



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
SCHOOL OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**

**“Montessori Sensory Material for Vocabulary Acquisition
in First Graders of “UNIDAD EDUCATIVA SALINAS
INNOVA”**

RESEARCH PROJECT

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL AND
FOREIGN LANGUAGES**

Author:

Jesse Antonio Baquerizo Gómez

Angeline Carol Solano Pilligua

Advisor:

MSc. Leonardo Chávez Gonzabay

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Advisor's Approval

In my role as Advisor of the research paper and title "**MONTESORI SENSORIAL MATERIAL FOR VOCABULARY ACQUISITION IN FIRST GRADERS FROM UNIDAD EDUCATIVA SALINAS INNOVA**" prepared by Baquerizo Gómez Jesse and Solano Pilligua Angeline undergraduate students of the Pedagogy of National and Foreign Languages Major, at School of Educational Sciences and Languages at Universidad Estatal Península de Santa Elena, I declare that after oriented, studied and reviewed the project, I approve it in its entirety because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,

A handwritten signature in blue ink, appearing to read 'L. CHAVEZ', is written over a horizontal line.

MSc. Leonardo Chávez Gonzabay

ADVISOR

STATEMENT OF AUTHORSHIP

I, JESSE ANTONIO BAQUERIZO GÓMEZ with ID number 0927089797, along with ANGELINE CAROL SOLANO PILLIGUA with ID number 2450060484, students from "Universidad Estatal Peninsular de Santa Elena", Faculty of Education Sciences and Languages, as a prerequisite to obtaining the English bachelor's degree, in our role as authors of research project "MONTESSORI SENSORY MATERIAL FOR VOCABULARY ACQUISITION IN FIRST GRADERS FROM "UNIDAD EDUCATIVA SALINAS INNOVA", certify that this research work is our authorship, and that we have not used sources other than those listed in the bibliography and identified as references.



JESSE ANTONIO BAQUERIZO GÓMEZ
AUTHOR



ANGELINE CAROL SOLANO PILLIGUA
AUTHOR

DECLARATION

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JESSE ANTONIO BAQUERIZO GÓMEZ
AUTHOR



ANGELINE CAROL SOLANO PILLIGUA
AUTHOR

BOARD EXAMINERS



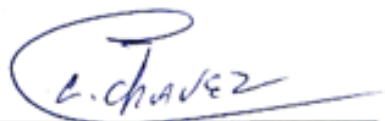
Msc. Eliana León Abad

**PEDAGOGY OF NATIONAL AND
FOREIGN LANGUAGES CAREER
DIRECTOR**



Msc. Sara González Reyes

SPECIALITS PROFESSOR



Msc. Leandro Chávez Gonzabay

TUTOR



Msc. Ketty Vergara Mendoza

UIC PROFESSOR

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DEDICATION

We humbly dedicate this work to our loving parents and family members for their endless guidance and support, to our classmates who pushed us in every class to do our best, and to our professors who inspired us with their advice and shared knowledge along this educational journey.

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With affection.

JESSE ANTONIO BAQUERIZO GÓMEZ

ANGELINE CAROL SOLANO PILLIGUA

ABSTRACT

The objective of this work is to strengthen the communicative skills of first grade students at “Unidad Educativa Salinas Innova” in the context of Montessori education with emphasis on vocabulary development. The theoretical part defines the principles of Montessori education, the role of the teacher and the students, as well as the didactic resources and their impact on the teaching and learning process. The methodology applied was the qualitative approach. The research sample consisted of nine first-grade students and the English teacher. Through a face-to-face interview and an educational intervention based on the Montessori Methodology, we sought to answer the general question of the research: “how vocabulary acquisition is influenced by the use of sensory materials?” The results after the interpretation of the data collected, showed that the use of their senses is one of the most entertaining and engaging activities; therefore, it is concluded that the use of Montessori sensorial material promotes and generates a positive impact on their vocabulary acquisition development, besides the improvement of their communicative skills.

KEY WORDS:

Montessori Methodology, Montessori principles, Sensorial material, Vocabulary development

RESUMEN

El objetivo de este trabajo es fortalecer las competencias comunicativas de los alumnos de primer grado de la "Unidad Educativa Salinas Innova" en el contexto de la educación Montessori con énfasis en el desarrollo del vocabulario. En la parte teórica se definen los principios de la educación Montessori, el rol del docente y de los estudiantes, así como los recursos didácticos y su incidencia en el proceso de enseñanza y aprendizaje.

La muestra de la investigación estuvo formada por nueve alumnos de primer curso y la profesora de inglés. A través de una entrevista cara a cara y una intervención educativa basada en la Metodología Montessori, se buscó responder a la pregunta general de la investigación: "¿Cómo influye en la adquisición de vocabulario el uso de materiales sensoriales?".

Para obtener una visión general de las necesidades y preferencias de los alumnos en el proceso de aprendizaje, se desarrolló una investigación cualitativa. Los resultados mostraron que el uso de sus sentidos es una de las actividades más entretenidas y atractivas. Por lo tanto, se concluye que el uso de material sensorial Montessori promueve y genera un impacto positivo en su desarrollo de adquisición de vocabulario, además de la mejora de sus habilidades comunicativas.

PALABRAS CLAVES: Metodología Montessori, Principios Montessori, Material sensorial, Desarrollo del vocabulario.

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INTRODUCTION

Language is the main means of communication between people and is considered a pillar of society because of the facility it offers to express ideas, obtain information, and share opinions. In fact, the linguistic development of an individual begins at birth, where the unconsciously learning is remarkable, as well as the ability to receive, to select, to process, and to store and retrieve information creating a relationship with the real world.

Learning a new language is not an easy task; students often face many challenges in their learning process. One of the major challenges faced is low average of vocabulary word which may lead to difficulties in learning a second language. New words and phrases can be difficult to be memorized and used while communicating. In fact, (Kohnke, 2020) mentions that the vocabulary learning process is one of the main challenges when learning a second language, and it is the most difficult skill for students to achieve.

The importance of vocabulary acquisition is evident because it helps to build a wide range of words to describe events and emotions. It facilitates detailed conversation on various topics and concreteness in expressing wishes and feelings. In addition, the comprehension of reading texts, videos in English, games, and songs have a significant effect on the learning process of students, where students usually present difficulties and shortcomings related to the low percentage of words they possess.

It is necessary to apply and learn new methodologies that strengthen the communicative skills of 1st-grade students of the "Unidad Educativa Salinas Innova" which is the main objective of this research where the Montessori methodology using sensory material plays an important role in the development of the students' knowledge.

In conclusion, the process of vocabulary acquisition in young learners can be fruitful if the teaching tools and methodologies are applied appropriately, according to their needs and adapting the activities to the age of the students. The positive results of the sensorial material can be evidenced in the enthusiasm and entertainment that the students have while they are learning and interacting with the didactic resources they have in the classroom.

CHAPTER I

Problem Statement

Vocabulary acquisition plays an essential role in the communicative development of English as a foreign language student, is it about lexical knowledge, specifically learning words. One of the major challenges faced by students is poor vocabulary which may lead to difficulties in the process of learning a second language. Therefore, new words, phrases, or expressions can be difficult to memorize and use correctly in the communication process. This research is aimed to strengthen the communication skills in English as a Foreign Language of 1st-grade students from Unidad Educativa Innova.

Acquiring a significant number of vocabulary words is not an easy task. Therefore, learners are often asked to memorize lists of words from a reading text, books, or flashcards with their meanings in their mother tongue. However, this strategy can be boring and tedious, and students may learn the new vocabulary words partially. In consequence, the correct development of the teaching and learning process cannot be carried out properly.

The Montessori educational method has become popular in the last few years. The method is essential for its principles which differ from other educational approaches. Its focus is mostly on learners and their ability to self-development, independent activities, and free choices. Additionally, in Montessori schools, the approach to the students is individual and the learning process is based on the student's daily activities, which is very entertaining and interesting for them.

