try to use it or at least some aspects of it. Many private schools all over the world use Montessori Method to teach young children and adolescents.

There are many other schools and institutions that use the Montessori based programming for education, therapy, and research. The educational materials developed by Maria Montessori are used in schools and can be found in many homes where there are children.

Our educational system is greatly influenced by Dr. Montessori's Method of education. It is true that more changes are required, but changes do not come

easily, for our educational system policy must accept and follow the Montessori Method of teaching and learning. (Manitoba University Education, 2008)

HYPOTHESES

General

The Montessori Method supports the English Language Teaching Learning Process with students of 6th and 7th years of Basic Education at Tagesschule and San Gerardo High School during the Academic Period 2013-2014.

Specifics

The didactic material in Montessori Method generates success in the development of the English Language Teaching Learning Process with students of 6th and 7th years of Basic Education at Tagesschule and San Gerardo High School during the Academic Period 2013-2014.

The characteristics of Montessori Method support the English Language Teaching Learning Process with students of 6th and 7th years of Basic Education at Tagesschule and San Gerardo High School during the Academic Period 2013-2014.

f. METHODOLOGY

- **Materials**

- .Office Materials
- Dictionaries
- Folders
- Copies
- Notebook

- **Technical**

- Laptop
- Internet
- Pen Drive
- Printer

- ❖ **Methods**

I have identified the present research work as a descriptive one because I have not been manipulated the variables of the stated hypotheses, but they described the facts as they happened in the reality.

- **Methods, techniques and instruments:**

- **The scientific Method:** will be applied because the research demands an ordered and complex development that needs a serious process to describe the main event occurred during a period of observation of the research object.

- **Descriptive Method:** will be used to describe the current situation of our research object.

- **Explicative Method:** will be applied in the field work for contrasting the theoretical referents with the results. It will let me to identify the effects of the Montessori Method.

- **Statistical Method:** will be used to analyze and interpret the results of the research project.

- **Techniques and instruments**

To obtain the empiric information will be applied a survey for teacher and students of 6th and 7th years of Basic Education in order to know if teachers are using Montessori Method and applying the corresponding material in their English classes.

An observation guide will be applied to verify if the English teachers are using Montessori Method, the corresponding didactic material and how they develop the English language teaching learning process with students of 6th and 7th years of basic education at Tagesschule and San Gerardo High School.

- **Procedures**

To carry out this research project will be developed the following procedures:

- **Collect data:** to obtain information through a survey for teachers and students and an observation guide for teacher of 6th and 7th years of basic education at Tagesschule and San Gerardo High School.

- **Tabulation:** to tabulate the information about the present research work, will be used the descriptive statics for the questions and criteria from the reason or explanation of every question, it will contrast the information of teachers and students which will show the right information.

- **Organization:** the organization of the gathered information will be made according to the specific hypothesis.

- **Description:** it will be described in statistic tables that will show the frequency and the percentages of the indicators with the applied instruments.

➤ **Graphic representation:** it will facilitate the interpretation and the analysis of the results.

➤ **Interpretation and analysis:** once the information had been represented in tables and graphs it will be interpreted according to the obtained percentages and it will be analyzed.

➤ **Hypotheses verification:** the hypotheses will be proved through deductive hypothetical process supported in the logical analysis in a descriptive mode.

➤ **Conclusions and recommendations:** it will be developed based on a specific analysis of the outcomes and suggest recommendations to the main head of this important educative institution and also to the teachers and students in order to contribute for solving problems of the research project

➤ **Population and sample**

The teacher's population is formed by 3 English teachers who work in this educative institution. The student's population is formed by the total of 98 students of 6th and 7th years of Basic Education at Tagesschule and San Gerardo High School.

h. BUDGET AND FINANCING

❖ Resources

• Human

- Researcher
- Project Coordinator
- English teachers of 6th and 7th years of Basic Education at Tagesschule and San Gerardo High School.
- Students of 6th and 7th years of Basic Education Tagesschule and San Gerardo High School.

• Institutional

Universidad Nacional de Loja - Tagesschule and San Gerardo High School.

| DESCRIPTION | COST |
|----------------------------|-------------|
| Elaboration of the project | \$ 250 |
| Printing and photocopies | \$ 200 |
| Office material | \$ 200 |
| Transportation | \$ 250 |
| Unexpected expenses | \$ 150 |
| Total | \$ 1050 |

Financing

This research project is going to be financed by my own resources.

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➤ ANNEXES 2

UNIVERSIDAD NACIONAL DE LOJA
AREA DE LA EDUCACION, EL ARTE Y LA COMUNICACION
ENGLISH LANGUAGE CAREER

Teachers' Survey

DEAR TEACHERS:

As a part of the English Language Career has the purpose to carry out the Research **“THE MONTESSORI METHOD AND ITS EFFECTS IN THE ENGLISH LANGUAGE TEACHING LEARNING PROCESS WITH STUDENTS OF SIXTH AND SEVENTH YEARS OF BASIC EDUCATION AT TAGESSCHULE AND SAN GERARDO HIGH SCHOOL ACADEMIC PERIOD 2013-2014”**. So I require your contribution in the answering the following questionnaire.

