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Montessori Method to Improve Writing Skill in Seventh Grade Students at Otavalo School

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**Autor:** Tabango Vallejos Holly Mishell

**Director:** Alarcón Ramos Marcela Elizabeth

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| **CÉDULA DE IDENTIDAD:** | 1004811079 | | |
| **APELLIDOS Y NOMBRES:** | Tabango Vallejos Holly Mishell | | |
| **DIRECCIÓN:** | Otavalo, Ciudadela Marco Proaño Maya | | |
| **EMAIL:** | hmtabangov@utn.edu.ec | | |
| **TELÉFONO FIJO:** | Ninguno | **TELF. MÓVIL** | 0961905471 |

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| **ASESOR /DIRECTOR:** | MSc. Alarcón Ramos Marcela Elizabeth |

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MSc. Alarcón Ramos Marcela Elizabeth

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*MSc. Alarcón Ramos Marcela Elizabeth*
*C.C.:1001929239*

**DEDICATION**

This thesis is dedicated with all my love, especially to my mother, who has always been my ineffable support in my professional training, my unfading lotus flower. With her daily sacrifice and words of encouragement, she has motivated me not to give up and to become a better person, instilling in me a love for teaching and discovering greatness within myself.

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# ABSTRACT

The main objective of the present research proposes the Montessori method to develop writing skills in seventh-grade students at Otavalo School. This study focuses on Montessori didactic material and the strategies encompassed by the method to enhance skills, covering physical, emotional, social, and cognitive aspects, achieving the desirable level of English in the classroom. Additionally, data collection was conducted through an observation sheet and an emotional scale applied to students to determine the validity of specialized material and assess the emotional state of students in traditional English classes. The obtained data were analyzed through a mixed-methods approach, with results based on teacher observation and assessment, as well as the emotional state in the teaching-learning process of the student. It reveals a deficit in playful interaction, involving motor skills, and relational characteristics, which is why writing competencies have not been fully developed. Consequently, addressing this issue, activities based on the Montessori method have been proposed, utilizing didactic material to enhance writing skills through play, fine and gross motor skills, and promoting freedom, responsibility, and social learning. Students develop holistic and comprehensive learning at their own pace and individual interest.

**Keywords:** Montessori method, didactic material, instructional guide, play-based learning, motor skills, writing skills.

# RESUMEN

El objetivo principal de la presente investigación propone el método Montessori para desarrollar la habilidad de escritura en estudiantes de séptimo grado de la escuela Otavalo. Este estudio se enfoca en el material didáctico Montessori y en las estrategias que comprende el método para mejorar las habilidades abarcando aspectos físicos, emocionales, sociales y cognitivos logrando el nivel de inglés deseable en el aula. Además, la recolección de datos se realizó por medio de una ficha de observación y una escala emocional aplicada a los estudiantes para determinar la veracidad del material especializado y evaluar el estado emocional de los estudiantes en las clases tradicionales de inglés. Los datos obtenidos fueron analizados a partir de una investigación mixta donde los resultados se basan en la observación y valoración del docente y en el estado emocional en el proceso de enseñanza aprendizaje del estudiante donde se muestra que hay un déficit de interacción lúdica, donde se involucra las habilidades motoras, además de características relacionales, razón por la cual no se ha desarrollado enteramente las competencias de escritura. Por consiguiente, a partir de la problemática se ha propuesto actividades basadas en el método Montessori donde se utiliza material didáctico que mejora la habilidad de escritura a partir de la lúdica y de la habilidad motora fina y gruesa, además de promover la libertad, responsabilidad y aprendizaje social. Los estudiantes desarrollan su aprendizaje holístico e integral desde su propio ritmo e interés individual.

**Palabras clave:** Método Montessori, material didáctico, guía didáctica, lúdica, habilidades motoras, habilidad de escritura.

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## INTRODUCTION

**Motivation for the study**

The pedagogical instruction of the English language, in the context of fostering writing proficiency, poses an imposing challenge for educators. This challenge arises from intrinsic limitations rooted in traditional methodologies that confine the instructional scope to the grammatical, monotonous, and systematic realm within the classroom. These limitations starkly contrast with the dynamic interplay of interpersonal relationships and communicative interactions in real-life situations. In Ecuador, one of the main objectives of the English as a Foreign Language (EFL) curriculum is create a establish and implement engaging and positive experiences for language learning from an early age, through attractive and positive learning experiences, to encourage the motivation of students to continue learning (Ministerio de Educación, 2016). This thesis project is based on the need to generate satisfactory results in terms of the development of writing skills using Montessori didactic material. The Montessori method, being an educational approach based on the innate potential of the child, fosters interest in learning English language writing skills by capturing their attention and energy through materials and activities that are used to develop fine motor skills. In this way, the Montessori method stands out against traditional teaching due to sensory materials, a logical sequence of learning, and creative writing.

**Problem description**

In the "Otavalo" School located on Juan de Albarracín Avenue and Paz Ponce de León, in the urban area of Otavalo. The learning situation of seventh grade students, specifically in the English subject, raises significant concerns as their proficiency is perceived as disquieting due to a lack of recognition of its importance as an opportunity for professional and cultural advancement. This scenario is particularly reflected in the development of writing skills. One of the main factors contributing to this issue lies in the students' disinterest. The theoretical and traditional approach hinders the connection between the acquired knowledge and the students' real-world experiences. The stagnation resulting from the grammatical emphasis restricts the development of language usage through dynamic means.

According to the aforementioned, the present thesis project seeks to solve the problem with the application of specialized didactic material based on the Montessori method, which allows facilitating the teaching-learning process from the base of the development of activities that help internalize knowledge. Given that there is no progress according to the required academic level, that is why the aim is to teach students through didactic means that encompass comprehensive and motivational development.

**Research Questions**

- How does the didactic material based on the Montessori method influence the development of writing skills in English of the seventh-grade students of the "Otavalo" School?
- What is the impact of the prepared environment on the self-development of the student's potential focused on the specialized material?

**Justification**

The analysis of the present investigation focuses on the reality of the teaching-learning process in the educational framework where it seeks to propose a methodology that efficiently develops the Writing skill through the Montessori method and the strategies that the Montessori method encompasses. Managing to propose an alternative where a foreign language different from the one on which the origin of the method was based intervenes.

It is important to mention that Ecuador is a multicultural country; therefore, educators must take into consideration the existence of other cultures, and consequently, various languages may positively or negatively impact the learning of English. English might be learned as a second or third language, as many citizens descend from indigenous cultures where Spanish, although generally the primary language used in the country, can be considered a second language in many families (Sevy-Biloon et al., 2020).

In this way, students will be able to meet the standards set according to the English curriculum, which promptly shows that Basic General Education students must reach level A1.1 to level A2.2 according to the Common European Framework of Reference for Languages

(Ministerio de Educación, 2016). Therefore, students and teachers, who are the direct beneficiaries of the "Otavalo" Educational Unit, will achieve promising results by applying the Montessori method. Additionally, teachers will feel satisfied by fully meeting the academic needs of the students.

"The teaching of English in any part of the world, is seen as a need and an urgency. It does not matter what continent you are on or how old you are, the fact is that for any person it is essential to have the respective knowledge of the English language" (Jaimechango, 2009). Globally at present, the number of people who learn English is increasing in terms of the context of employment and, therefore, to prosper, they depend on it.

There are several factors for which the level of English is not adequate, such as a lack of motivation in educational institutions, a lack of awareness of its role in the personal and professional fields, a traditional methodology, or, in a compulsory manner, only as knowledge acquisition because it is based on the educational curriculum (Serrano et al., 2015). In this sense, it is a communicative element that exerts power if adopted as part of daily life; however, all its importance until today has been theoretical, even though, thanks to technology, the invasion of English is imminent.

Considering the proposal for a flexible curriculum, the English subject should be regarded from the primary education levels with the same importance as the cultural and linguistic education of the country's units. As known, children are the main educational agents and can learn more effectively, provided that they engage with a methodology based on play, playful activities, and dynamics that manage to motivate every step they take until reaching higher educational levels. Hence, the invasion of English is imminent (Serrano et al., 2015).

**Objectives**

**General objective**

- Propose strategies focused on didactic material based on the Montessori method to improve the writing skills of seventh grade students of the "Otavalo" school.

**Specific objectives**

- Analyze the validity of the Montessori method through the reality of the educational model of the "Otavalo" School.

- Determine the didactic methodology used by teachers to achieve a valid result in the English level of seventh grade students.

- Identify strategies according to the didactic material, specifically in writing skills.

- Design a didactic guide based on the Montessori method to improve writing skills in the teaching-learning process to internalize the knowledge of the English language.

# CHAPTER I: THEORICAL FRAMEWORK

## 1.1. Montessori Method

The Montessori method is an educational approach where the main active agent is the child, considered as an individual with interests who constructs their own personal and cognitive growth through manipulable materials in an organized and prepared environment to develop a love for learning, independence, a balance between responsibility and freedom (Bustamante, 2020). All of this is subsequently planned by the teacher, who acts as a guide and provider of materials designed to be attractive, durable, and sensory.

### 1.1.1. Montessori Biography

To delve deeper into the history of the Montessori Method, it is essential to know the life of its founder, and therefore, several previous studies that managed to build this method. Knowing Maria Montessori by researching biographies not only about life but also studies, career, and the livelihoods on which the method is prioritized, as well as its application and effectiveness within the educational and cognitive development context. It is worth mentioning that a large part of his life was dedicated to the reestablishment of methodological strategies to guarantee as a main objective a better learning within his time and context, thus understanding the development of the child in stages, this being Montessori's primary source to continue with commitment and dedication to teaching, keeping this pillar of life afloat in several generations (Adhikari & Saha, 2021).

Maria Tecla Artemisa Montessori, was born on August 31, 1870, in Chiaravalle. She was an Italian pedagogue and doctor; she had a different personality for the time in which she lived. She studied her engineering at a technical high school at the age of 14, then she became interested in human biology and finally in 1896 she graduated from the University of Rome, being the first woman doctor in Italy. She also studied anthropology, earned a Ph.D. in philosophy, and specialized in psychiatry. Among her most important works are The *Montessori Method (1912)* and *Development of the Montessori Method (1917)* (Lee, 2004).

He was inspired by the study of the recovery of children with mental retardation through systematic sensory education, discovering that the pedagogical and medical field, in addition to environmental conditions, also influence. In the year 1907, he opened a kindergarten in a

disadvantaged neighborhood of the capital called *Casa dei Bambini*, it is here where Montessori promotes education based on scientific observation and the experimental method. For two years he worked in that place making great discoveries such as the attraction of materials, in addition they revealed parameters with which he would later build a method of education (Obregón, 2006).

From the maturation of the institution, it becomes a context of original method of education, the Montessori methodology is characterized by adapting the learning environment of the child to his level of physical and mental development through the varied material available, making the child increases to a maximum degree their intellectual, physical, and spiritual capacities, working on scientific bases. His method was recognized worldwide, and he continued to deepen his knowledge of childhood. In the last years of his life, he participated in a notable and competent way; Montessori died in 1952 in the Netherlands, ending a life dedicated to defending the world of children and its secrets (Kramer, 1976).

The importance of this educational method for years has facilitated the internalization of learning about the teaching content, mainly in the childhood stage, which demonstrates the total dedication and hard work that Montessori has provided, achieving that many who apply it see favorable results in student's personal development. Her humanistic and pedagogical vision together with her experiences with children, which is the stage in which knowledge of the environment is greatly absorbed, constituted a fruitful achievement of educational advancement based on human potential. The values and principles were also an important axis to determine the harmony with which people and the universe can live also applying the philosophy.

### 1.1.2. The method in the teaching-learning process

To achieve learning, specific methods are required for particular content, and this converges in the process with the means, organization, and evaluation. The method in the teaching-learning process is the optimal path for it to be convenient and effective for students. The method is related to cognitive development, skills, and values, forming a didactic framework (Hernández & Infante, 2016). Additionally, the learner participation demands careful planning on the part of the teacher, creating a dependent link.

### 1.1.3. Montessori Curriculum

The Montessori curriculum is focused on releasing the curious and autonomous spirit of children when learning, this requires a prepared environment, its orderly design encourages the natural potential of infants, especially with their work tools, that is, Montessori material, which can be manipulated and experienced through the senses, where spontaneity allows the child's concentration to be broad, being a practical learning experience covering many areas such as language, mathematics, science, among others. Feedback it is fundamental in the psychological need of the child because when they are evaluated, their progress is measured and according to this the teaching is replicated without applying rewards or punishments that do not allow their integral development, which is based on respect, recognition, freedom, and coloring (Espejo, 2009).

### 1.1.4. Principles of Montessori Education

The principles of Montessori Education are focused on the method itself, the materials, and the environment in which the child learns. Each principle is specifically explained based on scientific research in order to better understand the reason for the learning process. Lillard (1974) stated the following:

- *Movement and cognition:* To achieve significant learning in education, movement must be included, which is closely related to thought; the latter through manipulation wakes up.

- *Choice:* Montessori children thrive and are freer by having options and being able to choose while being in control of the work in their environment.

- *Interest:* Montessori when designing material focuses on situational interest, which is born by exposing themselves to experiences of curiosity and drama that the teacher can provide. There is also the intense interest in wanting to quickly acquire knowledge and finally the unique individual interest which is based on the fascination of something to carry out a better learning.

- *Extrinsic Rewards are Avoided:* Interest is maintained when extrinsic rewards are not applied, as they are detrimental to the child's concentration, which is important when learning.

- *Learning with and from Peers:* By working together in pairs you learn better and help each other freely, better developing your humanistic and cognitive side.

- *Learning in Context:* Knowledge is achieved to a large extent by promoting the application and meaning of what is learned if it is situated around objects and their actions, maintaining an actively participating situated cognition from their culture and interests.

- *Teacher ways and child ways:* The style of interaction between the adult and the result of the child lies in the established limits and the response to the needs, having optimal results in the domains.

- *Order in Environment and Mind:* The organization and design of the classroom is important as well as the materials and their meticulous organization in order to guarantee learning and development, since they have a great neurological impact that tunes the senses.

### 1.1.5. Teacher's role

In this role of the educator as guide, Montessori indicates that: it is important that the teacher give the child enough information to stimulate his interest and so that he can use the material, but, at the same time, it is equally important that he only give him the minimum necessary so as to leave as much scope as possible for the child's own individual investigation. All this is just another way of saying that the Montessori method is one of self-education (Dattari, 2017). This las point is the fundamental pillar of the Montessori method and is the one that defines the extent to which the educator's intervention reaches.

### 1.1.6. Student's role

The infant has enormous physical and intellectual potential, which is why education is essential for their personal future and in society. The role of the student lies in their freedom and interest in learning, staying open with curiosity to a world of possibilities based on values and the search for knowledge. In addition, he must act without depending on the educator and without the pressure of time, his decisions are important since the method is based on satisfying the needs of personal intelligence, the main role is to absorb communication skills from his experience together with cooperation and organization in the learning process (Dattari, 2017).

### 1.1.7. Advantages and disadvantages of the Montessori method

**Table 1**

*Advantages and disadvantages of the Montessori method.*

| Advantages | Disadvantages |
|---|---|
| **Practical Learning:** It is paramount within the method to provide practical experience through the manipulation of materials, fostering the development of fine motor skills. | **Alternative and Progressive:** Inconsistency in assessment standards; limited recognition. Informal, focusing more on experience than on knowledge acquisition. |
| **Personal Independence:** Self-sufficiency in a prepared environment allows for exploration and comprehensive development. | **Elitist:** In practice and implementation, achieving comprehensive learning requires a high-quality environment and materials, hence, potentially expensive, and modern. |
| **Relevance of the Environment:** Well-organized furniture and decoration collectively enable concentration for better learning. | **Ignoring learning from the contradiction of the child's freedom:** From the child's freedom, they learn based on the decision they enjoy the most among given options; contingent upon effort. |

| Learning Approach: Active learning and a love for it; respect for one's own pace, development of social skills, self-correction. | Detached from rewards and punishments: Due to individuality, there is a lack of standardization, effort, and it might be challenging for the student to meet challenges. |
| --- | --- |
| Physical and Sensorial Activities for Education: Aimed at awakening artistic sensibility through motor and sensory movement in learning. | Can be considered mechanical, expensive, and restrictive material: Its specialization and manufacturing, along with quality and durability, result in a high and restrictive cost. |

*Note:* This table shows advantages and disadvantages of the Montessori method (Sanchidrián, 2020).

