



**PENINSULA OF SANTA ELENA STATE UNIVERSITY
FACULTY OF EDUCATION AND LANGUAGES
ENGLISH TEACHING CAREER**

**“MULTISENSORY ACTIVITIES TO DEVELOP PRE-READING
SKILLS OF SECOND BASIC YEAR STUDENTS AT UNIDAD
EDUCATIVA “CARRERA SÁNCHEZ BRUNO”, SANTA ELENA
PROVINCE, ACADEMIC YEAR 2015-2016.”**

RESEARCH PAPER

As a prerequisite to obtain a:

BACHELOR’S DEGREE IN ENGLISH

AUTHOR:

MARÍA ALEJANDRA TOSCANO COLLANTES

ADVISOR:

MBA. BYRON VILLACRESES SANTILLÁN

LA LIBERTAD - ECUADOR

2016



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS
CARRERA DE LICENCIATURA EN INGLÉS**

**“MULTISENSORY ACTIVITIES TO DEVELOP PRE-
READING SKILLS OF SECOND BASIC YEAR STUDENTS AT
UNIDAD EDUCATIVA “CARRERA SANCHEZ BRUNO”,
SANTA ELENA PROVINCE, ACADEMIC YEAR 2015-2016.”**

TRABAJO DE TITULACIÓN

**Para obtener el grado académico de
LICENCIADA EN IDIOMA INGLÉS**

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La Libertad, 11 April 2016

ADVISOR'S APPROVAL

I served as Advisor to undergraduate student María Alejandra Toscano Collantes for the research paper “MULTISENSORY ACTIVITIES TO DEVELOP PRE-READING SKILLS OF SECOND BASIC YEAR STUDENTS AT UNIDAD EDUCATIVA “CARRERA SÁNCHEZ BRUNO”, SANTA ELENA PROVINCE, ACADEMIC YEAR 2015-2016”.

I declare that after guiding, correcting, and reviewing the project, I approve it in its entirety. It meets the requirements of the English Teaching Career, Faculty of Education and Languages at Peninsula of Santa Elena State University. This final project is eligible for submission to the academic tribunal for final approval.

Sincerely,

Lcdo. Byron Villacreses Santillán, MBA.

Advisor

La Libertad, 11 April 2016

STATEMENT OF AUTHORSHIP

I, María Alejandra Toscano Collantes with ID number 1710575935, undergraduate student from the Peninsula of Santa Elena State University, Faculty of Education and Languages, as a prerequisite to obtain a Bachelor's degree in English, in my role as author of the research paper "MULTISENSORY ACTIVITIES TO DEVELOP PRE-READING SKILLS OF SECOND BASIC YEAR STUDENTS AT UNIDAD EDUCATIVA CARRERA SANCHEZ BRUNO, SANTA ELENA PROVINCE, ACADEMIC YEAR 2015-2016.", certify that this research is of my authorship, except for the quotes and reflections used in this research paper.

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DEDICATION PAGE

I dedicate this research work to my mother, who has always instilled in me the importance of fighting for my dreams, keep improving and self-overcome.

A huge thanks to my family, they are and have been my support, refuge and my calm in all events of my life and of course for trusting in my abilities and always staying beside me as my mental support. To my classmates with whom I shared my studies and educational experiences, and I wish them the best in the future. And finally all who in one way or another collaborated in this process making possible this academic achievement, thank a lot for their love, patience, faith and strength.

María Alejandra

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To my university UPSE and professors who contributed in my learning. I would like to thank the authorities of Unidad Educativa “Carrera Sánchez Bruno” to give me all the facilities to collect the data and open their doors to allow me to carry out this work.

María Alejandra

DECLARATION

“The content of the following Graduation Work is my responsibility; the intellectual property belongs to the Peninsula of Santa Elena State University”.

María Alejandra

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“CARRERA SÁNCHEZ BRUNO”, SANTA ELENA PROVINCE,
ACADEMIC YEAR 2015-2016.”**

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Advisor: Byron Villacreses Santillán, MBA

ABSTRACT

The current research is based on how to teach through activities that involve the senses and aim to help students develop pre-reading skills and prepare them for the reading process. Multisensory activities approach with the senses in different aspects and areas of thought, activating brain areas and suiting each learning style. Every child processes information differently and multisensory activities work global and are suitable for multi-level groups and students with learning disabilities such as dyslexia. The aim of this study is to show how the use of multisensory activities helps students develop their previous skills, which are useful into the reading process. The study involved the principal, English teachers and second basic year students from Unidad Educativa “Carrera Sánchez Bruno” and was conducted during a period of three months. Data was gathered through interviews, diagnostic test, questionnaire and post-test.

Keywords: Multisensory activities, senses, pre-reading, reading process.

INTRODUCTION

Around the world, the English language has established itself as a language leader. The educational field has had a special impact because there is an increasing demand to learn this language in early stages. Nevertheless, the idea about pupils learning a new foreign language was not regarded as acceptable years ago, but nowadays this idea is gaining ground.

According with studies by Harvard University, when children start learning a language in early stages, they develop faster certain abilities such as critical thinking, creativity and flexibility. Reading is one of the most complicated skills to develop in class because it involves a complex cognitive process. This reveals the need to improve the way teachers begin preparing children for reading in a world where English language is one of the most popular.

This paper contains a theoretical framework with important information related with learning and teaching at early stages, and the principal idea is to promote the use of multisensory activities through the implementation and creation of didactic materials to develop pre-reading skills. English teachers will be encouraged to make their lessons innovative and creative. The beneficiaries will be all who make up the educational community: students, teachers and parents.

This paper work is comprised of five chapters detailed as follows:

Chapter I: It contains data about the title, contextualization, critical analysis, guideline questions, formulation of the problem, delimitation of the research, significance and objectives of the research.

Chapter II: It is the theoretical support with relevant information about the topic, pedagogical and legal bases, fundamental categories, hypothesis and variables.

Chapter III: It is the description of levels and types of research, population sample, and instruments to collect the data and interpretation of the results, the variables operationalization, conclusions and recommendation of the research.

Chapter IV: It establishes a solution to the problem, in this case through a collection of multisensory activities to develop pre-reading skills.

Chapter V: It indicates the distribution of economic resources, budget and timetable of the activities

CHAPTER I

THE PROBLEM

1.1 Title

“MULTISENSORY ACTIVITIES TO DEVELOP PRE-READING SKILLS OF SECOND BASIC YEAR STUDENTS AT UNIDAD EDUCATIVA “CARRERA SÁNCHEZ BRUNO”, SANTA ELENA PROVINCE, ACADEMIC YEAR 2015 – 2016.”

1.2 Statement of the problem

When children are born, great deals of expectations are created around them and all related to their appropriate progress in different aspects of their lives. These aspects involve three important parts such as affective and social, physical and motor, cognitive and linguistic development. All these aspects constitute the parts of a puzzle called “knowledge” which should be routed without skipping stages of evolutionary development. As parents, caregivers, pediatricians, or teachers it is necessary to monitor, encourage and nurture children’s positive evolution.

In Ecuador, there has been some progress in education. However, there are still gaps particularly in the area of teaching English as a foreign language. At elementary schools, English teachers do not possess sufficient information about how to teach kids, they do not know how to deal with learning problems that arise

throughout the educational process and how to develop the necessary skills for teaching and most of them do not have experience teaching reading and writing.

Currently, the offer and demand have increased in private schools where teaching English language at early stages is a synonymous of quality. Private schools in the Province of Santa Elena are working to establish local competitive services focusing on integrated activities and part of them is teaching English language. However, several questions arise such as: Are English teachers prepared to cover the offer? How many of them are trained in ELL (English Language Learner.- Students whose mother tongue is not English but they are in the process of learning English).

The professionals and who are preparing at universities for becoming English teachers do not have adequate training for teaching children. A teacher of English does not only teach English vocabulary but also teaches reading, writing, basic math concepts, science, etc. The lack of knowledge in the field of basic education limits the capacity to get much better learning outcomes. The ideal scenario is that students develop basic skills in pre-school and first basic year and when they start the literacy process they are ready. Nevertheless, in practice the probability that basic skills have not been developed in pre-school or have been over stimulated is high and results in serious educational issues.

“Carrera Sánchez Bruno” high school is located in Santa Elena Province, and shows some problems related with difficulties in the area of English learning because in the transition from initial education to elementary education some students are not ready to start the reading process.

This project aims to improve the development of pre-reading skills of students through multisensory activities. Recent research shows the importance to develop the previous skills where students develop their cognitive and motor skills to help them achieve success in the learning process. In this particular case, activities pre-reading activities are provided to develop an effective English reading process. One of the best ways to improve the complex reading process is using multisensory activities because they are according with stages and students’ needs. Working with senses helps both students and teachers to acquire and internalize knowledge and ensure motivation in the learning process. In addition, teachers can satisfy different types of learning and suit multiple intelligences.

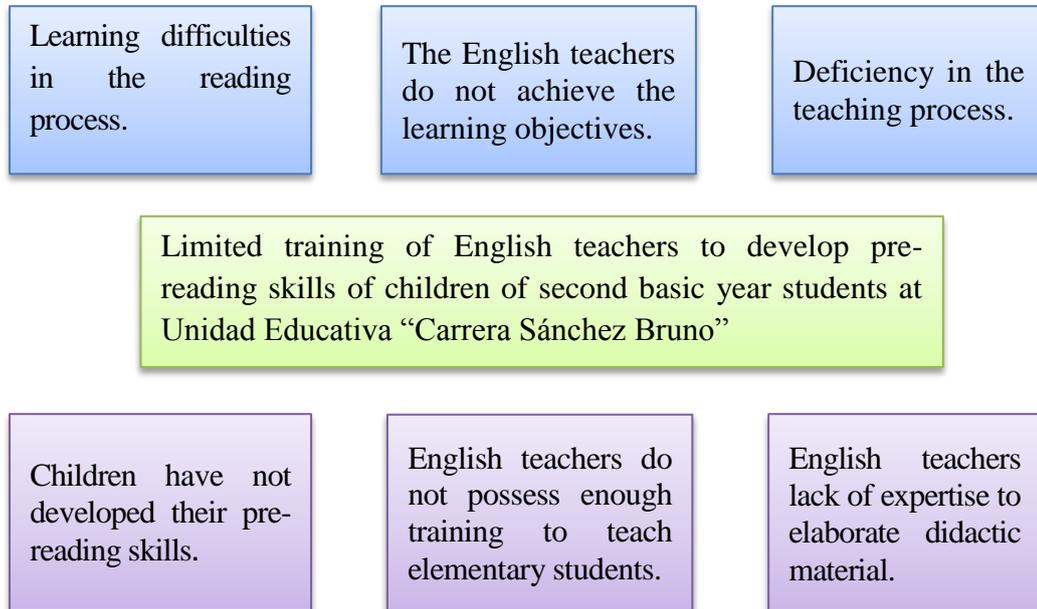
In schools and high schools at the Province of Santa Elena, English teachers do not use methods according with the needs of their students. The multisensory method involves more than one of the bodily senses at a time; helping as a tool to enrich learners’ self-confidence, vocabulary, memory, gross and fine motor skills, visual and auditory discrimination, and offers countless of opportunities to practice with different elements.

1.2.1 Contextualization

“Carrera Sánchez Bruno” high school shows some problems related with the development of pre-reading skills and with the use and elaboration of didactic resources that help teachers and their students alongside the teaching and learning process.

There are some reasons that contribute on this situation for instance; teachers do not apply an initial evaluation to help determine the level of development of sensory and pre-reading skills, which would help in establishing if the students are ready to start learning to read and when to introduce the teaching of reading. Additionally, English teachers do not have enough training for the development of a program with activities that develop pre-reading skills. Hence, there is a strong possibility that children present learning difficulties in the reading process and do not achieve the learning objectives which summarizes in a deficiency in the teaching process. Teachers need to improve the strategies, techniques, resources and materials that are implemented in their lessons.

Chart #: 1: Problem tree



Elaborated by: Alejandra Toscano Collantes
Source: Unidad Educativa “Carrera Sánchez Bruno”.

1.2.2 Critical analysis

When comes the time to talk about the reading skill, it refers to competencies and key capacities that remain with people all their lives and that are acquired through informal and formal education, where children develop the necessary skills to guarantee or predict their success when they face the reading stage. Anticipated or leapfrog stages carry negative consequences and educational issues. These skills must be developed in preschool and first basic years of education, but the reality is other because when students start their reading and writing process, they present several difficulties whose roots come from inefficient development of previous skills that are necessary for successful learning.

English teachers need different tools to improve their knowledge and develop the abilities of their students. The initiative to use the multisensory method is based on educational theories and studies that show evidence of its effectiveness in the education of children not only with disabilities and learning difficulties but also with children who start their learning process. In this project, it will be promoted the application of useful activities that through the senses help children internalize knowledge.

1.2.3 Formulation of the problem

How do multisensory activities influence on developing the pre-reading skills of second basic year students at Unidad Educativa “Carrera Sánchez Bruno”?

1.2.4 Guideline questions

- What are the stages of cognitive development?
- What are pre-reading skills?
- Why is the reading skill important in the learning of a foreign language?
- What do multisensory activities involve?
- Is the use of multisensory activities a proper solution to solve the stated problem?

1.2.5 Delimitation of the research object

- **Field:** Education
- **Area:** English
- **Aspect:** Multisensory activities.
- **Topic:** “Multisensory activities to develop pre-reading skills of second basic year in students of Unidad Educativa “Carrera Sánchez Bruno”, Santa Elena Province, Academic Year 2015 – 2016.”
- **Problem:** How do multisensory activities influence on developing the pre-reading skills of second basic year students at U. E. “Carrera Sánchez Bruno”?
- **Time limitation:** The research will be held during the academic year 2015-2016.
- **Population limitation:** Second basic year students, English teachers and director of Unidad Educativa “Carrera Sánchez Bruno”.

1.3 Significance

It is important to achieve progress in the reading process; this must aim to children who start the process at early ages and who need to improve oral language, symbols, phonemic awareness and visual aids known as pre-reading skills, accompanied by constant teacher’s assistance.

Applying multisensory activities will help children to learn through more than one sense and in this way; children can develop pre-reading skills using different

learning styles like tactile, kinesthetic, auditory and visual. The use of senses helps to enrich children's vocabulary, memory, gross and fine motor skills, self-confidence, identify graphics, shapes, letters, sounds, textures, etc. On the other hand, it is significant to contribute with English teachers to improve their knowledge in areas related with early English teaching with children from elementary school because the educational system requires professionals in constant training. This concept caught the attention of the authorities of the Unidad Educativa "Carrera Sánchez Bruno" who gave opening for this research.

It is crucial to improve the teaching of English since early ages taking into account the student's age and stage of development of; this premise is shared by the school teachers who are very interested in the issue. The multisensory activities will be applied with children from second basic year and specifically put emphasize with a group of children that present some educational problems related with reading. It is planned to apply some multisensory activities to observe and report the results, advances and experiences obtained during a three-month period.

The beneficiaries will be children and English teachers who will dispose of a compilation of different activities, materials and creative ideas to work with children in order to develop pre-reading skills. At the end, the objective will be to demonstrate direct and indirect beneficiaries of this proposal.