HYPOTHESIS ONE:

The didactic material generates success in the development of the English Language Teaching Learning Process with students of 6th and 7th years of Basic Education at Tagesschule and San Gerardo High School during the Academic Period 2013-2014.

1. As English teacher of this institution, do you use the Montessori Materials in English classes?

Yes () No ()

2. Do you think Montessori Material contribute to succeed in the development of students in the English language teaching learning process?

Yes () No ()

3. Check, the Didactic Material that you apply during your English classes?

- Sandpaper letters ()
- Movable alphabet ()
- Writing Insets ()
- Grammar Symbols ()
- Pictures cards ()
- Object boxes with name cards()

4. How do you think the Teacher is related with Montessori Material (1=not related; 2=quite related; 3=related; 4=much related)?

1 () 2 () 3 () 4 ()

5. How often do you work with Montessori Material?

- Every class ()
- Twice a week..... ()
- Once a week..... ()
- Once a month..... ()
- Never ()

6. How important is the use of Montessori Material? (1=not important; 2=quite important; 3=important; 4=very important)

1 () 2 () 3 () 4 ()

HYPOTHESIS TWO:

The characteristics of Montessori Method support the English Language Teaching Learning Process with students of 6th and 7th years of Basic Education at Tagesschule and San Gerardo High School during the Academic Period 2013-2014.

7. Do you know about Montessori Method?

Yes () No ()

8. Check, which are the main characteristics of Montessori Method?

- Respect for the child ()
- Auto education ()
- Absorbent mind ()
- Sensitive period ()
- Environment prepared ()
- Adult attitude ()

9. How do students work when they use Montessori Material?

Whole class..... () In pairs..... ()
In groups.....() Individually..... ()

10. How effective is the Montessori Methodology?

Very effective..... () Little effective..... ()
Effective..... () Ineffective.....()

➤ ANNEXES 3



UNIVERSIDAD NACIONAL DE LOJA

AREA DE LA EDUCACION, EL ARTE Y LA COMUNICACION

ENGLISH LANGUAGE CAREER

Students' Survey

DEAR STUDENTS:

As a part of the English Language Career has the purpose to carry out the Research **“THE MONTESSORI METHOD AND ITS EFFECTS IN THE ENGLISH LANGUAGE TEACHING LEARNING PROCESS WITH STUDENTS OF SIXTH AND SEVENTH YEARS OF BASIC EDUCATION AT TAGESSCHULE AND SAN GERARDO HIGH SCHOOL ACADEMIC PERIOD 2013-2014”**. So I require your contribution in the answering the following questionnaire.

HYPOTHESIS ONE:

The didactic material generates success in the development of the English Language Teaching Learning Process with students of 6th and 7th years of Basic Education at Tagesschule and San Gerardo High School during the Academic Period 2013-2014.

1. As student of this institution, do you use the Montessori Materials in English classes?

Yes () No ()

2. Do you think Montessori Material contribute to succeed in the development of students in the English language teaching learning process?

Yes () No ()

3. Check, the Didactic Material that your teacher applies during the English classes?

- Sandpaper letters ()
- Movable alphabet ()
- Writing Insets ()
- Grammar Symbols ()
- Pictures cards ()
- Object boxes with name cards()

4. How do you think the Teacher is related with Montessori Material (1=not related; 2=quite related; 3=related; 4=much related)?

1 () 2 () 3 () 4 ()

5. How often do you work with Montessori Material?

- Every class ()
- Twice a week..... ()
- Once a week..... ()
- Once a month..... ()
- Never ()

6. How important is the use of Montessori Material? (1=not important; 2=quite important; 3=important; 4=very important)

1 () 2 () 3 () 4 ()

HYPOTHESIS TWO:

The characteristics of Montessori Method support the English Language Teaching Learning Process with students of 6th and 7th years of Basic Education at Tagesschule and San Gerardo High School during the Academic Period 2013-2014.