## 1.2. Didactic Materials

Each individual is inherently equipped by natura to undergo comparable sensory experiences. Everyone is sensitive to shades and colors, everyone has a sense of security and an understanding of space, and so on. This means that by nature everyone can participate in all the pleasures of sensory experience (Rognoli & Levi, 2004). The constant learning of the human being is to do it constantly with the help of resources and strategies that facilitate it, that is why the use of didactic material is essential to obtain an effective dynamic within the classroom. According to Manrique & Gallego (2013) "these objects have been called didactic materials, which, when used with playful methodologies rich in practical learning for children, manage to strengthen their development, promote more significant cognitive schemes, exercise intelligence and stimulate the senses" (p.104). In educational environments there are elements that favor and promote education.

### 1.2.1. Didactics

The concept of didactics within the pedagogical context is based on the harmony of the art and technique of teaching, encompassing an effective process that encourages reflective discipline through instruction and practice. It is essential for achieving intellectual formation processes whose objective involves principles and norms, thus regulating the overall development of teaching practice. Furthermore, its concept implies various didactic knowledge

that can be applied to any individual oriented towards exploring the reality of the classroom, fostering comprehensive participation, dialogue, and feedback (Abreu et al., 2017).

### 1.2.2. Montessori didactics materials

Within the Montessori method, a basic purpose is to release self-development in a structured environment, which is why, in the midst of the collaboration of the child and adult, work is done with free specialized didactic material, with which it is experienced through sensory and experiential manipulation in a natural environment spontaneously from their own interest and motivation. The application of these resources also benefits cognitively to build their own intelligence from an adaptable methodology and different from traditional teaching. Montessori bases its pedagogy on culture and daily life to learn and coordinate, strengthen and be autonomous with a purpose (Freré & Saltos, 2013). However, it is not desired that the educator has less work in his role, but rather acts as a guide and facilitator of material and activities for the growth of the student since the freedom of this works as he wishes to respond to his needs.

For the first time in the history of education, a school environment was built with small objects so that the child had full control over them: tables, chairs, shelves, etc. With concrete materials, Montessori managed to make children, by act, by pressure, could distinguish colors, shapes of objects, spaces, noises, solidity, etc. Montessori explored completely new techniques, such as the lesson of silence that taught mastery of speech, and the lesson of darkness to educate auditory perceptions (Gadotti, 1998, p. 150).

The art of the educator is to know to what extent, manner, and moment the action must be applied to properly develop the personality of the young child. Likewise, the correct attitude of the same in the future will individually reveal deep differences that require in the same way different help from the educator "so, after we have offered to the child such didactic material as is adapted to provoke the development of his senses, we must wait until the activity known as observation develops" (Hunt, 2014, p.230). The teacher's teaching intervention should be limited as much as possible at the beginning, with didactic material that can be used freely, independently, and comfortably so that the child shows curiosity and desire to learn more.

### 1.2.3. Preparation and application of Montessori material

According to Moreno (2012) the preparation and application of the Montessori material is based on the needs of the child, the teacher's work is governed by constantly diagnosing and observing the individual characteristics of the infant, mainly his or her inner sensitivity, in order to prepare the complete material which must be attractive, organized and must stimulate your mind in order to create interest from freedom by displaying autonomy (pp.59-67). When applying specialized material, respect for the individual pace of development and progress according to learning progress is considered, in a peaceful environment.

### 1.2.4. Montessori Language Material

The material in the Montessori Method is specific to each area, making it abundant and inexpensive with long-term benefit in real life. The materials for the language are based on the philosophy of the area and the age of the child, responding to the needs of order, beauty, and safety, these are found in correct and bright environments, in order to refine the senses, fine motor skills, speech and writing such as sound box, sandpaper letters, movable alphabet, sand tray, blackboards, etc (Gadotti, 1998).

In Montessori language materials, writing is fundamentally focused on the coordination of vision and motor skills (hand-eye coordination). Writing is the result of learning from the mastery of concrete materials. It is also important to emphasize literacy, which contributes to the development of written expression, vocabulary, composition, and spelling, accompanied by reading practice, which emerges as a consequence of the writing process (Andrade et al., 2017).

### 1.3. Writing

A primary factor of language is writing, a communication system through signs, which also helps to develop human skills. According to Druga and Sao (2018) the writer must be very thorough when writing, since this correct cognitive activity is complicated, it demonstrates control of various skills, the same ones that improve or enhance the abilities of each student and therefore their success to future (pp. 2-3). Writing is a process in which specific steps are involved to create a work of correct communication.

From the pedagogical context at a training level, writing should become preeminent since its communicative need transcends societies; to know how to write properly, this activity

must be constantly carried out, its benefit includes critical information and you will see your own unique expressions encompassing significant value (Chávez & Barros, 2017). For this reason, the importance of writing and improving one's skills until perfection should be known; in the educational field, working on writing promotes personal expression.

### 1.3.1. Importance and necessity as a second language

Currently, thanks to the advancement of technology, writing skills are lacking in students due to the ease of expression and communication. In the same way, the English language is one of the most used globally, mainly to satisfy its academics and as a requirement at work. Therefore, the teaching of the English language is very important to develop their linguistic skills, cognitive functions of analysis and synthesis, express their ideas, improve creativity, and explore as well as help in self-understanding, maintaining the active participation of the two hemispheres of the brain (Durga & Sao, 2018). Writing is necessary because through it today it is the most used skill, within the framework of this, it provides adequate grammar rules, coherent writing, and good spelling.

### 1.4. Writing process

The writing process also includes a thought process to produce a final piece of writing, allowing the message to develop; writing skills make it possible to present an essay in a personal and correct manner. In the learning process, the process approach is carried out with the aim of achieving a final product that leads to conveying the message to readers through the reading process.

Process writing is an approach to writing, where language learners focus on the process by which they produce their written products rather than on the products themselves. In the end, learners surely need to and are required to complete their products, yet the writing process itself is stressed more. By focusing on the writing process, learners come to understand themselves more, and find how to work through the writing (Onazawa, 2010, p.154). In the writing process, students internalize the combination of internalization, focus and key factors of writing, they will understand beyond the information they want to convey, opening the way to understand more about writing and themselves.

### 1.4.1. Generating Ideas

Generating ideas is difficult when starting this process since it is the crucial base of writing, in addition to being continuous, it organizes information and communicates meaning. "Finally, it should be pointed out that generating ideas is the most important stage when the process is starting. Here the writer looks for a topic and considers a purpose to initiate the writing task" (Ariza, 2005, p.39). In this initial stage or in later stages, the aim is to identify the theme and purpose.

### 1.4.2. Focusing and Structuring – Drafting

In the writing process, the first draft is essential to organize the ideas to attract the reader. The set of written ideas must be clear and precise as art, being an integral part of language learning. Focusing includes discovering main ideas, considering purpose and so on. "In this topic, the focus is given on main idea of the text; purpose of the text is described" (Sapkota, 2012, p.71). Concentration is essential to generate a good job, maintaining a correct path until finishing it, this is achieved with focus, since creativity and discipline come from here.

Sometimes you know for sure what you are going to write until you start to do it from a general organizational scheme, constantly in the middle of this process new ideas are generated. "Structuring deals with the organization of ideas in an acceptable way for the reader" (Ariza, 2005, p.39). So, the preliminary stage consists of organizing the information based on a process of sequencing a set of ideas.

The general thought that the writer has about his future writing is how to guide the reader from the introduction to the conclusion without losing interest, thread or understanding. "Furthermore, students should begin to write with knowledge that they would change the paper later and that change is desirable and necessary in the writing process" (Nurrohmah, 2011, p. 92). It is to write a general plan based on the previous ideas of the beginning, the writings are made considering the imperfection in the process, the same one that helps to discover ideas in the paragraph or essay.

### 1.4.3. Evaluating

At the end of the draft, an evaluation and evaluation must be considered according to several factors in order for the writing to be clear. "Evaluating is essential to ensure that the language is well comprehended and reasoning well maintained. It is the assessment of the draft. In general, length of the text, organization of the text, mechanics of writing are the basic features of evaluation" (Sapkota, 2012, p.72). The communicative objective of writing is to provide a meaningful and clear reading, which is why evaluating is important in order to give way to correct writing.

### 1.4.4. Final Draft

In a good piece of work, correct writing details must be noted; teachers assist and guide this process based on strategies to improve composition. "This step is taken after the student-teacher session. Here, the students have to make the revised edition of their composition based on all notes, lists, quickwriters, etc., and the previous draft" (Nurrohmah, 2011, p. 94). To complete the final draft, finding sources to support the topic is a fruitful opportunity in terms of writing, moreover, the idea of having reached this step and the teacher's advice helps the student to make his best composition from the change.

### 1.5. Factors to assess writing

One of the language learning skills, such as writing, requires several factors in order to be evaluated. "It is the system of written symbols, representing the sounds, syllables, or words of language, with different mechanisms - capitalization, spelling and punctuation, word form and function" (Durga & Sao, 2018, p.1). In addition to several others that are no less important and that complement the arduous art of writing. Each one of them has an important function that denotes when reading the quality of writing.

### 1.5.1. Coherence and cohesion

In writing, the common importance of coherence and cohesion can be confused, which is why the relationship between them must be understood and considered within the framework of teaching to help teachers and students understand these crucial concepts at the moment to write. According to this importance, Waller (2015) states the following:

From different formal links, which connect clauses and sentences help to create a succession of meaningful sentences in a writing, call this cohesion. Some students produce irrelevant writings due to a lack of knowledge in the very creation of a non-coherent cohesive text. In addition, the coherence of the text is produced thanks to the illusion of cohesion. This is the support of coherence, however, there may be implicit cohesion in the text that is produced by the coherence of the reader.

Coherence is the reader is logical interpretation that creates a meaningful interpretation and full meaning. The interaction between the reader and the text and the understanding of it in terms of structures and meanings is necessary for there to be coherence. That is why in order to learn coherence, both the text and the reader must be considered, as well as the expectations and reasons for their writing, as well as the structure of a text and its types (pp.31-33).

## 1.5.2. Lexical resources

It refers to the knowledge and correct use of vocabulary in writing, which is related to reading comprehension. The pedagogical implications such as the inclusion of readings or listening help to increase vocabulary and spelling, they are also influenced by certain academic disciplines (Ariza, 2005).

## 1.5.3. Grammar, capitalization, and punctuation

Grammar is interesting since it is related to meaning and communication, giving meaning to language, which develops in a more secure and versatile way. "Study of grammar is important, as it enhances both reading and writing skills; it supports effective communication" (Hudson & Walters, 2000, p.194). It is important to mention that grammar helps to write more effectively, the teacher should focus on raising awareness of grammatical structures and principles when writing, being an integral part of learning.

The use of punctuation is essential for the sense of reading, so it is important to study this factor "to ensure knowledge and understanding of the most sophisticated punctuation marks: colons, semicolons, commas in parentheses, dashes, brackets" (Hudson & Walters, 2000, p.132). And in this way to know if the effects of its correct use in the writings achieved their purposes, that is, to flow, emphasize, explain, create links or impact, among others.

The capitalization feature helps to give a more complete understanding and visualization meaning, as its use manifests that it needs to become an automatic habit. Basically, its use is applied to the first word of each sentence, proper names, after a period, and official titles (Onazawa, 2010).

## 1.6. Types of writing

It has been observed throughout our existence the different types of the same class or category about a specific model, the same happens in writing, there are different types or styles. The four mains are: Descriptive, Narrative, Persuasive, and Expository.

### 1.6.1. Descriptive

It is based on the characteristic explanation of things as they are, whether fictional or not, literary resources can be used to describe what is perceived through the senses. For example: Diary writing. poetry, among others. The writer relies on small details to fully characterize a person, place, thing, or context, creating in the reader a complete idea of the scene, enriching it through imagination. Observation is important at the moment of detailing, that is why you must be meticulous so that the text improves and comes to life. By transmitting to the readers, creativity and ingenuity are reinforced. It also compels you to have a broader lexicon to make it more identifiable and easier to understand (Jeffrey, 2015, p.4).

### 1.6.2. Narrative

The main objective of this type of writing with a particular structure is that it focuses on the motive and offers the description of information about experiences and contexts in a story framework with lessons. Their narratives are organized in chronology giving supporting information. This text conveys punctual subjective events descriptively offering a refined narration (Idress, 2021, p.33).

### 1.6.3. Persuasive

Persuasive writing allows for the formulation of reasons, opinions that give way to curiosity and understanding creating an ability to influence readers on a sound basis. Having reasons, examples, premises or explanations support any argument making it stronger and thus convincing the reader, changing his position, or encouraging him to another ideology. It

facilitates the development of language from analysis, problem solving and critical thinking, considering different points of view to convince the public in a clear and precise manner (Nippold et al., 2005).

### 1.6.4. Expository

This writing aims to inform through the provision of data about a usually linear, logical, and clear subject matter. However, this fact does not mean that the text is strictly boring, it can be entertaining and concise, attractive from the direct point. It focuses on the collection of statistics, facts, or evidence, in addition to other sources in order to try to explain and inform in an organized manner to a wide audience. For example: Business, technical or scientific writing (Raphael et al., 1988, p.790).

## CHAPTER II: METHODOLOGY

### 2.1. Description of the study area / Study group

The study will be conducted in the province of Imbabura, Otavalo, parish "Jordán", Juan de Albarracín street and Panamericana Norte, urban area of the place. In this emblematic institution, the seventh-grade students are the object of the study. Since their learning level specifically in the area of English; writing skill is low due to different factors. The study group will be composed of 75 students from 2 parallels "A" and "B", aged between 10 and 12 years old.

### 2.2. Research Approach/ Type of Research

The type of research to be used in this project is a mixture of approaches to the same analysis in both quantitative and qualitative aspects. The mixed method achieves a deeper understanding of the phenomenon under study from a coherent link based on different perspectives. In addition, it achieves solid research, the levels or forms of combination are varied; its discussion based on a vision or perception of the world in terms of the researcher's inquiry. In the mixed methods research project, it achieves full sophistication by fostering the deep framing of ideas and objectives (Rocco et al., 2003).

### 2.3. Methods, techniques, and instruments

### 2.3.1. Methods

- Deductive method

According to Dávila (2006) in research it is a useful method, where the object based on theory and observation are interrelated to unify truthful ideas. The facts are organized on the basis of logic, arriving at truths and therefore at a valid conclusion. Consequently, the deductive method establishes the truth in a fact that is already known without creating new truths, starting from the general to the specific, maintaining the system of deduction (pp.180-185).

### 2.3.2. Techniques

- Observation

According to Urquhart (2015) observational research is feasible because it is possible to collect data and obtain valid answers in a non-instructive manner. The researcher pays close and direct attention to a phenomenon. This valuable tool acts on the natural behavioral process and other advantage such as providing detailed and accurate data (pp.29-31).

- *Scales*

The scales are also called levels of measurement; they evaluate and contribute in a meaningful way through a process the differentiated interpretation of a value that a variable can obtain. In addition to being easier to use, there are generally four types, which can be transformed (Coronado, 2007).

### 2.3.3. Instruments

- *Observation guides*

This instrument systematically helps the observer to focus on the object of study. The observer must perform it from appropriate parameters in order to achieve measurement validity (Cortez & Maira, 2019). Beside this, it is aimed at obtaining information and records determined through careful examination and undertaking in a timely manner an evaluation.

- *Emotional evaluation scale*

This subjective evaluation scale has as a variant the emotion or attitude of the individual being studied, making it a challenge since it must be inferred. The answers lead to a social orientation, which must be balanced as well as structured, that attribution that the subject gives to the item takes a score, which responds to cognitive, behavioral, and affective factors (Blanco & Alvarado, 2005).

## 2.4. Research questions

- How does the didactic material based on the Montessori method influence the development of writing skills in English of the seventh-grade students of the "Otavalo" Educational Unit, in the canton of the same name, province of Imbabura?
- What is the impact of the prepared environment on the self-development of the student's potential focused on the specialized material?

## 2.5. Variable Matrix

**Table 2**

*Montessori Method.*

| Conceptualization | Categories | Indicators | Items | Techniques and Instruments |
|---|---|---|---|---|
| Educational method of strategies through concrete activities for the integral development of the child based on specific tools of the Montessori method. | | Physical, relational, and cognitive changes. | Is it possible to create an adequate school environment to meet the physical, relational, and cognitive characteristics? | Observation guides |
| | Seventh grade (10-12 years) | Fine motor skills, hand muscle coordination. | Does the student use fine motor skills to participate in learning the new topic? | |
| | | Group work. socialization. | Does the student interact and actively | |

|  |  | participate in group activities? |  |
| --- | --- | --- | --- |
|  | Knowledge connection, intellectual independence, and imagination. | Does the student achieve meaningful learning through play and creation? |  |

*Note:* This table shows the operationalization matrix of the independent variable. Montessori method.