The Montessori methodology directs the attention of children between three to six years old, challenging children to explore everyday life activities in diverse environments for promoting values such as collaboration, tolerance, respect, honesty, solidarity, and justice (Donoso, Miranda, & Jacob,

2022). Additionally, (Rousseau, Pestalozzi, 2022) mention "children have an innate potential for developing contact with others in freedom and an effective environment. Thus, exploration and confidence are key elements that can help instructors to create better educational environments for acquiring a foreign language. "

On the other hand, the use of sensorial material in a classroom has high importance value because it facilitates and fosters the teaching-learning process, due to the adaptability and versatility of the several materials and resources that a teacher can use according to the context of the class and the needs of the students.

Nevertheless, the use of didactic and handy resources sometimes is not used properly by the teacher which brings negative effects on students; the lack of confidence forbids the growth of knowledge in the classroom. Hence, it is up to the teacher to determine which strategy should be used in class to achieve meaningful learning for young learners, according to the number of students in the classroom.

The purpose of this research is to engage the vocabulary acquisition in (EFL) first graders learners from "Unidad Educativa Salinas Innova " based on Montessori's methodology with the use of sensorial materials displayed in the classroom, fostering independence, coordination, concentration, and self-discipline; consequently, the understanding of the proper use of Montessori's sensorial material for good class management and development.

Problem question (one general)

How is vocabulary acquisition influenced by the use of Montessori sensory materials?

Specific questions (3 questions approximately)

What are the advantages of using the Montessori Method in the development of English communicative?

How do educators use the Montessori Method in the development of vocabulary in first graders skills?

What characteristics should the classroom have according to the Montessori Method for the development of the teaching and learning process?

General Objective (State a general objective for your research)

To describe how the process of acquisition of new English vocabulary is influenced using sensorial materials.

Specific objectives

To determine advantages and disadvantages using sensorial material related to English vocabulary.

To Understand why and when to use the sensorial material in the classroom.

To foster the word knowledge on students through material adapted to their needs.

Justification:

Within the teaching and learning process, the acquisition of vocabulary is not a simple activity to handle with. Therefore, the understanding of the different vocabulary learning strategies is essential to promote and strengthen the mentioned process. Montessori's sensorial material is a useful methodology to improve the conditions for the acquisition of the English language vocabulary words. This research deals with the topic of teaching the English language in the context of Montessori education with a focus on developing vocabulary in 1st-grade students from Unidad Educativa Innova.

There have been important numbers of research regarding the Montessori methodology applied to language learning, as well as how the students learn new vocabulary words according to their ages

and needs. Throughout the Montessori methodology, there is a significant emphasis on learning through sense. Sensory activities and materials are designed to enhance each sense such as the senses of sight, smell, hearing, taste, and touch which promote the students' learning, together with new insights to allow them to think creatively and meaningfully.

Additionally, (Paris, 2022) highlights that researchers such as Vygotsky and Piaget stated that learners require to be exposed to more natural learning processes for improving students' abilities for perceiving, producing, and using the target language in common problem-solving. For this reason, the previously mentioned research " Montessori Sensory Material for Vocabulary Acquisition in First Graders from Unidad Educativa Salinas Innova" is focused on quality tasks rather than quantity, regarding the acquisition of vocabulary throughout meaningful activities, with the students' exposure to real activities and contexts to stimulate the motivation and the interaction with the environment.

Due to the mentioned characteristics and fruitful benefits of the Montessori methodology with the use of sensorial material aimed at vocabulary acquisition, this project seeks to implement an alternative way to teach vocabulary with innovative practices in the classroom following the recommendation of the appliance of this methodology according to the age and needs of the students, as well as the environment where the class will be handle, to understand the pros and cons of the use sensorial material as a didactical tool with 1st-grade students.

CHAPTER II

THEORETICAL FRAMEWORK

MARIA MONTESSORI AND HISTORY OF MONTESSORI EDUCATION

The first years of life are a crucial stage in which a large part of the cognitive development of human beings is decided, since it is in childhood that people are most sensitive, the stimuli that people receive at an early age will have an impact on them. According to (American Montessori society, 2022) the most important part of life is not which corresponds to university studies, but to the first period, because it is here when the intelligence and the set of psychic faculties are formed.

Maria Montessori was born on August 31, 1870, in the province of Ancona in Italy, Maria had the opportunity to attend the University of Rome, where she studied medicine and became the first Italian doctor. Additionally, as a professional, Maria Montessori was profoundly interested in mentally incapable or deficient children and thought that children with disabilities could profit more by learning through education, rather than through medical interventions (Brcko, 2020)

Currently, Maria Montessori is considered one of the world's greatest educators, due to her contribution in the educational field focused on the development of the students according to the environment and their sense periods, as well as the perspective of educators regarding to the education of young minds. In fact, (Broulíková, 2021) mentioned that her educational methodology was so revolutionary in its early years that there was a high interest even from important pedagogical teachers from the United States.

On January 6, 1907, a preschool public center for children between three and six years was established in a slum of San Lorenzo, Rome. It was called Casa dei Bambini (“Children’s House”) by

Maria Montessori. The purpose of this preschool establishment was to supervise and educate the children of the workers who at that time were working in arrangements and buildings in the city. Approximately, 50 children attended the educational establishment where toys, buildings blocks and games were displayed to achieve a fun and safe environment for children.

Consequently, a second Casa dei Bambini was opened in San Lorenzo a few months later and another one in Milan in 1908. In fact, since the first Montessori educational establishment was created in the early 1990s, the number of schools with the same methodology model was increasing along the decades. Furthermore, (American Montessori Society, 2020) claims that the number of Montessori schools has increased drastically and now it counts with more than 22,000 schools in over 110 countries worldwide.

In Ecuador, the Montessori methodology is not an unknown topic, unfortunately there is not a precise number about how many schools are applying the mentioned methodology in the country. Nevertheless, some foreign and local foundations are working to improve the Ecuadorian education through the creation of new educational establishments in rural areas. According to (EL MERCURIO, 2022) The Nobis Foundation and the “Unidos por la Educación” promote the campaign "Make the impossible possible" with the objective of raising around \$160,000 to improve the infrastructure of 4 rural schools in Ecuador. This project will begin with the remodeling of the Demetrio Aguilera Malta school located in Bucay, Guayas. However, the proposal is to adapt around 150 more schools in the long term.

In effect, education is the most powerful transformation tool that exists, it brings new development possibilities to a raising society to improve their lifestyles. If we want children in rural areas to have the same opportunities as any child to achieve their dreams and secure their future, we must provide a quality education. Investing in education is investing in the future and development of a country” (Romero, 2022)

The Montessori educational method has become popular in the last years, due to the innovation in the educational environment, where each object around the classroom has its reason for being. This pedagogical methodology emphasizes the need to promote the natural development of children's potential through self-direction, exploration, practice, collaboration, concentration, imagination, communication, among other aspects. For instance, children should feel welcomed in the environment, and the practicality of it must be suitable for students of more age groups (American Montessori society, 2022)

The physical characteristics of the Montessori methodology emphasize the importance of the prepared environment, where the students have opportunities to immerse themselves in interesting works and activities. Moreover, the students' development is spontaneous and based on free choice, which foster prolonged periods of concentration and learning. Thus, the child's independence, freedom and self-discipline make it possible for everyone to find activities according to their evolutionary needs.

To (American Montessori society, 2022) learning environments under this methodology offer children multiple opportunities to develop their thinking in accordance with the laws of nature. The three key components to consider are (1) a group with children of the same stage of development, (2) materials and activities to match children needs and work according to their stage of development, and (3) a trained adult who understands child development for shaping psychological security and keeping special environments to connect children with the materials and activities within a triangle with sides of equal importance. Therefore, teachers or tutors should let the students to explore and express themselves, as well as let them to be wrong or make mistakes with the purpose of trying again an activity or work if it is necessary.

Furthermore, in the Montessori methodology, the term "freedom" is much more than that. It does not mean the students can do whatever they want in the classroom; instead, the teacher

must remove all the obstacles which may interfere with the student's normal development. Particularly, "freedom" means that the child is free to select a place where to perform the work within the prepared environment (Holguín, 2022).

SENSORIAL MATERIALS

One of the most important characteristics of the previously mentioned methodology is the use of sensorial materials. Dr. Montessori developed a series of didactical resources to be used in the classrooms with young learners. These didactical resources were designed to isolate one skill and to be self-correcting. This allows the child to concentrate their efforts and to be independent in their learning process (Hollis Montessori School, 2019).