7. Do you know about Montessori Method?

Yes () No ()

8. Check, which are the main characteristics of Montessori Method?

- Respect for the child ()
- Auto education ()
- Absorbent mind ()
- Sensitive period ()
- Environment prepared ()
- Adult attitude ()

9. How do you work when they use Montessori Material?

Whole class..... () In pairs..... ()

In groups.....() Individually..... ()

10. How effective is the Montessori Methodology?

Very effective..... () Little effective..... ()

Effective..... () Ineffective()



UNIVERSIDAD NACIONAL DE LOJA

AREA DE LA EDUCACION, EL ARTE Y LA COMUNICACION

ENGLISH LANGUAGE CAREER

OBSERVATION GUIDE

ENGLISH SUBJECT

Teacher's name: _____

Date: ____/____/____

Observer's name: _____

Time: _____

Institution: _____

Grade: _____

| | | |
|-----|---|---|
| 1. | Teacher has a lesson plan to develop the class. | Yes () No () |
| 2. | Teacher makes a warm up, when she/he begins the class. | Yes () No () |
| 3. | During the class the teacher demonstrates preparation for it. | Always () Often () Sometimes () Never () |
| 4. | Teacher gives the students the correct information about what they are going to do. | Always () Often () Sometimes () Never () |
| 5. | Teacher uses the didactic material for explaining a topic. | Yes () No () |
| 6. | The didactic material is related with the topic. | Yes () No () |
| 7. | There are interactions with students while handing out the material. | Always () Often () Sometimes () Never () |
| 8. | Teacher makes sure all learners are taking part in the activities. | Yes () No () |
| 9. | The teacher uses the following didactic material: | Sandpaper letter () Reading analysis () Reading cards () Grammar symbols () Another () |
| 10. | How do students work when they use didactic material? | Whole class () Groups () Pairs () Individually () |
| 11. | Teacher gives students time to finish each activity. | Yes () No () |
| 12. | Teacher monitors the class during the activities. | Yes () No () |
| 13. | How was the classroom management? | Excellent () Very Good () Good () Regular () |
| 14. | Teacher makes a feedback at the end of the class. | Yes () No () |
| 15. | The teacher assesses their students during the class. | Yes () No () |
| 16. | What methods of assessment teacher uses: | Formal assessment () Informal assessment () |
| 17. | What activities teacher choose to assess their students | Test () Multiple Choice Questions () True/False Questions () Games () Quizzes Another () |



CONSISTENCY MATRIX

THEME: “THE MONTESSORI METHOD AND ITS EFFECTS IN THE ENGLISH LANGUAGE TEACHING LEARNING PROCESS WITH STUDENTS OF SIXTH AND SEVENTH YEARS OF BASIC EDUCATION AT TAGESSCHULE AND SAN GERARDO HIGH SCHOOL ACADEMIC PERIOD 2013-2014”.

| PROBLEM | OBJECTIVES | HYPOTHESES | VARIABLES | INDICATORS |
|--|--|--|--|--|
| <p>GENERAL</p> <p>How does the Montessori Method promote the English Language Teaching Learning Process with students of 6th and 7th years of Basic Education at “Tagesschule and San Gerardo High School during the Academic Period 2013-2014”?</p> | <p>GENERAL</p> <p>To determine the importance of Montessori Method in the English Language Teaching Learning Process with students of 6th and 7th years of Basic Education at “Tagesschule and San Gerardo High School during the Academic Period 2013-2014”.</p> | <p>GENERAL</p> <p>The Montessori Method benefits the English Language Teaching Learning Process with students of 6th and 7th years of Basic Education at “Tagesschule and San Gerardo High School during the Academic Period 2013-2014”.</p> | <p>THE MONTESSORI METHOD</p> | <p>Montessori Method Characteristics of Montessori Method Teaching English with Montessori Method Montessori materials</p> |
| <p>SPECIFICS:</p> <p>How the didactic material in Montessori Method used by Montessori teachers support the English Language Teaching Learning Process with students of 6th and 7th years of Basic Education at “Tagesschule and San Gerardo High School during the Academic Period 2013-2014”?</p> <p>How the characteristics of Montessori Method contribute in the English Language Teaching Learning Process with students of 6th and 7th years of Basic Education at “Tagesschule and San Gerardo High School during the Academic Period 2013-2014”.</p> | <p>SPECIFICS:</p> <p>To recognize the didactic material in Montessori Method used by the teachers to develop the English Language Teaching Learning Process with students of 6th and 7th years of Basic Education at “Tagesschule and San Gerardo High School during the Academic Period 2013-2014”.</p> <p>To identify the characteristics of Montessori Method in the English Language Teaching Learning Process with students of 6th and 7th years of Basic Education at “Tagesschule and San Gerardo High School during the Academic Period 2013-2014”.</p> | <p>SPECIFICS:</p> <p>The didactic material in Montessori Method generates success in the development of the English Language Teaching Learning Process with students of 6th and 7th years of Basic Education at “Tagesschule and San Gerardo High School during the Academic Period 2013-2014”.</p> <p>The characteristics of Montessori Method support the English Language Teaching Learning Process with students of 6th and 7th years of Basic Education at “Tagesschule and San Gerardo High School during the Academic Period 2013-2014”.</p> | <p>THE ENGLISH LANGUAGE TEACHING LEARNING PROCESS.</p> | <p>Teaching and Learning Teaching Learning Strategies for Education Essential Aspects of the Teaching Learning Process</p> |

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