1.4 Objectives of the research

General objective

To determine the incidence of multisensory activities on the development of pre-reading skills of the second basic year students from Unidad Educativa “Carrera Sánchez Bruno”

Specific objectives

- To identify appropriate multisensory activities that help develop pre-reading skills according with children among six to seven years.
- To elaborate multisensory progressive activities for improving the pre-reading process of second basic year students.
- To consider the use of multisensory activities through motor, auditory and visual skills necessities for students of second basic year

CHAPTER II

LITERATURE REVIEW

2.1 Previous Research

Over the course of history, there have been many investigations that have led to changes in education. Among those changes are things like school starting age, which gradually has changed their perspective and today's issues such as early stimulation, which is given as a parameter at the age of three years old. Another aspect is the game as a teaching tool, where the movement, the development of the senses and the use of materials are the primary bases of education. The twentieth century gave a twist to children's education, and then figures like Maria Montessori appear and is she who stresses the importance of exposing children to learning by developing their skills, perception and language.

In many ways, science has been investigated on the subject of learning to, there are studies at a pedagogical, linguistic, psychological and sociological level that agree, disagree and suggest solutions and ways forward in the process of reading, which is consider as one of the most complex. In one of those studies, Piaget talks about aspects of cognitive, emotional and physical development, Maria Montessori talks about the importance of proper stimulation at an early age,

exposing children to explore their environment to develop their skills and ensure their learning. Finally, in another study Glenn Doman assures that the sooner the child starts with stimulation and learning, the better.

2.2 Basis

2.2.1 Pedagogical basis

In the educational process, there are several aspects that are part of it; one of them is pedagogical bases that are supported by other areas such as psychology and philosophy. Within the educational basis, there are several elements that are essential such as the context, the teacher-student relationship, the teaching process, etc.

Building a connection between teacher and student is an important factor in the pedagogical aspect. According with Piaget (1987) is vital to understand how students learn and what they need to learn. It is important to make contact with their environment and concrete objects that they can touch, smell, see and hear. Learning is a prior knowledge, which is modified to make way for a new one. Moreover, teachers should ensure that students understand and retain all the information to be used when required throughout their lives.

Piaget's theory talks about development, evolution and psychology, it is almost impossible not to mention Jean Piaget, who dedicated all his life to observe and

create a solid psychological proposal with important fundamentals about constructivism, intelligence, cognitive development, etc. converting his legacy in a referent until now. His research has caused controversy and criticism but also has served as a guideline for further studies in different fields like education, psychology and pedagogy. His theory involves five aspects known as stages of development, equilibrium, accommodation and assimilation.

Jean Piaget created a blueprint as a path to explain the structure of how the development from infancy through adulthood is, and described gradual changes that are part of the process to learn and grow up. He proposed four stages of cognitive development: sensorimotor, preoperational, concrete operational and formal Operational. Piaget emphasized that the stages cannot be omitted because they constitute a sequence in the development of physical, intellectual and emotional skills that enable individuals to understand the complex world around them.

Within the learning process, it is required to restore a balance between ancient and new knowledge. Children interact with the environment some shifts can produce disequilibrium because the new revelation about new knowledge creates a conflict that have to be resolved in order to find the balance. This situation is part of the learning process and at the same time generates other advances that feed the branches of knowledge and update it; this mechanism is known as Equilibration.

People need to adapt to new realities all the time, this capacity gives the possibility to survive and at the same time accept changes. Children experiment assimilation and accommodation as a way to adapt new knowledge and transform previous information with the reality. Conforming children go through knowledge, they need to organize and interpret this information using schemas, which help to structure an enormous number of meanings, organized in groups to retain and give sense when the information is modified.

The process of learning skills requires constant activity, where many resources are used and different learning styles are taken into account, which at the same time determine the resources and materials to be used in the educational process. This is mentioned by María Montessori (2012) where she expressed that children need to pay attention and concentrate on tasks; didactic material helps as a very precious tool where they can use their senses. Touch, smell, sight, hearing and taste send a lot of information to the brain, help to distinguish shapes, dimensions, textures, weight, make comparisons and offer different opportunities to learn about the real world.

Language has a special place into the learning process; hearing is an important sense that gives the option to follow the different sounds from the nature and the other produced by humans when the language is articulated. Correct pronunciation puts emphasis in each component of the word, gesturing the sounds. The hearing sense recognizes and discriminates sounds that are product of the environment

that surrounds someone. An appropriate pronunciation is vital to show how children have to articulate words with accurate pronunciation, but all of this is complemented if they use their senses at the same time where they include the vocabulary and the words become functional and pragmatic action.

Students need an oversight but not a direct intervention, the teacher or adult needs to guide children but just a companionship because normally teachers and adults no resist the temptation to intervene and interrupt the special moment. However, maintaining the curiosity and enthusiasm is the key for obtaining the interest in learning; children feel the connection and security creating strong laces where the respect, imitation and confidence help to develop a comfortable environment to learn. After all this process students are ready to start reading and writing.

2.2.2 Legal basis

Constitution:

Chapter Two

Education

The article 28 of the Constitution of the Republic manifests that learning will be developed in both ways schooled and unschooled.

Regime of Good Living

Education

Art.343 (National Education System). – It talks about the National System and how it focuses on learning as a person or a group where the cultural, geographical and linguistic diversity of the country and its habitants is respected.

Art. 350 Discusses the correlation between the educational system and the National Higher Education System.

LOEI Organic Law of Intercultural Education.

Title 1

General Principles

Chapter One

Scope, Principles and Purposes

Art.-2. Beginning.

Literal.- f. Development process.

This refers to the process of development in which cognitive, affective and psychomotor aspects are taken into account.

Literal.-g. Permanent Learning.- It highlights the importance of continuing education.

Chapter I ii.

Educational Levels and Sublevels

Art. 27. It divides and subdivides education levels.

Plan of Good Living.

Objective 4: To strengthen the capacities and potentialities of citizens

4.4. It focuses on rights, gender, intercultural and inclusive as well as the national curriculum, quality and continuous training of teachers. Literal N emphasizes the importance of research and the use of holistic tools for students' development.

Chapter Four

Rights and Duties of Teachers

Art. - 11 Obligations.- Teachers and have the following obligations:

Literal i: It deals with the teacher's role to support and monitor their students' learning.

Chapter Five

Structure of National Education System

Art. 42. - General Basic education level.- Basic education is where the development of abilities, skills and capacities of children and adolescents are encouraged, explaining their relevance and how this experience will be useful in their future lives.

Code of Children and Adolescents

Chapter III.

Rights related to development

Art. 37. Right to Education.- Taking into account the rights of children to be educated from an early age with programs that are according to their needs and age.

2.3 Fundamental categories

2.3.1 Maria Montessori Method

Maria Montessori was a woman out of her time, in Italy she was the first woman who obtained a medical degree, and then she made practice and researches with mentally retarded and deficient children. She started visiting elementary schools where she realized that the method that she had designed could be applied for all children. Montessori had the opportunity to be the director of “Casa dei Bambini” school and made an experimental work in order to establish and prove whether her method was appropriated or not.

When Maria Montessori published her observations and experiments in pedagogy, people considered them as magnificent works and “Casa dei Bambini” received the visit of professionals. She decided to dedicate her life to develop teacher training programs and promote her method.

Sensitive periods: they are temporary periods where children show especial interest in specific things from the environment while ignoring other aspects; appearing in each stage of development. Children are very concentrated trying to solve an activity without schedules, rhythm, until finally they finish it, for that reason Montessori’s effort to prepare the ideal environment that stimulates children’s work where students can learn through sensory and motor activities using materials that permit to develop cognitive capacity from direct experiences which is possible thanks to the senses.

Montessori's method is divided into motor, sensory and language. Motor education finds the independence and self-control, the child develops the capacity to interact with the environment, recognizing their bodies through actions, imitations, manual work, gymnastic exercises and learning how to behave with the rest of children.

Piaget's Stages of Cognitive Development: Jean Piaget achieves to identify four phases or as he calls four stages of cognitive development. Those stages help him to organize periods of development according with the child's age. The first stage is the sensory motor stage with children between births to two years old. The second one is the preoperational stage from two years to seven years old. The third is the concrete operational stage, which goes from seven to eleven. The last one is the formal operations stage with adolescents from eleven to seventeen or more.

Piaget describes the progress showing changes in mental operations and abilities remarked that at each stage the order is always the same and cannot be acquired without previous knowledge learned in the last stage; other characteristic is the integration where the reorganization between previous and new knowledge is equilibrated and permit to explain why and how the cognitive human system is capable of building cognitive structures each time more sophisticated and adaptable, assuming progress at each stage.

2.3.2 Sensorimotor Stage

It is based on physical experiences where the senses are the way how the infants build the knowledge that is a combination of instincts and symbols. The object permanence is when children accept that things are a reality even when they do not see them. Schemas are part of groups of words, ideas or behaviors that represent the structure of the world and its meanings help to understand previous, new and future knowledge. Another characteristic of this period is about objects, Piaget explained about how babies under eight months believe that things exist while they can see them but when things disappear they do not exist for the babies; later when they grow other steps towards the development occurs when babies are able to find objects that are hidden or out of their visual field, he calls this as Object Permanence. This stage is subdivided in 6, each one with specific signals that allow its evolution, such as sucking objects, use their eyes to follow objects, imitation, coordination visual and comprehension, and children start to use logic in order to achieve their objectives what Piaget calls “first proper intelligence” and at the same time they become “young scientist” because they prove through things that they have discovered something new.

2.3.3 Pre-Operations Stage

Normally this stage starts from two years to seven years, the principal characteristic is the egocentrism where children have their thinking and consider that this is the only alternative, they also believe the world spins in their

environment. Other particularity is called Animism when children believe that objects have life, i.e. they can feel, move, talk, etc. The Symbolism is other feature in this stage that refers to the ability to represent things using symbols. Children can understand what is right and wrong, awakening within them a sense of obedience. Inside this stage, near the end, children are developing an intuitive thinking where highlight two points known as concentration and conservation, children believe that they understand how things happen but this is apparently an unused logical reason.

2.3.4 Concrete Operational Stage

This stage occurs between seven to eleven years old, children develop other capacities even when the objects are not there, things could change and happen in different scenarios, children begin to make predictions. Transitivity is a logical relation between two or more objects as classification, seriation, divide and now they can use their mind to do things that they could do only with their bodies or hands. They can resolve problems thinking in several aspects or possibilities to find the solution.

2.3.5 Formal Operations

It is the last stage in the cognitive development proposed by Piaget, it occurs from eleven to seventeen years. Adolescents use other tools to solve problems because they begin to develop hypotheses, make questions and evaluate the facts to reach a

conclusion. Egocentrism is a vulnerable aspect in this stage where their behavior could be affected in a negative way, even when they feel the world is at their feet.

2.3.6 The Preoperation Stage

It is an intuitive stage where children used very little bit the logic and they have to discover how the function of the symbols is, how to serve the world causing moments of anxiety, confusion and sense of failure at not being able to express their ideas, but this imbalance is part of the way of learning. During this process, they will realize how words work and what effects they have on communication. Language is a very important part in the human being life because through this, people can share ideas; language helps with thoughts and memory that are required for thinking and memory that are required to relate things and situations to make them own.

The development of the Preoperational stages comes in big part from the language where this change increases with age, especially from 5 to 7 years old but not to communicate with others but to communicate their ideas and often ignores instructions given. Younger children of this stage love to play with words changing their meaning, inventing new or mixing them, do it in different tones and speed. They never feel tired of hearing the same story several times stating and repeating the words that they already know. Older kids try to use language to solve situations that are presented; the effectiveness of this activity will depend on the stimuli of their environment and the care the child receives from adults and other children where he can make and answer questions during a conversation.

Although they go forward, there are certain things that children are not yet able to do such as the one-dimensional thinking, which does not allow them to take into account other aspects of an event making consider their point of view as true, real and assumed to be correct. Another limitation is the reasoning transductive making it takes to conclusions by simply observation for something in particular based on the observed. Although labels can appoint or cannot form practically all categories to associate, classify easily thus causing problems when they have to remember things. Following transformations of objects is another difficult task at this stage because they cannot understand or reason about what happens in the middle of the process because children only consider the beginning and the end. Conservation is the possibility to realize that a change in form does not necessarily mean a change in the bottom of things, which can establish whether an object is equal or different.

2.4 Affective and Social Development

Family is vital to develop this process because little children learn how adults manage different situations where they can learn values, and first interpersonal relationships and abilities for emotional regulations that allow express their emotions according to the stimulus received from the environment and that adjust their behavior. It is important to have social play because they can practice social skills where they can prove and experiment cultural norms and values, learning

what is acceptable or unacceptable behavior and at the same time practice how they can negotiate with their pairs.

Children who achieve social and emotional development have strong bases in these areas of life that help them to manage and understand their capacities, strengths and weaknesses and accept them and at the same time respect and interact with others. However, this road has significant changes where children need to feel good with themselves and be accepted by others, these last are the support to increase their relationship, language, communication and behavior that learn how some rules or attitudes help to solve their problems and express their feelings, emotions and ideas.

Establishing a structure and daily routines help children to respect rules and habits creating an environment of security, children become more independent because they learn to make things by themselves such as put in order their bedroom, do homework, etc. They have continue relations with others in social activities or events, play with other children, share things, create opportunities to interact with people of different ages, wait their turn, and learn to keep clam when they win or lose. All of these learning give the support and confidence to solve problems in any field of their lives.

2.5 Physical and Motor Development

When talking about physical and motor development, comes to mind images about human body, movements, etc. but it is much more than that, as its impact on adult life and particularly in education requires to dominate and develop skills that will help in their education. Playing and doing physical activities help children to acquire self-confidence, social experience and familiarize with the environment that surrounds them.

The relation between movement and learning has some explanations, for instance, physical movements promote sensory integration because the brain receives information from the senses and coordinates auditory and visual activities where the brain has to interpret the sound and associate them with the object. Another stimulus comes from the communication where students have to express their ideas and use expressions or more words while they play with their classmates, making this a very close relationship.

Another important aspect is that through movements and touch they stimulate their lobe of the brain where self-control is developed; they learn to respect rules of the game, roles into the game, turns helping them to improve their behavior and calm their energy to facilitate cooperation, group work and resolve problems as a team. In short, through physical and motor movements they develop the attention, memory, self-control and educational performance.

When children learn fine motor skills they use small muscles in their hands to perform activities such as manipulation of objects, tracing to paint, draw, write and other actions like dressing, eating, grooming, associating eye-hand coordination and prehensile. Gross motor skills are related with movement from arms, torso and legs to permit body control and make activities such as walking, running, kicking, throwing, crawling, etc. Poor fine and gross motor skills can produce problems as poor self-esteem, low participation in the classroom as well as in outdoor activities, lead to difficulties with reading and writing skills, complete assignments, make letter formation, etc.

Children between six to eight years old are about to enter the formal education system where they will present new learning and challenges where motor skills such as laterality, handling, and muscles are stronger, their concentration is higher and can follow and understand instructions which show an awareness of their body and its movements. This process has three important parts: acquisition, development and consolidation or habituation that should be considered when teachers introduce or reinforce a skill. Acquisition is the first phase of learning dependence on the stimulus. The development is repeating the action in order to improve the experience and the execution. The consolidation or habituation is the practice to be honed and internalized until it appears as automatic skill but educators have to remember to teach one simple skill before another with greater complexity.

2.6 Multisensory Concept

Through the senses, the brain receives the information and joins mental, physical and emotional areas that give meaning to things and situations, which implies the use of more than one sense.

2.7 Senses and their development

The period when the children are growing and constructing their sensorial faculties is from three to six years old, in that period they prepare their bodies and mind with stimulus received from the environment and their personal experiences.