**Table 3**

*Improve writing skill.*

| Conceptualization | Categories | Indicators | Items | Techniques and Instruments |
|---|---|---|---|---|
| Writing skills in the English language encompasses the fundamental components of the writing process. | Level A2.2 | Write sentences using basic words. | How do you feel when writing a dictation? | Emotional evaluation scale |
| | | Get proper writing | How do you feel when trying to write a sentence? | |
| | | Able to write simple words or sentences through dictation. | How do you feel when the teacher starts a dictation of words? | |
| | | Comfortable in learning to write. | How do you feel when using didactic material to learn to write? | |
| | | | How do you feel when the teacher has corrected many spelling mistakes? | |
| | | Recognizes misspellings. | How does it feel to hear the word and know its | |

| | | Memorization of words by sound and not writing. | meaning but not the writing? |
|---|---|---|---|

*Note:* This table shows the independent variable operationalization matrix. Improve writing skill.

## 2.6. Population & Sample

This project will be carried out in the "Otavalo" Educational Unit, which has a total of 183 students: specifically, from the seventh grades, referring to the parallels "A" and "B" with a total of 75 students. The type of sample used is probabilistic since the size of the population is large, so that 7th grade students from two parallels can be selected to participate in such research. In addition, the sample selected is representative due to the characteristics and qualities of the work with a sufficient number established, a sample was determined to calculate its size using the following formula:

$n$= Sample size searched

N= Universe size

Z= Confidence level 95%

$\sigma$=Standard deviation

e= Maximum estimation error accepted

Data:

| $n$ | 75 |
|---|---|
| N | 183 |
| Z | 1.96 |
| $\sigma$ | 0.5 |
| e | 0.05 |

$$n = \frac{N * Z^2 \sigma^2}{(N-1) * e^2 + Z^2 * \sigma^2}$$

$$n = \frac{183 * 1.96^2 0.5^2}{(183-1) * 0.05^2 + 1.96^2 * 0.5^2}$$

$$n = \frac{183 * 3.8416 * 0.25}{182 * 0.0025 + 3.8416 * 0.25}$$

$$n = 74.5458407$$

$$n = 75$$

## 2.7. Procedures

The instruments selected for this mixed research are focused on collecting important information that will help to validate it. The aforementioned instruments will be applied, which are: the observation guide and the emotional evaluation scale. The results obtained and the information gathered are analyzed to reach conclusions and recommendations, determining the effectiveness of the proposed strategies based on the Montessori method to improve writing skills in seventh grade students at the Otavalo school. Finally, compiling the data information and interpreting them, these were tabulated and tables and percentages are used.
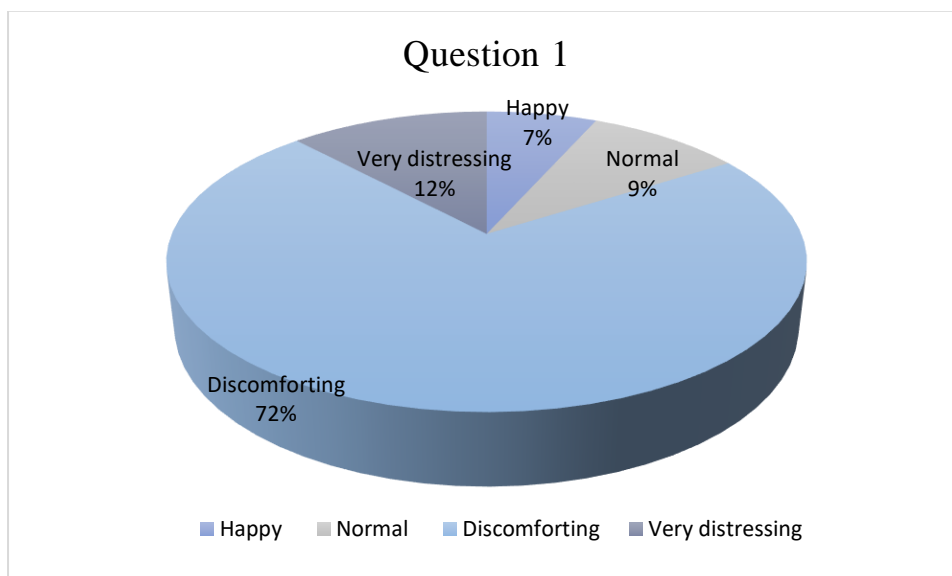
## CHAPTER III:  RESULTS AND DISCUSSION

### 3.1.  Analysis of the results of the emotional scale evaluation applied to students.

After applying the instruments to the group of selected students; the following results were obtained.

1.  **How do you feel when writing a dictation?**

**Figure 1**

*Writing a dictation.*



The pie chart indicates the percentage of how students feel about writing dictations during English class. On the one hand, 72% indicate that they feel discomforting. On the other hand, 12% indicate that they feel very stressed, 7%, being the lowest percentage, show how happy they are and 9% mention the normality with which they perform this activity. It is important to take into consideration that the discomfort may be due to the fact that the teacher takes a significant role without considering the rhythm of each student, the dictation may be tedious or disoriented. Emphasis is placed on the importance of the teacher-student bond and cognitive progress based on previous knowledge to achieve independence in correct writing in a safe environment. Regarding students' feelings when writing dictation, most of them feel uncomfortable; therefore, it is important to emphasize that before taking dictation, various

writing skills should be understood and also the dictation activity can be made more dynamic to learn without fear.

**2. How do you feel when trying to write a sentence?**
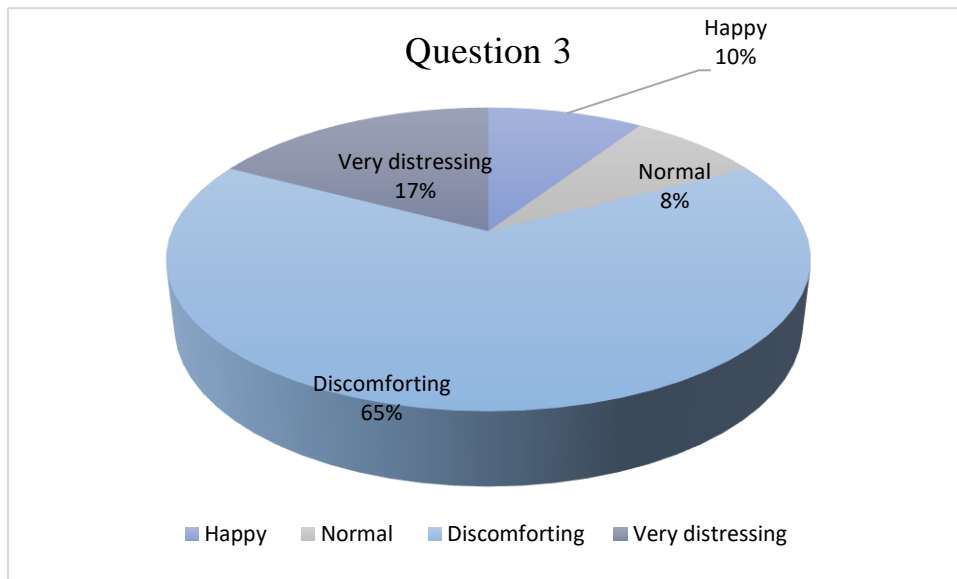
**Figure 2**

*Try to write a sentence.*
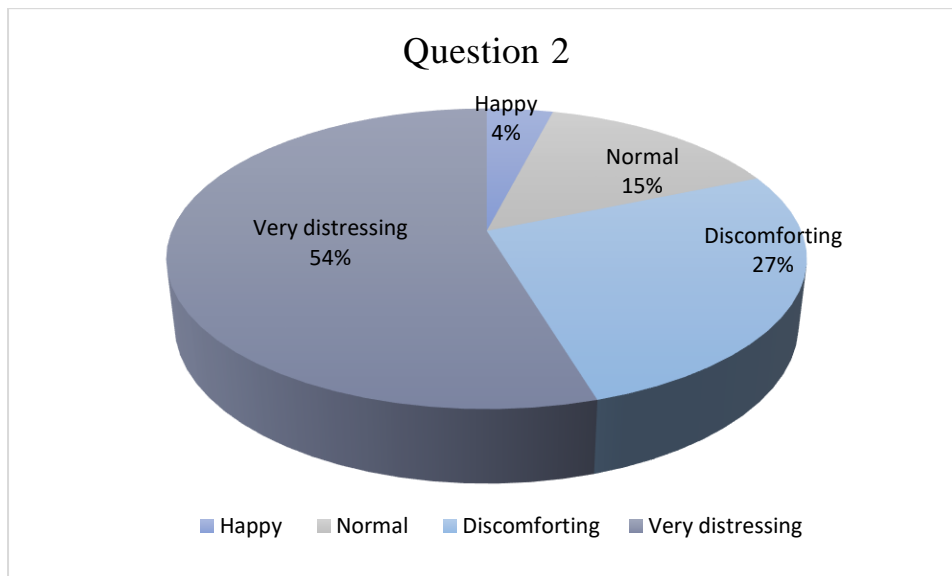


According to the pie chart when students trying to write a sentence in English. The highest percentage of 54% indicates how very distressed students feel when performing this task, 4% being the lowest, shows how happy they are; while 15% indicate that they feel normal and 27% indicate how uncomfortable they feel in that activity. It should be noted that in order to teach one needs to feel self-confident, and specifically at the moment of writing one needs to know several writing skills to execute a correct sentence and many times students are not prepared to formulate correct sentences, which causes insecurity and fear, since many times the ideal learning is not achieved in traditional teaching. It is precisely necessary to fill these gaps that students have from a methodology that stimulates interest and promotes curiosity.

**3. How do you feel when the teacher starts a dictation of words?**

**Figure 3**

*The teacher starts a dictation of words.*



Question 3

Happy
10%

Normal
8%

Very distressing
17%

Discomforting
65%

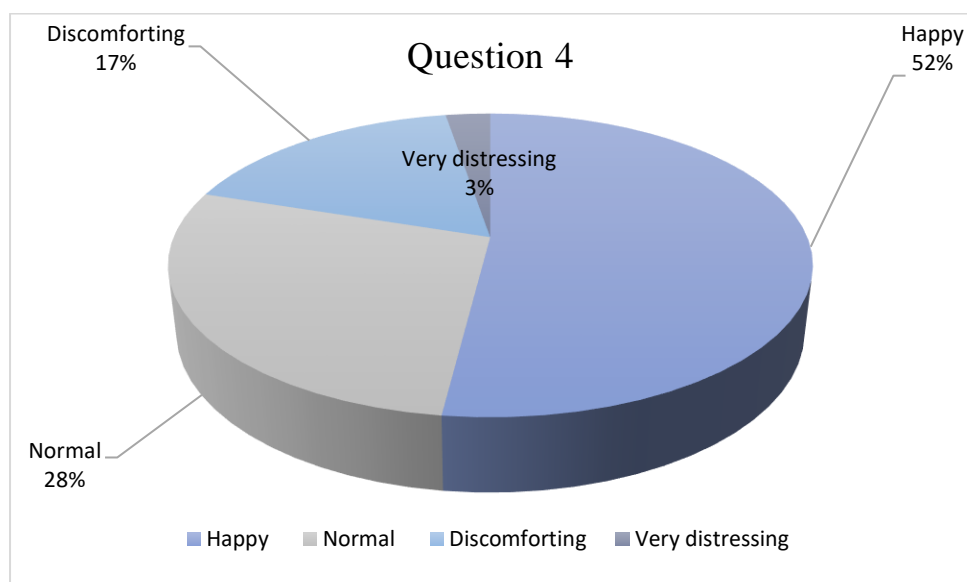■ Happy  ■ Normal  ■ Discomforting  ■ Very distressing

Regarding to the circle chart, the percentages indicate how the students feel when the teacher starts a dictation of words. First, 65% show how discomforting the students are when performing this task, then 17% show how distressed they feel, 10% indicate how happy they are, and finally 8% reflect how normal they act in this process. Definitely, students are not motivated or enthusiastic about working with writing factors, which is important for communication. Besides the importance of acquiring writing skills such as spelling and grammar, among others. Therefore, it is essential to consider in the teaching-learning process the use of didactic strategies that facilitate and achieve the internalization of this knowledge and thus a dictation of words is an easy job and a lot of curiosity.

**4. How do you feel when using didactic material to learn to write?**

**Figure 4**

*Using didactic material to learn to write.*



The pie graph focuses on how students feel when using didactic material to learn to write. To begin with, 28% indicated the normality with which the students use the didactic material, 17% were discomforting, 3% were very distressing, and 52% were happy, being the highest percentage. For this reason, it is of utmost importance to take into consideration the significant value of the didactic material in the learning of English writing. For the following reason, this playful material allows the student to work autonomously, cultivating imagination and creation without forcing curiosity. Forming not only an environment but also individuals happy and satisfied with their work, gaining a framework of opportunities to build knowledge, and writing skills.

**5. How do you feel when the teacher has corrected many spelling mistakes?**

**Figure 5**

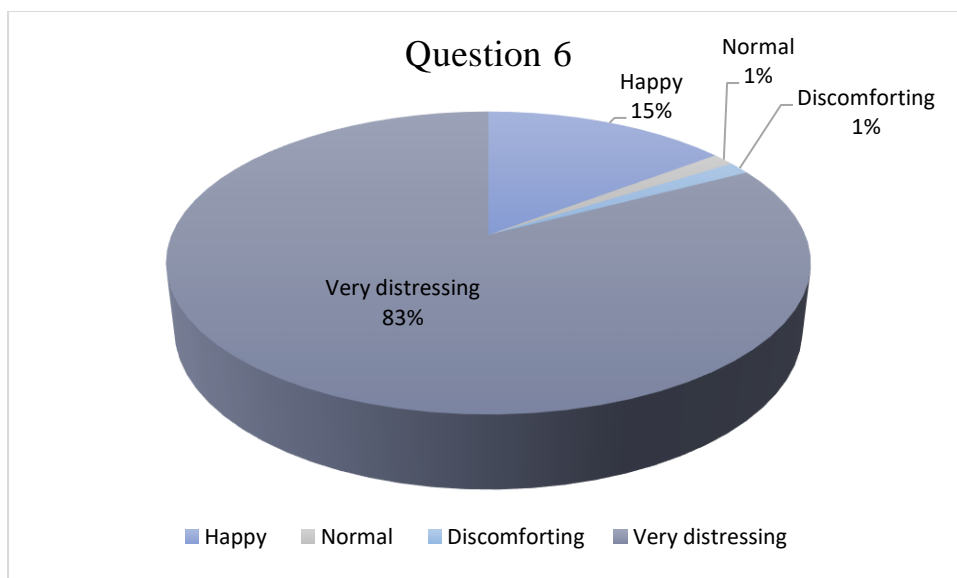*The teacher has corrected many spelling mistakes.*
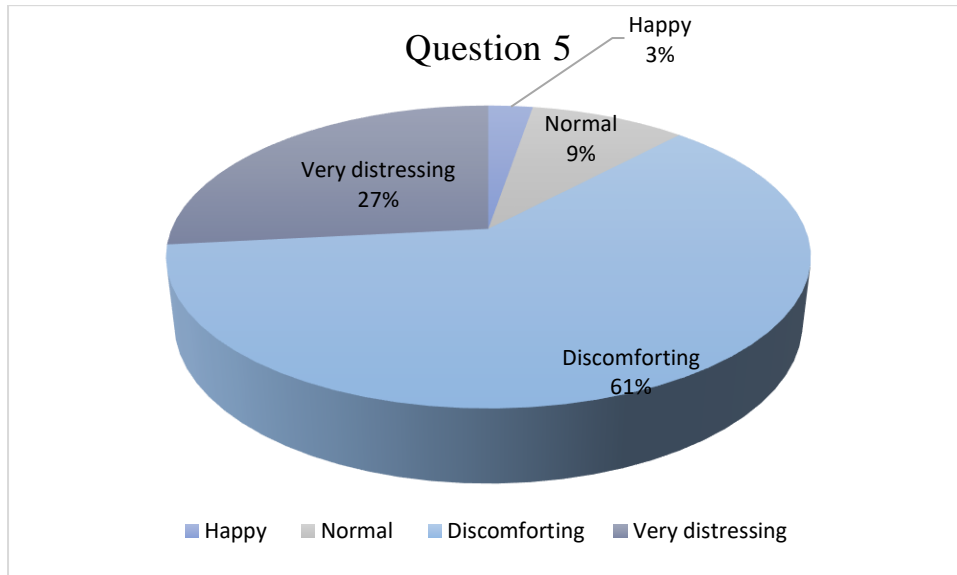


The pie chart determines how the student feels when the teacher has corrected many spelling mistakes. The first percentage of 27% indicated how distressed they felt at the teacher's action, 9% indicated how normally they took the correction, while 3% indicated how happy they were and finally 61% felt discomforting. It is clear the discomfort of most of the students when they notice the large number of spelling mistakes in a piece of writing; and many others are distressed. This points to the lack of writing skills and the demotivation of continuing with the same teaching methodology without significant changes. It is necessary to emphasize the importance of achieving a full and meaningful learning from the motivational bases, using a playful methodology that helps to deepen the knowledge allowing students to achieve the objectives set out in class.