The use of sensorial materials represents an important role in Montessori education and is mainly focused on children and their ability of self-development. For instance, materials used in Montessori classes have a special purpose that focuses on children's mental growth and their independent work (Broulíková, 2021). In fact, the Montessori sensorial materials are designed to capture the students' attention, which leads to an improvement of the students' ability to achieve high concentration and a proper learning process.

Montessori education is well-known for its sensory focus; the development of students' senses is one of the main ideas in the Montessori pedagogy. The structure of the sensorial area reflects the notion of development and stimulation of the students' five senses: taste, touch, smell, sight, hearing. This allows students to use their senses to explore, learn and understand the world around them.

The sensorial materials are combined into two groups. The first group - "Simple sensations" - includes materials that stimulate the development of senses, the perception of which involves single analyzer (one sense organ): sight (eyes), touch (skin), hearing (ears), smell (nose), taste (tongue). The

second group of materials, called "Complex sensations", promotes the development of sensations, the perception of which involves several analyzers - thermal (the sense of temperature), pressure (weight, pressure), and so on. (Humankova, 2019).

ROLE OF THE TEACHER

Despite of all the benefits and advantages of the application of the Montessori sensorial materials in the classroom, the teaching and learning process cannot be handled appropriately if the educator does not understand the basic principles of the Montessori methodology. Even though, small details such as the cloth and how the educator looks like make a big different due to the Montessori environment principles, where it is emphasized that the arrangement and order are a necessary requirement in the classroom. As claimed by (American Montessori society, 2022) The teachers must be orderly because they help students keep the environment organized and clean, thus, must be an appropriate role model.

Therefore, the physical appearance generates an essential impression of the pedagogues that has the greatest impact on the Montessori methodology of teaching. Consequently, creating a healthy relationship with the class environment and the student. More specifically, teachers must observe children's development considering their needs, personalities, and stage of development, however, most importantly, regard their progress.

It is vital that the teacher respects the students and their needs and can help them in their development. For instance, pedagogues in Montessori classrooms should offer help to students, but only when is necessary. In consequence of this, they must be patient, tolerant, kind, and respectful with the students. As a teacher, it is also essential to have self-discipline that protects the disruption of students' learning process as most of the work rests on learners. (American Montessori society, 2022).

Besides, the role of a Montessori teacher is totally different from the role played in a traditional educational system. Traditional teachers present a class to large group of students who are expected to listen and assimilate the information provided. On the other hand, Montessori teachers work with only one or two students at a time providing didactic resources according to the needs and interests of each student in the classroom. The teachers advise, present a lesson, or observe students quietly while they work. In this way, students work without being pushed to perform and on their own pace in a peaceful environment.

One large part of what a Montessori teacher does is to intentionally prepare a classroom environment that is developmentally appropriate, is inviting to children, and supports them on their journey to work independently. This environment is constantly changing in tiny ways as the teacher notices new and evolving needs of the students (Hollis Montessori School, 2019). Thus, the observation of the teacher always is important to be able to help the student if necessary.

According to (The Knoxville Montessori School, 2019) Montessori teachers have more freedom than traditional teachers to work individually with students and help them grow. In addition, because Montessori schools are not test-driven, Montessori teachers do not need to focus on preparing children for standardized tests. As a result, many teachers find working in Montessori school more rewarding than traditional teaching.

Likewise, the presence of the guide or teacher is not complete without the didactic resources, since they are an active part of the students learning, the Montessori guide serves as a link between the material and the students, facilitating and guiding the learning process through the presentations, which are the exposition of the material and its use, in this way creating a proper educational environment.

The teachers will first introduce the material to the students by naming the activity and showing them how to use and manage them. Also, they slowly and precisely present the material to demonstrate all the steps and rules of the activity. Then, they provide space for the children to independently

explore the activity, which results in independent learning for the student. Furthermore, in concord with (Montessori Academy, 2022) Educators will let children concentrate on their work without interfering, allowing them to develop their own reasoning and problem-solving skills.

ROLE OF THE LEARNER

Montessori education is focused on students, their development, senses and needs. The learning process depends mainly on students and the energy they apply in every activity or interaction. For instance, claims (Broulíková, 2021) that: “The child seeks no assistance in his work. He must accomplish it by himself.” Learning in Montessori classes is not achieved through teaching, but it is dependent on the effort of students.

The Montessori methodology is a student-directed pedagogy since they are considered responsible for their own learning and development process. Based on (Casquejo Jhonston, 2019) “the child goes through four evolutionary periods called *developmental planes*”. Additionally, according to (Silverline Montessori, 2018), each plane of development is characterized by distinct sensitive periods for learning – where children exhibit certain needs, attributes, and characteristics at each plane of development. During these sensitive periods, a child undergoes a period of intense developmental change followed by a period of assimilation, marked by a student showing confidence in his newly acquired abilities. Using this model offers a holistic framework where learning and classroom structure is based on stages aligned with developmental psychology.

The First Plane: (Early Childhood)

From birth to 6 years, children are absorbing the world. According to (American Montessori society, 2022) called this stage as the "absorbing mind," where the child's brain has the capacity to absorb from the environment all that is necessary to develop an individual from their specific culture.

The Second Plane: (Childhood)

From 6 to 12 years of age, the second plane of development is defined by a hunger for knowledge and a strong desire for intellectual independence. In addition, children begin to seek moral balance and develop their consciousness, or sense of right and wrong. It is a good time to teach about justice and utility.

The Third Plane: (Adolescence)

From 12 to 18 years old, the student wishes to understand the meaning of being human in the world and to understand what contribution can be applied today. Thus, the third plane of development is a sensitive period for critical thinking and the exploration of deeper moral and ethical values.

The Fourth Plane: (Maturity)

From age 18 to 24, the student is already characterized by a specialized mind to explore the world and find his own place in it. The fourth plane of development is defined by the young adult working on his or her spiritual self or building a higher level of self-understanding.

For instance, the understanding of these stages or planes represents a significant principle in the development of the learning process focused on the philosophy of Montessori. Moreover, (Age of Montessori, 2019) emphasizes that the “developmental planes” arose after the Montessori’s observation where all children, regardless of culture or local, experience the same stages of development at approximately the same age.

CHAPTER III

METHODOLOGICAL FRAMEWORK

Methods

Qualitative method

This work is based on qualitative research to collect valuable information to describe perceptions and attitudes related to the text. The data collection of the research is analyzed and studied to understand the different aspects that influence the vocabulary development of the students. Additionally, the use of bibliography with essential information will be provided for understanding the methodology of this research.

According to (Van Grootel & Haven, 2019) Qualitative research often uses language as its data, be it written or oral, although it may use photos, videos, or other types of behavioral recordings. The qualitative data are often collected via an interview, a focus group (structured group discussion), or via observation. Furthermore, deep descriptions and interpretations are used to understand a social phenomenon, rather than logical and statistical procedures.

Qualitative research is a process of naturalistic inquiry to understand a subjective approach in a group of study, the outcome of the research may vary according to individuals, groups, and culture. On the other hand, quantitative research is focused on an objective approach where the research relies on the methods of natural sciences, which develops facts and numerical data. In consequence, the results are accurately and precisely measured. Unlike, in the qualitative research the results of the research are not able to generalize due to the small study population and the different interpretations of the study.

Type of Research

Phenomenological research

According to (Williams, 2021), stated that “phenomenology” is the study of that which can be experienced. Nevertheless, the definition is broad and does not exclude any of the various uses of the term found in current literature, because of the meaning of the root terms “phenomena” and “logos” which are vague.

Phenomenological research is a qualitative research approach that helps to describe the lived experiences of a group or a person. This approach emphasizes specificities and identifies a phenomenon as perceived by an individual in a particular context. Moreover, the approach can be used to study and analyze the common aspects of the behaviors of group or short population.

With the above information, the present study was conducted through two phases as follows.

Phase 1: Documentary and field research

General questions survey about The Montessori methodology will be provided to the first-grade teacher to understand and identify the strengths and weaknesses about this mentioned methodology.

The outcomes of the survey will be analyzed to determine the most important aspects that are involved in vocabulary development of young learners.