Children have different learning styles and if they use two or three senses at the same time, they can do more connections in their brains and retain the information more effectively. Based on the sensations and perceptions they are building higher processes of knowledge, intelligence and language. However, all depends on opportunities for preparing the sense organs that will give the foundations for future learning. For that reason, teachers have to provide environments full of stimulus, physical space and exploration activities.

After receiving information from the senses, children encode it through the sensory receptors for transmission to the brain where they decode and make sense. The most influential sensorial systems are visual, auditory and tactile-kinesthetic.

2.7.1 Sight

Through the visual system, people receipt most of the information about the world.

Thanks to the eye that detects light and accommodates the images focusing on the object. When children start to read, they need to use their vision and there are two important points to be taken into account to be developed. One of them is visual acuity because it is the capacity to see things both near and far. Another is visual discrimination that helps children to distinguish differences and similarities among the things around them. If children have visual problems they cannot pay attention and sometimes this is mistaken as a lack of interest to learn, also children begin to have headaches, rub their eyes, squint, and give the wrong answer.

2.7.1.1 Visual discrimination

Through this type of discrimination, children can establish differences and pay attention to details, shapes, and colors. When children observe things that are part of their environment it is fundamental that they identify printed letters, images, and their appearance after that, they could be asked to distinguish words in a text, words as their names, for example. These words appear frequently and they start to recognize them and these words and letters will constitute a list to which it is known as sight word, children feel comfortable and motivated to read not in conventional way but they can associate the shape with a sound and meaning and they have the opportunity to practice and expand their vocabulary. Their self-confidence increases because they believe that they can read and be persistent.

The visual memory permits that children can recognize letters with similar shapes, at the beginning, children only pay attention to the first and last letter of words but with practice and training, they later notice the other letters that are part of the word. Establishing or putting emphasis in the space between each word is important to define the words.

2.7.2 Hearing

When the ears perceive sounds through the sound of the waves entering the eardrum vibrate up to the membrane of Corti and is transmitted through the acoustic nerve to the temporal lobe of the cerebral cortex. This system is so important to develop the language. However, it is not just the ability to discriminate sounds but also to make the association amount sounds, letters and words. All of this process is part of a logical sequence where children need to practice and interpret the sounds giving them meanings.

2.7.2.1 Auditory discrimination

It is the ability to detect similitudes or differences between speech sounds, mix and separate phonemes, words and holding sounds in memory. The sound acquisition is progressive and children commit mistakes until seven or eight years old. This ability permits children retain and identify the sounds and words after that they can see printed language and make comparisons.

When teachers work with sounds, they are working with abstracts concepts and should take into account that children learn through the senses. This gives an approach to the object and makes learning significant. Teachers have to try to illustrate sounds using concrete objects, in this case writing the word is a way how they can show a word as a whole and then separate it. Another way is to use mirrors as a tool to observe how their mouth produces sounds.

2.7.3 Touch

Touch is a sense that it is part of our whole body and skin is the agent driver of heat sensations, pain and information to the brain. The somatosensory system involves a variety of senses at the same time several receptors that are located in the joints, muscles, tendons, ears, skin which provide useful information for living beings to become aware of movements, position, contraction and extension as well as have space control and balance and also help keep the body away from damage. Thermal variations, the pressure on the skin from objects initiates a nerve impulse that is sent to the brain. Touch acuity is different in each person, for example, blind people reach higher levels.

2.7.3.1 Gross Motor skills

From birth, children acquire skills that allow them to go forward. One of those skills is the development of gross motor skills, which involves handling the large muscles of the body in several aspects and help them make physical activities in natural way. Postural control stabilizing the trunk, neck and head in coordination

with the rest of the limbs, moves the body correctly according with the necessity, static, dynamic or rotational. The motor learning and sensory processing depends on practice, past experiences and how to interpret the stimuli, which are registered by the brain.

2.7.3.2 Fine Motor skills

Fine Motor Skills involve a small group of muscles of the hands that permit to make several functions that are basic and very important in life. As part of these functions is the hand control to manipulate objects, the hand eye control measures the distance of the objects and guides the hand to reach them. Hand dominance and bilateral integration work together in order to coordinate movements, force and hand leading to an efficient performance.

2.8 Pre-Reading Skills

There are pre-reading readiness skills that children commonly and predictably develop based on their age. The pre-reading skills are the set of activities and experiences that attempt to develop, improve and increase the previous abilities that children need to master before starting the formal teaching of literacy. Factors as cognitive, emotional and physical contribute to a balanced and optimal development. This development is part of a progressive process respecting the stages of child development without advancing or delaying the progress of learning. Recent research shows that a child's brain capacity for language and

literacy skills, there are six primary pre-reading skills children develop before and during preschool and two of the first years at the elementary school that, if learned appropriately, aid dramatically in easing their learning to read in the future.

2.8.1 Phonological Awareness

This ability starts when children begin to talk and consider sounds in a word and how words have other components or structures as syllables, rhymes and sounds. Thus, developing this capacity constitutes an advantage when children face the formal studies when using sound letter in the reading and writing process and helping them to figure out how sounds work in English.

2.8.2 Phonemic Awareness

It is related about sounds and the capacity of children to distinguish, recognize individual sounds unit, phonemes, syllables and be able to divide them with clap up, individual words, letters sounds , rhyming words and repetition, identify ending, beginning and middle sounds. Training using graphemes helps to be more successful in reading and spelling.

2.8.3 Phonics

It involves print, children need to look at print and pay attention in differences between the oral language and printing representations that help children identify the phoneme pronunciation, join them and finally say the whole word.

2.8.4 Decoding

Through decoding, children can convert a printed word to oral language combining rapidly letters and their sounds. Children start since simplest sounds and letters and construct more complex.

2.8.5 Print Awareness

Through print awareness, children have the opportunity to understand what print and words look like, in addition their meanings. At the beginning, words are supported with images but according with the development of children, they will pay attention in words their shapes, sizes, colors and understand that print has meaning. Children become aware that books have author, title, back and front cover. Print are individual words among them there are spaces, which separate from each other, and oral language is represented through each ones and the same time each word is made up of letters.

Other print concepts are important to teach such as words are not different between readings, children need to respect the orientation of letters because if the letter orientation changes the letter changes itself, the correct way to use a book how to hold, open, turn pages, directional movements to read words, pages, prints, punctuation, font, them etc.

2.8.6 Letter and Word Knowledge

It is the ability to identify the letters inside the alphabet randomly, uppercase, lowercase, their sound and its name inside the words and individually, creating new words, thus children come to dominate the letters and their little differences in shape but with other sounds and their role in reading. Children need to touch, hear and learn patterns, to distinguish differences in alphabet letters, letter sounds and eye for details.

2.8.7 Sight Word

When children start to understand how letters work together and form words, they can recognize words into the text, they are forming a group of words called “sight words” which are read not as word but they are consider as images and they can pronounce them easily. Sight words increase their vocabulary and motivate reading because children suppose that they are reading.

There are steps to development word recognition. First, the pre-alphabetic phase where children read a word as a picture. After that, children start to notice some familiar letters in words, generally onset and rime and at the same time, they make some associations with images that contain clues into the text. Then, children increase they sight words and now they use their alphabet knowledge. The next stage is when they consolidate their knowledge about whole word and start to read long portions and read chunks. Finally, they can recognize several words and read faster, they also start to decode new words.

2.8.8 Vocabulary

It alludes to all the words people use daily and that can be grouped according to specific themes. It is not just about words grouping, identify and locate their meaning rather is able to give them meaning within a context. The handling of vocabulary is an important factor that contributes to the moment that the child begins to read because they know more words that gives them the ability to understand the whole idea and with practice give them the tools for better reading comprehension. When teachers introduce vocabulary they have to consider some aspects as age and steps that range from just hearing the sound of the word, then displays the image that represents the word giving learners an overview.

2.9 Hypothesis

The use of multisensory activities would develop pre-reading skills of second basic year students at Unidad Educativa “Carrera Sánchez Bruno.”

2.10 Variables of the study

Independent Variable:

Multisensory activities

Dependent Variable:

Pre-reading skills

CHAPTER III

METHODOLOGY

3.1 Research Approach

This research work is done under the parameters established in the objectives and following the variables with the aim to confirm or refute the hypothesis, which suggests that the use of multisensory activities helps to develop pre-reading skills and constitutes a teaching tool for English teachers who face the arduous task of teaching reading. The study was conducted at Unidad Educativa “Carrera Sánchez Bruno” of Santa Elena Province in the town of Ballenita. Initial data was collected through interviews, test and classroom observation.

3.2 Level or type of research

3.2.1 Field research

This type of research was used to obtain updated information in the same place where the problem was witnessed at Unidad Educativa “Carrera Sánchez Bruno”.

3.2.2 Documentary research

Through bibliographical research, it has been collected information in order to obtain the most relevant material where the foundations are based, with the

purpose to help understand the theoretical basis. Several books, e-books, journals from the internet and Peninsula of Santa Elena State University library were consulted to write the present research paper.

3.2.3 Applied Research

Its main purpose is to contribute to the resolution of the problem in a practical way within a short term with the aim of improving the quality of education where psychological and pedagogical aspects are taken into account, dealing with cognitive, emotional and physical development of the students.

This type of research will allow the implementation of multisensory activities to develop pre-reading skills in second basic year students from Unidad Educativa “Carrera Sánchez Bruno”.

3.3 Methods

3.3.1 Scientific Method

Nowadays, science occupies all fields of knowledge and part of society. Therefore, the scientific method is effective for the solution of problems where a didactic proposal that attempts to help the area of English teachers and students is performed. Techniques that contribute to the theory and practice, as they are interactive and require creativity to be developed will be applied.

3.3.2 Bibliographic Method

Research sources are an important strut to support the theory in which a study is based. Thanks to technology, people have access to literature and information of high reliability. The sources come from digital books, journals, scientific papers as well as with physical books that provide extensive information in various fields that build the framework of the investigation.

3.3.3 Observation Method

By the method of observation may demonstrate the application of the techniques used as a proposal for solving the problem. The observation will have an evidential basis, that help the researcher record the experiences of students while they interact with materials that serve sensory stimulus.

3.3.4 Quantitative Method

The quantitative method is ideal to record and tabulate data obtained during interviews and evidence the development of pre-reading skills. The visuals aids of graphics and data tables quantify results enabling the researcher to obtain statistical information of the state that is the development of pre-reading skills in children and providing a starting point for the study.

3.4 Population and sample

Population

The population is made up of 40 children aged between 6 and 7 years old who are part of the second year of primary education, including guidance teacher in the area of Spanish and English giving a total population of 42 people, which will benefit from the study.

The following table displays the population for a better understanding of the application of surveys and interviews.

Chart # 2: Population

Description	Frequency	Percentage
Spanish Teacher	1	2%
English Teacher	1	2%
Students	40	96%
TOTAL	42	100%

Source: Unidad Educativa “Carrera Sánchez Bruno”.

Author: Alejandra Toscano Collantes

Sample

As the population is small, no sample size formula will be applied.

3.5 Variables operationalization

Independent variable: Multisensory Activities

Chart #3: Independent variable

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
Development and strengthening of the capacities of children through the use of senses that provide information to the brain and help in the normal cognitive process.	Sight	Visual acuity	What is the level of visual discrimination?	Diagnostic Test
	Hearing	Perceive sounds	What is the range of auditory discrimination?	Observation
	Touch	Handle large and small muscles	What is the motor skills' performance?	Camera

Elaborated by: María Alejandra Toscano Collantes

Dependent variable: Pre-reading skills

Chart # 4: Dependent variable

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
Set of experiences and tasks that are made to develop, improve and increase the previous abilities that children need to learn and master before starting the formal teaching of literacy.	Phonemic awareness	Recognize individual sounds of letters and words	Are your students able to discriminate sounds?	Interview
	Print awareness	Discriminate among words, shapes, and colors.	Can your students read labels?	Video camera
	Letter and word knowledge	Identify letters of the alphabet	Are your students able to discriminate sounds of the alphabet?	Observation
	Vocabulary	Distinguish the relation of sounds, images and meaning	Can your students make connections among words, images and meaning?	

Elaborated by: María Alejandra Toscano Collantes

3.6 Techniques and instruments

3.6.1 Techniques

3.6.1.1 Interview

The interview helped to gather information through a questionnaire that was written taking into account the dimensions of this research. The questions will show what methodology is used by the teachers of second grade and at the same time highlight those areas with major drawbacks at the moment to teach.

3.6.1.2 Survey

This technique was used to obtain direct information from elementary teachers of Unidad Educativa “Carrera Sánchez Bruno” that will give the researcher information on the methodology used by teachers, their knowledge about multi-sensory activities and the teaching resources that are used for developing reading skills through the senses.

3.6.1.3 Diagnostic Test

This instrument permitted to register the initial and final evaluation where the students will demonstrate their level, in specific areas as visual and motor. The materials for the application are a picture book, protocol answers and registration form. It can be applied as a group but in this case, it will be made individually, with an estimated time of 15 minutes. The results will be tabulated and graphed to

establish the group level and children's strengths and weaknesses that will permit to focus activities for better skill development.

3.6.1.4 Test

The test consists on the verification of the use, handling and acceptance of the teaching materials used in the implementation of the project.

3.6.2 Instruments

Video – camera

These instruments were used to register visual information about children experience testing their behavior, performance and reaction when multisensory activities are applied. In addition, the interviews applied to teachers will be recorded. This material will be used as a support of the information collected.

3.7 Data collection plan

Chart #5: Data Collection Plan

Basic questions	Explanation
1. What for?	To develop pre-reading skills
2. From which people or objects?	Students from second basic year.
3. About what aspects?	Multisensory Activities.
4. Who?	Students, teachers and authorities
5. To Whom?	Students and teachers of Unidad Educativa “Carrera Sánchez Bruno”
6. When?	2015 – 2016
7. Where?	At Unidad Educativa “Carrera Sánchez Bruno”
8. How many times?	Once a year during the academic year 2015 - 2016.
9. How?	Individually and in groups
10. What data collection techniques?	Interviews, and surveys
11. With what?	Rubric, questionnaires, and video camera.

Source: Unidad Educativa “Carrera Sánchez Bruno”

Author: María Alejandra Toscano Collant

3.8 Data processing plan

Chart # 6: Data Processing Plan

Determination of a situation	Data search	Data collection and analysis	Definition and formulation	Statement of solutions
<p>The lack of information and training about education at an early age is necessary to create a tool for teaching English and develop skills in reading readiness.</p>	<p>Once the problem was identified the researcher started looking for specific information at some books, virtual books articles, journals, among others.</p>	<p>When the problem was confirmed at Unidad Ed. “Carrera Sánchez Bruno”, an initial test, surveys and interviews were made.</p>	<p>Once the problem has been established due to limited training of English teachers to develop pre-reading skills of second basic year students, it is necessary to create a resource for the teaching and learning process.</p>	<p>The implementation of Multisensory Activities as a didactic resource to develop pre-reading skills was justified.</p>

Source: Unidad Educativa “Carrera Sánchez Bruno”,

Author: María Alejandra Toscano Collantes.

3.9 Analysis and interpretation of the results

Interview directed to Elementary Language Teacher of 2nd. basic year.

Purpose: To establish the level of knowledge about the multisensory approach and its importance as a tool for teaching.

Question #1: What is your name?

My name is Andrea

Question #2: What is your academic level?