**6. How does it feel to hear the word and know its meaning but not the writing?**

**Figure 6**

*Hear the word and know its meaning but not the spelling.*

## Question 6

Happy
15%

Normal
1%

Discomforting
1%

Very distressing
83%

■ Happy  ■ Normal  ■ Discomforting  ■ Very distressing

The circle chart reflects how students feel when hearing a word mentioned by the teacher but not knowing its spelling. The 83% being the highest percentage shows how very distressing the students feel when they do not know a word at all, 15% show how happy they are when they know its meaning despite not knowing the spelling, while 1% feel normal and the other 1% feel discomforting with respect to this situation. Obviously, it is evident that students are dissatisfied by ignoring the spelling of certain words. Reason why, in a dictation, the students are disconcerted when noticing that certain words they do not know. However, these shortcomings can be met with better teaching through strategies with ludic material that make classes more fun, deeper until their knowledge is long-term, maintaining an interrelation of entertainment that gives the individual autonomy, socialization and systematicity.

**3.2. Analysis of the observation guide applied to English language teacher.**

- **Summary of the observation guide with English language teacher**

The interviewed teacher examines in detail playful strategies to stimulate writing skills in English based on the Montessori method in seventh grade students. She proposes not only to use Montessori language and literacy materials, but also to adapt, improve and create new didactic materials that capture the attention, promote imagination and motivation of the children, and allow them to develop the ability to write at the right level.  It should be emphasized that the interviewee is familiar with the Montessori method, which is why she affirms the importance of applying it in the classroom, specifically in the subject of English,

since she knows how fundamental it is for the integral development of the student to focus on playful activities that allow the child to want to learn more of the skill of writing.

It is worth mentioning that the Montessori method encourages participation, autonomy, teacher-student relationships and an enriching environment of organization and knowledge. The teacher also mentions that many of the students who do not reach the A2.2 level are due to the reduction of hours of English, traditional teaching, the stress of getting good grades to pass the subject and the lack of confidence and fear of making mistakes.

Furthermore, he points out that the main problem for students in developing writing skills is the lack of reinforcement at home, the non-English speaking environment in which they live and insufficient tools for formative learning. Finally, the teacher is willing to make use of the strategy guide based on the use of Montessori didactic material; she considers that it is essential to have a more extensive model of orientation, from which to help the teaching-learning process by improving the children's love for learning the English language.

1. **Is it possible to create an adequate school environment to meet the physical, relational, and cognitive characteristics?**

Regarding the appropriate environment, the interviewed teacher mentioned that the Montessori environment effectively manages to maximize the exploration of their senses, from fine motor skills to gross motor skills; In addition, the relationship between peers and with their teacher is facilitated from the satisfaction of the needs and their socialization, creating independence that favors the development of memory and language.

2. **Does the student use fine motor skills to participate in learning the new topic?**

One of the advantages of the Montessori method is the development of fine motor skills, as stated by the interviewed teacher; It involves the use of hands, fingers in coordination with the eyes, allowing the ability to write, not only improves their pencil manipulation skills but also their communication through written expression. In each part of learning, fine motor skills are evident and their development is further fulfilled from the playful one. On the other hand, the teacher mentions that from the application of this task at an early age she helps to perceive possible problems in the future.

3. **Does the student interact and actively participate in group activities?**

The interviewed teacher mainly mentions that as in any playful method for children, group or individual interaction is inevitable if it is a matter of keeping the group active; The student must maintain the organizational structure in activities or tasks, Montessori materials are adaptable, therefore with them the participation of all can be achieved, evidencing individual writing abilities and enhancing others through the help and teaching by example of their peers. . She also highlights that the significant impact that she develops socially makes the child reach her proactive field, also sharing common standards of conduct.

4. **Does the student achieve meaningful learning through play and creation?**

According to the teacher interviewed, the imagination, movement and creativity that is maintained in a classroom is of the utmost importance, since an ideal learning depends on it, which commits to boosting writing skills and abilities from an environment that reconstructs experiences. and knowledge that serve as a starting point for new learning and create a broad knowledge. Apart from that, the active participation of the teacher takes the role of a help tool that creates confidence in each activity and thus improves attention in each student, especially in memory, either from new content or from the discovery of the child, the latter being the best option of a sense of cognitive expansion.

- **Analysis**

The Montessori method is an important procedure in which students experience from all their senses in a specific environment and context, such as writing skills, social, moral and educational development from personalized learning where teaching materials play a role. Importantly, the aforementioned is considered essential by the teacher interviewed, she also considers that its application stimulates the development of cognitive functions while maintaining freedom and spontaneous activity. Therefore, a guide to the improvement of the writing ability from the Montessori method promotes a complete and satisfactory learning for the student.

# CHAPTER IV: PROPOSAL

## 4.1. Proposal title

Montessori Didactic Materials Resources Guide to Improving Writing Skills.

## 4.2. Objectives

**General objective**

- Create a guide about teaching material using strategies based on the Montessori method in order to improve the writing skills of seventh grade students at Otavalo" school.

**Specific objective**

- Identify teaching resources suitable for seventh grade students to improve writing skills.
- Compile suitable topics that adapt to Montessori material in order to develop writing skills in seventh grade students.

## 4.3. Introduction

The writing skill is difficult for students, generating negative feelings in them. Nevertheless, it is fundamental within the learning of English to develop the domain of this skill because it is possible to express ideas or share information. Based on the analysis of the data obtained from the information of the present project, it is evident the discomfort during the process of learning to write in English in the students of the seventh grade of basic education; for this reason, the importance of the development of writing skill in order to reach the level established and proposed according to the Common European Framework of Reference for Languages.

Consequently, this proposal allows teachers to facilitate methodological strategies that help to improve writing skills in seventh grade students parallels "A" and "B" at "Otavalo" school. In addition, the guide focuses on a series of activities that allow through the practice of playful and practical learning, motivating students to reinforce writing skills through

Montessori didactic material. It consists of four units; Unit 1: People, Unit 2: Lifestyle, Unit 3: Let's eat and Unit 4: Animals.

Finally, the strategies of the Montessori method through the didactic material planned in the proposal are based on enhancing the abilities of each student to better develop their writing skills in a structured environment. Moreover, working freely with didactic material in collaboration with the teacher promotes the self-development of competencies in the English language writing skills easily.

## 4.4. Theoretical Foundation

### 4.4.1. Montessori teaching materials resources for teaching and developing writing skills.

Montessori didactic material contributes significantly to the teaching and learning process. This variety of specialized material is interrelated as a tool for teachers to help students work actively. According to Bocaz and Campos (2003) the incorporation of these materials focuses on the intelligence and integral humanism that is performed in the activities and environments aimed at improving English writing skills. The writing materials foster skill and interest toward a clear point, that is improvement. It is important to note that these materials can be self-invented and with an infinite variety of elements. Several of these Montessori teaching materials are listed below:

**Figure 7**

*Montessori didactic materials resources to improve writing skills.*

| | |
|---|---|
| **Mobile alphabet** | • This type of material includes the alphabet made of wood, one specific color has the vowels and the other the consonants.<br>• With them you can form words or sentences identifying more deeply their grammar. |
| **Drawer of words** | • Each drawer contains images of a specific theme or context. On the back of each one is the name in a suitable relief to be perceived by touch without having to look at the word.<br>• Working memory, enhancing vocabulary. |
| **Sandbox** | • In a sandbox or any other similar material, the words are written with the finger.<br>• It is a manipulative material that reinforces spelling. |
| **Word machine** | • It consists of a series of movable letter cards to create a word.<br>• It is easy to create and can be adapted to the needs of the class theme. |

*Note:* The graphic represents Montessori didactic material with its characteristics to improve writing skills (Saenz, 2020).

## 4.5. Location

The "Otavalo" Educational Unit is an emblematic educational institution of the city that bears the same name. Block 2 is located in an urban area of the Sierra regime in the province of Imbabura, on C. Piedrahita and Vicente Ramón Roca streets, where it includes Basic, Preparatory, Primary and General Secondary Education.

## 4.6. Beneficiaries

In this proposal, the main beneficiaries are the seventh-grade students and teachers of the English area of the "Otavalo" school. The two educational agents will be able to use the specialized Montessori material based on the teaching guide with the aim of improving, developing and reinforcing writing skills. In the same way, classes will adopt an attractive and

recreational environment, acquiring writing skills from the new strategies offered by this method. In addition, the institution also benefits, as well as helping parents because this learning is more fun for the children, motivating them a desire to learn more without stress or difficulties. Likewise, other institutions can use this teaching guide with strategies based on Montessori teaching materials to improve writing skills.

## 4.7. Language proficiency categories on the CEFR

According to North (2007) this features scheme consists of six common reference levels that reflect the perspectives on which the learner should focus his or her efforts to achieve the range of skills (p.23).

The CEFR scale is briefly shown:

**Tabla 4**

*Brief summary of CEFR language proficiency categories*

| CEFR Level | Features |
|:---:|:---|
| A1 | Interaction is simple, you can understand basic and easy conversations, especially in contexts of need, as well as use expressions with the same level of difficulty. |
| A2 | Understanding and achieving conversations of unusual and important expressions, simple exchange of common and usual matters or services, discussing, asking, and answering questions about simple routine information. |
| B1 | Interacting and informally conveying opinions while being able to understand the main points; may be slow to plan and unprepared in problem areas or in the course of an everyday life situation. Can write coherent texts of interest with small reasons. |
| B2 | Argumentation, advocacy, and linguistic awareness are important at this level because they demonstrate that in a real debate you can hold |

| | | |
|---|---|---|
| | your own; can socialize fluently by adapting to the conversation and correcting mistakes and controlling them. | |
| **C1** | Spontaneity is present when expressing oneself appropriately. Master a broad linguistic framework easily achieving a cohesive discourse. Writes coherent, structured, and clear texts in detail on difficult topics. Comprehends extensive texts with complex vocabulary. | |
| **C2** | Upon reaching this level, the precision of the language is evidenced by the reasonable transmission and mastery of a wide variety of expressions, as well as the comprehension of everything that is grasped without difficulty, even in complicated situations. | |

*Nota:* "Common European Framework of Reference for languages: learning, teaching, assessment" (CEFR) (North, 2007).

### 4.7.1. Location of the didactic guide in the international standard

The didactic guide was elaborated based on the curricular objectives of English as a foreign language, corresponding to level A2.2, being the basic level of use according to the Common European Framework of Reference for Languages, allowing collaboration with students and teachers of the country's educational institutions. According to the writing skills, the graduation profile of the students is to be able to write a short and simple paragraph focusing on basic and known topics, express their feelings and opinions, write questionnaires, narrate experiences, make correct use of the writing process influencing their reader from a good transmission of detailed facts; about themselves, routine activities, family, shopping, environment and immediate needs, basic work language, among other familiar topics or topics of interest (Ministerio de Educación, 2016, p. 472).

### 4.7.2. Enhance the level of English in Ecuador

Currently, it is relevant to consider the decline in the importance given to the study of the English language in the country's educational institutions, due to several factors mentioned above. La Hora (2023) mentions that "in the region, Ecuador ranks 18th out of 20 countries that were scored for its level of English. On a global scale, it ranks 82nd out of 111 countries" (para.1). In a study conducted at the "Universidad Técnica del Norte" with future English teachers, the conclusion drawn is the existence of anxiety before, during, and after assessments.
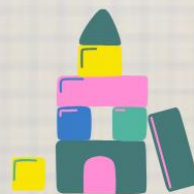
According to these data, it is evident that future teachers have experienced unfavorable experiences that affect academic performance. This allows them to focus in the future on continually improving methodology or strategies to foster a passion for learning the English language and reduce harmful emotions (Mantilla & Guevara, 2023).

## 4.8. Proposal development

Subsequently, the proposal designed after the interpretation of the data and the fundamental research of the theoretical framework of the project is presented. It consists of a cover page, table of contents, introduction, in reference to the content there are four units with three lessons each, within each lesson there are: objective, warm up, presentation, application of Montessori material, practice, production, evaluation and feedback; available in PDF format free of charge. The topics of the activities correspond to level A2.2 according to the Ministry of Education; they correspond to the teaching of seventh grade students. Also, the whole context of the guide focuses on strategies to improve writing skills through Montessori didactic materials.
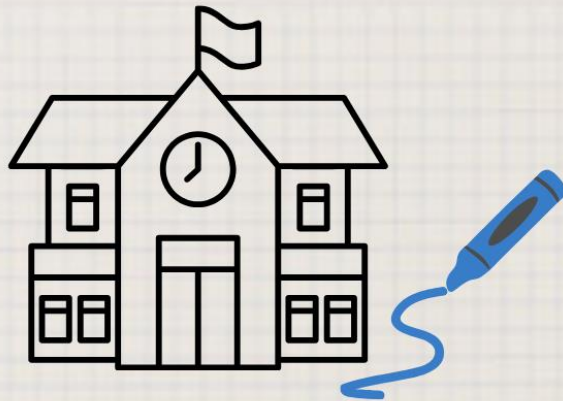
# Montessori Didactic Materials Resources Guide to Improve Writing Skills

# Introduction

The writing skill is difficult for students, generating negative feelings in them. Nevertheless, it is fundamental within the learning of English to develop the domain of this skill because it is possible to express ideas or share information. Based on the analysis of the data obtained from the information of the present project, it is evident the discomfort during the process of learning to write in English in the students of the seventh grade of basic education; for this reason, the importance of the development of writing skill in order to reach the level established and proposed according to the Common European Framework of Reference for Languages.

Consequently, this proposal allows teachers to facilitate methodological strategies that help to improve writing skills in seventh grade students parallels "A" and "B" at "Otavalo" school. In addition, the guide focuses on a series of activities that allow through the practice of playful and practical learning, motivating students to reinforce writing skills through Montessori didactic material. It consists of four units:

Unit 1: People

Unit 2: Lifestyle

Unit 3: Let's eat

Unit 4: Animals.

Finally, the strategies of the Montessori method through the didactic material planned in the proposal are based on enhancing the abilities of each student to better develop their writing skills in a structured environment. Moreover, working freely with didactic material in collaboration with the teacher promotes the self-development of competencies in the English language writing skills easily.
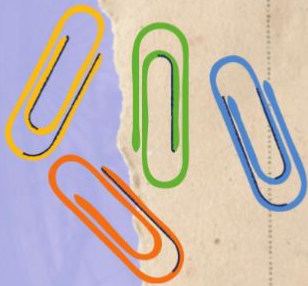
# Index

# Unit 1
# People

## Lesson 1 :
## Personal Information

# Objective

At the end of the lesson, students will be able to write relevant and simple personal information to introduce themselves to their classmates.
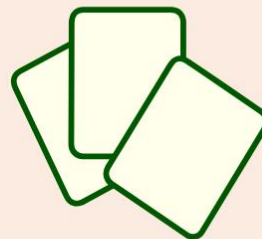
## Montessori material: Sandbox

•In a sandbox or any other similar material (example: salt, flour, sawdust) the words are written with the finger.
•It is a manipulative material that reinforces spelling.

## Word cards

For a better visualization of the orders

# Warm up

## Tying and untying

- The group of students will make a circle. Two cords of different colors will be used, the first one will be taken by the fourth person and the second one. By the first one, when the teacher says "Let's start" the students who took the cord must make a lasso, untie it and then pass to the next person. If the two strings reach the same person, that person must answer the question posed by the teacher.

**Use simple questions that are targeted to the topic:**

- What is your name?
- What is your favorite color?
- What is your favorite sport?

**Teacher's role**

- The teacher verifies that the laces are tied or untied correctly.
- The teacher asks a question.
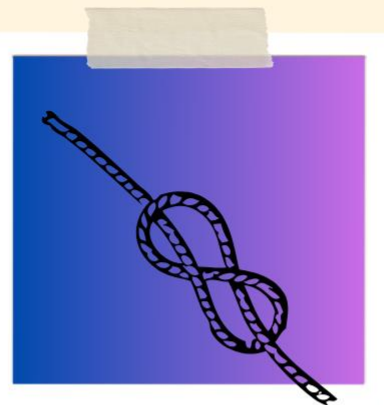
**Student's role**

- The student follows the teacher's directions.
- Answers the question.

This activity can be done in the school garden or

**5 min**

# Presentation

## Teacher's role

-The teacher will read aloud each question.
-He/she will exemplify in the sandbox using his/her index, writing each answer.

