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The usage of the Montessori Method to develop Oral Production of English

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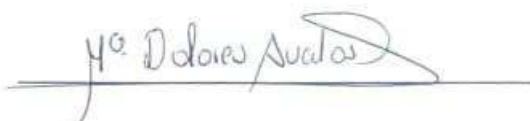
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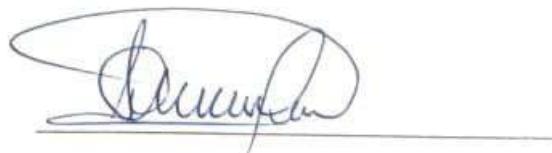
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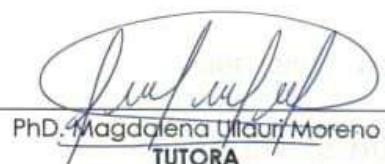
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This research is dedicated to all those who support me on this journey. First and foremost, to God who held my arm in all moments, from the lowest to the highest. Equally important, my parents and sisters who were always by my side throughout the process. Furthermore, to my research advisor, who was always present correcting with love and patience, from the major mistake to the smallest details. Last but not least, to all the teachers contributed to my learning, who taught us how to teach and how enhance learners' skills.

Marley Dennis Rea Amboya

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RESUMEN

La deficiencia de la habilidad del habla en el proceso de aprendizaje de una lengua extranjera, como es el inglés, ha sido muy notoria en diferentes contextos educativos. La presente investigación tiene como objetivo analizar la eficiencia del uso del Método Montessori para el desarrollo del habla en estudiantes de la Unidad Educativa Combatientes de Tapi, quienes se encuentran cursando 7mo de Educación General Básica. Esta población ha sido seleccionada debido a que el nivel de adquisición del idioma mantenía debilidades en la producción oral. Se implementó un diseño de investigación mixto, cualitativo y cuantitativo, y se utilizaron diferentes instrumentos, el primero fue la prueba oral diagnóstica, la cual está enfocada en preguntas sobre las actividades diarias, la misma que fue calificada a través del uso del segundo instrumento, la rúbrica de evaluación. Del mismo modo, se impartieron clases enfocadas en el método anteriormente mencionado, se utilizaron materiales didácticos y actividades lúdicas que ayudaron a los estudiantes en diferentes destrezas, para este paso se utilizó el tercer instrumento, el mismo que consistió en un "diario semanal", el cual servía para la recolección en detalle de información, como experiencias, actividades y el desempeño de los estudiantes y docentes. Éste estudio concluyó con la aplicación de la misma evaluación tomada al principio, para poder calcular cuál fue la efectividad del método, resultado que fue satisfactorio, no solo en la habilidad de habla, sino también en pronunciación, vocabulario y gramática.

Palabras claves: habla, actividades lúdicas, método Montessori, prueba diagnóstica, habilidad.

ABSTRACT

The deficiency of speaking skill on the learning process of a foreign language, like English, has been very noted in different educative contexts. The present research has as objective analyze the effectiveness of the Usage of the Montessori Method to development of speaking in students at Unidad Educativa Combatientes de Tapi, who are attending 7th of Elementary Education. This population has been selected due to the fact that the level of language acquisition-maintained weaknesses on the oral production. A mixed research design was implemented, qualitative and quantitative, and various instruments were used, the first was oral diagnostic test, which is focused on clue questions about diary activities, it was scored through of the use of second instrument, the evaluation rubric. Likewise, classes were given focused on the method previously mentioned, didactic materials and ludic activities were used, that help students in different skills, for this step was used the third instrument, the same that consisted on a "weekly journal", which served for detailed recollection of information, as experiences, activities and students and teachers performance. This study was completed with the application with the same test taken on the start, to calculate what was the effectiveness of method, result that was successful, not only in the oral skill, if not also on pronunciation, vocabulary and grammar.

Keywords: speak, ludic activities, Montessori method, diagnostic test, skill.

1. CHAPTER I. INTRODUCCION.

Learning English is important in today's world because it helps people from many different cultures and countries to communicate with different groups of people. Nevertheless, students at the Unidad Educativa Combatientes de Tapi #6 maintain problems learning to speak English using traditional teaching methods. For this reason, this research aims to explore how the Montessori method can help students improve their English-speaking skills.