My academic level is third level

Question #3: What is your professional degree?

My degree is as a teacher in primary education from University of Guayaquil

Question #4: How many years have you been in the practice of teaching?

5 years, but I started working with students of 6th. and 7th. basic years, just this year I have the opportunity to work with second basic year students.

Question #5: Have you attended workshops in the area of language? Specify how long?

Each year as part of our training into the educative institution we have attended some courses about educative topics, but no specifically in Language area.

Question #6: In your opinion, what importance has the teacher of First basic year into the reading and writing process?

I think that teachers of first basic year are the most important into the teaching-learning process because they work with children; they will mark and develop the main skills that children need to continue their learning. As a second basic year teacher I need those children to have developed basic skills, no content.

Question #7: Have you heard about teaching through the senses?

Yes! I have a little idea but I do not know what the real meaning is, maybe it has relation with types of learning.

Question #8: Which of the following criteria do you think is the reason for the importance of using the senses in education?

- a. Know themselves
- b. Children learn how to interact with their environment
- c. The use of words and mental images
- d. Children believe that inanimate objects have the same perceptions
- e. Immediate information of a particular area of our lives and living environment is received.

Well, I choose letter E because I consider that children retain the information in general and after that they can understand specific things, concepts and details.

Question #9: In your experience, what are the most common difficulties in the area of language detected when children start a new school year?

Little domain of laterality and limited domain spatio-temporal. It means that they have problems coordinate-movements, recognizing notions, traces, they are not aware of their body, etc.

Question #10: When children have difficulty, what actions do you take?

Well, it depends on the case because each student could present different kind of necessities but we always need reports from specialists for example a psychologist, a pedagogue or inclusive a doctor. But with students that need reinforce I apply school remediation.

Question #11: Do you have knowledge of the English language? From 1 to 10 what is your level?

Yes, I have a basic knowledge of English, I studied English because it was part of the subjects that I had to approve in my career. From 1 to 10, I think my level is 7.

Question #12: Do you work together with the English teacher?

No, not really, we are co-workers but we do not prepare activities or plan together, but I would like because I consider that it will be a good idea and a way to support ourselves as teachers.

**Interview English Teacher 2nd basic year of
Unidad Educativa Carrera Sánchez Bruno.**

Purpose: To determine the method used to teach by the English teacher and if the English teacher is familiar with the multisensory approach.

Question #1: What is your name?

Mrs. Cielo Peñafiel.

Question #2: What is your academic level?

Second level , I finished my formal studies at the university, I am writing my research paper and after that I will obtain my BA as an English Teacher.

Question #3: How many years have you been in the practice of teaching?

5 years and I have always worked with children.

Question #4: Have you attended workshops in the area of language arts or English teaching?

About those topics no, but generally the editorials send invitations as part of their marketing they promote their products, show us how to work with their books and give us some tips.

Question #5: Which editorial do you use?

Macmillan.

Question #6: In what areas do you think are the major difficulties to teach English?

I think the major difficulties are to teach speaking and listening

Question #7: Do your students know the letters of the English alphabet?

Only some of them because it is not part of the curriculum

Question #8: Do your students discriminate some sounds of the alphabet letters?

No. Because children have not learned the English alphabet yet.

Question #9: Can your students make connections between words, images and meaning?

Yes, they can. In this way they learn vocabulary

Question #10: What method do you use to teach English?

I use a combination between Total Physical Response and Grammar and translation.

Question #11: What difficulties do children have when they are starting to read and write in English?

Well, I think that the most common difficulty is when they confuse letters.

Question #12: Do you know how to develop pre-reading skills?

No, I do not. Because I do not have enough class hours.

Question #13: Do you know how to improve gross and fine motor skills with your students?

Yes, I do. I practice some exercises about fine motor skills.

Question #14: Do you know something about stimulation programs to develop pre-reading skills?

No, I do not.

3.10 Analysis and interpretation of results

Survey to teachers

Question # 1: In your subject, do you work with your students through the use of senses. Choose which are the most used?

Objective: To determine the most used senses in class.

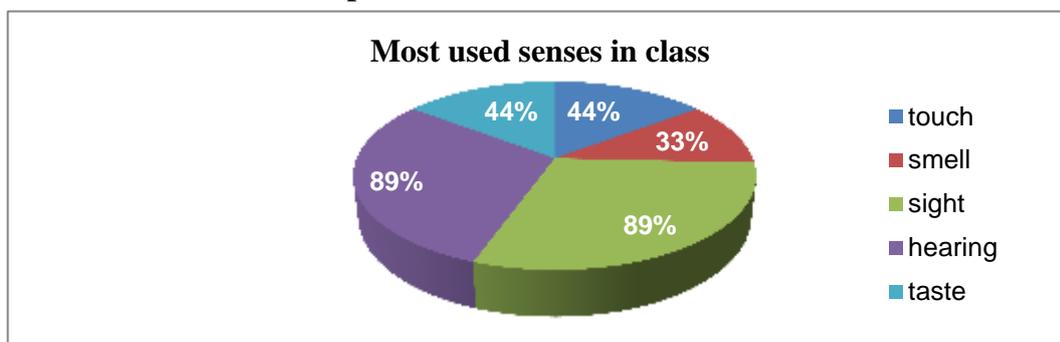
Chart # 7: Most used senses in class

OPTIONS	FRECUENCY	PERCENTAGE
Touch	4	44%
Smell	3	33%
Sight	8	89%
Hearing	8	89%
Taste	4	44%

Source: Unidad Educativa “Carrera Sánchez Bruno”

Author: María Alejandra Toscano Collantes

Graph # 1: Most used senses in class



Source: Unidad Educativa “Carrera Sánchez Bruno”

Author: María Alejandra Toscano Collantes

Analysis: According with the data, the most used senses are hearing and sight, results which together represent 64% of the class, and show in which sense should be improved.

Question # 2: Are you familiar with what the term “multisensorial” means?

Objective: To determine teachers’ knowledge about the term “multisensorial”

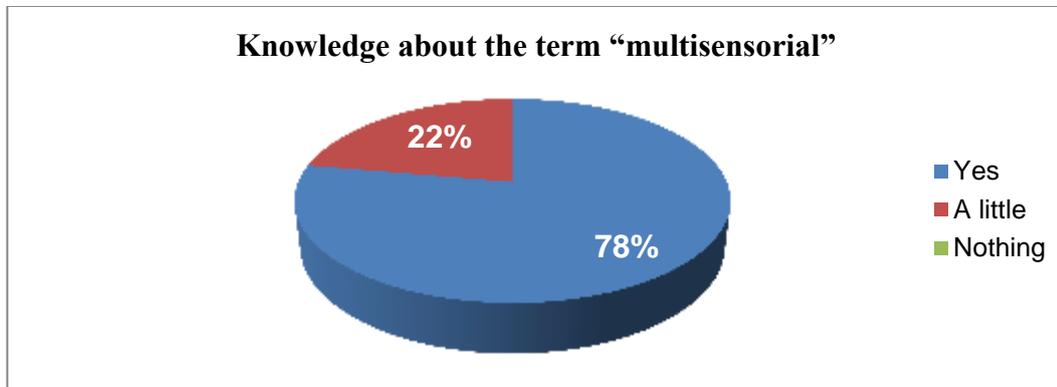
Chart # 8: Knowledge about the term “multisensorial”

OPTIONS	FRECUENCY	PERCENTAGE
Yes	7	78%
A little	2	22%
Nothing	0	00%
TOTAL:	9	100%

Source: Unidad Educativa “Carrera Sánchez Bruno”

Author: María Alejandra Toscano Collantes

Graph # 2: Knowledge about the term “multisensorial”



Source: Unidad Educativa “Carrera Sánchez Bruno”

Author: María Alejandra Toscano Collantes

Analysis: In graph # 2, it can be seen that most teachers know what the term “multisensorial” means, facilitating the research process and approach on the subject.

Question # 3: Which of the following options about auditory discrimination activities are the most used by you?

Objective: To determine the most used auditory activity.

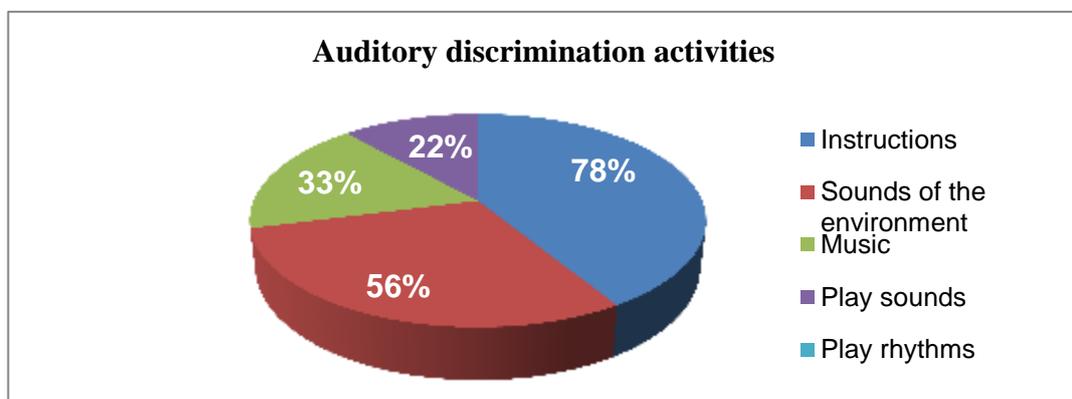
Chart # 9: Auditory discrimination activities

OPTIONS	FRECUENCY	PERCENTAGE
Instructions	7	78%
Sounds of the environment	5	56%
Music	3	33%
Play sounds	2	22%
Play rhythms	0	0%

Source: Unidad Educativa “Carrera Sánchez Bruno”

Author: María Alejandra Toscano Collantes

Graph # 3: Auditory discrimination activities



Source: Unidad Educativa “Carrera Sánchez Bruno”

Author: María Alejandra Toscano Collantes

Analysis: 78% of teachers answered that instructions are the most common way that they practice auditory discrimination, showing the possibilities to implement other actions to develop this skill.

Question # 4: Choose which of the following options do you use as visual discrimination activities within the development of your class?

Objective: To determine the visual discrimination activities used in class.

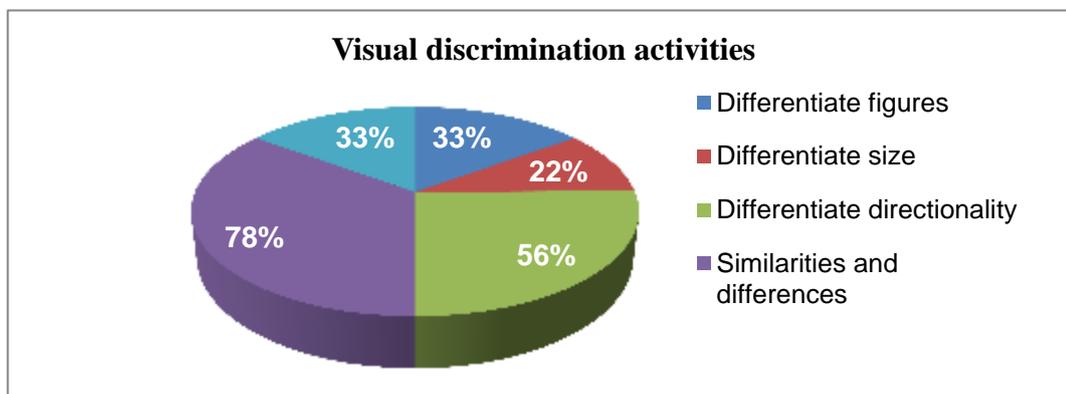
Chart # 10: Visual discrimination activities

OPTIONS	FRECUENCY	PERCENTAGE
Differentiate figures	3	33%
Differentiate size	2	22%
Differentiate directionality	5	56%
Similarities and differences	7	78%
Series	3	33%

Source: Unidad Educativa “Carrera Sánchez Bruno”

Author: María Alejandra Toscano Collantes

Graph # 4: Visual discrimination activities



Source: Unidad Educativa “Carrera Sánchez Bruno”

Author: María Alejandra Toscano Collantes.

Analysis: The most used activity is similarities and differences and the other one is differentiate directionality. Whole visual activities are important; however, percentages with 33% and 22% need to improve.

Question # 5: Which of the following didactic resources do you often use in class?

Objective: To determine the frequency of the usage of didactic resources.

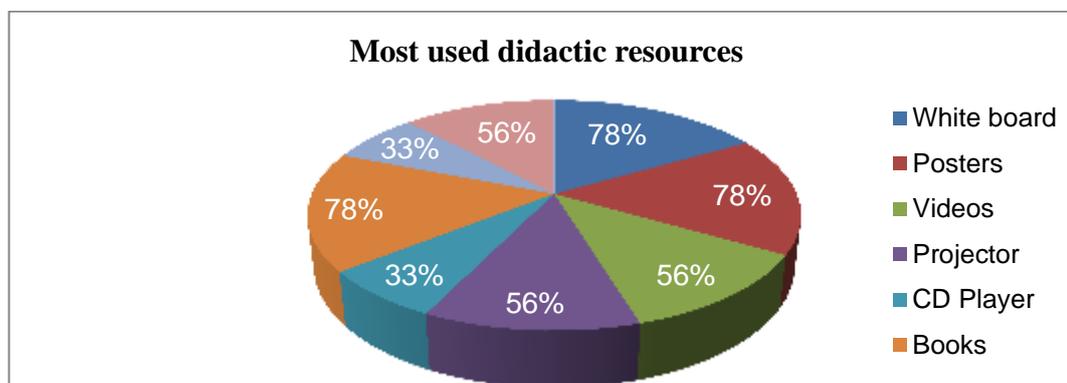
Chart # 11: Most used didactic resources

OPTIONS	FRECUENCY	PERCENTAGE
White board	7	78%
Posters	7	78%
Videos	5	56%
Projector	5	56%
CD Player	3	33%
Books	7	78%
Flashcards	3	33%
Others	5	56%

Source: Unidad Educativa “Carrera Sánchez Bruno”

Author: María Alejandra Toscano Collantes

Graph # 5: Most used didactic resources



Source: Unidad Educativa “Carrera Sánchez Bruno”

Author: María Alejandra Toscano Collantes

Analysis: According with the results, the teachers use white boards, posters and books as principal didactic resources to teach with 78%, constituting a high percentage.

Question # 6: Which of these resources do parents contribute with their elaboration?

Objective: To determine the contribution of parents about didactic resources.