Phase 2: Analysis and interpretation of the collected data

To achieve a successful development of this research, it is necessary to work with qualitative research to measure the aspects of the variables: the vocabulary acquisition strategies applied in the classroom and the development of the students using didactical materials.

A group of ten students randomly chosen will be displayed to use 'The Montessori Movable Alphabet' which is a sensorial material based on: visual and touch senses. (MONTESSORI FOR TODAY, 2022), stated Montessori Movable Alphabet is a wooden alphabet used to teach children how to read, write, and spell. It allows children to learn these skills at their pace and before they have the motor skills needed to use a pencil, rather than waiting for the curriculum to say they are ready.

Focus group.

Focus groups are some of the most widely used research methods, especially in qualitative research. Its frequent use is usually due to the simplicity of this technique, which allows to quickly identify what a person or a group thinks about the subject of the study in question. In fact, (Library & Information Science Research, 2021) stated that *focus groups* involve discussions with groups of people in the hope that interactions will help participants to produce a more useful guidance and understanding.

Being the teacher one of the most important components of the teaching and learning process, is consider an essential part of this research due to the experience and the perception of the students. Therefore, the teacher's contribution and point of view about vocabulary acquisition process is important to settle a general interpretation of the methodology applied in the classroom and how it influences in the lexical knowledge of the first-grade students.

Additionally, the first-grade students lead an important role in this research considering they are the center of the educational process, which seeks to improve their abilities for the future. In consequence, the research study is focused on nine first-grade students who will be divided into three groups to apply a vocabulary exercise based on the use of Montessori sensorial material, where the outcomes will be interpreted according to the data collected during the process.

Besides, is important to highlight that the focus groups are formed randomly and follow three of the Montessori pedagogical principles as Individualized Learning, independence, and Freedom of Movement. In this way, making the learning process approach is more likely to the Montessori methodology.

INSTRUMENTS

Questionnaire

A questionnaire is a research instrument based on a series of questions to collect information from respondents. Questionnaires can be considered a kind of written interview. They can be conducted face-to-face, by telephone, by computer or by mail. Eventually, this questionnaire interview will be handled face-to-face because of the importance and interpretation of answer provided by the interviewed; in this case, the first grade-teacher from "Unidad Educativa Salinas Innova".

Moreover, in an article published by (Qualtrics, 2022) mentions that "The way a questionnaire is designed plays a fundamental role in shaping the quality of the data and insights obtained from a target audience". Therefore, questionnaire design determines how quick and easy will be the process to analyze and interpretate results from questionnaires once responses start to come back.

Types of questions

The type of questions is open-ended where participants are able to express the options, beliefs and expectations about Montessori methodology for responding to the questions. In addition, the questionnaire has eight questions related to the problem and variables, and it was also a face-to-face interview. The reason for this questionnaire is to understand what the aspects are to take into account in the process of vocabulary acquisition and how the influence of the Montessori methodology can help to find a different way to teach vocabulary to first grade students.

Data Collection Processing and Resources

Basic questions	Explanations
What?	To collect data
Where?	"Unidad Educativa Salinas Innova " First-grade classroom.
When?	January 9, 2022,
How?	Questionnaire, opened-ended questions.
What for?	To determine how the use of Montessori sensorial materials influence the vocabulary acquisition of first grader- students from "Unidad Educativa Salinas Innova ".

Note: This chart shows the questions of the data collection process and resources.

Population and sample

Population

A population is a group of elements (students) about which the researcher will make declarations. The population of this research project is performed with the first grade-students from "Unidad Educativa Salinas Innova" from the Santa Elena province.

Sample

A sample is a group of people, objects, or items that are taken from a larger population for measurement. Therefore, nine first grade-students (5 boys – 4 girls) will be divided in three groups to apply a vocabulary exercise based on the use of Montessori sensorial material, where the outcomes will be interpreted according to the data collected during the process.

CHAPTER IV

Results

This chapter contains the results of the grounded theory methodological study and the qualitative analysis of the data, including the practical steps involved in the analysis. In addition, the connection of the findings to the body of literature on Montessori methodology and how vocabulary acquisition is influenced by it, more so, how the data collected clarifies and answers the research sub-questions, where the main question of this study will also be answered.

Teacher survey

Data collection is a vital aspect in research due to the valuable information, opinions and points of view of a focus group previously collected by a questionnaire. The objective of a survey is to gather facts to have the knowledge required to carry out the investigation and analysis process properly. Therefore, the information provided by the questionnaire determines the development and management of the research, as well as the application of the purpose.

Nowadays, there are several ways to compile data from a group of people the globalization and accessibility provided by electronic devices make it a process simple to be handled. Nevertheless, the face-to-face interview is one of the most used compilatory data collection as a consequence of the perception to capture additional emotions and behavioral clues from the respondents, such as discomfort and enthusiasm about each question, which are not able to recognize using a different data compilation.

This research is based on face-to-face interview looking for adapting to the age of the focus group (*1st grade students from Unidad Educativa Salinas Innova*), whose average age varies between 5 to 6 years old, making the data collecting process more natural and fluent. Furthermore, the first-grade English teacher performed the same earlier mentioned survey providing a general insight about her Montessori methodology's perception.

Opened-ended questions are free-format survey questions that allow the respondent to answer based on their complete knowledge, feelings, beliefs and understanding. The English Teacher expressed valuable information according to her experience working with 1st grade students, the importance of the didactic material in the vocabulary acquisition process, as well as her perception of the Montessori methodology.

Being the Montessori methodology an essential aspect of this research, different opened-ended questions regarding it were brought to the interview. The teacher's affirmation of knowing basic principles of this methodology indicates that this methodology is not a faraway topic in the current Ecuadorian education system, regardless of the lower number of Montessori educational institutions in the country.

Moreover, the vocabulary acquisition process of first-grade students was a fruitful topic to discussed, is important to highlight the strategies applied in the classroom to enhance this previously mentioned process, where "*The circle time activity*" plays an important role in the daily class performance. This activity consists of gathering the students sitting on the floor emulating a circular shape to discuss the class, interact with the students, set new goals, and remind the vocabulary words checked the previous classes.

The use of didactic resources is an essential part in vocabulary acquisition due to its impact on the students' learning experience. Thus, the student's exposition to several materials can help them improve their understanding and knowledge of the world. This concept about didactic resources can be

evidenced in the teacher's answers who mentioned that the use of flashcards for the vocabulary acquisition is part of the first-grade students' learning process.

Due to the low writing ability of the students because of their age, the use of flashcards, figures, clay material and colors help making the learning process more suitable for them, mentioned by the teacher. Besides, these tools provide an improvement in the students' perception, along with the capacity to identify properties, classify, solve problems, and establish similarities and differences.

Furthermore, according to the teacher's answers we noticed that the students' senses are always connected with the vocabulary learning process because of the variety of didactic resources used in class, being the tactical, visual, auditory senses the most used by the first-grade students. For instance, is notable the connection of the sensorial skills of the students with their language development.

Bringing back the Montessori principles already mentioned in the theoretical framework, where the intentional vocabulary acquisition strategy is developed according to the classroom environment, is crucial to mention that the first-grade teacher used to apply the same strategy, looking for the self-development and students' independence. However, the teaching and learning process sometimes is not as profitable as it is expected due to the numbers of the students and the difficulties it brings.

Despite, the teacher's knowledge about the Montessori methodology, its application cannot be handled in this institution mainly because of the number of students per classroom and the presence of just one in charged English teacher. Additionally, the interviewed teacher mentioned that she has not received Montessori training but her willingness of learning about it is noticeable.

Similarly, the average number of vocabulary words is a valuable topic in this research. It is assumed that first grade students should learn about 2 new words per class or 6 new vocabulary words per unit. In addition, the teacher considers the feedback of the vocabulary reviewed in previous classes,

usually adding more information and expressions to help students construct sentences such as: I like, I hate, I love, among others.

Particularly, the assessment of students' vocabulary acquisition focuses on singing songs and watching videos at the end of each class that contain the same vocabulary words reviewed in class. According to the English teacher, this is the best way to realize whether or not the student has understood the objective of the class, keeping in mind that the writing skills of 1st graders are not one hundred percent developed enough to be measured by a writing test.