## Student's role

-Students will observe their writing.
-Pay attention to the teacher's exemplification, especially the words in red.

## Personal information

### Questions

1. What is your name?
2. How old are you?
3. Where are you from?
4. When is your birthday?
5. What is your favorite subject?
6. What is your favorite sport?

### Answers

1. **My name is** Matthew
2. **I am** 11 **years old**
3. **I am from** Ecuador
4. **My birthday is on** February 25th, 2010
5. **My favorite subject is** Mathematics
6. **My favorite sport is** swimming

4 min

# Application

**Teacher's role**

-Teacher checks writing and corrects mistakes. His/her job is to help with their progress.
- At the end of writing the words in red, the teacher will ask them to join in pairs and exchange the sandboxes.

**Student's role**
-Based on the "students' Answers" part the presentation, trying to keep the writing clear and correct. Each student will write in his/her sandbox with his/her index finger an answer, only the words in red. Words in black can be replaced by lines or spaces. As the sandboxes are exchanged, each student will write the missing information.

**My name is_____**
**I am_____ years old**
**I am from_____**
**My birthday is on_____**
**My favorite subject is _____**
**My favorite sport is _____**

- No matter how long it takes, the important thing is that it will be understandable.

# Production

## Teacher's role

-The card that will be used has a question on it. The teacher will give each student a card randomly.

## Student's role

-The student will write the answer using their index finger as soon as they get the sandbox.

What is your name?
How old are you?
Where are you from?
When is your birthday?
What is your favorite subject?
What is your favorite sport?

5 min

# Evaluation

## Teacher's role

-Bearing in mind all the answers presented at the beginning of the lesson. The teacher will ask each student to choose 3 answers that he/she considers the most relevant. Then, the relevant answers they will write in the sandbox and then on a sheet of paper.
-After that, ask students to get into pairs.

## Student's role

-The student will write the three answers on the sheet of paper and exchange the sheet of paper with his/her partner.

## Introduce myself

- **My name is** Matthew
- **I am** 11 **years old**
- **I am from** Ecuador

6 min

# Feedback

Unscramble the correct answers to Abigail's personal information.

## Abigail's personal information

is, name, My, Abigail

___ ___ ___ ___

from, am, I, London

___ ___ ___ ___

years, 11, old, am, I

___ ___ ___ ___ ___

December 09th, 2010; birthday, is, on,  My

____ ___ ___ ___ ____

subject, favorite, literature, My, is

___ ___ ____ ___ ___

My, soccer, favorite, is, sport

___ ___ ___ ___ ___

5 min

# Unit 1
# People

## Lesson 2:
## Subject Pronouns
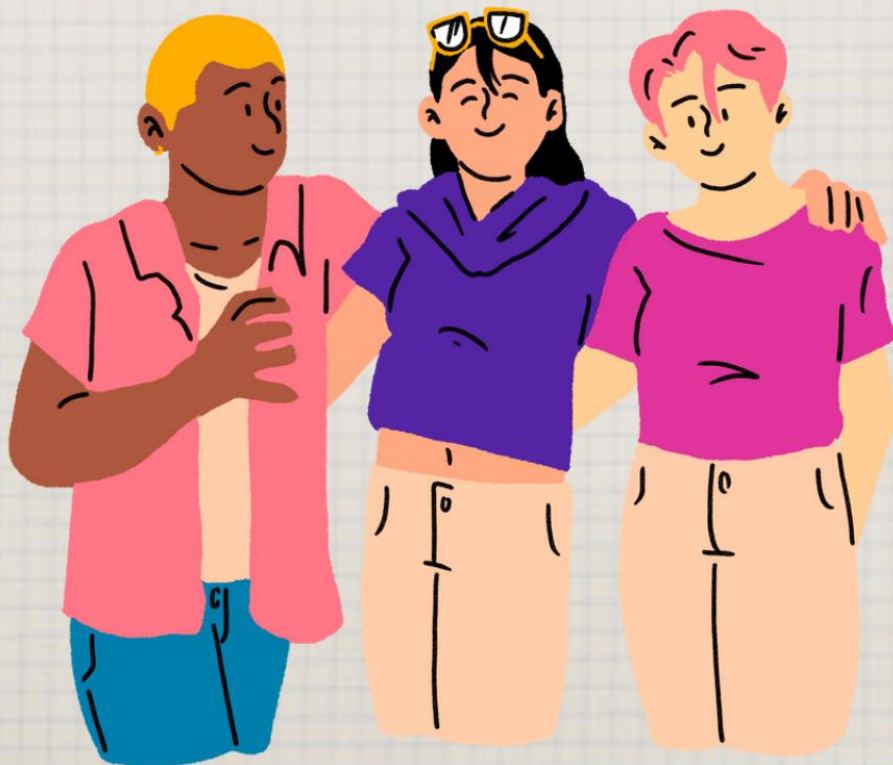
# Objective

At the end of the lesson, students will be able to identify the subject pronouns, using the Montessori movable alphabet.

## Montessori material: Mobile Alphabet

It includes the alphabet made of wood or any resistant material, usually a specific color has the vowels and other the consonants. With them you can form words or phrases identifying more deeply their grammar.

## Large images

For whole class visualization of the theme.
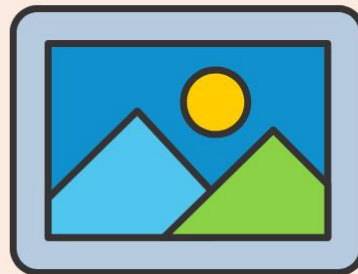
# Warm up

## pass, pass, pass,...stop!

### Teacher's role

-The teacher will pass a moldable or anti-stress ball among the students.
-The teacher says "Stop" at any time. Here, the passing of the ball stops. The ball will have the student where the teacher said "stop".
-The teacher will give a picture of any subject to the student and ask him/her to mold with plasticine on the board the subject that was given.

### Student's role

-Students pass the ball, when they hear "stop" they stop passing the ball.
-The student who kept the ball molds the image of the given subject on the board.
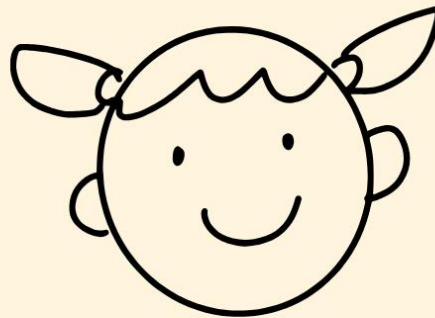
5 min

# Presentation

## Teacher's role

- The teacher shows each subject pronoun formed with the mobile alphabet, along with a picture for better understanding.

## Student's role

-The student pays attention to the class and the formation of the subject pronouns with the mobile alphabet.

## Subject pronouns

I
You
He
She
It
You
We
They

4 min

# Application

## Teacher's role

-The teacher will display a picture of a subject pronoun, along with several written options, as shown below.

## Student's role

-The student will use the mobile alphabet to form his or her correct answer at his or her desk.

He

She

I
It
They

5 min

# Practice

**Teacher's role**

-The teacher will present the following word bank.
-Ask the students to use the words in the word bank to replace the words in the red box. They will do this using the mobile alphabet. On each student's desk, 10 subject pronouns should be placed vertically.

**Student's role**

-Observe the word bank presented by the teacher.
-Using the mobile alphabet, replace the words in the red box with subject pronouns.

He    She    We    They    It

**Example:**

Erick

David and I

My bike

Dad

House

Mother

Sara

The candies

Family
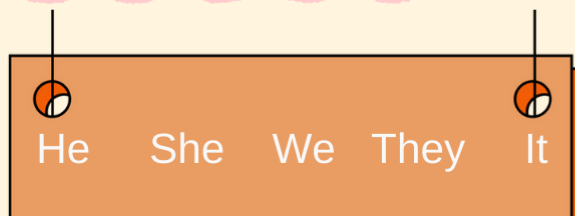
Will and Alice

⇨    He

5 min

# Production

**Teacher's role**

-The teacher will introduce the subject pronouns.
-The teacher will ask the students to replace the subject pronouns with nouns. Which will be made with the mobile alphabet.
-Exemplify for better understanding.

**Student's role**

-Replace subject pronouns with nouns, to be done with the mobile alphabet.
-Pay attention to the exemplification made by the teacher.

**Example:** **I**        Mary (student name)

**You**
**He**
**She**
**It**
**You**
**We**
**They**

**5 min**

# Evaluation

**Teacher's role**

-The teacher presents each student with a series of images like the ones shown below, each image has a number.
-Give a random number to each student.
-According to the number, ask the students to write with the mobile alphabet the subject pronoun they got.

**Student's role**

-Observe the image of the number you got.
-Form the word of the corresponding subject pronoun using the mobile alphabet.

1
2
3
4
5

6
7
8
9
10

# Feedback

**Teacher's role**

-The teacher presents the same pictures with the corresponding subject pronouns, but some letters are missing.
-Ask students to complete the words using the mobile alphabet.

**Student's role**

-Observe the images presented by the teacher.
-Student completes the subject pronouns using the mobile alphabet.

H_

S_E

T__Y

_T

3 min

# Unit 1
# People

## Lesson 3 :
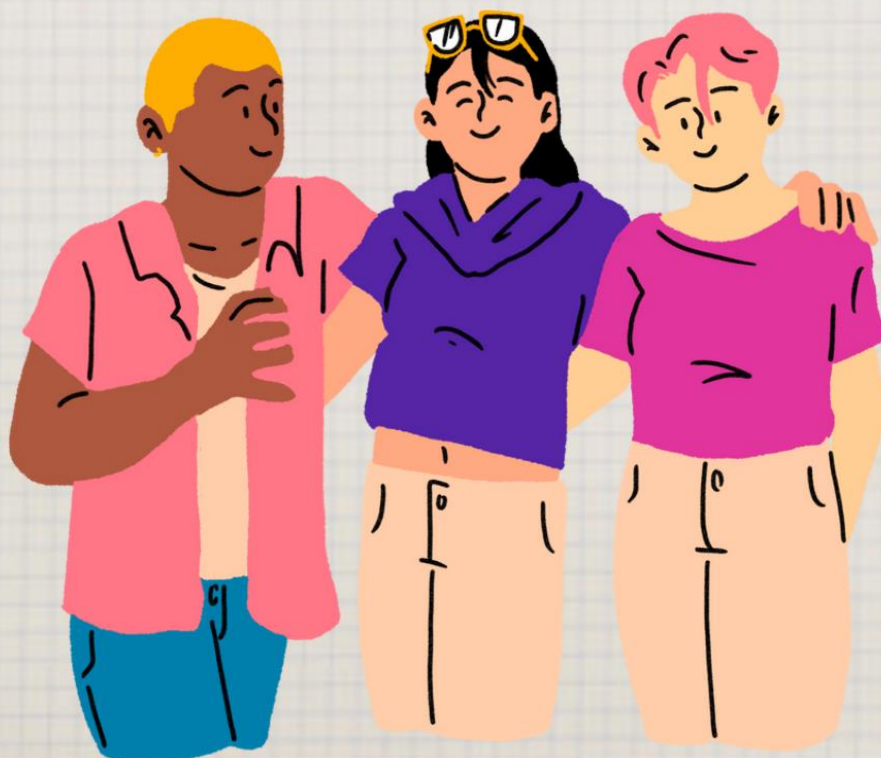## Family tree

# Objective
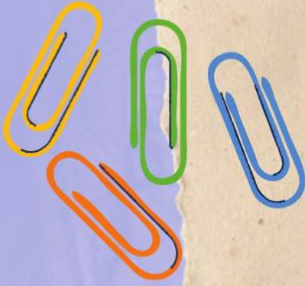
At the end of the class the students will be able to make their personal family tree, with the help of the word machine.

## Montessori material: Word machine

•It consists of a series of movable letter cards to create a word.

•It is easy to create and can be adapted to the needs of the class theme.

c a r

### Large images

For whole class visualization of the theme.
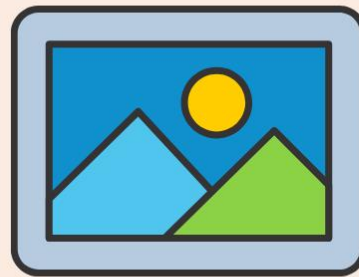
# Warm up

## Word competition

### Teacher's role

-The teacher divides the students into groups of approximately 10 students.
-Ask them to stand in rows in front of the blackboard, the first one in each row will be given a marker.
-The teacher will give a letter to each row.
-Ask students to write any English word beginning with the given letter.
-The teacher says: Let's start!" and the game begins.

**hello**

### Role of the students

-Follow the teacher's directions.
-Pay attention to the letter given to the row, to know which word to write.

# Presentation

**5 min**

### Teacher's role

-The teacher presents Jacob's family tree.
-Identifying the place occupied by each of Jacob's relatives, the teacher writes and pronounces each word.

### Student's role

-Look closely at Jacob's family tree.
-See the writing of each member, and listen to the pronunciation of it.

# Family tree

Grandmother

Grandfather

Mother

Father

Aunt

Uncle

Cousin

Me

Sister

Brother

Jacob

4 min

# Application

## Teacher's role

-The teacher presents the family tree without the words of the relatives, as in the example below.
- Point out and pronounce the word of the relative, ask the students to form the word mentioned.

## Student's role

-Each student with the help of their word machine; according to the image of Jacob's relative that the teacher points out and pronounces at the same time, they will form the word of the relative, perform this activity with each member.

## Example:

?

**5 min**

# Practice

## Group work

### Teacher's role

-Ask students to form groups of 5 to 9 members.

### Student's role

- Each student will be a family member and introduce themselves to their classmates using their word machine, form the word of the member they are.
- Example: At the beginning of the presentation, the student uses the following sentence: This is my family, it consists of:  I  Indicating his correctly formed word. The following student: I am: Grandmother

Grandmother

**15 min**

# Production

## Word dictation

### Teacher's role

-Say a word from the members of the family tree.
-Ask the students to use the word machine to form the word mentioned.

### Student's role

-Individually, each student will form the word of a member of the family mentioned by the teacher.

**4 min**

# Evaluation

## Work in pairs

### Teacher's role

-Guide students through the process.

### Student's role

-Student 1 is going to point to a picture of a family member, while mentioning what role he/she plays in the family.
-Student 2 will form the word mentioned by student 1 with the word machine.
-Exchange roles.

**4 min**

# Feedback

## Group work

### Teacher's role

-Ask the students to get into pairs.

### Student's role

-They will create a family tree. Half of the students will draw a picture of their role in the family, and the other half of the students will form the word for each member.
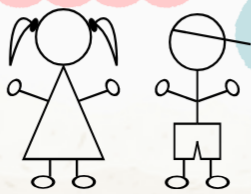
**6 min**

# Unit 2
# Lifestyle

## Lesson 1 :
## Daily Routine/ sequence connectors

# Objective

At the end of the class, students will be able to write their daily routine using the adverbs of frequency, with the help of the mobile alphabet.

## Montessori material: Mobile Alphabet

It includes the alphabet made of wood or any resistant material, usually a specific color has the vowels and the other the consonants. With them you can form words or phrases identifying more deeply their grammar.

### Large images

For whole class visualization of the theme.
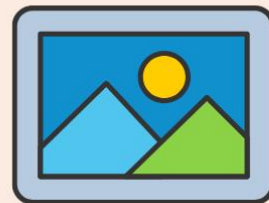
# Warm up

## The colorful die

A giant die is used, which has the name of a color on each face. On the board are elements of the colors of the die.

**Teacher's role**

-The teacher will sing while pointing to each student.

**Student's role**

-When the song stops playing, the student who points will roll the die and, depending on the color that comes up, must choose an element corresponding to the color.

The song that the teacher will sing is the following:

Eenie Meenie Miney Mo
Catch a tiger by the toe,
If it hollers let it go
Eenie Meenie Miney Mo!

**5 min**

# Presentation

## Daily Routine

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| I wake up | I take a shower | I have breakfast | I brush my teeth | I go to school |

**Sequence connectors**

**First**
**Next**
**Then**
**Last**
**Finally**

**Teacher's role**

-The teacher presents pictures of Sara's daily routine, from the first activity to the last one in the morning. Lueg The teacher explains the sequence connectors.

**Student's role**

-Pay attention to Sara's daily routine and the sequence connectors.

Important reminder: After each sequence connector place a comma.

**10 min**

## Application

**Teacher's role**

- Explain the order
-Guide the student and correct mistakes.

**Student's role**

-On an A3 sheet of paper, write Sara's routines with a pen on the left side.
-On the right side, add the sequence connectors correctly, with the help of the mobile alphabet.