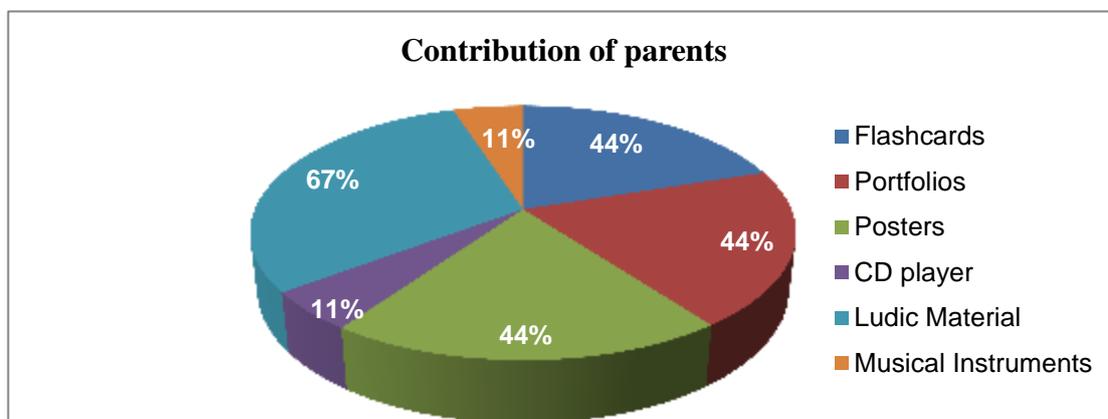
Chart # 12: Contribution of parents

OPTIONS	FRECUENCY	PERCENTAGE
Flashcards	4	44%
Portfolios	4	44%
Posters	4	44%
CD player	1	11%
Ludic Material	6	67%
Musical Instruments	1	11%

Source: Unidad Educativa “Carrera Sánchez Bruno”

Author: María Alejandra Toscano Collantes

Graph # 6: Contribution of parents



Source: Unidad Educativa “Carrera Sánchez Bruno”

Author: María Alejandra Toscano Collantes

Analysis: Ranges show a high willingness of parents to support the elaboration of didactic resources, Technology has the lowest percentage.

Question # 7: Which of the following activities, do you consider that are used into the educative system for the development of pre-reading skills?

Objective: To determine the most common used classroom activities.

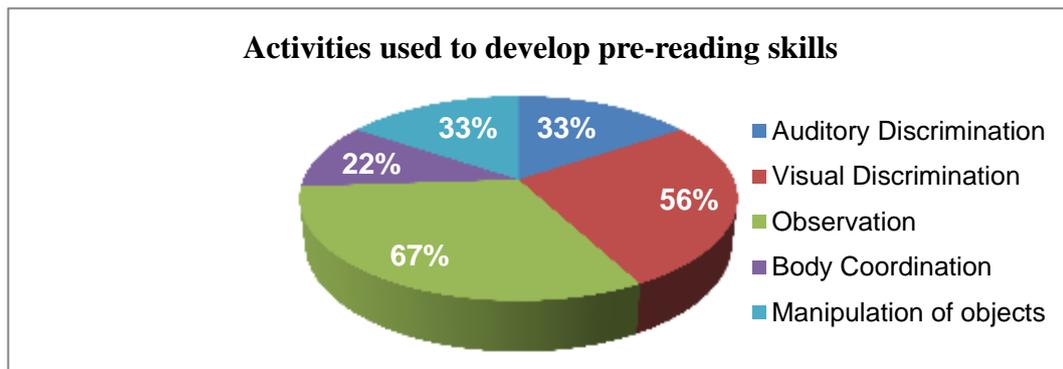
Chart # 13: Activities used to develop pre-reading skills

OPTIONS	FRECUENCY	PERCENTAGE
Auditory Discrimination	3	33%
Visual Discrimination	5	56%
Observation	6	67%
Body Coordination	2	22%
Manipulation of objects	3	33%

Source: Unidad Educativa “Carrera Sánchez Bruno”

Author: María Alejandra Toscano Collantes

Graph # 7: Activities used to develop pre-reading skills



Source: Unidad Educativa “Carrera Sánchez Bruno”

Author: María Alejandra Toscano Collantes

Analysis: 67% of teachers believe that the most used activity to develop pre-reading skills is the observation, followed by visual discrimination, which shows a single field of sensory activation.

Question # 8: According with your opinion, do you think sensory stimulation enhances memory, language and intelligence?

Objective: To determine teacher's opinion about the importance of sensory stimulation.

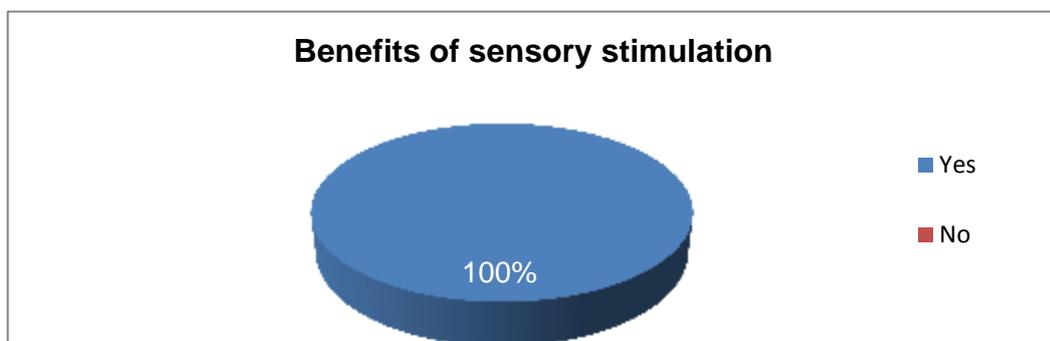
Chart # 14: Benefits of sensory stimulation

OPTIONS	FRECUENCY	PERCENTAGE
Yes	9	100%
No	0	0%
TOTAL:	9	100%

Source: Unidad Educativa "Carrera Sánchez Bruno"

Author: María Alejandra Toscano Collantes

Graph # 8: Benefits of sensory stimulation



Source: Unidad Educativa "Carrera Sánchez Bruno"

Author: María Alejandra Toscano Collantes

Analysis: 100% of respondents believe in the benefits of sensory stimulation, and its importance enhances memory, language and intelligence.

3.11 Conclusions and Recommendations

3.11.1 Conclusions

- It can be noticed that teachers focus on the use of two types of pre-reading skills leaving pending other activities involving the development of other senses.
- Even though, most teachers said they knew the meaning of the term multisensory few of them use it to create multisensory activities that cover the use of different senses in the development pre-reading skills of their lessons.
- The only instruction based on multisensory activities as part of auditory discrimination shows a lack of opportunities to offer students other activities that are more interesting.
- It is important to make a distinction between teaching content and developing skills because the primary action is to prepare students for success in their future learning.
- Teachers do not use multisensory activities as a tool to motivate students towards the development of English language learning.

3.11.2 Recommendations

- Teachers should consider that while most areas of the senses are sensitized, more types of learning are covered to develop pre-reading skills.
- Teachers require constant training for the activation of the senses through the creation of learning resources as multisensory activities that serve as an educational tool.
- Teachers should explore with other auditory activities that offer students the opportunity to develop listening and speaking skills important to develop pre-reading skills.
- Teachers should take into account various multisensory activities where the primary interest is the development of learning skills.
- It is recommended to use the compilation of multisensory presented in this paper to develop pre-reading skills as a requisite for successful learning.

CHAPTER IV

PROPOSAL

4.1 Informative data

Title of proposal

“MULTISENSORY ACTIVITIES TO DEVELOP PRE-READING SKILLS OF SECOND BASIC YEAR STUDENTS AT UNIDAD EDUCATIVA “CARRERA SÁNCHEZ BRUNO”, SANTA ELENA PROVINCE, ACADEMIC YEAR 2015–2016.”

Executing institution

Unidad Educativa “Carrera Sánchez Bruno”

Beneficiaries

English teacher and students of second basic year.

Estimated time of execution

3 months

Responsibles

Author: Alejandra Toscano Collantes.

Advisor: Lcdo. Byron Villacreses Santillán, MBA

4.2 Proposal background

Teaching and learning to read are always tasks that present complications, because there are many facets that teachers must take into account when teaching. These tasks are performed with young children who are in the process of physical, mental and emotional formation where the most important thing is not to learn the theory of subjects but rather to strengthen and develop skills.

Many authors have done studies and experimental observations to determine how children learn and the core features on their way to learning. A number of psychologists, educators and pedagogues like Piaget, Montessori, Rudolf Steiner, among others have established the pillars on educational issues, the same as today still valid and provide a basis for studies of cognitive, physical and emotional development as well as the importance of using the senses to develop pre-skills and skills that ensure successful learning.

4.3 Significance

This proposal is of great importance in the field of education because it is incorporated as an educational tool that is useful for teachers in the area of English who require constant teaching aids to teach their classes and develop the content and skills required for learning. The teaching of the subject of English has a knowledge of language teaching, but needs constant training in areas such as

education, methodological strategies and resource utilization when working with children at an early age requires a number of activities that allow progress in learning.

Unidad Educativa “Carrera Sánchez Bruno” has several needs in the area of English. Teachers have a limited time schedule to dictate their lessons, which creates the need for constant feedback, warm-up and above all, the need to create meaningful activities that generate an enduring learning. The use of activities which involve the senses helps the body make learning successful and permanent. Furthermore, those activities reach more students who have different learning styles, complementing the teaching of knowledge from various angles.

A compilation of multisensory activities as a teaching resource is made available to teachers in the area of English with the aim to help them improve the skills of pre-reading and give them the pattern to create more resources. The results will be evident in a very short time and can also be executed at home, this way all education stakeholders will be part of this progress of skills which will ensure their proper performance.

4.4 Objectives

General objective

To improve the development of pre-reading skills through multisensory activities in students of second basic year at Unidad Educativa “Carrera Sánchez Bruno”.

Specific objectives

- To compile multisensory activities according with each pre-reading skill in students of second basic year at Unidad Educativa “Carrera Sánchez Bruno”.
- To motivate English teachers to the use of different kind of materials as didactic resources in students of second basic year at Unidad Educativa “Carrera Sánchez Bruno”
- To strengthen basic skills necessary for learning to read from the education of senses in students of second basic year at Unidad Educativa “Carrera Sánchez Bruno”

4.5 Basis

4.5.1 Psychological basis

María Montessori said: “We cannot create observers by saying 'observe,' but by giving them the power and the means for this observation and these means are procured through education of the senses”. The basics are focused on aspects of the activity, concentration, initiative and the development of independence and self-discipline. These aspects are developed in an environment prepared with materials that will help children have order, security and feel attracted to the reality of their environment.

The purpose is to integrate the environment covering the social sphere, to create a friendly atmosphere of tolerance, establishing child’s independence. Another purpose is to educate the senses, so children can differentiate the simplest aspects and learn about their environment. The development of sensory skills is very important for initiation to reading.

4.5.2 Pedagogical basis

Piaget mentions in his famous theory about Cognitive development the importance of taking into account the characteristics of this development through which students are building their knowledge where the impulse to seek a balance

between assimilation and adaptation. Education should take into account learners' evolutionary, social and emotional development.

More and more educators have adopted educational programs that consider learning styles theory and multisensory approaches to teaching. Learning styles theory holds the belief that individual students are successful in learning with different learning styles. Not all students learn well using the same learning style. This factor is specially applicable when teaching reading, because multisensory activities provide more ways for understanding information, more ways to remember it and more ways to recall it later.

4.6 Methodology (Action plan)

Chart # 1: Methodology

Objective	Indicators	Contents	Strategies	Resources
<p>To provide teachers a compilation manual with multisensory activities for contributing on the development of pre-reading skills of second basic year students from Unidad Educativa “Carrera Sánchez Bruno”</p>	<p>That the 90% of teachers use the manual activities in their English lessons.</p> <p>That the 90% of learners develop their pre-reading skills</p>	<ul style="list-style-type: none"> • The alphabet, letter book • Letter maze • Flashcards • Alphabet letters Portfolio • Alphabet soup • Phoneme segmentation puzzle • Phoneme segmentation: Color coded for directionality • Sound blending • Searching for the missing sound • Eating my sight words with cookies • Finger chocolate 	<p>Multisensory activities</p> <p>Note-taking</p> <p>Observation</p> <p>Test</p>	<p>All the materials specified in the manual.</p>

Author: María Alejandra Toscano Collantes

4.7 Design and development of the proposal

A manual is a comprehensive and systematic guide to a particular topic for both beginners and practitioners that serve as a reference book. A manual specifies what is given and what is required, explains how to put the presented information into practice, and instructs how to solve problems as they occur. This term is commonly used interchangeably with handbook.

4.7.1 Components of the manual

This manual contains 11 multisensory activities where teachers and students can interact using varied materials. The activities are designed taking into account certain conditions relating to the environment in which children operate, age and budget. The materials are versatile, fun and easy to use or manipulate. The materials required for processing are accessible, i.e. are found readily.

In each activity, there is a list of the necessary materials, the purpose for which was designed and procedure where the way the materials should be presented and used is explained. In addition, there are pictures of the finished material for display as an example.

The materials can be prepared in class as part of the process and then be used both at school and at home. For parents, it is a good opportunity to share their children's learning and reinforce a way to play. On the other hand, for teachers, it

is a tool by which they can present their lessons showing students that learning is fun and as a guideline to create more activities.

4.7.2 Benefits of the proposal

- It involves more than one sense.
- It enriches the sensorial experience.
- It motivates learners.
- It leads to deeper and more memorable learning.
- It suits different kinds of learning.
- It is available for students with learning disabilities.
- Students can connect the information from different points of references.
- Students use realia or concrete material.
- Teachers can use this material as a tool for evaluation.
- Parents can use and elaborate these materials at home as part of the tools to practice and reinforce their children's knowledge.

CREATIVE IDEAS FOR ENGLISH TEACHERS



Multisensory Activities
Didactic Resources

Table of contents

- Introduction
- The alphabet, letter book
- Letter maze
- Flashcards
- Alphabet letters Portfolio
- Alphabet soup
- Phoneme segmentation puzzle
- Phoneme segmentation: Color coded for directionality
- Sound blending
- Searching for the missing sound
- Eating my Sight words with Cookies
- Finger chocolate

Introduction

To develop skills through the senses is necessary in order that children can discriminate and organize information that is received by stimuli. Allowing children to explore, experiment and interact with elements of their environment will enable them to receive and process information that will affect future complex processes such as reading and writing.

The development must be integral and respecting the age of the students. When talking about integral, it refers to consider various sensory exercises, such as visual, auditory and motor areas.

Students who enter the education system known as “formal education” come with prior knowledge that needs to be constantly updated and reinforced. Progress and mastery of the mother tongue will serve as a support for learning other languages; as long as it takes hold should prepare the child for future learning.

The present work is a compilation of multisensory activities for English teachers who begin their working experience as teachers of children at an early age as well as for those who have already worked with them. The content provides multisensory activities that help develop pre-reading skills and educational resources to encourage and diversify learning. The teacher can get an idea of how to use these activities and create material for their students, stimulate children to make their own material to handle in class and encourage parents to assist in the preparation of material for practice at home. As can be seen it is taken into account the three vertices of the

triangle known as education that will make a joint effort and increase the likelihood that the student benefits.

When children start learning a second language, it should be taken into account the different aspects that are part of that language. Phonological awareness where could be developed at an excellent moment because children have the facility to reproduce sounds despite those sounds do not exist in their native language, the role of the teacher should be to emphasize gestures and intonation as well as the number of repetitions at a leisurely pace. Vocabulary, though the English book brings banks to specific topics related words, the teacher should encourage their vocabulary with more words related or that complement and increase their use, including nouns, adjectives and verbs.

Learning a second language is a systematic process that requires practice, patience and resources; at the beginning children are only receivers but then they will be in the ability of consciousness because of the use of more complex structures such as grammar. In conclusion, the main idea is to develop skills at early ages, so that children become familiar with the foreign language and can handle and feel familiar distinguishing and identifying sounds, words, structures that do not belong to their mother tongue.