The main problems students face include focusing on grammar rules excessively, which makes them afraid to speak naturally. They also have trouble remembering what they learn and do not know enough vocabulary to express their ideas. Similarly, many students are fearful of participating in class and remain silent even when they know the answers. Specifically, when working in groups, students often find it difficult because no one wants to take the initiative.

The Montessori method, created by Maria Montessori in the early 20th century, offers a different way of learning. This method enables students to learn at their own rhythm and focuses on hands-on activities. For this reason, it believes that children learn best when they can move around, choose their activities and work with special teaching materials. The teacher acts as a guide rather than just telling the students what to do.

Therefore, it proposes to analyze the application of the Montessori method in the development of oral production of English as a foreign language. The general objective is to analyze the effectiveness of the Montessori method in the development of oral production of English as a foreign language in elementary school students. Thus, the research will be carried out in a sample of elementary students corresponding to the 7th level of EGB "A" of the "Unidad Educativa Combatientes de Tapi #6" in Riobamba city, province of Chimborazo, during the third academic term of the period 2024-2025.

Further, this study will follow a mixed approach, combining quantitative and qualitative methods. Techniques such as classroom observations, ludic activities and standardized assessments will be used to measure progress in English oral production. As a matter of fact, the data collected will be analyzed using statistical analysis and content analysis in order to triangulate the results and gain a holistic understanding of the impact of the Montessori method on the development of oral English proficiency.

If successful, this research could show a new and better way to teach English speaking skills. Instead of just memorizing rules, students might feel more confident and natural when speaking English. Consequently, this could help them become better English speakers and feel more comfortable using the language in real situations.

This research has been organized into five chapters:

CHAPTERS

Chapter I: This chapter allowed the introduction, the problem statement, the general and specific objectives, and the justification.

Chapter II: The theoretical foundations and background related to the many features of using the Montessori method as a teaching strategy for oral production are discussed in this chapter.

Chapter III: The methodological framework is outlined in this chapter, which also includes the approach, research design, level or type of research, study population, sample size, techniques, and data collection instruments.

Chapter IV: The results and analysis of the data gathering tools used to examine the use the Montessori Method and Oral English production are the main focus of this chapter.

Chapter V: This chapter presents the relevant results and recommendations from the research, which emphasize the benefits and improvement got in the teaching application. The references and annexes are also included.

1.1 PROBLEM STATEMENT

English is an international language and serves critical functions in the actuality, english is used as common language around the world for different objectives, including social interaction, business or inclusively, academic works. Through pre-professional practices at Unidad Educativa Combatientes de Tapi #6, observation revealed that students face major challenges with the English as a foreign language. Traditional teaching approaches had current significant challenges, significantly in improve speaking skill.

Usually students current a linguistic impediment through second language acquisition, this obstacle is excessive preoccupation to grammatical rules. For instance, students overuse and confer too importance on grammar, before to facilitate communicative competence, avoiding that a dialogue flow in a natural form. Therefore, in the classroom context, students spend considerable time thinking about grammatical structures when developing activities or tasks, which creates a mental block that impedes fluid communication (Richards & Renandya, 2002).

In contrast, the difficulty long-term information retention presents another crucial obstacle in language learning. Teaching methods often fail to create meaningful connections necessary for long-term memory formation. Similarly, in classroom observations, students frequently demonstrate difficulty recalling previously taught material, suggesting ineffective encoding of information into long-term memory.

In addition, they do not have sufficient knowledge of vocabulary, significantly impacts students' oral production capabilities. Equally, a robust vocabulary foundation is essential for basic conversational fluency, yet many students possess a limited range of words, which are crucial for expressing ideas and describing experiences. Consequently, this gap between receptive and productive vocabulary often results in students resorting to their native language or remaining silent when they cannot find the right words to express their thoughts.

The fear of classroom participation represents a significant barrier in language learning environments. When students are afraid to participate in class, it creates a complex challenge that affects both the learning process and the teacher's ability to assess student progress. In particular, this fear manifests in various ways: students may avoid eye contact, remain silent even when they know the answer, or display physical signs of anxiety when called upon. The shy behavior and apparent insecurity not only mask the student's true level of understanding but also create a self-reinforcing cycle of decreased confidence.

Likewise, the lack of leadership skills in group activities presents another significant challenge in the language learning environment. When students are assigned group work, the absence of natural leaders or students willing to take charge creates a dysfunctional dynamic that impedes effective learning. Correspondingly, this leadership vacuum manifests in several ways: groups struggle to organize their tasks efficiently, time management becomes problematic, and the distribution of responsibilities remains unclear.