For instance, apart from the Montessori sensorial materials for the acquisition of vocabulary, the presentation of videos or songs activities according to the content of the class arrive as a good complement to engage and assess the students' language development. In fact, the presentation of the videos in class were one of the most common reasons why students mentioned they like the way the English class is handled.

Student survey

The student's survey was mainly based on brief questions which were asked in a kind and friendly way to obtain as much helpful information as possible, sitting face-to-face asking them eight questions which are going to be interpreted and explained in the following statements. Additionally, it is important to mention the collaboration of the students during the survey process was appropriated and the interaction between interviewee and interviewer was fluent and communicative which allow the researchers to obtain important data for the proper development of this research project.

Being the English language the subject of this research, we started the survey looking for information to find out the average of students who like this foreign language. Regardless of positive or negative answers, we tried to understand the reason behind each one of them. Indeed, only one out

of nine interviewees mentioned that English is not a subject of interest for him, and this answer can be interpreted along with other questions presented in this survey, where the respondent stated that he does not practice English at home, and the lack of understanding of the English teacher during class.

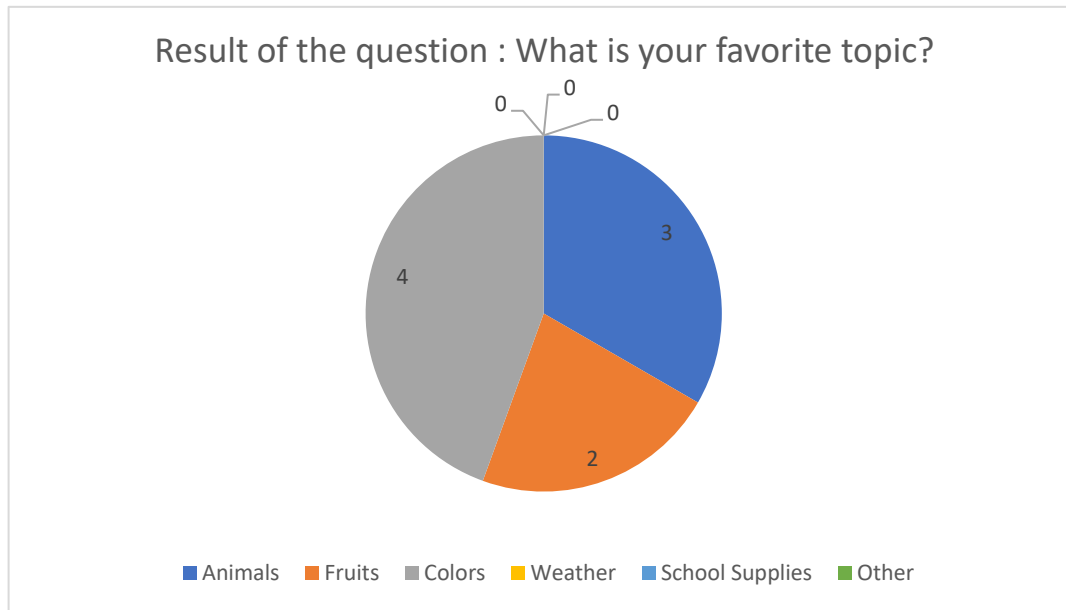
Despite of this isolated negative result, the positive answers affirming the acceptance and good opinions about the English as a classroom subject were easy to identify due to the enthusiasm and body language shown by the interviewees at the moment to answer the questions. Additionally, the eight students stated some of the reason why they like English, with in-class activities such as painting, watching videos, and singing songs being the most common responses that supported their answers.

Similarity, the understanding, and comprehension of the teacher's lecture and directions from the students were an important fact to mention. Clearly, this data reflects the good development of the communicative skill of the English Teacher. We were able to verify this when we were working on our Pre-professional Practices at "Unidad Educativa Salinas Innova". Thus, the earlier mentioned fact about the communicative skills of the teacher provides a general insight on how a professional with the responsibility to teach young learners should be.

Besides, throughout the interview we can figure it out a particularity in the topic preferences of the students, where colors vocabulary was the most mentioned topic in the survey, followed by animal's vocabulary. Thereby, we asked the reasons why they preferred the vocabulary of colors over the vocabulary of animals, school materials, fruits, and weather. We found that the activity of hand-painting with different colors and materials was one of the most determinant activities for the choice of the students' favorite topic.

Figure 1

Result of the 5th question from the survey.



Note: The chart represents the most relevant vocabulary topics of the research population (9 students).

Last but not least, a relevant aspect of the student survey was that didactics and entertainment made up an ideal learning environment for the development of student skills, this information is based on the general response of each one of the students surveyed who stated that the activities and games carried out in class ended up being fun for them.

Conclusion

The Montessori Methodology has been applied in Ecuador since the late twentieth century, it is not a new methodology in the Santa Elena Province, based on this research there are a few academic institutions that are already practicing the Montessori Methodology to enhance English Teaching-Learning. This research's main objective was to ensure if the Montessori Methodology could be applied at "Unidad Educativa Salinas Innova" and if it could be handled by teachers and students.

This chapter contains the results of the analysis, connects the analysis back to the research questions, and demonstrates the consistency of the study with grounded theory methodology. Nine first-grade students were interviewed to gain a general insight into their thoughts about English as a scholarly subject. The interview questions were structured to understand important details in the development of their classes such as their favorite topics, the understanding of their English teacher, and which activities seemed most interesting for them.

Therefore, the data collected is useful to understand and match their current learning activities, as well as the characteristic in their classroom environment, with the Montessori sensorial material for vocabulary acquisition to achieve a learning process more suitable according to their personal and educational needs. Moreover, following the outcomes of the survey, it is feasible to apply vocabulary words related to students' interests such as colors, animals, and fruits because of their answers.

Additionally, this research based on verifiable data from surveys, focus groups and face to face interviews with teachers and students has proved that the Montessori Methodology is an easy-to-handle procedure and easy to apply program.

CHAPTER V

Reflections of the study

This chapter presents the personal reflections of the research, in other words, the experience of conducting the research, the difficulties, and the lessons the authors learned about the topic during the development and comprehension of the research. In addition, relevant aspects of how the use and handling of Montessori sensorial material influence the vocabulary acquisition of young learners are presented.

This section will also examine whether the objectives and questions posed of the research topic “MONTESSORI SENSORY MATERIAL FOR VOCABULARY ACQUISITION IN FIRST GRADERS FROM UNIDAD EDUCATIVA SALINAS

INNOVA” have been met.

For this research it was important to know how the Montessori sensorial material helped the student's development during their learning process focused on the acquisition of new vocabulary words for a better understanding and improvement of their communicative skills. Therefore, to find possible positive suggestions to achieve the general objective of the research, because of the information collected and existing research related to vocabulary teaching strategies, as well as innovation and the use of didactic materials for vocabulary acquirement in young students.

In the course of the research, the biggest challenge was the collection of answers and opinions from the nine 1st grade students from the focal group due to their ages and low average of words to express themselves. Nevertheless, this challenge became into an opportunity to get closer to the students and understand their educational needs.

Also, the interaction, dynamism, and creativity to obtain answers were essential for the development of the research.

The process of building a meaningful vocabulary base is a daily challenge in which the teacher and learners work together to achieve an adequate average number of vocabulary words. However, vocabulary teaching strategies tend to become an old-fashioned process in which the repetition and memorization of words is part of the routine, making the vocabulary learning process a predictable activity among learners. Therefore, the application of a new methodology could mean an improvement in the students' development.

The Montessori sensory materials such as the mobile alphabet and the mystery bag represented a significantly positive experience for the participants in the acquisition of English vocabulary. Some favorable aspects of the application of a new methodology are the willingness and enthusiasm of the students thanks to the interest that the Montessori sensory materials awaken in them. Indeed, these positive aspects were evident in the student population of this project, which consisted of nine students from the Innova School.

The curiosity and engagement of the students when presented with the sensory materials benefited the vocabulary acquisition process, as it was something new and fun for them. In addition, the participation of each student was encouraged thanks to the different textures, shapes, and colors of each sensory material. Therefore, our first insight makes us interpret and understand that the innovation of didactic resources makes a big difference in the teaching and learning process, specifically in young learners.