**10 min**

## Practice

**Teacher's role**

-Present students with the following words, which are sequence connectors but their letters are out of order.
-Ask students to order correctly.

**Student's role**

-Correctly order the words presented on the board using the movable alphabet.

irtsf

\_\_\_\_\_

nxte

\_\_\_\_\_

hnte

\_\_\_\_\_

tsal

\_\_\_\_\_

llyfnia

\_\_\_\_\_

# Production

**8 min**

**Teacher's role**

-Explain the order, guide and help in the writing process.

**Student's role**

-Student creates a daily routine using sequential connectors. First with the movable alphabet and then with pencil on a sheet of paper.

**10 min**

# Evaluation

**Teacher's role**

-The teacher presents the unordered pictures below.
-Ask the students to complete the sentences with each activity of Sara's daily routine.

**Student's role**

-Observe the pictures.
-Complete the sentences of Sara's daily routine using the mobile alphabet.



**First,** ⟩━━━━━━━━━━━━━━━⟨

**Next,** ⟩━━━━━━━━━━━━━━━⟨

**Then,** ⟩━━━━━━━━━━━━━━━⟨

**Last,** ⟩━━━━━━━━━━━━━━━⟨

**Finally,** ⟩━━━━━━━━━━━━━━━⟨

**7 min**

# Feedback

## Teacher's role

-The teacher presents the incomplete vocabulary below.
-Ask students to complete the vocabulary using the mobile alphabet.

## Student's role

-Apply the teacher's instructions.
-Complete the vocabulary using the mobile alphabet.

I _____ up
I _____ a _____

I have _____
I brush __ _____
I ___ to _____

10 min

# Unit 2
# Lifestyle

## Lesson 2 :
## Verb to be

# Objective

At the end of the lesson students will be able to write sentences using the verb to be, with the help of the sandbox.
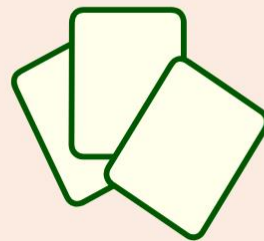
## Montessori material: Sandbox

•In a sandbox or any other similar material (example: salt, flour, sawdust) the words are written with the finger.•It is a manipulative material that reinforces spelling.

## Word cards

For a better visualization of the orders

# Warm up

## Chair game

Chairs are placed in a circle, on each chair is a sheet of paper with a letter, students walk around the circle while a song is playing, when the song is paused, on the sheet of paper they must write the word with the letter it asks for. When the song is paused again, the student must write a word with the letter that ended the first word.

**Teacher's role**

-Giving the instructions
-Play the music, and pause it.

**Student's role**

-Pay attention to the teacher's instructions.

**Example:**

- car
- radio
- ocean

## 5 min

# Presentation

am

is

are

**Verb to be**

**Teacher's role**

-Class presentation on the verb to be: affirmative, negative and question.
-Exemplify for better understanding.
-Clarify doubts

**Student's role**

-Pay attention to the teacher's presentation.
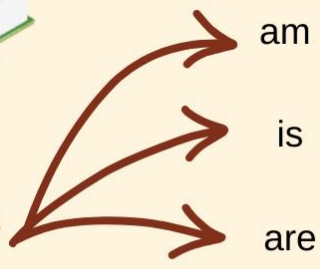
**Affirmative**

| | | |
|---|---|---|
| I | am | happy |
| You | are | _____ |
| He | is | _____ |
| She | is | _____ |
| It | is | _____ |
| You | are | _____ |
| We | are | _____ |
| They | are | _____ |

**Negative**

| | | | |
|---|---|---|---|
| I | am | not | _____ |
| You | are | not | _____ |
| He | is | not | a singer |
| She | is | not | _____ |
| It | is | not | _____ |
| You | are | not | _____ |
| We | are | not | _____ |
| They | are | not | _____ |

**Interrogative**

| | |
|---|---|
| Am | I |
| Are | You |
| Is | He |
| Is | She |
| Is | It |
| Are | You |
| Are | We |
| Are | They **friends?** |
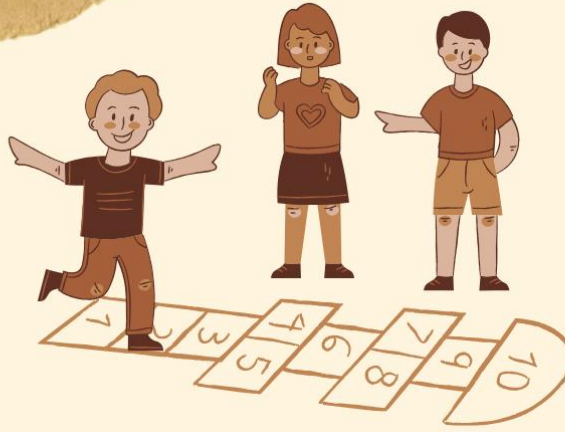
**8 min**

# Application

**Teacher's role**

-The teacher guides, approves or corrects the sentences made by the students.

**Student's role**

-Based on the presentation, complete the affirmative sentences with an adjective in the sandbox.
-After the teacher approves them continue with the negative sentences by adding a noun.
After their approval complete the questions by adding an adjective or noun.

**Example:**   • **I am sad**      **I am not an animal**      **Am I a student?**

**11 min**

# Practice

**Teacher's role**

-The teacher guides, approves or corrects the sentences made by the students.

**Student's role**

-To make 4 positive sentences using adjectives and negative sentences using the antonyms of the adjectives used above.

**Example:**   • **I am sad**      **I am not sad**

**11 min**

# Production

**Teacher's role**

-The teacher guides, approves or corrects the sentences made by the students.

**Student's role**

-Subject pronouns replace with nouns, then make the same sentences negative and finally interrogative, all using the sandbox.

**7 min**

# Evaluation

**Teacher's role**

-The teacher guides, approves or corrects the sentences made by the students.

**Student's role**

-Complete the sentences below with the correct verb to be.

- The hamburger.............delicious!
- David........happy
- I.........hungry
- The car........new
- Anabelle.........sad
- The apartments............old

**5 min**

# Feedback

**Teacher's role**

-The teacher guides, approves or corrects the sentences made by the students.

**Student's role**

-Correctly place the verb to be next to each subject pronoun using the sandbox.

**Affirmative**

I
You
He
She
It
You
We
They

am
is
are

**Interrogative**

I
You
He
She
It
You
We
They

am
is
are

**5 min**

# Unit 2
# Lifestyle

## Lesson 3 :
## Simple present

# Objective

At the end of the lesson students will be able to write sentences in simple present with the help of the mobil alphabet.

## Montessori material: Mobile Alphabet

It includes the alphabet made of wood or any resistant material, usually a specific color has the vowels and the other the consonants. With them you can form words or phrases identifying more deeply their grammar.

### Large images

For whole class visualization of the theme.
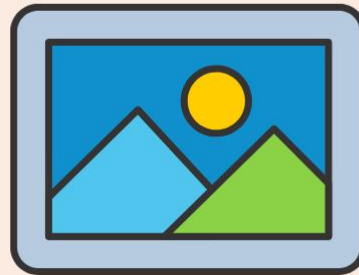
## Find more words

### Teacher's role

-The teacher divides the students into groups of 5.
-Give each group a long word, e.g. beautiful.
-Divide the board into sections for each group.

### Student's role

-Each student in each group will draw a new word from the word given by the teacher.

**Example**:
beat
tea
fit
bet
bat
bit

beautiful
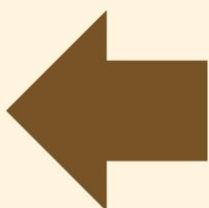
**5 min**

# Presentation

## Simple present

**Affirmative sentences:**

I
We        → base verb
You
They

He
She       →
It

- add "s" to the verb
- add "es" when the verb ends in **ss,sh, ch, x, z,** or **o**
- add "ies" when the verb ends in **consonant + y**

**Negative sentences:**

I
We        → don't
You
They

He
She       →
It

doesn't (eliminate "s, es or ies" to the verb)

**Yes/ No Questions:**

I
We
You
They
→ Do/Subject/base verb/complement/?
Yes, you do
No, you don't

He
She
It
→ Does/Subject/base verb/complement/?
Yes, you does
No, you doesn't

**Teacher's role**

-Introduce the class
-Clarify doubts

**Student's role**

-Paying attention to the class.

12 min

## Application

**Teacher's role**

-Give each student a sheet with 5 verbs to conjugate with the help of the movable alphabet.

**Student's role**

-Conjugate the verbs given by the teacher on the table using the mobile alphabet.

**Example**:
run   - runs
eat   - eats
cry   - cries
fix   - fixes

## Practice

Teacher's role

-Present the sentences below.
-Ask students to choose the correct verb, using the mobile alphabet form only the correct answers (5 verbs) on the desk.

**Student's role**

- Pay attention to the teacher's directions and apply them.

- He drinks/drink water after exercising.
- Andrew walk/walks with his pet in the park.
- The star shines/shine brightly at night.
- The children cry/cries because their mothers left them in the garden.
- You comes/come with your parents to Christmas dinner.

# Production

**Work in pairs**

**Teacher's role**

-The teacher guides, helps and corrects mistakes.

**Student's role**

-Student 1 will make a positive sentence with the movable alphabet. Student 2 will make that same negative sentence. Student 1 asks that sentence again in the form of a question and finally Student 2 answers.

**7 min**

# Evaluation

**Teacher's role**

-The teacher will indicate 1 image and ask the students to write positive sentence in the present simple tense with the movable alphabet, making reference to image.

**Student's role**

-Follow the teacher's directions.
-On completing the sentences present to the teacher for verification.

**5 min**

# Feedback

**Teacher's role**

-The teacher writes on the board a verb, which has the letters mixed up.
-Ask the students to find out which word it is.

**Student's role**

-When they discover the verb they must use it correctly in a positive sentence in the present simple tense with the help of the movable alphabet.

**Example:** hcoseo ⟶ Choose

**5 min**

# Unit 3
# Let's eat

## Lesson 1 :
## Food and drink

# Objective

At the end of the lesson, students will be able to recognize vocabulary related to food and drinks with the help of the word box and will make a recipe using several vocabulary words.
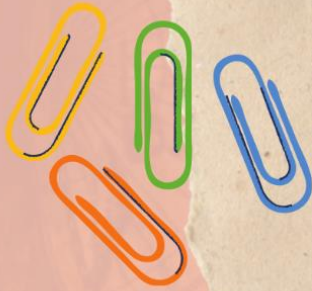
## Montessori material: ·Drawer of words

·Each drawer contains images of a specific theme or context. On the back of each one is the name in a suitable relief to be perceived by touch without having to look at the word.
·Working memory, enhancing vocabulary.

# Fruit

## Warm up

The students stand in a circle, each student will be a fruit: apple, banana, watermelon and grapes, the same fruits are repeated with all the students. When the teacher mentions one of those fruits, the students who are that fruit have to change places, and when the teacher says "the fruit basket fell" everyone without exception changes places.

**Teacher's role**

- The teacher will give the name of the fruit that will be the student.
- He/she is in charge of mentioning any of the fruits or saying "se canasta de frutas".

**Role of the students**

- Pay attention to the teacher's directions.
- Change places upon hearing the name of the fruit that touched him/her.

## Presentation

**5 min**

### Food and drink

| | | |
|---|---|---|
| Noodle | lettuce | mushrooms |
| coconut | rice | chili pepper |
| spices | chips | honey |
| pepper | beef | dates |
| milk | yoghurt | water |
| wine | tea | juice |

**Teacher's role**

-From the drawer of words, images are shown to students about the vocabulary of food and drinks, also indicating their writing.

**Student's role**

-Students pay attention by closely observing the picture and writing of the vocabulary.

8 min

# Application

**Teacher's role**

- The teacher is going to ask the students to write on a piece of paper the vocabulary shown in class.

**Student's role**

-Students are going to write the vocabulary presented on a piece of paper in large, visible letters, with their index finger they are going to review each word.

10 min

# Practice

**Teacher's role**

-The teacher gives each student a food and drink vocabulary card.
-Guides, corrects mistakes and helps.

**Student's role**

-Look at the picture, close your eyes and feel with your fingertips the word written on the back of the picture. When they recognize it, they write it on the board. With a blue marker they will write the food and with a green marker they will write the drinks.

milk

milk

10 min

# Production

**Teacher's role**

-The teacher will give each student three vocabulary words, with them they will make a simple recipe, they can add more food or drink vocabulary.

**Student's role**

-Follow the teacher's instructions.

**7 min**

# Evaluation

**Group work**

**They will make their own cards.**

Teacher's role

-Ask the students to join in groups of three.
-Guide, help and correct mistakes.

**Student's role**

-Student 1 draws a picture on a poster board of any food and drink vocabulary word.
-Student 2 uses play dough to make the word, trying to make it stand out so he/she can feel it out.
-Student 3 will look at the drawing, without seeing it, just feel it and write the word on a piece of paper correctly.

**8 min**

# Feedback

**Teacher's role**

-The teacher presents two boxes; one has the sign food and the other box has the sign drinks.
-Take turns giving each student a card.

**Student's role**

-Without looking, the student must touch the word and according to what he/she thinks, place it in one of the boxes.

food

drinks

**5 min**

# Unit 3
# Let's eat

## Lesson 2 :
## Countable and uncountable nouns

# Objective

At the end of the lesson, students will be able to write a shopping list for the supermarket, identifying which ones are countable or uncountable after having the help of the word machine.
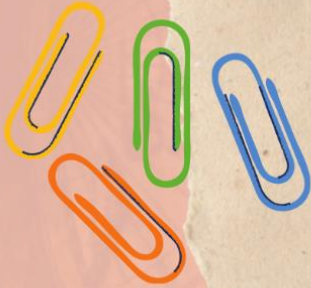
## Montessori material: Word machine

•It consists of a series of movable letter cards to create a word.

•It is easy to create and can be adapted to the needs of the class theme.

### Large images

For whole class visualization of the theme.

c a r
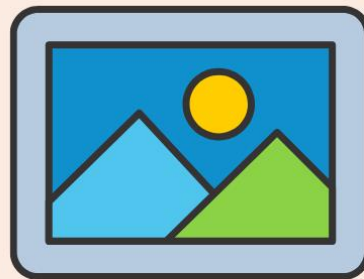
**Lemon water**

All the students together with the teacher recite:

Lemon water,
let's play,
whoever is left alone
will be left alone

**Teacher's role**

-The teacher can set the rhythm he/she wants to the fragment.
-The teacher says: the students join from (number) students.

**Student's role**

-Students join according to the number mentioned by the teacher.
-If a student is left alone, he/she will continue reciting and start the game again.

## 5 min

# Presentation

**Teacher's role**

-The teacher will explain the lesson, using pictures for better understanding.

**Student's role**

-Pay attention to the teacher.

- **countable noun**

  Can be counted:

  **Example:** A ball, two mirrors, soap, brooms.

  Can take singular or plural verbs:
  **Example:** There is a book
  Those walls are pretty

- **uncountable noun**

  Can not be counted:

  **Example:** Water, sand, air, cream, sugar

  Always take singular verbs:
  **Example:** There's some water in the fridge.
  The air is thin in this room.

## 8 min

# Application

## Teacher's role

-The teacher presents 5 pictures about countable and uncountable elements.
-Guide, help and correct mistakes.

## Student's role

-The students, using the word machine, will form the word "countable" or "uncountable", according to the image presented by the teacher.
-When they have formed the word, they must show their teacher.

c o u n t a b l e

6 min

# Practice

## Teacher's role

-The teacher presents the countable or uncountable word.
-Guides, helps, corrects errors.

## Student's role

-The student must write in his word machine an element that refers to the word presented.
-In the same way, when he/she finishes putting the word together, he/she will raise his/her machine in view of the teacher.
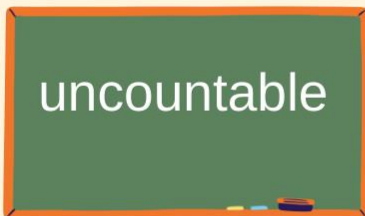
uncountable

s u g a r

6 min

# Production

## Teacher's role

-Guiding, helping, correcting mistakes.

## Student's role

-Write a list of market ingredients needed for a recipe. Next to each ingredient, write whether it is countable or uncountable.

✓ countable

✓ uncountable

**12 min**

# Evaluation

## Work in pairs

Teacher's role

-Ask the students to write each element of the previously written recipe on a sheet of paper, without indicating whether it is countable or uncountable.

Student's role

-Students will hand that sheet to their partner and the partner will have to indicate whether it is countable or uncountable.

countable or uncountable

**8 min**

# Feedback

## Work group

Teacher's role

-Ask students to come together in groups of 5 and circle each other.