Furthermore, these challenges point to a fundamental issue in the current teaching methodology. The limitation to implement meaningful learning methods significantly impacts students' capacity to overcome their weaknesses and develop strong language skills. Consequently, traditional teaching approaches often fail to address the diverse learning needs of students, focusing instead on standardized methods that may not resonate with all learners.

1.2   JUSTICATION

The research is justified from a theoretical and methodological perspective by addressing a real problem identify in the English teaching as foreign language in basic education level. The Montessori method, establish on constructivist principles and Piaget's theory of cognitive development, offers a student-centered pedagogical alternative that respects the natural processes of learning. Additionally, seventh-grade EGB students are in the concrete operational stage (7-11 years), where they learn best through manipulation of concrete objects and sensory experiences, characteristics that align perfectly with the foundations of the Montessori method.

This research contributes to the growing body of studies on alternative pedagogical approaches in second language acquisition, providing empirical evidence on the effectiveness of innovative methods in the Ecuadorian educational context. this research responds to a concrete need observed during pre-professional practices at Unidad Educativa Combatientes de Tapi #6, where it was evident that students present difficulties in English oral production using traditional teaching methods. The identified problems include fear of oral participation, limited vocabulary, pronunciation difficulties, and lack of fluency, aspects that prevent the effective development of communicative competence.

The educational and social justification of this research is based on its alignment with national educational policies established in the Organic Law of Intercultural Education (LOEI) and Ecuador's National English Curriculum. Article 2 of LOEI emphasizes multilingualism as a fundamental right, recognizing the importance of developing communicative competencies in foreign languages.

The Montessori method, by focusing on meaningful communication and practical language use, directly supports these political objectives and contributes to reducing educational inequalities. Finally, this research is justified by its innovative character and potential impact on the educational community. The systematic application of the Montessori method for developing oral production in English represents a novel approach in the Ecuadorian context, where more conventional methods have traditionally been used.

1.3 OBJETIVES

General objective:

- To analyze the effectiveness of the Montessori method in the development of oral production of English as a foreign language in elementary school, at 7th level "A" at Unidad Educativa Combatientes de Tapi, in Riobamba city, Chimborazo province, in the academic period 2024-2025.

Specific objectives:

- To diagnose the speaking level of participants.
- To apply activities based on the Montessori method considering the problems identified in the diagnostic phase.
- To evaluate the effectiveness of the Montessori method in terms to improve the speaking skill of the participants.

2. CHAPTER II. THEORETICAL FRAMEWORK

2.1 Background

The efficacy of the Montessori method for improving oral production in English has been explored in several Ecuadorian educational studies. For instance, Sánchez Flores conducted a study "The Montessori method in the development of oral expression of the English language in the children of Early Childhood Education at the Margarita Nausea Educational Center in the period 2019-2020." Focus on analyze how Montessori method influence the development of oral expression and concluded that Montessori-based activities significantly enhanced both student autonomy and oral expression in English. The research, with a qualitative-quantitative approach, proposed incorporating playful and interactive activities in line with Montessori principles to promote language development.

Likewise, Mayra Tello examined the application of "Montessori Method in the teaching-learning process of English for students in initial 2, at Albany Junior School, Quito, 2016 period." This research identifies the contributions of this method to the processes of learning vocabulary. Her findings revealed that students encouraged greater engagement and communication in English. This student-centered approach allowed learners to take ownership of their progress, influenced by the leader and the environment.

Additionally, Flores Suntaxi develop the research "The Montessori Method And The Speaking Skill Development With Students Of First Year Of Basic Education At U. E. 17 De Abril Of Canton Quero, Tungurahua Province." The researcher had as objective establish the relationship of the Montessori method and the English language speaking skill development for students in first year of Basic General Education and implemented a Montessori-based intervention in elementary schools in Manabí and reported a substantial improvement in vocabulary acquisition, with results increasing from 35% to 82%, demonstrating the method's effectiveness in enhancing communicative abilities.

Consequently, these studies offer relevant theoretical and practical insights for the present research, particularly in validating the Montessori method as an effective approach to enhance oral English production in Ecuadorian elementary education. Also, they offer methodological inspiration, particularly with regard to selection and design suitable activities. Moreover, by drawing parallels between different educational levels and regions,

these studies highlight the potential of applying the method effectively at "Unidad Educativa Combatientes de Tapi".