Despite the difficulty the students had in writing certain words in English due to their age, as their productive skills such as writing and speaking are not yet fully developed, the use of the movable alphabet was an important tool for the development of their writing skills, as they only had to identify the letter and place it correctly under each flashcard or objects.

The enjoyment of students picking up and forming words provides us with vital information to understand the students' need, where exploration and interaction with tactile and visible material helps them to associate the sound with the cultural symbol that is the letter we understand in our language. In addition, the development of movement coordination, willpower, autonomy, and social organization are strengthened through the Montessori sensory material.

Besides that, the balance, fine motor skills and concentration, development of independence, constant hand-eye coordination and development of intelligence in their ability to visualize space and the indirect preparation for reading, make "*the movable Montessori alphabet*" a very useful didactical material to apply in the classroom, particularly in students from 3 to 6 years old.

Despite all the positive results and benefits of the application of this didactic material, the number of students per classroom can be considered a disadvantage, due to the organization and management of the class. The difficulties of working with a population of students whose average is between 20-25 students represent a great challenge for educators. However, the Montessori mobile alphabet can be managed as an extracurricular activity to foster vocabulary acquisition in students who have a low vocabulary word range, as an alternative to engage them in their learning process.

A second Montessori didactical material was displayed in the class, "*the mystery bag*" or also called the Stereognostic bag was a very practical and didactical tool to engage the students to improve their vocabulary. The profits of the application and performance of the activity presented to the students were even more fruitful than the Montessori movable alphabet. In fact, we noticed the student's participation and attention was highly more in this activity due to the use of animal figures and the curiosity this activity involve.

In fact, it is important to remember that the stereognostic sense is the ability to recognize an object without seeing, hearing, smelling, or tasting it. As a result, the students found this activity fun and entertaining. Identifying animals with the hand to touch and recognizing which animal is inside the

bag based on its shapes, textures, and main features such as the tail, ears, and body create a direct relationship with the vocabulary words and the object.

The Stereognostic bag fosters the refinement of the kinesthetic sense, mental visualization of the students. Additionally, the movement coordination, autonomy, social organization, and concentration are aspects that indirectly influence the development of student skills during the development of this activity. Thus, the application of this didactical material can be considered as an important tool for language development in young learners, not only focused on their ability to remember new words, but also helping them improve their motor skills.

The development of this research project helps us to delve into the wonderful and interesting world of young learners. In this way, to be able to understand their needs, adapt tools and apply new educational activities that help them improve the development of their motor skills and encourage the acquisition of new words through a didactic and fun way for them, making the teaching and learning process a rewarding experience for the educator and the students.

After concluding this study, both researchers agree that the life-lesson learned during the development of this research is the importance and fruitfulness of applying new didactic resources to build an outstanding vocabulary base in young learners.

Consequently, memorization and repetition, which are one of the most well-known and widely used vocabulary learning strategies in the world, are avoided. In this way, a more suitable and interesting learning environment is created for students, encouraging participation and direct interaction with meaningful objects and resources in the classroom.

To conclude, the proposal of the Montessori methodology has great importance in the integral development of the human being, since it focuses on the scientific observation of the behavior and needs of people, especially children. Aspects like the environment and the use of certain didactic

materials generate a positive impact on the abilities of the students. Consequently, In the near future, the researchers would like to further investigate the process, learning and continuity of the Montessori methodology with a different study.

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La Libertad, 07 de Febrero de 2023

001-TUTOR LACHG-2023

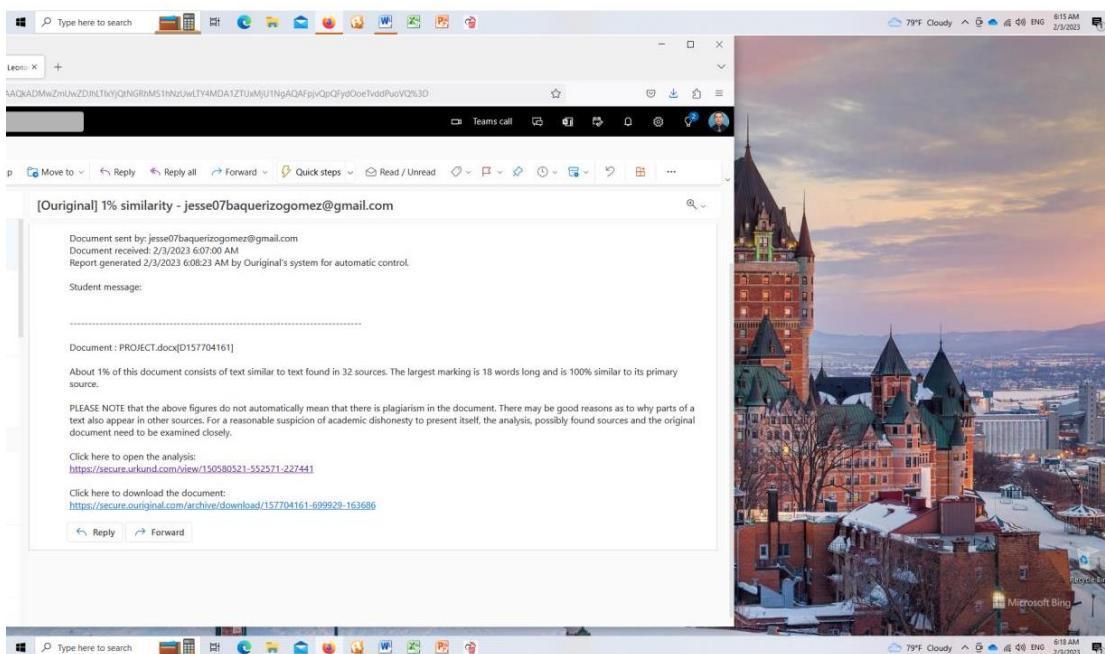
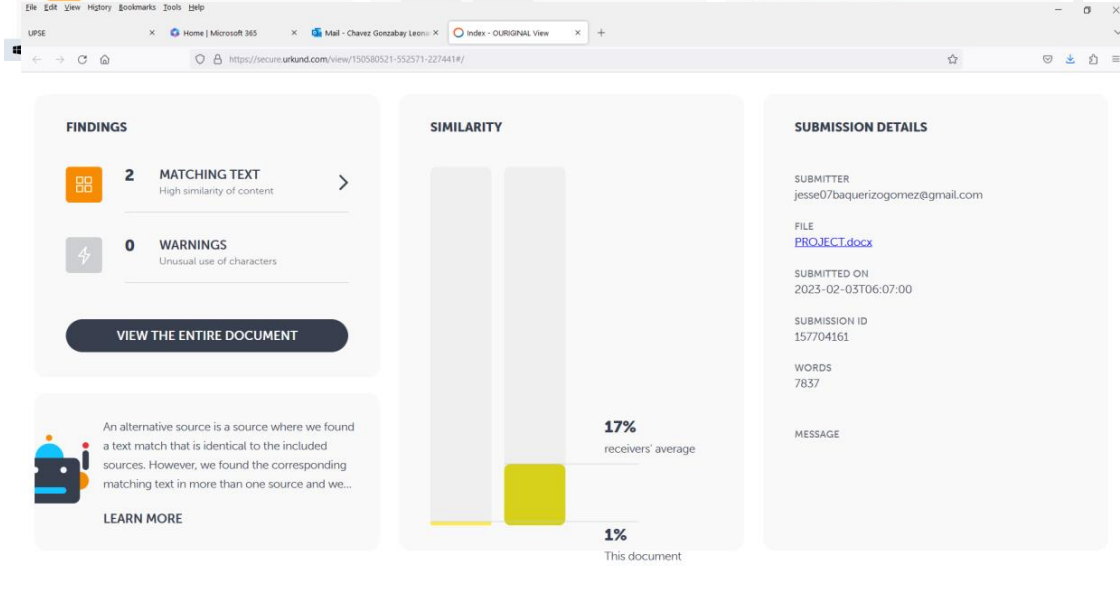
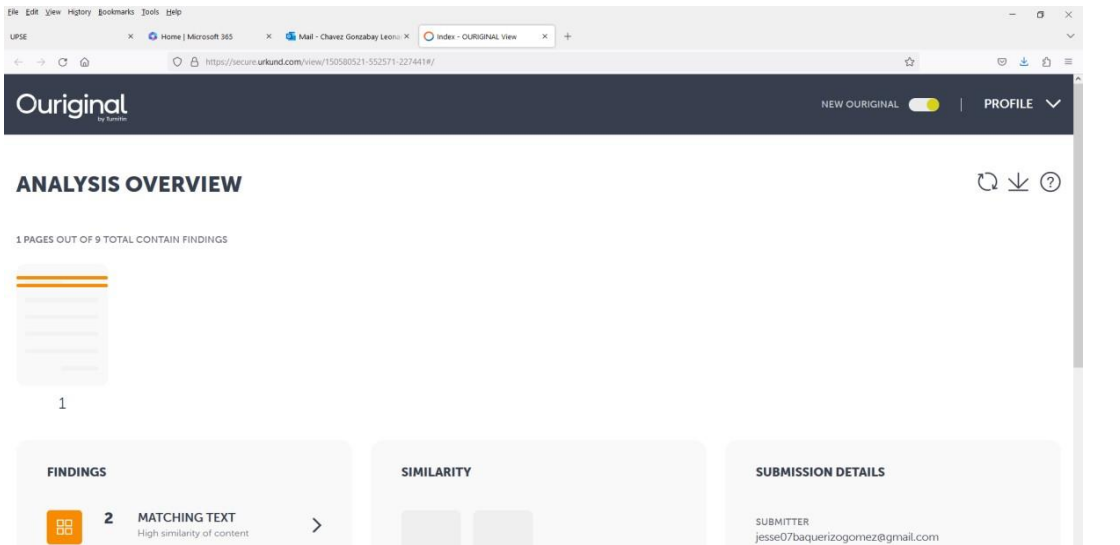
En calidad de tutor del trabajo de titulación denominado "Montessori Sensorial Material For Vocabulary Acquisition In First Graders From Unidad Educativa Salinas Innova", elaborado por los estudiantes Baquerizo Gomez Jesse y Solano Pilligua Angeline, egresados de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas 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 2% de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Adjunto reporte de similitud.