Student's role

-One of the group members will form a word about an item. The other students with their word machine will form the word "countable" or "uncountable" according to the item.
-As they form the word, they will hold up their machine so that it can be shown to the whole group.
-Each student will play the first role.

**5 min**

# Unit 3
# Let's eat

## Lesson 3 :
## a, an, some
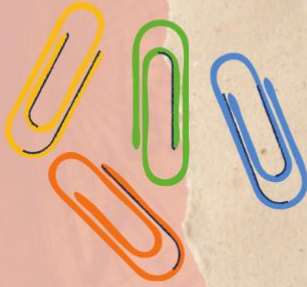
# Objective

At the end of the lesson, students will be able to correctly use determiners (a, an, some) in simple sentences.

## Montessori material: Sandbox

• In a sandbox or any other similar material (example: salt, flour, sawdust) the words are written with the finger.
• It is a manipulative material that reinforces spelling.

## Word cards

For a better visualization of the orders
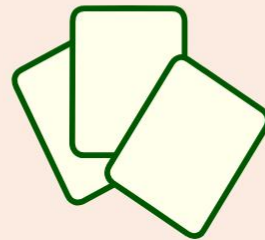
## Feel the letter

The students are divided into groups of approximately 8 people, each group makes a line in front of the blackboard; the last student in each line will be told a letter in his ear, he will write it with his index finger on the back of the classmate in front and so on until he reaches the first student, who will write the letter on the blackboard. At the end, when each row has written the letter, a word will remain on the board.

**Teacher's role**

-Give instructions about the game.
-The teacher is in charge of giving a letter to each row.
-Guides, helps and corrects mistakes.

**Student's role**

-Pay attention to the teacher's instructions and apply them.

**5 min**

# Presentation

## a, an, some

**Teacher's role**

-Present the class, using examples for better understanding.

**Student's role**

-Pay attention to the class.

**a/an :** before a singular countable noun, use **a** before a consonant sound. Use **an** before a vowel sound.
**some** (more than one) : Use before a countable noun or means a small part of and you can use some before
- a plural countable noun
- an uncountable noun
**Examples:**
- A famous pizza dish is from Italy.
- There is an apple on the table.
- Some almonds are added to salads.

**8 min**

# Application

### Teacher's role

-Present the following picture of the refrigerator with these foods.
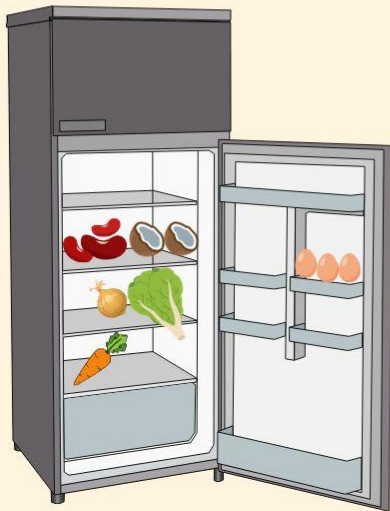
### Student's role

-In the refrigerator there are foods that you should take a good look at and write sentences with your index finger in the sandbox using a, an or some depending on what you see.

Example:

There  are **some beens**.

**6  min**

# Practice

## Work in pairs

### Teacher's role

-Guides, helps and corrects mistakes.

### Student's role

-Each student will draw food/s in the sandbox to present to his/her partner, who will have to write in the sandbox a sentence using a, an or some.

**6  min**

# Production

**Teacher's role**

-Ask the students to write their favorite food ingredients.
-Guide, help, correct errors.

**Student's role**

- The student will write with his/her index finger in the sandbox what his/her favorite food dish contains using the correct determiners.

**12 min**

# Evaluation

**Teacher's role**

-Write each determiner on small sheets of paper and put them in a box.
-Guide, help, correct mistakes.

**Student's role**

-Each student will take a random sheet of paper and make a sentence in their sandbox according to the determiner they got.

**8 min**

# Feedback

**Teacher's role**

-The teacher will refer to a student's favorite dish. He/she will write on the board the foods used.

**Student's role**

-Students will make five sentences based on the recipe presented by the teacher, with their index finger in their sandbox using a, an or some.

**5 min**

# Unit 4
# Animals

## Lesson 1: The best-known animals around the world / Demonstrative pronouns
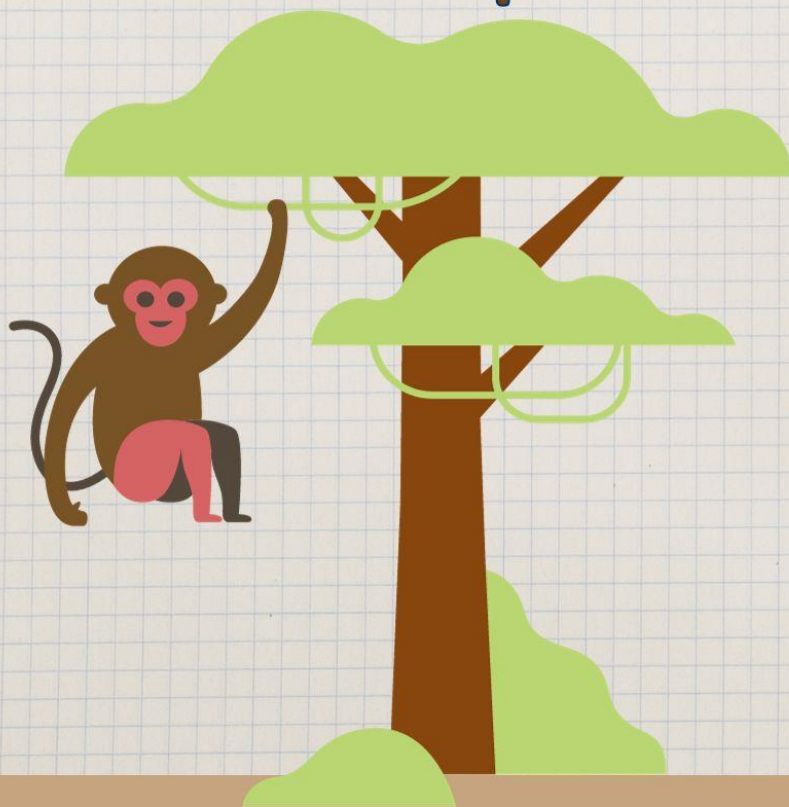
# Objective

At the end of the lesson, students will be able to write sentences about the most known animals in the world using the demonstrative pronouns before having helped themselves with the drawer of words and the mobile aphabet.

## Montessori material: Drawer of words

• Each drawer contains images of a specific theme or context. On the back of each one is the name in a suitable relief to be perceived by touch without having to look at the word.
• Working memory, enhancing vocabulary.



## Montessori material: Movil alphabet

It includes the alphabet made of wood or any resistant material, usually a specific color has the vowels and the other the consonants. With them you can form words or phrases identifying more deeply their grammar.

# Warm up

Write the name of the animal

### Teacher's role

-Explain the instructions
-The teacher is in charge of mixing the papers.
-Guide

### Student's role

-Students will write on a piece of paper the name of any animal. Then those papers will be mixed up. Finally, each student will take one at random and imitate the animal in sound or action.

**5 min**

# Presentation

### Teacher's role

-Explain the lesson with pictures from the drawer of words for better understanding.

### Student's role

-Pay attention to the class.

## Demonstrative pronouns

**Singular**        **Plural**

This            These
That            Those

**Examples:**

**This/** This animal (here, close)
**These/** These animals (here, close)

**That/** That animal (not close)
**Those/** Those animals (not close)

# The best known animals around the world are:

dog    cat    elephant    lion    panda bear    tiger

giraffe    kangaroo    whale    penguin

**13 min**

# Application

**Teacher's role**

-The teacher will pass card by card of the 10 most famous animals in the world.

**Student's role**

-The student will look closely at the animal card, close their eyes and feel the word on the back of the card and finally write the name of the animal.
-Then continue with the next card, until all the cards are completed.

**6 min**

# Practice

**Work in pairs**

**Teacher's role**

-Guide, help and correct mistakes.

**Student's role**

-Student 1 will choose any animal from the ones presented in class, make a singular sentence. Student 2 will make a plural sentence with the same animal. All this using the mobile alphabet.

**6 min**

# Production

**Teacher's role**

-The images presented are of ANIMALS. Therefore, the teacher will use the images to place himself near or far from one or many animals.

**Student's role**

-Students should then form two sentences using the demonstrative pronouns correctly according to what the teacher presents.

**Example:**

This animal is a pet in many homes

12 min

# Evaluation

**Teacher's role**

-The teacher will present two boxes, one with the 10 animal cards from the word box and one with the demonstrative pronouns.
-The teacher will have them take turns going through the boxes.

**Student's role**

-Each student will randomly take a card of the animals and just touch the word without looking at it; then take a card of a demonstrative pronoun and at their desk form the sentence with the movil alphabet, according to what came out of the two boxes.

12 min

# Feedback

**Teacher's role**

-The teacher after having taught the writing and pronunciation of the animals; he/she will only present the 10 pictures of the animals to the students. The teacher pronounces the animal and the students form the word with the movil aphabet.

**Student's role**

-Form the word for the animal mentioned by the teacher using the movil aphabet.

d o g

10 min

# Unit 4
# Animals

## Lesson 2: Visit to the zoo / Capitalization and Punctuation
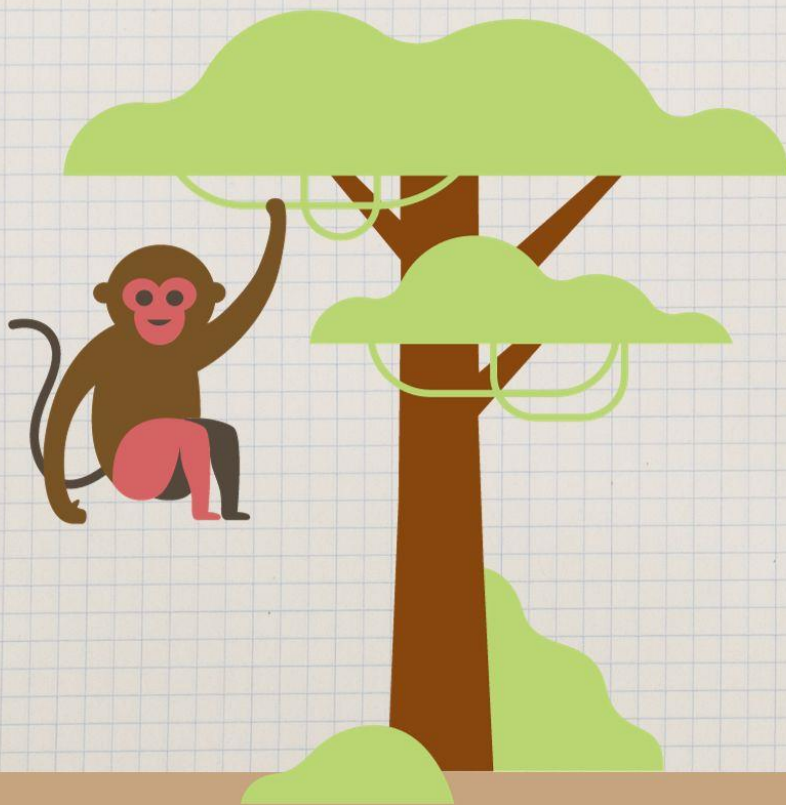
# Objective

At the end of the lesson, students will be able to write a short paragraph about the visit to the zoo using the correct capitalization and punctuation rules with the help of two didactic materials: the sandbox and the mobile alphabet.

## Montessori material: Sandbox

•In a sandbox or any other similar material (example: salt, flour, sawdust) the words are written with the finger.
•It is a manipulative material that reinforces spelling.

## Montessori material: Movil alphabet

It includes the alphabet made of wood or any resistant material, usually a specific color has the vowels and the other the consonants. With them you can form words or phrases identifying more deeply their grammar.

# Warm up

## Classification

### Teacher's role

-The teacher presents boxes in which each one deals with an animal habitat (oceans, jungles, tropical forest, polar).

### Student's role

-Each student has a card with the name of an animal, they must classify which habitat the animal belongs to.

## 5 min

# Presentation

### Teacher's role

-To present the lesson on capitalization rules and use of common punctuation marks, exemplifying with the help of pictures for a better understanding.

### Student's role

-Pay attention to the class.

## Capitalization rules

### Which words are written with an initial capital letter?

- Pronoun "I
- First word in a sentence
- Titles
- Proper nouns
- Places, countries, nationalities and languages.
- Institutions
- Days, months and holidays
- Acronyms
- After a colon or full stop.

## Use of common punctuation marks

Full stop:
Indicates a definite pause.
It is used at the end of a sentence.

Comma:
Small interruption that separates ideas in a sentence.
Also used when naming multiple items, separating dates or location.

Colon:
When introducing an element or several elements.

**12 min**

## Application

**Teacher's role**

-Guide, help and correct mistakes.

In each sentence at the end insert a full stop. ●

**Student's role**

*There are 9 capitalization rules.*
-Each student will write in their sandbox one sentence for each rule. Examples:

Title: I am really liking the novel "One Hundred Years of Solitude".

Acronym: NASA is planning to send a mission to Mars.

-At the end of each sentence, present it to the teacher for review.
-The student can be helped by the teacher or his dictionary.

**15 min**

## Practice

**Teacher's role**

-Present the sentences below.
-Ask students to place the comma where they think it belongs.

**Studen'ts role**

-Place the comma in the correct place in the sentences using the sandbox, at the end of each sentence present it to the teacher for review and continue with the next sentence.

- Hi, I'm James and I work at the zoo.
- The zoo is located in Cancun, Mexico City.
- My favorite animals at the zoo are the elephants, giraffes and monkeys.
- The visitors are nice but few come.
- Today a turtle was born, the most beautiful experience for me.

**10 min**

# Production

**Teacher's role**

-To guide, help and correct mistakes.

**Student's role**

-Write a paragraph of 3 simple sentences about a visit to the zoo using the movable alphabet, using capital letters and the three punctuation marks correctly.

**12 min**

# Evaluation

**Teacher's role**

-The teacher presents the following 10 pictures with words to the students.

**Student's role**

-Student must rewrite the word for each picture, using capital letters if necessary.
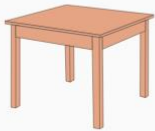
table

december

harry potter

dog

book

mary

colombia

bella

snake

monday

**10 min**

# Feedback

**Teacher's role**

-There are capitalization and punctuation errors.
-Ask students to rewrite the paragraph on a sheet of paper.

**Student's role**

-The student must rewrite the story about the visit to the zoo, correcting the 10 errors.

my name is vanessa my first time at the zoo was on tuesday february 3rd I remember because it was my birthday. Many animals caught my attention these were kangaroos Penguins pandas and snakes. I fell in love with the animals so much that when I left I asked my brother juan to buy me a puppy which I will call him Brandy.

**15 min**

# Unit 4
# Animals

## Lesson 3: My favorite animal/ A short paragraph
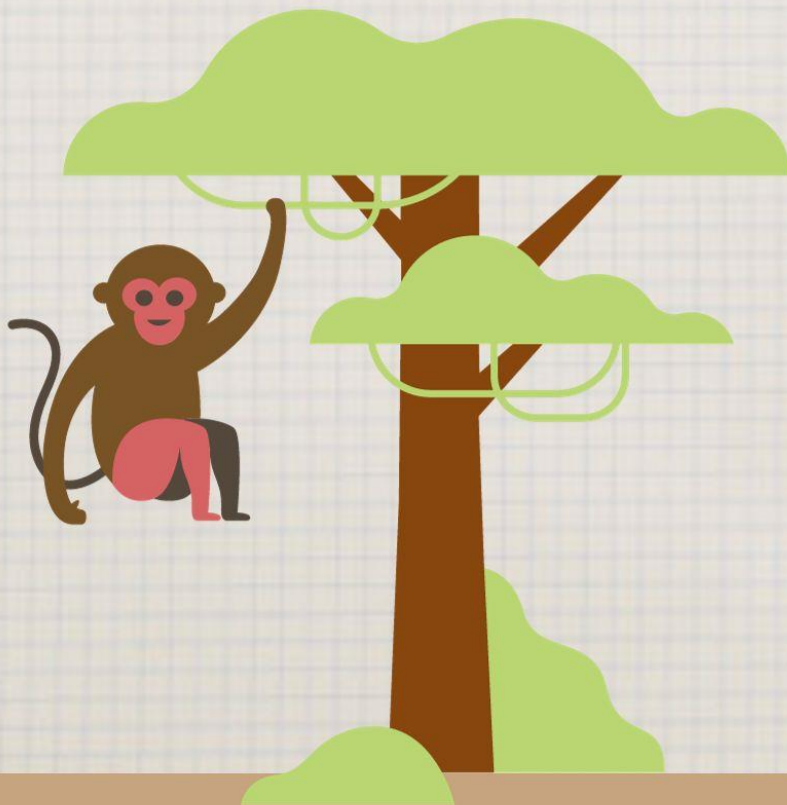
# Objective

At the end of the lesson the students will be able to write a short paragraph about their favorite animal, after having helped themselves with the didactic materials: sandbox and mobile alphabet.