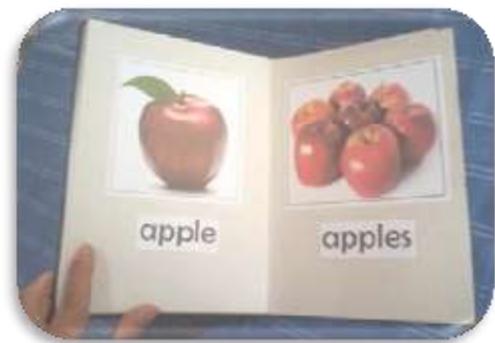
The alphabet, letters book

Materials:

- Two images printed or cut, (singular and plural) according with the letter of the alphabet, each picture must have the name that corresponds to.
- Labels must be printed in Comic Sans, Berlin Sans FB or Lexia Readable, the latter is especially for children with dyslexia.
- White cardboards and glue.

Purposes:

- ✓ Create a book with all letters of the alphabet
- ✓ Make an approach with books
- ✓ Identify images and words that make connections with the meaning.



The selected images must be clear, colorful and unambiguously, that is the image that will be used to represent the word should be highlighted without distractors.

Procedure:

- Teacher asks students to identify the image and read the labels.
- Teacher asks to look for the sheet corresponding to the beginning of the sound of the letter.

Activity adapted from: <http://www.themeasuredmom.com/>

Letter maze

Materials:

- Printed sheets with upper and lowercase letters that have been studied in class.
- Highlighter pen.

Purposes:

- ✓ Seek the letter that corresponds either uppercase or lowercase version
- ✓ Discriminate form
- ✓ Focus students' eyes in letters and shapes.

Procedure:

- Teacher pronounces the sound of the letter that students have to find.
- Students start to mark letters with the highlighter pen (upper and lowercase letter).



Activity adapted from: <http://www.yourteacherassistant.com/>

FlashCards

Materials:

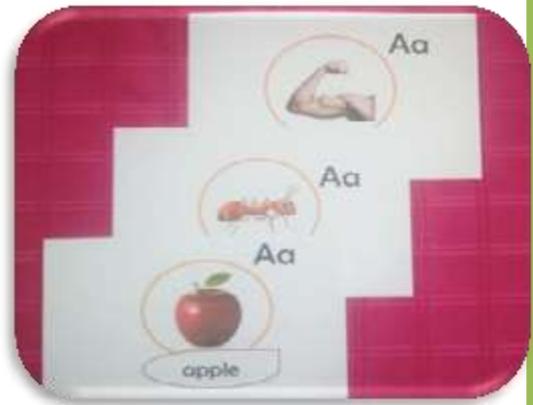
- Printed cardboard with images that start with the letter being studied.
- Clear images
- Printed words with the name of each image. The words must be printed in Comic Sans, Berlin Sans FB or Lexia Readable, the latter is especially for children with dyslexia.

Purposes:

- ✓ Introduce vocabulary.
- ✓ Increase vocabulary.

Procedure:

- Teacher introduces the new words using flashcards.
- Teacher organizes a challenge dividing the class into pairs.
- Teacher has pairs choose the correct flashcard, from the wall full of flashcards.
- Teacher locates the flashcards in different places of the classroom and asks students to point out the correct picture card.



Activity adapted from: Marck, Staci (2009). High Frequency Sight Words. Retrieved from <http://www.eplib.com>

Alphabet letters Portfolio

Materials:

- Folder with a decorative cover
- Printed sheets with uppercase and lowercase letters for coloring
- Images related to each letter
- Labels for each image
- Decorated pointer

Purposes:

- ✓ Create their own material.
- ✓ Practice with their portfolio at home.

Procedure:

- Teacher shows students how to use the portfolio.
- Teacher pronounces the sound of the letter and uses the decorated pointer to point upper and lower letters, images and words while students follow the teacher using their own portfolio.

Activity adapted from: <http://www.scholastic.com/>



Alphabet soup

Materials:

➤ Plastic, magnetic or foam letters.

Purposes:

- ✓ Offer students concrete material, that they can touch and use.
- ✓ Put in order the letters according to the alphabet sequence.
- ✓ Construct words.
- ✓ Complete words.



Procedure:

- Teacher presents the material.
- Teacher models in different exercises new ways to use the material.



Activity adapted from: <http://gkreading.com/>

Phoneme segmentation puzzle

Materials:

- Printed sheets with images (it is optional if the picture is for coloring)
- Name of each image
- Scissors

Purpose:

- ✓ Develop the ability to break words into individual sounds.

Procedure:

- If the picture is for coloring, the students have to color it.
- Cut vertically, each space for each letter.
- Teacher pronounces the word at a normal pace.
- Teacher breaks the word into each sound
- Students put together the puzzle.

Variation:

Teacher can emphasize the initial, middle and / or final letter.

Activity adapted from: <http://www.miss-kindergarten.com/>



Phoneme segmentation

Color coded for directionality

Materials:

- Flashcards
- Circles in different colors: (green initial, yellow middle and red final sound)
- Name of each image
- Boxes

Purpose:

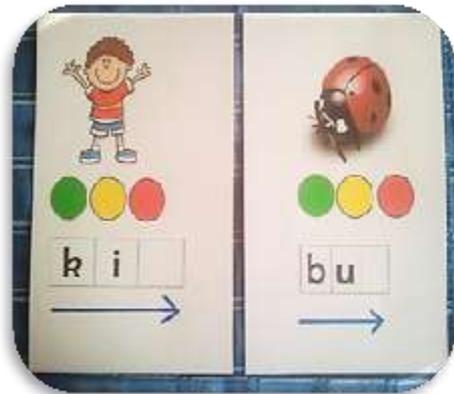
- ✓ Recognize initial, middle and final sound of words.

Procedure:

- Teacher uses traffic lights to indicate where the word starts.
- Teacher puts emphasis on directionality.
- Children use their index finger and support with the arrow below the picture.

Variation: This material can be used to point out missing letters.

Activity adapted from: <http://www.miss-kindergarten.com/>



Sound blending

Materials:

- Flashcards
- Print boxes for each letter of the word at the bottom of the picture
- Soda bottle tops
- Printed letters for each top (could be in one color or green for onset letter, yellow middle one and red for ending letter.)



Purpose:

- ✓ Develop the capacity to build words from individual sounds in sequence

Procedure:

- Teacher presents the material (flashcards)
- Teacher models how to fill in letters in each letter box.
- Put emphasize about sounds and letters form the words.
- Children use bottle caps.
- Monitor the practice.



Activity adapted from: <http://trilliummontessori.org/>

Searching for the missing sound

Materials:

- Flashcards
- Letter boxes at the bottom of the picture (the letter boxes should have an empty space)
- Bottle caps with letters
- Adhesive paper

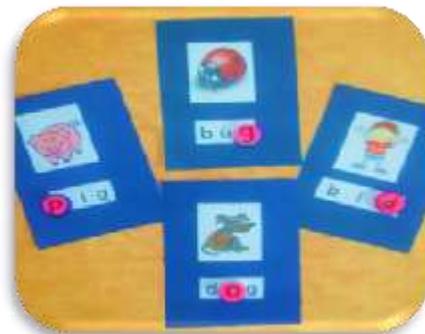


Purposes:

- ✓ Hear and identify the missing sound.
- ✓ Complete the empty space with the correct sound.

Procedure:

- Teacher presents the material.
- Teacher models the activity.
- Students practice using the materials.
- Teacher monitors the exercise.



Activity adapted from: Marck, Staci (2009). Sight & Picture Words Big Book. Retrieved from <http://www.eplib.com>

Eating my sight words with cookies

Materials:

- 1 1/2 cups of softened butter
- 2 cups of white sugar
- 4 eggs
- 1 teaspoon of vanilla extract
- 5 cups of all-purpose flour
- 2 teaspoons of baking powder
- 1 teaspoon of salt



Purposes:

- ✓ Motivate students to write and read
- ✓ Form words and practice spelling

Procedure:

In a large bowl, cream together butter and sugar until smooth. Beat in eggs and vanilla. Stir in the flour, baking powder, and salt. Cover, and chill dough for at least one hour (or overnight). Preheat oven to 400 degrees F (200 degrees C). Roll out dough on floured surface 1/4 to 1/2 inch thick. Cut into shapes with any cookie cutter. Place cookies 1 inch apart on ungreased cookie sheets. Bake 6 to 8 minutes in preheated oven. Cool completely.

- Teacher writes a list of words on the board and students have to form the words with cookies.
- Teacher says a word from the list, students construct the words and after that they can eat their words made with cookies.

Activity adapted from: <http://thisreadingmama.com/>

Finger chocolate

Materials:

- Paper
- Cocoa
- Water
- Sheets or cardboards
- Brush



Purpose:

- ✓ Experience reading through the use of chocolate.

Procedure:

- Teacher combines the materials and shows students the way how they have to do it.
- Teacher says a word, students write and after that read the words.

Activity adapted from: www.learningwithplayathome.com

4.8 Analysis and interpretation of the results

Final test applied to second basic year students of Unidad Educativa “Carrera Sánchez Bruno”

Objective: To determine the incidence of the proposed multisensory activities in each area evaluated.

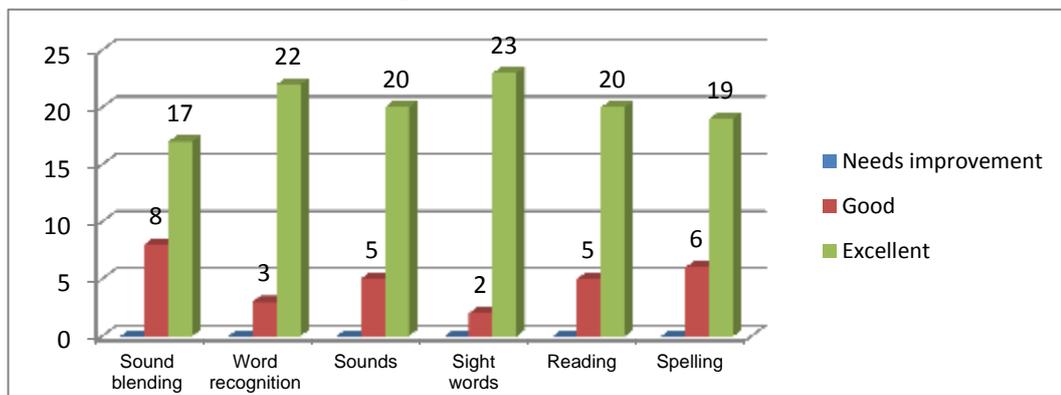
Chart # 2: Final assessment

25 students:	1 Needs improvement	2 Good	3 Excellent
Sound blending	0	8	17
Word recognition	0	3	22
Sounds	0	5	20
Sight words	0	2	23
Reading	0	5	20
Spelling	0	6	19

Source: Unidad Educativa “Carrera Sánchez Bruno”

Author: María Alejandra Toscano Collantes.

Graph #:9: Final assessment



Source: Unidad Educativa “Carrera Sánchez Bruno”

Author: María Alejandra Toscano Collantes.

Analysis and Interpretation: As shown above, most students got excellent results, a few of them reached a good result and none of them is at a low level.

4.9 Conclusions and recommendations:

4.9.1 Conclusions

- The use of multisensory activities increased motivation levels of second basic year learners.
- Multisensory activities helped maintain interest in English lessons that at an early age is very convenient because children are visual and auditory but at the same time indicates the need to create activities for the other senses.
- Students were enthusiastic with the implementation of the multisensory activities.
- Students improved their pre-reading and in consequence reading skills.
- English teachers are willing to use the proposed multisensory activities indicating that resources are basic and needs to be included to be more effective.

4.9.2 Recommendations

- It is recommended the implementation of multisensory activities as part of the teaching of the English language.
- Multisensory activities can be used in other areas of learning such as mathematics, science, etc.
- Educators should create multisensory didactic resources to complement their teaching practices.
- Teachers should allocate a reading corner in each classroom to instill in learners the love for reading and become familiar with the material and multisensory didactic resources created by the teacher
- Parents should support their children's learning at home and use multisensory activities at home in order to improve their children pre – reading skills.

CHAPTER V

ADMINISTRATIVE FRAMEWORK

5.1 Resources

Institutional:

Unidad Educativa “Carrera Sánchez Bruno”

Humans:

Spanish Teacher of Second basic year

English Teacher of Second basic year

Students of Second basic year

Researcher

Advisor

Technological Materials:

Laptop

Printer

Internet

Camera

Video camera

Teaching Materials:

Reams of Paper

Cardboards

Markers

Colors

Pictures

Adhesive paper

Others

Budget:

Chart # 3: Equipment

EQUIPMENT			
No.	ITEM	PRICE	TOTAL
1	Laptop	\$ 500,00	\$ 500,00
1	Camera	\$ 150,00	\$ 150,00
1	Video Camera	\$ 500,00	\$ 500,00
TOTAL			\$ 1.150,00

Elaborated by: Alejandra Toscano Collantes

Chart # 4: Finances

FINANCES			
No.	ITEM	PRICE	TOTAL
1	Transport per month	\$ 10,00	\$ 80,00
8	Internet per month	\$ 20,00	\$ 160,00
200	Photocopies black	\$ 0,03	\$ 6,00
1800	Photocopies color	\$ 0,10	\$ 180,00
TOTAL			\$ 426,00

Elaborated by: Alejandra Toscano Collantes

Chart # 5: Materials

MATERIALS			
No.	ITEM	PRICE	TOTAL
2	Ream of paper	\$ 6,00	\$ 12,00
24	Cardboards	\$ 0,10	\$ 2,40
4	Markers	\$ 0,50	\$ 2,00
1	Colors	\$ 3,00	\$ 3,00
20	Printed pictures	\$ 0,10	\$ 2,00
1	Adhesive paper	\$ 0,75	\$ 0,75
1	Contact paper	\$ 4,00	\$ 4,00
1	Others	\$ 20,00	\$ 20,00
TOTAL			\$ 46,15

Elaborated by: Alejandra Toscano Collantes

Chart # 6: Resources

ITEMS	PRICE
EQUIPMENT	\$ 1.150,00
FINANCES	\$ 426,00
MATERIALS	\$ 46,15
TOTAL:	\$ 1.622,15

Elaborated by: Alejandra Toscano Collantes

5.2 Timetable

Chart # 7: Timetable

ACTIVITIES:	MAY	JUN.	JUL.	AUG.	SEP.	NOV.	DIC.	JAN.	FEB.	MAR.	APR.	MAY.	JUN.
Approval of the proposal	X												
Appointment with Advisor		X											
Elaboration of Chapter I		X	X										
Approval of Chapter I			X										
Elaboration of Chapter II				X									
Approval of Chapter II				X									
Application of instruments				X	X								
Analysis of results					X								
Development of proposal					X	X	X						
Elaboration of Chapter III								X					
Approval of Chapter III								X					
Elaboration of Chapter IV									X				
Approval of Chapter IV									X				
Elaboration of Chapter V										X			
Approval of Chapter V										X			
Delivery of first draft										X			
Delivery of final work											X		
Pre defense											X	X	
Project defense												X	X

Elaborated by: Alejandra Toscano Collantes

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- ❖ <http://www.themeasuredmom.com/>
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- ❖ <http://thisreadingmama.com/>
- ❖ www.learningwithplayathome.com

Appendix

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Appendix # 6: High School Certificate