Atentamente.

A handwritten signature in blue ink that reads "A. Chavez". The signature is written in a cursive style and is positioned above a horizontal line.

Msc. Leo A. Chavez
C.I. 0906716766
DOCENTE TUTOR





**REGISTRO Y CONTROL DE TUTORÍAS
DE PROYECTOS DE INVESTIGACIÓN/ EXAMEN COMPLEXIVO
2022-2**

Facultad: Ciencias de la Educación e Idiomas

Carrera: Pedagogía de los Idiomas Nacionales y Extranjeros

Tipo: Tutorías de Titulación

Docente tutor: Msc. Leonardo Chavez

Curso: Octavo semestre

FECHA	NOMBRES DEL /LOS ESTUDIANTES	TÍTULO DEL PROYECTO DE INVESTIGACIÓN /	AVANCE DE CONTENIDOS (indicar porcentaje)		OBSERVACIONES	FIRMA
			Cap. I	Cap. II		
01/12/22	JESSE BAQUERIZO ANGELINE SOLANO	Montessori Sensory Material for Vocabulary Acquisition in First Graders of "UNIDAD EDUCATIVA SALINAS INNOVA"			GRAMMAR MISTAKES	
08/12/22	JESSE BAQUERIZO ANGELINE SOLANO	Montessori Sensory Material for Vocabulary Acquisition in First Graders of "UNIDAD EDUCATIVA SALINAS INNOVA"		Cap. II	COHERENCY	
15/12/22	JESSE BAQUERIZO ANGELINE SOLANO	Montessori Sensory Material for Vocabulary Acquisition in First Graders of "UNIDAD EDUCATIVA SALINAS INNOVA"			RESEARCH QUESTIONS	
22/12/22	JESSE BAQUERIZO ANGELINE SOLANO	Montessori Sensory Material for Vocabulary Acquisition in First Graders of "UNIDAD EDUCATIVA SALINAS INNOVA"		Cap. III	REFERENCES	



UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
 PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS



La libertad, 9 de enero del 2023

Ing. Julio Guamantica Suárez

Rector de la unidad educativa Salinas Innova

En su despacho

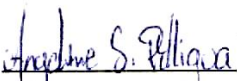
Por medio de este presente, solicitamos respetuosamente el permiso para poder llevar a cabo el proyecto de investigación llamado: **"Montessori Sensory Material for Vocabulary Acquisition in First Graders of "UNIDAD EDUCATIVA SALINAS INNOVA"**. Donde se realizará una encuesta a la docente de inglés encargada del primer año de básica, además de actividades relacionadas a la adquisición de vocabulario usando materiales sensoriales con un grupo focal de nueve estudiantes de primer año de básica, con el objetivo de estudiar los resultados y obtener valiosa información que ayudará al desarrollo del proyecto de investigación previamente mencionado.

Gracias por su atención.

Atentamente


 Jesse Antonio Baquerizo

C.I: 0927089797


 Angeline Solano Piñigua

C.I: 2450332370

Unidad Educativa Salinas Innova
 Recibido por: *M. A. Pineda*
 Fecha: 09/01/2023 Hora: 10:05

UNIDAD EDUCATIVE SALINAS INNOVA CRONOGRAM

COD: FR-AC-51-1

VER: 04

FECH.VIG: 07-12-2022

SEMANA	DÍA	MES	DÍAS LABORADOS	ACTIVIDAD	RESPONSABLE
31	5-9.	DICIEMBRE	5	Clases presencial normal.	DOCENTES-ESTUDIANTES
	10	DICIEMBRE		Día Mundial de los Derechos Humanos.	ÁREA DE CIENCIAS SOCIALES
32	12-16.	DICIEMBRE	5	INICIO DEL IV PARCIAL	TODA LA COMUNIDAD
	14-16			EVALUACIONES SUMATIVAS DEL TERCER PARCIAL	DOCENTES
	18	DICIEMBRE		Día Internacional del Migrante	ÁREA DE CIENCIAS SOCIALES
33	19-23	DICIEMBRE	5	Clases presencial normal.	TODA LA COMUNIDAD
	19-20			EVALUACIONES SUMATIVAS DEL TERCER PARCIAL	DOCENTES
	22	DICIEMBRE		Cierre del Sistema	Dpto. Sistema- Secretaria
				FESTIVIDAD NAVIDEÑA	CONSEJO ESTUDIANTIL
	23	DICIEMBRE		ASUETO	TODA LA COMUNIDAD
34	26-30.	DICIEMBRE	5	Clases presencial normal.	TODA LA COMUNIDAD
	26	DICIEMBRE		ASUETO POR FERIADO DE NAVIDAD	TODA LA COMUNIDAD
	27	DICIEMBRE		Juntas de Cursos de Parciales	RECTOR, COORDINADORES, TUTORES Y DOCENTES
	30	DICIEMBRE		FESTIVIDAD DE FIN DE AÑO	CONSEJO ESTUDIANTIL
35	02-06.	ENERO	4	Clases presencial normal.	DOCENTES-ESTUDIANTES
	2.	ENERO		ASUETO POR FERIADO DE AÑO NUEVO	TODA LA COMUNIDAD
	3	Enes.		REUNIONES CON LOS PADRES DE FAMILIA PARA DAR INFORME DEL TERCER PARCIAL	TUTORES
36	09-13.	ENERO	5	Clases presencial normal.	DOCENTES-ESTUDIANTES
37	16-20	ENERO	5	Clases presencial normal.	DOCENTES-ESTUDIANTES
38	23-27	ENERO	5	Clases presencial normal.	DOCENTES-ESTUDIANTES
	24	ENERO		Día Mundial de la Educación.	ÁREA DE LENGUAJE
	27	ENERO		FERIA DE LOS OBJETIVOS DE DESARROLLO SOSTENIBLE Colegio. ↗	TODAS LAS ÁREAS
39	30-03.	FEBRERO	5	Clases presencial normal.	DOCENTES-ESTUDIANTES
				Reuniones de áreas - Revisión, Certificación y Aprobación de las evaluaciones del cuarto parcial y segundo quimestre	Rector-Coordinador-Docentes
40	07-10.	FEBRERO	5	EVALUACIONES SUMATIVAS VIRTUALES DEL CUARTO PARCIAL	DOCENTES-ESTUDIANTES
	9.	FEBRERO		Día Internacional del Internet Seguro	ÁREA DE INFORMÁTICA
	11.	FEBRERO		Día Internacional de las mujeres y niñas en la ciencia.	ÁREA DE CIENCIAS NATURALES
				DICTADO DE TEMARIOS O CUESTIONARIOS	DOCENETES
				REPASO PARA EXÁMENES FINALES QUIMESTRALES	DOCENETES
	10.	FEBRERO		Cierre del Sistema PARCIAL	Dpto. Sistema- Secretaria
41	13-17.	FEBRERO	5	EXÁMENES DEL SEGUNDO QUIMESTRE	DOCENTES-ESTUDIANTES
	20-21	FEBRERO		ASUETO POR CARNAVAL	TODA LA COMUNIDAD
	20.	FEBRERO		Cierre del Sistema	Dpto. Sistema- Secretaria
	22.	FEBRERO	1	JUNTAS DE CURSO	RECTOR, COORDINADORES, TUTORES Y DOCENTES
				PUBLICACIÓN DE NOTAS	SECRETARIA