## Montessori material: Sandbox

•In a sandbox or any other similar material (example: salt, flour, sawdust) the words are written with the finger.
•It is a manipulative material that reinforces spelling.

## Montessori material: Movil alphabet

It includes the alphabet made of wood or any resistant material, usually a specific color has the vowels and the other the consonants. With them you can form words or phrases identifying more deeply their grammar.

**Form the animal**
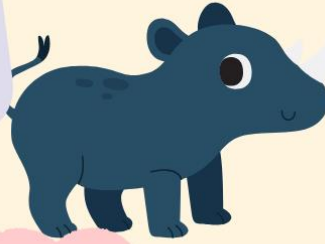
### Teacher's role

-Form groups of 5 students, each group is given a variety of animal images, each has half of an animal's face.
-Two sections are shown on the board: Wild animals and Domestic animals. Place each animal where it belongs.

### Student's role

-Students must find the two halves that match correctly and form the animal image.In total 8 animals are completed.
-Place each animal in one of the two sections of the board that the student thinks is correct.

**5 min**

# Presentation

### Teacher's role

-Explaining the class, exemplifying with the help of pictures for a better understanding.

### Student's role

-Pay attention to the class.

**Parts of a paragraph**

**Topic sentence:** This is a sentence that covers the main idea of the paragraph, it should be general, it tells the reader what the topic will be about.

**Development or body of the paragraph:** These are sentences that explain in detail supporting the topic sentence.

**Conclusion:** Summarizes the idea, it concludes with a final supporting element.

**Example:** My favorite animal is the cat, it has occupied a big place in my heart. Her appearance is tender, she is very independent and keeps me company. That's why I have a pet cat, her name is Kitty, she is very playful and curious, I love when she purrs. Cats have a spirit that captivates me and makes me love them.

- Topic sentence
- Development or body of the paragraph
- Conclusion

15 min

# Application

**Teacher's role**

-The teacher will present a topic sentence.

**Student's role**

-Student 1 will write with the moveable alphabet the first supporting detail, student 2 will write the second supporting detail. The two supporting details must support the topic sentence and be related to each other. Use the sandbox.

<span>Work in pairs</span>

## Farm animals

Topic sentence — On the farm there is always something exciting to do with the furry and feathered animals.

Supporting detail

Supporting detail

15 min

# Practice

**Teacher's role**

-The teacher will now present the topic sentence and two supporting details.

**Student's role**

-The student should write in the sandbox the conclusion of the paragraph.
-Note that the conclusion should be a summary of the topic sentence that supports the general idea.

Topic sentence — On the farm there is always something exciting to do with the furry and feathered animals.

Supporting detail — You can milk the cows, feed the horses or feed the pigs.

You can also run around with the chickens, listen to the birds sing and take pictures of the peacocks.

Conclusion

**15 min**

# Production

**Teacher's role**

-Guide, help and correct mistakes.

**Student's role**

-Write a paragraph with the title "My favorite animal" on a sheet of paper.

**12 min**

# Evaluation

Group work

**Teacher's role**

- Ask students to get into groups of 4.
-Guide, help, correct mistakes.

**Student's role**

- Each student chooses a part of the paragraph: Main sentence, supporting detail 1, supporting detail 2 or conclusion. Performs it in the sandbox. At the end, they rewrite the sentences on a sheet of paper forming a coherent paragraph.

**10 min**

# Feedback

Animals in the jungle

Group work

**Teacher's role**

-Present to the students the following sentences, which belong to a paragraph.
-Ask students to order the sentences so that the paragraph has coherence and cohesion.

**Student's role**

-Using the mobile alphabet to put the sentences in order.

The most beautiful animals were the elephants and lions. The most interesting animals were the snakes and zebras.

I hope to return to the zoo again, I was amazed at how majestic the wild animals look.

The jungle animals are beautiful and interesting when I visit them at the zoo.

**15 min**

# CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

## 5.1. Conclusions

- Thorough theoretical research allows for a better understanding of the Montessori method and writing skills in the context of teaching and learning. Therefore, educators must focus on employing updated strategies to create novel and meaningful materials that enhance students' writing.

- The obtained data provide an analysis of the emotional state during the writing process carried out by students. Similarly, the teacher's observation is reflected, taking into consideration the physical, relational, and cognitive characteristics in the teaching of writing skills.

- Teaching strategies based on Montessori materials aim to help students enhance their writing skills, fostering physical and psychological development through freedom and a keen interest in self-expression and communication.

- The didactic material based on the Montessori method addresses the needs of students, enhancing writing through sensory experiences and play.

## 5.2. Recommendations

- Teachers should observe the needs of each student and implement a pedagogical practice centered on the Montessori curriculum to develop or enhance writing skills.

- The Montessori material is essential in the learning process to enhance writing skills, as it delves into the student's development through hand-eye coordination in a harmonious environment.

- The teacher is responsible for promoting interest through the appealing didactic design of Montessori materials, fostering the creative and curious development of the student.

- The student must be an active agent in the teaching-learning process of the Montessori method to achieve evident results in communicative skills through writing, revealing their integral potential.

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**ANNEXES**

**UNIVERSIDAD TÉCNICA DEL NORTE**

Acreditada Resolución Nro. 173-SE-33-CACES-2020

**FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA**

**DECANATO**

REPÚBLICA DEL ECUADOR

Oficio nro. UTN-FECYT-D-2023-0099-O

Ibarra, 12 de junio de 2023

ASUNTO:     TRABAJO DE INTEGRACIÓN CURRICULAR SRTA. TABANGO VALLEJOS HOLLY MISHELL

Magíster
Javier Erazo
RECTOR DE LA UNIDAD EDUCATIVA OTAVALO

De mi consideración:

A nombre de la Facultad de Educación, Ciencia y Tecnología, reciba un cordial saludo, a la vez que le auguro el mejor de los éxitos en las funciones que viene desempeñando.

Me dirijo a Usted con la finalidad de solicitar su autorización y colaboración para que la estudiante TABANGO VALLEJOS HOLLY MISHELL, portadora de la cédula de ciudadanía 1004811079, del octavo nivel de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Educación, Ciencia y Tecnología - FECYT de la UTN, obtenga información y aplique los instrumentos de investigación que se requieren para el desarrollo del trabajo de integración curricular "MONTESSORI METHOD TO IMPROVE WRITING SKILL IN SEVENTH GRADE STUDENTS AT OTAVALO SCHOOL".

Por la atención favorable a la presente, anticipo mis sinceros agradecimientos.

Atentamente,
**CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO**

JOSE REVELO
Firmado digitalmente por JOSE REVELO
Fecha: 2023.11.08 10:48:01 -05'00'

MSc. José Revelo Ruiz
**DECANO**
**CC:** 1002072179
Celular: 0993944457
Correo Electrónico: jlrevelo@utn.edu.ec

JRR/M. Báez.

Recibido 22-11-2023

Ciudadela Universitaria Barrio El Olivo
Av.17 de Julio 5-21 y Gral. José María Córdova
Ibarra-Ecuador
Teléfono: (06) 2997-800   RUC: 1060001070001
www.utn.edu.ec

Página **1** de 1

Ibarra, 01 de junio del 2023

Magister
Alarcón Ramos Marcela Elizabeth
DOCENTE UTN

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se digne validar las entrevistas y encuestas de Investigación del Proyecto "Montessori Method to Improve Writing Skill in Senior Students at Otavalo High School, Academic Period 2022-2023". Previo a la obtención del título de: Licenciatura En Pedagogía De los Idiomas Nacionales y Extranjeros Mención Inglés. Para lo cual, se dignará encontrar adjunto la ficha de observación, escala emocional y los instrumentos de validación.

Por la atención que se sirva dar al presente, le anticipo mis debidos agradecimientos.

Atentamente,

...........................................................

Holly Mishell Tabango Vallejos
C.C.: 100481107-9

**En** la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

| INSTRUMENTO DE EVALUACIÓN CUALITATIVO | | | |
|---|---|---|---|
| **ITEMS** | **CRITERIOS DE EVALUACIÓN** | | |
| | **MUCHO** | **POCO** | **NADA** |
| Instrucción breve, clara y completa. | X | | |
| Formulación clara de cada pregunta. | X | | |
| Comprensión de cada pregunta. | X | | |
| Coherencia de las preguntas en relación con el objetivo. | X | | |
| Relevancia del contenido | X | | |
| Orden y secuencia de las preguntas | X | | |
| Número de preguntas óptimo | X | | |

Observaciones:

...........................................................................................................................
...........................................................................................................................
...........................................................................................................................
...............................................................................

# UNIVERSIDAD TÉCNICA DEL NORTE
## FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT
### PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS – INGLÉS

A continuación, marque con una **X** en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como Ítem. De ser necesario realice la observación en el casillero correspondiente.

| INSTRUMENTO DE EVALUACIÓN CUANTITATIVO | | | | |
|---|---|---|---|---|
| **CRITERIOS DE EVALUACIÓN** | | | **OBSERVACIONES** | |
| Ítem | Dejar | Modificar | Eliminar | |
| 1 | X | | | |
| 2 | X | | | |
| 3 | X | | | |
| 4 | X | | | |
| 5 | X | | | |
| 6 | X | | | |

Alarcón Marcela E

...................................................

Firma del Evaluador

C.C.: *1001929239*

| Apellidos y nombres completos | *Alarcón Ramos Marcela Elizabeth* |
|---|---|
| Título académico | *Magister* |
| Institución de Educación Superior | *Universidad Técnica del Norte* |
| Correo electrónico | *mealarconr@utn.edu.ec* |
| Teléfono | *0980338494* |

| Fecha de envío para la evaluación del experto: | *01 – Junio – 2023* |
|---|---|
| Fecha de revisión del experto: | *02 – Junio – 2023* |

Ibarra, 06 de junio del 2023

Magister
Sandra Guevara Betancourt
DOCENTE UTN

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se digne validar las entrevistas y encuestas de Investigación del Proyecto "Montessori Method to Improve Writing Skill in Seventh Grade Students at Otavalo School, Academic Period 2022-2023". Previo a la obtención del título de: Licenciatura En Pedagogía De los Idiomas Nacionales y Extranjeros Mención Inglés. Para lo cual, se dignará encontrar adjunto la ficha de observación, escala emocional y los instrumentos de validación.

Por la atención que se sirva dar al presente, le anticipo mis debidos agradecimientos.

Atentamente,

.......................................................

Holly Mishell Tabango Vallejos
C.C.: 100481107-9

**En** la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

| INSTRUMENTO DE EVALUACIÓN CUALITATIVO | | | |
|---|---|---|---|
| **ITEMS** | **CRITERIOS DE EVALUACIÓN** | | |
| | **MUCHO** | **POCO** | **NADA** |
| Instrucción breve, clara y completa. | x | | |
| Formulación clara de cada pregunta. | x | | |
| Comprensión de cada pregunta. | x | | |
| Coherencia de las preguntas en relación con el objetivo. | x | | |
| Relevancia del contenido | x | | |
| Orden y secuencia de las preguntas | x | | |
| Número de preguntas óptimo | x | | |

Observaciones:

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……………………………………………………………………………………………
……………………………………………………………………………………………
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# UNIVERSIDAD TÉCNICA DEL NORTE
## FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT
### PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS – INGLÉS

A continuación, marque con una **X** en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como Ítem. De ser necesario realice la observación en el casillero correspondiente.

| INSTRUMENTO DE EVALUACIÓN CUANTITATIVO | | | | |
|---|---|---|---|---|
| CRITERIOS DE EVALUACIÓN | | | OBSERVACIONES | |
| Ítem | Dejar | Modificar | Eliminar | |
| 1 | x | | | |
| 2 | x | | | |
| 3 | x | | | |
| 4 | x | | | |
| 5 | x | | | |
| 6 | x | | | |

…………………………………………….
Firma del Evaluador

| Apellidos y nombres completos | Sandra Guevara-Betancourt |
|---|---|
| Título académico | PhD |
| Institución de Educación Superior | Universidad Técnica del Norte |
| Correo electrónico | smguevara@utn.edu.ec |
| Teléfono | |

| | |
|---|---|
| **Fecha de envío para la evaluación del experto:** | 09/06/2023 |
| **Fecha de revisión del experto:** | 12/06/2023 |

**Topic:** Montessori Method to Improve Writing Skill in Seventh Grade Students at Otavalo School.

**Objective:** Determine the veracity of the Montessori didactic material employed by the teacher in the improvement of the writing skills in seventh grade students.

*Observation Guide*

| Subject Name: | |
|---|---|
| **Teacher:** | **Key Code:** |
| | **Grade and Group:** |
| **Student:** | **School:** |
| | **Aplication Date:** |

Evaluation Instrument

**Performance to be evaluated:** It manages to achieve comprehensive learning according to their intellectual, physical, and spiritual capacities through the physical and mental development of the child.

**INSTRUCTIONS:** To observe the efficacy of the Montessori didactic material proposal in the improvement of writing skills though playful learning. Check ✓ in the compliance register according to the actions and fill out in the pertinent observations if necessary.

| No | Actions to evaluate | Compliance record | | | Observations |
|---|---|---|---|---|---|
| | | Yes | No | DNA | |
| 1 | Is it possible to create an adequate school environment to meet the physical, relational, and cognitive characteristics? | | | | |
| 2 | Does the student use fine motor skills to participate in learning the new topic? | | | | |
| 3 | Does the student interact and actively participate in group activities? | | | | |
| 4 | Does the student achieve meaningful learning through play and creation? | | | | |

*Description and interpretation of what was observed:*

**Objective:** To collect information that will allow knowing the emotional state of the student in improving the writing ability in seventh grade students.

*Emotional scale assessment*

**INSTRUCTION:** According to the question, mark with a tick " ✓ " how you feel guided by the faces found in each box.

<table>
<tr><td colspan="5" align="center">Emotional Scale</td></tr>
<tr><td colspan="5">School:          Subject:          Grade:<br>**Purpose:** Evaluate the assessment of the student's emotional state through the following questions in order to obtain a specific score and a general score.</td></tr>
<tr><td>Items</td><td>*Happy*</td><td>*Normal*</td><td>*Discomforting*</td><td>*Very distressing*</td></tr>
<tr><td>How do you feel when writing a dictation?</td><td></td><td></td><td></td><td></td></tr>
<tr><td>How do you feel when trying to write a sentence?</td><td></td><td></td><td></td><td></td></tr>
<tr><td>How do you feel when the teacher starts a dictation of words?</td><td></td><td></td><td></td><td></td></tr>
<tr><td>How do you feel when using didactic material to learn to write?</td><td></td><td></td><td></td><td></td></tr>
<tr><td>How do you feel when the teacher has corrected many spelling mistakes?</td><td></td><td></td><td></td><td></td></tr>
<tr><td>How does it feel to hear the word and know its meaning but not the writing?</td><td></td><td></td><td></td><td></td></tr>
</table>

Thank you for your cooperation.

**UNIDAD EDUCATIVA
"OTAVALO"**
INICIAL, PREPARATORIA, EGB
(ELEMENTAL, MEDIA, SUPERIOR)
BACHILLERATO TÉCNICO, GENERAL
UNIFICADO
**AMIE 10H00411**

Otavalo, 28 de noviembre del 2023.

# CERTIFICAR:

Que la Srta. **TABANGO VALLEJOS HOLLY MISHELL** con cédula de identidad: 1004811079, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica del Norte socializó e hizo la entrega de la guía **"Montessori Didactic Materials Resources Guide to Improve Writing Skills"** como parte del Trabajo de Integración Curricular con el tema **"Montessori Method to Improve Writing Skill in Seventh Grade Students at Otavalo School"** el día 22 de noviembre del 2023 en la Unidad Educativa Otavalo.

Particular que informo.

**Atentamente,**

**MSc. Silvia Morales**

**VICERRECTORA**

### Ministerio de Educación

**Dirección:** Av. Amazonas N34-451 y Av. Atahualpa.
**Código postal:** 170507 / Quito-Ecuador
**Teléfono:** 593-2-396-1300 / www.educacion.gob.ec

**Dirección:** Juan de Albarracín y Panamericana Norte - Otavalo
**e-mail:** tecnologicotavalo_ec@yahoo.es
**Teléfono:** 062 920-440

República
del Ecuador