Appendix # 7: URKUND certificate

Appendix # 8: Photographic evidence

Appendix # 9: Legal Basis

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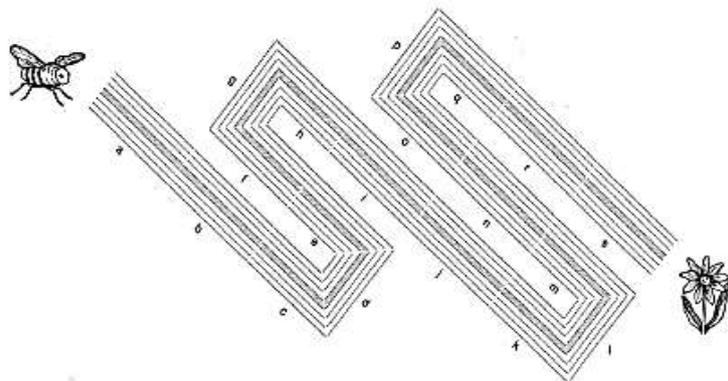
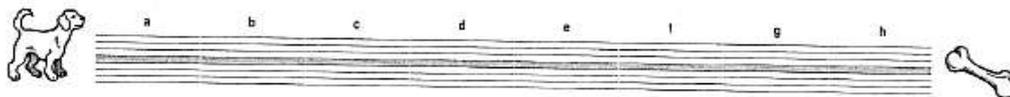
Appendix # 1: Diagnostic reading skills test



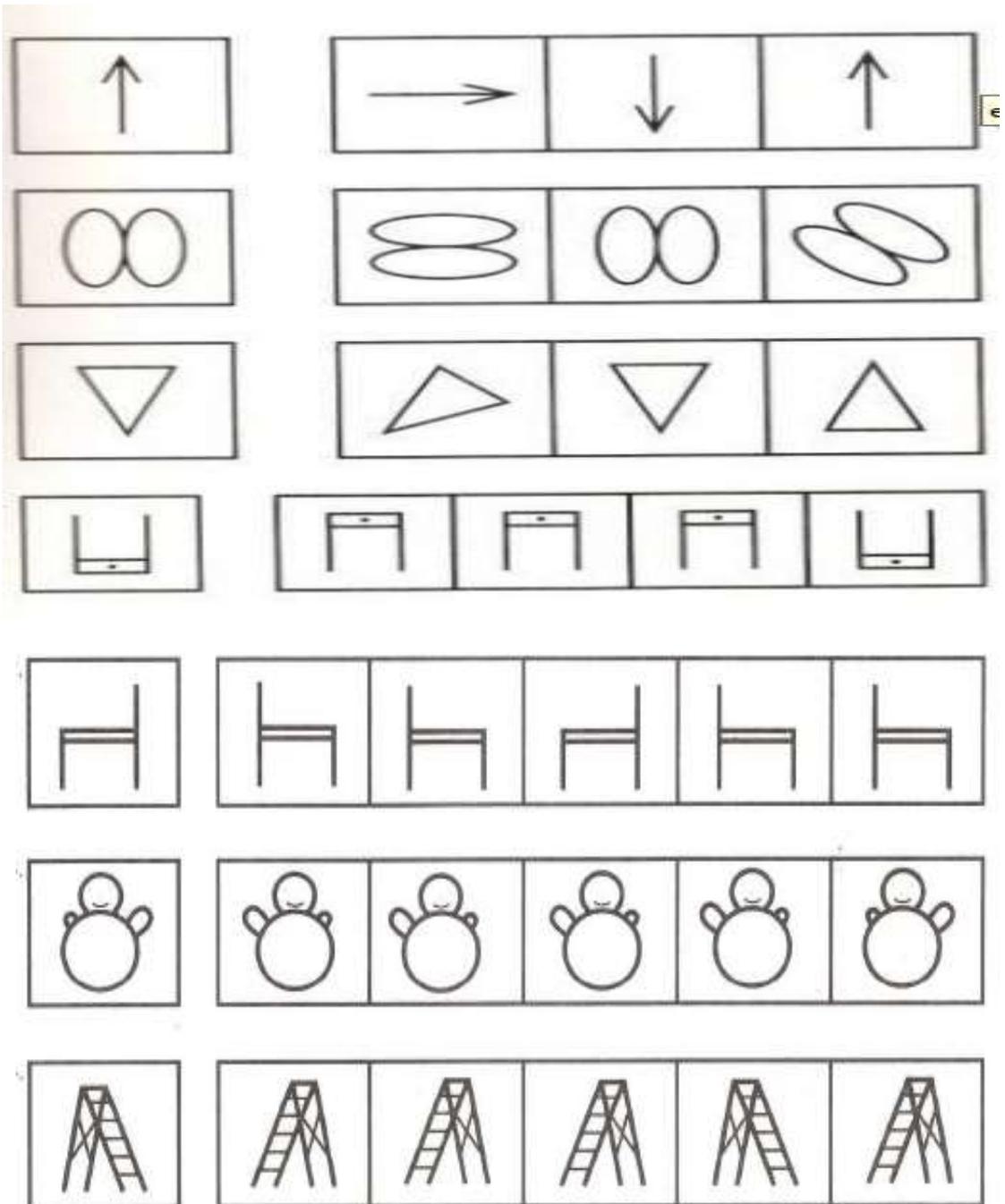
**PENÍNSULA OF SANTA ELENA
STATE UNIVERSITY
FACULTY OF EDUCATION AND LANGUAGES
LANGUAGE SCHOOL
ENGLISH TEACHING CARRER
DIAGNOSTIC READING SKILLS TEST**

NAME: _____

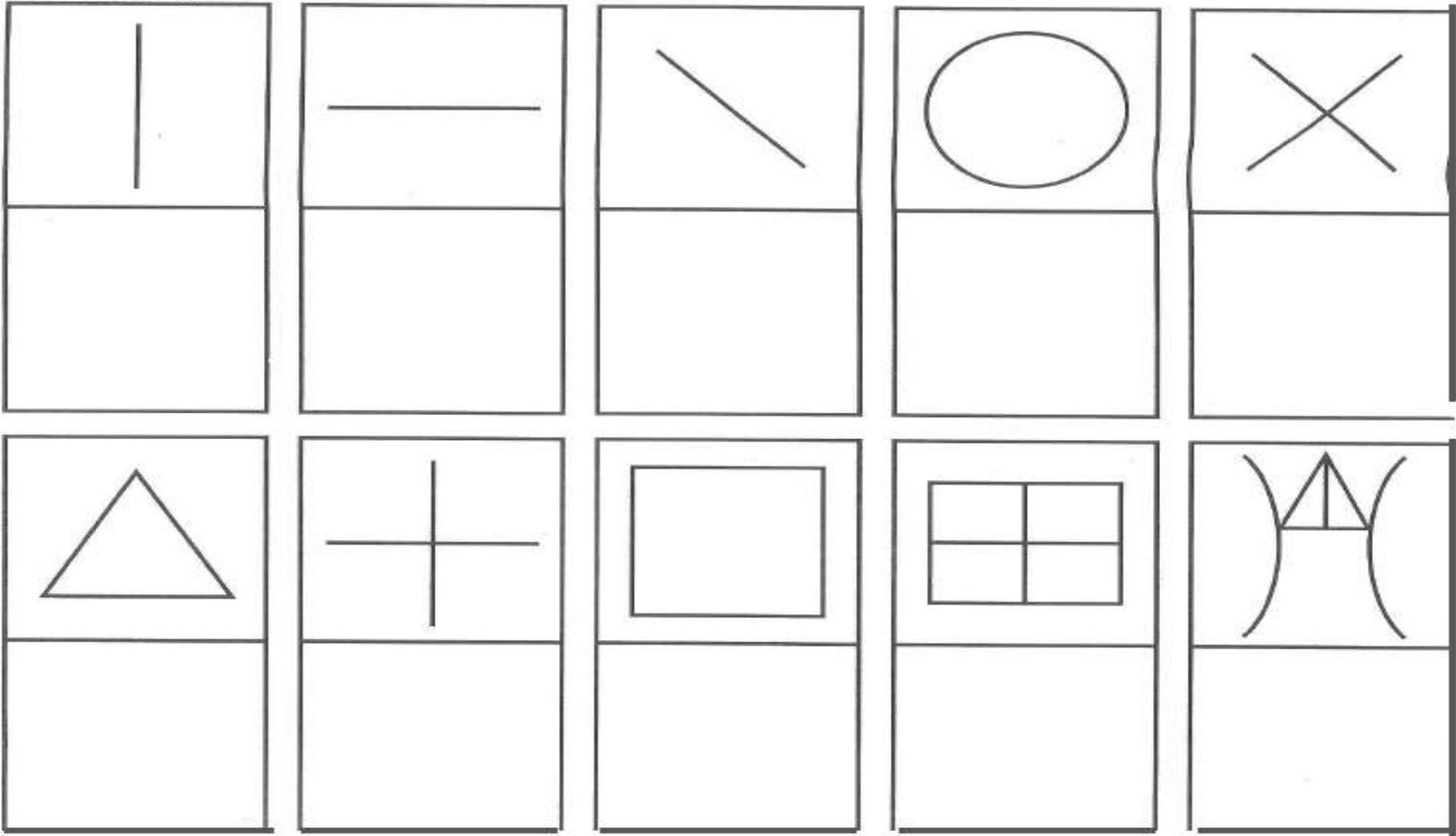
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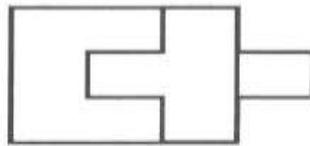
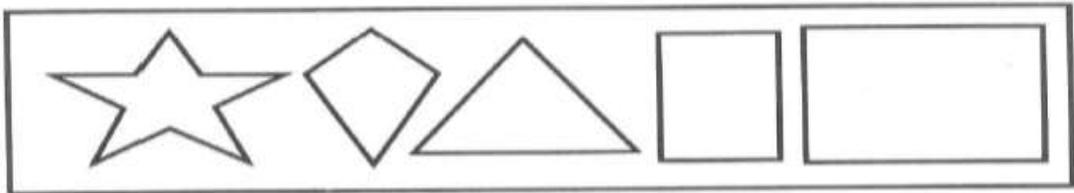
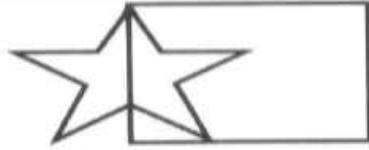
2. - Choose the same shape:



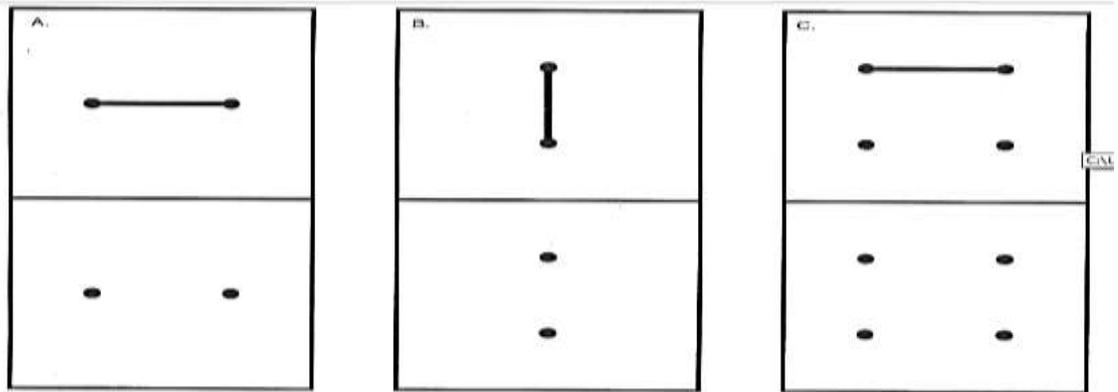
3. - Draw the picture that you see:



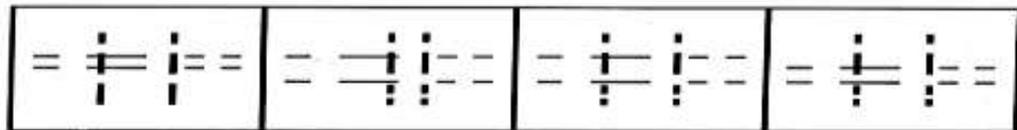
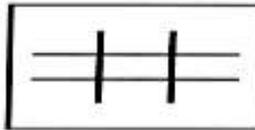
4. - Look at the picture and choose the shapes that are part of it:



5.- Trace the form:



6. - Choose the image that corresponds:



Appendix # 2: Interview to Second basic Elementary Teacher



Interview to Second basic Elementary Teacher Unidad Educativa “Carrera Sánchez Bruno”

This interview will help to obtain information about the methodology used by the teacher in second basic year in the literacy process.

1. What is your academic level?

Second level Third level Fourth level

2. Your professional degree is:

Degree in Early Childhood Education Degree in primary education Others

3. How many years have you been in the practice of teaching?

0 a 1 year 2 A 5 years 5 A 10 years more than 10 years

4. Have you attended workshops in the area of language? Specify how long.

Yes No _____

5. What importance has the teacher of First basic year into the Reading and writing process?

Very important Low importance No importance

6. Have you heard about teaching through the senses?

Yes No

7. Which of the following criteria do you think is the reason for the importance of using the senses in education?

- f. Know themselves
- g. Children learn how to interact with their environment

- h. The use of words and mental images
- i. Children believe that inanimate objects have the same perceptions
- j. Immediate information of a particular area of our lives and living environment is received.

8. What are the most common difficulties in the area of language detected when children start a new school year?

- Poor management skills visual graph
- Little domain of laterality
- No use of pictograms
- Limited domain spatio-temporal
- Lack of phonological awareness
- Difficulties in articulation and pronunciation of words

9. When children have difficulty, what actions do you take?

- School Remediation
- Extra work for home
- Evaluation with a speech therapist

10. Do you have knowledge of the English language? From 1 to 10 what is your level?

Yes No _____

11. Do you work together with the English teacher?

Yes No

Appendix # 3: Interview to English Teacher of Second Basic Year



Interview to English Teacher of Second Basic Year Carrera Sanchez Bruno High School

This interview will help to obtain information about the methodology used by the teacher in second basic year in the area of English in the pre-reading process.

1. What is your academic level?

Second level Third level Fourth level

2. Your professional degree is::

BA in English Proficiency in English Studies in progress Others

3. How many years have you been in the practice of teaching?

0 a 1 year 2 A 5 years 5 A 10 years more than 10 years

4. Have you attended workshops in the area of language? Specify how long.

Yes No _____

5. In what areas do you think are the major difficulties to teach English?

- Listening
- Speaking
- Reading
- Writing

6. Do your students know the letters of the English alphabet?

All Some Most

7. Do your students discriminate sounds of the alphabet?

Yes No Sometimes

8. Do your students make connections between words, images and meaning?

Yes No Sometimes

9. What methods do you use to teach English?

- Total Physical Response
- Lingual audio
- Grammar and translation
- Cooperative learning
- Collaborative learning
- Multisensory approach

10. What difficulties have children when they are starting to read in English?

- Confuse the letters
- Confuse strokes
- Confuse their native language and English
- Translate
- Others

11. Do you know how to develop pre-reading skills?

Yes No

12. Do you know how to improve gross and fine motor skills of your students?

Yes No

13. Do you know something about stimulation programs to develop pre reading skills?

Yes No

Appendix # 4: Survey Elementary Teachers



PENÍNSULA OF SANTA ELENA STATE UNIVERSITY FACULTY OF EDUCATION AND LANGUAGES ENGLISH TEACHING CARRER

SURVEY FOR ELEMENTARY TEACHERS

Title: “Multisensory activities to develop pre- reading skills of second basic year students at Unidad Educativa Carrera Sánchez Bruno, Santa Elena province, academic year 2015 – 2016.”