3 Febrero Casa Abierta Primaria.

TEACHER QUESTIONNAIRE



UNIVERSIDAD ESTADAL PENÍNSULA DE SANTA ELENA
SCHOOL OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

"Montessori Sensory Material for Vocabulary Acquisition in First Graders of "UNIDAD EDUCATIVA SALINAS INNOVA"

This research project focuses on qualitative approach by collecting information and data through open – ended questions to English teachers and students to identify the factors using the Montessori Methodology at Unidad Educativa Salinas INNOVA. All information collected will be kept confidential and used only by the researchers.

1 –

Are you familiar with the Montessori Methodology?

Si, conozco el metodo y algunas veces lo he implementado en el aula con mis estudiantes

2 –

What strategies do you apply in the classroom to enhance English vocabulary?

- Circle time: estudiantes forman un círculo
Hablamos sobre que temas le gustan mas.
- Review del Vocabulario como refuerzo

3 –

What didactical material do you use for the English vocabulary acquisition?

- Flashcards: enfocamos en la correcta pronunciación, a esta edad es difícil escribir
- Cuando hablamos de shapes o colors mostrar la figura real, repetimos juntos la pronunciación.

4 -

Have you received a Montessori training?

No, pero me gustaria saber mas me parece una metodologia interesante

5 -

According to vocabulary strategies (intentional or incidental) which one do you apply in the classroom?

Intencional, conseguir mejores resultados, hablando entre nosotros pueden transformar la conversacion en una oportunidad de desarrollar sus destrezas.

6 -

What is the average number of words that students work with in each class?

Por dia pueden aprender 2 palabras nueva.
 Por unidad un promedio de 6 palabras.
 Son 15 unidades al año, podemos añadir informacion.
 7- para crear oraciones: I like...

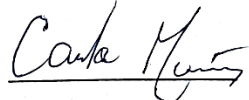
How do you assess students' vocabulary acquisition?

- Cantamos una cancion: actividad listening y visual
 No evaluacion escrita por la edad

8 -

According to the 9 Montessori senses; Vision, hearing, smell, taste, touch, balance, proprioception and temperature. which are the most used in class?

- listening, speaking.
 - Touch and vision, más facil aprender si relacionan figuras con palabras por ejemplo si mostramos al niño una manzana y le decimos this is an apple y lo toca, sera mas facil retener esa informacion.



Lic. Carla Muñoz Ponce

LEONARDO
 AUGUSTO CHAVEZ
 GONZABAY

Digitally signed by
 LEONARDO AUGUSTO
 CHAVEZ GONZABAY
 Date: 2022.12.29 06:29:10
 -05'00'

Leonardo A. Chávez. MSc
 Docente Tutor

STUDENT'S QUESTIONNAIRE

DATE: JANUARY 13, 2023

STUDENT'S NAME: Keily Borja RamosGRADE: 1ST

INTERVIEWER: JESSE BAQUERIZO GOMEZ – ANGELINE SOLANO PILLIGUA



1. ¿Te gusta el inglés? ¿Por qué?

Si, aprendo mucho

2. ¿Qué tanto te gustan las clases de inglés?

- Muy poco
- No lo sé
- Mucho

3. ¿Te gusta como la profesora da las clases de inglés?

- Si
- No

4. ¿te gustaría hacer juegos en ingles con tus compañeros?

- Si
- No
- Tal vez

5. ¿Cuál es tu tema favorito?

- Animales
- Frutas
- Colores
- Clima
- Útiles escolares
- Otros

6. ¿Practicas ingles en casa?

- Si
- No
- A veces

7. ¿Te diviertes en la clase de inglés?

- Si
- No
- A veces

8. ¿Entiendes lo que dice la profesora cuando habla en inglés?

- Si
- No
- A veces

STUDENT'S NAME: Mirian Gonzalez Osorio 5

GRADE: 1ST

INTERVIEWER: JESSE BAQUERIZO GOMEZ – ANGELINE SOLANO PILLIGUA



1. ¿Te gusta el inglés? ¿Por qué?

Si, Pintar

2. ¿Qué tanto te gustan las clases de inglés?

- Muy poco
- No lo sé
- Mucho

3. ¿Te gusta como la profesora da las clases de inglés?

- Si
- No

4. ¿te gustaría hacer juegos en ingles con tus compañeros?

- Si
- No
- Tal vez

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- Si
- No
- A veces

DATE: JANUARY 13, 2023

STUDENT'S NAME:

April Zambrano

5 años

GRADE: 1ST

INTERVIEWER: JESSE BAQUERIZO GOMEZ – ANGELINE SOLANO PILLIGUA



1. ¿Te gusta el inglés? ¿Por qué?

SI, por los colores

2. ¿Qué tanto te gustan las clases de inglés?

- Muy poco
- No lo sé
- Mucho

3. ¿Te gusta como la profesora da las clases de inglés?

- Si
- No

4. ¿te gustaría hacer juegos en ingles con tus compañeros?

- Si
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- No
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DATE: JANUARY 13, 2023

STUDENT'S NAME: Daniel Rivera 5 añosGRADE: 1ST6 Abril

INTERVIEWER: JESSE BAQUERIZO GOMEZ – ANGELINE SOLANO PILLIGUA



1. ¿Te gusta el inglés? ¿Por qué?

Si, porque las canciones son divertidas.

2. ¿Qué tanto te gustan las clases de inglés?

- Muy poco
- No lo sé
- Mucho

3. ¿Te gusta como la profesora da las clases de inglés?

- Si
- No

4. ¿te gustaría hacer juegos en ingles con tus compañeros?

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- A veces

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- No
- A veces

8. ¿Entiendes lo que dice la profesora cuando habla en inglés?

- Si
- No
- A veces

DATE: JANUARY 13, 2023

STUDENT'S NAME: Farah Marsh . 5GRADE: 1ST

INTERVIEWER: JESSE BAQUERIZO GOMEZ – ANGELINE SOLANO PILLIGUA



1. ¿Te gusta el inglés? ¿Por qué?

Si, las canciones

2. ¿Qué tanto te gustan las clases de inglés?

- Muy poco
- No lo sé
- Mucho

3. ¿Te gusta como la profesora da las clases de inglés?

- Si
- No

4. ¿te gustaría hacer juegos en inglés con tus compañeros?

- Si
- No
- Tal vez

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- Si
- No
- A veces

DATE: JANUARY 13, 2023

STUDENT'S NAME: Analia Isabela Juado ArcosGRADE: 1ST

INTERVIEWER: JESSE BAQUERIZO GOMEZ – ANGELINE SOLANO PILLIGUA



1. ¿Te gusta el inglés? ¿Por qué?

Si, enseña palabras

2. ¿Qué tanto te gustan las clases de inglés?

- Muy poco
- No lo sé
- Mucho

3. ¿Te gusta como la profesora da las clases de inglés?

- Si
- No

4. ¿te gustaría hacer juegos en ingles con tus compañeros?

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- Si
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STUDENTS INTERVIEW



MONTESSORI SENSORIAL MATERIAL ACTIVITY