Nombre: _____

Responda las siguientes preguntas con una X

1. ¿En su asignatura, trabaja con sus estudiantes mediante el uso de los sentidos?

Tacto Olfato Vista Oído Gusto

2. ¿Conoce usted que significa el término multisensorial?

SI Poco Nada

3. ¿De las siguientes opciones cuáles son las actividades en dónde usted más utiliza la discriminación auditiva?

- Instrucciones
- Sonidos del medio ambiente
- Música
- Reprducir sonidos
- Reproducir ritmos

- 4. Elija cuales de las siguientes opciones usted utiliza como actividades de discriminación visual dentro del desarrollo de su clase.**
- a. Diferenciar figuras
 - b. Diferenciar tamaño
 - c. Diferenciar direccionalidad
 - d. Semejanzas y diferencias
 - e. Series
- 5. ¿Cuáles de los siguientes recursos didácticos usa con frecuencia para desarrollar su clase?**
- a. Pizarrón
 - b. Carteles
 - c. Videos
 - d. Proyector
 - e. Radio grabadora
 - f. Libros
 - g. Tarjetas de aprendizaje
 - h. Otros
- 6. ¿Con cuáles de estos recursos los padres de familia contribuyen en su elaboración?**
- a. Tarjetas de aprendizaje
 - b. Portafolios de letras
 - c. Carteles
 - d. Radio grabadoras
 - e. Material Lúdico (pelotas, cuerdas, conos, etc)
 - f. Instrumentos musicales
- 7. ¿Cuáles de las siguientes actividades cree usted que en el sistema educativo se emplean para el desarrollo de la pre-lectura?**
- a. Discriminación Auditiva
 - b. Discriminación Visual
 - c. Observación
 - d. Coordinación corporal
 - e. Manipulación de objetos

8. Según su criterio considera que la estimulación sensorial en los estudiantes potencia la memoria, el lenguaje y la inteligencia.

Si No ¿Por qué?

Muchas gracias por su colaboración

Appendix # 5: Rubric of Final Evaluation

	1 Needs improvement	2 Good	3 Excellent
Sound blending	Do not recognize the beginning of the word	Recognize the beginning of the word with help	Recognize where a word begins
Word recognition	Do not match letters with sounds	Match letters and sounds with help	Match letters and sounds
Sounds	Do not reproduce the sounds of the vowels or consonant	Reproduce the sound of vowels or consonants with help	Reproduce the sound of the vowels or consonants
Sight words	Do not read any sight words	Read sight words with help	Read sight words
Reading	Cannot follow the text and cannot identify the right words	Read the text and find words with help	Read the text from left to right and sweep to the next line
Spelling	Not able to construct words	Listen and constructs words with help	Listen and constructs words

Author: María Alejandra Toscano Collantes.



Unidad Educativa
"CARRERA SÁNCHEZ BRUNO"

Hermanas del Buen Pastor
Avenida Segunda entre calle Sexta y Séptima: Teléfono 2953055
Ballenita- Ecuador

Ballenita, septiembre 30 del 2015.

"Tan cierto como que sale el sol, Él habrá de manifestarse... como la lluvia de primavera que riega la tierra."

Os. 6:3

Msc.
Glenda Pinoargote Parra
DIRECTORA DE LA CARRERA DE LICENCIATURA EN INGLÉS
UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
Presente.-

De mis consideraciones:

Reciba un cordial y afectuoso de quienes conformamos la Unidad Educativa "Carrera Sánchez Bruno".

Le comunicamos que la SOLICITUD presentada por la Sra. Alejandra Toscano Collantes – Egresada de la Carrera de Licenciatura en Inglés, ha sido ACEPTADA para que EJECUTE su PLAN DE RECOLECCIÓN DE DATOS Y EL PROYECTO DE INVESTIGACIÓN titulado ACTIVIDADES MULTISENSORIALES PARA EL DESARROLLO DE LA PRE-LECTURA DE LOS ESTUDIANTES DE SEGUNDO DE BÁSICA de nuestra Institución, por tanto, damos apertura al Sr. Msc. Byron Villacreses Santillán para que realice las correspondientes visitas técnicas como TUTOR de la peticionaria.

Sin otro particular, me despido de Usted.

Muy atentamente,


Licenciada Mónica Tomalá Chavarría, M.
RECTORA

C.c. Archivo





Unidad Educativa
"CARRERA SÁNCHEZ BRUNO"

Hermanas del Buen Pastor
Avenida José Carrera Calvo entre calle Sexta y Séptima: Teléfono 2953055
Ballenita- Ecuador

Ballenita, abril 14 del 2016.

Lcda. Mónica Tomalá Chavarría, Mg.

RECTORA DE LA UNIDAD EDUCATIVA "CARRERA SÁNCHEZ BRUNO".

Presente.-

En uso de mis atribuciones:

C E R T I F I C O:

Que María Alejandra Toscano Collantes con C.I. No. 1710575935, realizó en nuestra Institución su trabajo de investigación previo a la obtención del título de Licenciada en Inglés con el tema: "Multisensory activities to develop pre-reading skills of second basic year students at Unidad Educativa Carrera Sánchez Bruno, Santa Elena Province, academic year 2015-2016".

Es todo lo que puedo informar en honor a la verdad y autorizo a la egresada María Alejandra Toscano Collantes, dar al presente documento el uso que estime conveniente.

Atentamente,


Lcda. Mónica Tomalá Chavarría, Mg.

Rectora



C.c. Archivo



UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

La Libertad, Abril 11. 2016

CERTIFICADO ANTIPLAGIO 004-TUTORBJVS-2016

En calidad de tutor del trabajo de titulación denominado “MULTISENSORY ACTIVITIES TO DEVELOP PRE-READING SKILLS OF SECOND BASIC YEAR STUDENTS AT UNIDAD EDUCATIVA “CARRERA SÁNCHEZ BRUNO”, SANTA ELENA PROVINCE, ACADEMIC YEAR 2015-2016.”, elaborado por la estudiante **MARÍA ALEJANDRA TOSCANO COLLANTES**, egresada de la Carrera de Licenciatura en Inglés, de la Facultad de Ciencias de la Educación, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con **7%** de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Adjunto reporte de similitud

Atentamente,

Lic. Byron Villacreses Santillán, MBA
C.I. 0952384907
DOCENTE TUTOR

URKUND

Lista de fuentes Bloques

Documento [CHAPTER I TESIS TOSCANO.docx](#) (D17473246)

Presentado 2016-01-28 15:19 (-05:00)

Recibido bvillacreses.upse@analysis.orkund.com

Mensaje CHAPTER 1 TOSCANO [Mostrar el mensaje completo](#)

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Categoría	Enlace/nombre de archivo
	capitulo uno modificado.docx
	CAPITULO 1.docx
Fuentes alternativas	

URKUND

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Documento [CHAPERT II TESIS TOSCANO.docx](#) (D17477924)

Presentado 2016-01-28 21:14 (-05:00)

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Mensaje CHAPTER II TOSCANO [Mostrar el mensaje completo](#)

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Categoría	Enlace/nombre de archivo
	Libro Completo Sara, Yoli, & Sandy.doc
	LenguasyLinguistica MendozaParragaDayana Ca...
Fuentes alternativas	

URKUND

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Categoría	Enlace/nombre de archivo
Fuentes alternativas	
La fuente no se usa	

Appendix # 8: Photographic Evidence



Students of Second basic



Students of Second basic



Students taking the Diagnostic Reading skill test



Students taking the Diagnostic Reading skill test



Presentation and modeling of the material



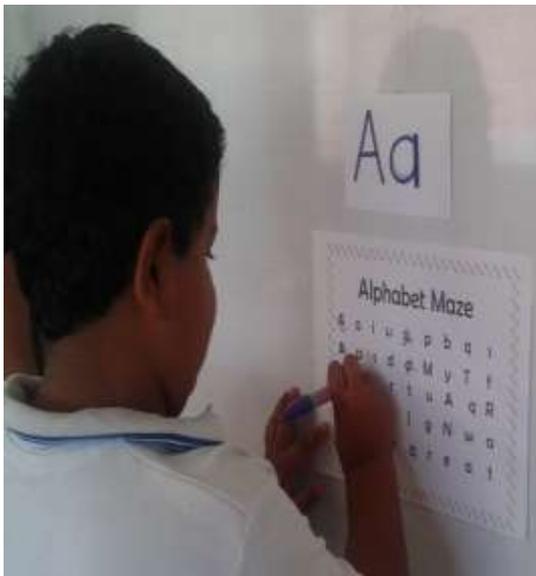
Distribution of the material



Utilization of the material



Explaining the activity



Practicing with the material



Color coded for directionality



Teacher filling survey

Appendix # 9: Legal Basis

CONSTITUCIÓN DE LA REPÚBLICA DEL ECUADOR

Art. 28.- La educación responderá al interés público y no estará al servicio de intereses individuales y corporativos. Se garantizará el acceso universal, permanencia, movilidad y egreso sin discriminación alguna y la obligatoriedad en el nivel inicial, básico y bachillerato o su equivalente. Es derecho de toda persona y comunidad interactuar entre culturas y participar en una sociedad que aprende. El Estado promoverá el diálogo intercultural en sus múltiples dimensiones. El aprendizaje se desarrollará de forma escolarizada y no escolarizada. La educación pública será universal y laica en todos sus niveles, y gratuita hasta el tercer nivel de educación superior inclusive.

RÉGIMEN DEL BUEN VIVIR

Sección primera Educación Art. 343.- El sistema nacional de educación tendrá como finalidad el desarrollo de capacidades y potencialidades individuales y colectivas de la población, que posibiliten el aprendizaje, y la generación y utilización de conocimientos, técnicas, saberes, artes y cultura. El sistema tendrá como centro al sujeto que aprende, y funcionará de manera flexible y dinámica, incluyente, eficaz y eficiente.

Art. 350.- El sistema de educación superior tiene como finalidad la formación académica y profesional con visión científica y humanista; la investigación científica y tecnológica; la innovación, promoción, desarrollo y difusión de los

saberes y las culturas; la construcción de soluciones para los problemas del país, en relación con los objetivos del régimen de desarrollo

EDUCACIÓN INTERCULTURAL

TÍTULO I

DE LOS PRINCIPIOS GENERALES

CAPÍTULO ÚNICO

DEL ÁMBITO, PRINCIPIOS Y FINES

Art. 2.- Principios.- La actividad educativa se desarrolla atendiendo a los siguientes principios generales, que son los fundamentos filosóficos, conceptuales y constitucionales que sustentan, definen y rigen las decisiones y actividades en el ámbito educativo:

f. Desarrollo de procesos.- Los niveles educativos deben adecuarse a ciclos de vida de las personas, a su desarrollo cognitivo, afectivo y psicomotriz, capacidades, ámbito cultural y lingüístico, sus necesidades y las del país, atendiendo de manera particular la igualdad real de grupos poblacionales históricamente excluidos o cuyas desventajas se mantienen vigentes, como son las personas y grupos de atención prioritaria previstos en la Constitución de la República;

g. Aprendizaje permanente.- La concepción de la educación como un aprendizaje permanente, que se desarrolla a lo largo de toda la vida;

CAPÍTULO QUINTO

DE LA ESTRUCTURA DEL SISTEMA NACIONAL DE EDUCACIÓN

Art. 11.- Obligaciones.- Las y los docentes tienen las siguientes obligaciones:

Dar apoyo y seguimiento pedagógico a las y los estudiantes, para superar el rezago y dificultades en los aprendizajes y en el desarrollo de competencias, capacidades, habilidades y destrezas;

Art. 42.- Nivel de educación general básica.- La educación general básica desarrolla las capacidades, habilidades, destrezas y competencias de las niñas, niños y adolescentes desde los cinco años de edad en adelante, para participar en forma crítica, responsable y solidaria en la vida ciudadana y continuar los estudios de bachillerato. La educación general básica está compuesta por diez años de atención obligatoria en los que se refuerzan, amplían y profundizan las capacidades y competencias adquiridas en la etapa anterior, y se introducen las disciplinas básicas garantizando su diversidad cultural y lingüística.

REGLAMENTO LOEI

CAPÍTULO III. DE LOS NIVELES Y SUBNIVELES EDUCATIVOS

Art. 27.- Denominación de los niveles educativos. El Sistema Nacional de Educación tiene tres (3) niveles: Inicial, Básica y Bachillerato.

El nivel de Educación Inicial se divide en dos (2) subniveles:

1. *Inicial 1*, que no es escolarizado y comprende a infantes de hasta tres (3) años de edad;
2. *Inicial 2*, que comprende a infantes de tres (3) a cinco (5) años de edad.

El nivel de Educación General Básica se divide en cuatro (4) subniveles:

1. *Preparatoria*, que corresponde a 1.º grado de Educación General Básica y

preferentemente se ofrece a los estudiantes de cinco (5) años de edad;

2. *Básica Elemental*, que corresponde a 2.º, 3.º y 4.º grados de Educación General

Básica y preferentemente se ofrece a los estudiantes de 6 a 8 años de edad;

PLAN DEL BUEN VIVIR

Objetivo 4 Fortalecer las capacidades y potencialidades de la ciudadanía

4.4 Mejorar la calidad de la educación en todos sus niveles y modalidades, para la generación de conocimiento y la formación integral de personas creativas, solidarias, responsables, críticas, participativas y productivas, bajo los principios de igualdad, equidad social y territorialidad.

CODIGO DE LA NIÑEZ Y ADOLESCENCIA

Capítulo III

Derechos relacionados con el desarrollo

Art. 37.- Derecho a la educación.- Los niños, niñas y adolescentes tienen derecho a una educación de calidad. Este derecho demanda de un sistema educativo que:

4. Garantice que los niños, niñas y adolescentes cuenten con docentes, materiales didácticos, laboratorios, locales, instalaciones y recursos adecuados y gocen de un ambiente favorable para el aprendizaje. Este derecho incluye el acceso efectivo a la educación inicial de cero a cinco años, y por lo tanto se desarrollarán programas y proyectos flexibles y abiertos, adecuados a las necesidades culturales de los educandos.

Appendix # 10: Post-test



PENÍNSULA OF SANTA ELENA STATE UNIVERSITY
FACULTY OF EDUCATION AND LANGUAGES
ENGLISH TEACHING CARRER

NAME: _____

1. **Letter Recognition:** Match the correct capital letter with the lower case one and color in the bubble to choose the correct answer.

1.	T	e	w	t	h
2.	A	m	a	g	n
3.	Q	q	f	r	i
4.	L	d	o	l	a
5.	P	u	t	p	c

2. **Phonic Awareness:** Listen your teacher and write the missing letter on the blank line.

 _____at	 ha_____
 _____og	 _____amp

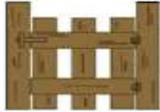
3. **Sight Word:** Read and color the word using the correct color.

				
Read. Color the word the correct color.				
	Look at the dog.			
	I see a bunny.			
	Look at my book.			
	I can see a bird.			
	I can see the bus.			
	Look at the fish.			

4. **Reading comprehension:** Complete the sentences using the pictures as a clue.

I see the	_____		deer
	-----		door

I see the	_____		fog
	-----		frog

I see the	_____		grate
	-----		gate

I see the	_____		hat
	-----		ham

5. **Spelling:** Fill the words with the box pattern below.

walk go quiet stop slow

1.

2.

3.

4.

5.