2.2 Constructivist approach

The origin of pedagogical constructivism dates back to the 18th century, specifically to the German Enlightenment philosopher Immanuel Kant and represent one of the most influential paradigms in contemporary educational theory and practice. The constructivist pedagogical model considers the student's experience, which is part of a pedagogical current that prioritizes the need to provide the student with the necessary tools so that he can take control of his own education (Clifton, 2020).

Constructivist theory argues that learning is most effective when students actively engage in the process, rather than simply receiving information passively. "One of the most important goals of education through all times has been getting students to become architects of their own knowledge". This provide at the learner the power to create the meaning of something from various experiences (Torres, 2017).

2.3 Theory of cognitive development (Piaget)

Piaget in him theory, focus on the way the children learn, beyond the first steps, but rather how their start to understand the world. Jean Piaget was psychologist who revolutionized children's learning. Piaget proposes that mental development occurs through 4 essential stages, where the child's mind is like a garden (Pérez, 2020).

- Sensorimotor Stage (Birth to - 2years)

  In this stage, infants learn through their senses and motor actions (touching, looking, grasping). They gradually understand the concept of object permanence- the idea that objects continue to exist even when out of sight. Learning is mostly through trial and error.

- Preoperational Stage (+2 to 7 years)

  For represent objects, children start using symbols, like words and images. They engage in pretend play, but their thinking is still egocentric- they have difficulty seeing things from other people's perspectives.

- Specific operational stage (+7 to 11 years)

Kids begin to express their opinions and create solid argues. Children start to understand cause-and-effect and relationship. They can classify objects, like: size, color, form.

- Formal operational Stage (12 years and up)

Here, infant develop the ability to think abstractly, logically and hypothetically. Children can solve complex problems, think about future possibilities, and engage in systematic planning.

2.4 Communicative method

Communicative Language Teaching is an approach that aims to achieve communicative rather than linguistic competence through learner interaction. The communicative method is focused on developing students' communicative competence and interaction during the process of acquiring a new language. This method emphasizes interaction and communication to effectively teach a second language. The key principles for CLT, establishes that the language is learned primarily for communication, using real-life text, audio and video. This method emphasizes communicative functions, setting aside the grammar. Language techniques in this approach are designed to engage learners in the pragmatic, authentic, functional use of the language for meaningful purposes (Torres, 2017).

2.5 Curriculum and educational policies

2.5.1 Organic Law of Intercultural Education (LOEI)

The Constitution of Republic in the LOEI art. 343 establishes "The system will be centered on the learner, and will operate in a flexible and dynamic, inclusive, effective and efficient manner". Emphasizing the importance of education as a right and a duty of the State, and must be participatory, compulsory, intercultural, democratic, inclusive and diverse. The LOEI, for its part, set up principles such as education for change, motivation and multilingualism (Constitución de la República, 2017).

The LOEI have as principles in the article 2; "Multilingualism. - The right of all individuals, communes, communities, peoples and nationalities to be educated in their own language and in the official languages of intercultural relations is recognized, as well as in other languages of relation with the international community.;". Highlights the importance of developing communicative competencies in at least one foreign language, recognizing its value in an increasingly developed world, giving the community a more inclusive and international law framework (Constitución de la República, 2017).

2.5.2 Policies and guidelines for teaching English

The policies and guidelines for teaching English in Ecuador have evolved significantly. The Ministry of Education of Ecuador (2016) established the National English Curriculum, which defines objectives and standards for teaching English from elementary through high school. A well-designed English curriculum balances formal grammar instruction with practical communication opportunities and integrates cultural components to enhance student's understanding of language context (Ministerio de Educación del Ecuador, 2016).

This curriculum is designed with the Common European Framework of Reference for Languages (MCER) with the objective to develop really and helpful communicative competencies. To ensure if really exist a progress, the policies of assessment and feedback play a fundamental role. Assessment involves measuring student progress, also determining whether teachers are applying appropriate techniques. On the other hand, the acquisition of a new language, is influenced by a correct classroom management and the constant growth of professionals.

2.6 Origin of the Montessori Method and its characteristics

2.6.1 History and development of the Montessori Method

The Montessori method was developed by Italian physician and educator Maria Montessori in the early 20th century. She put it into practice with low-income students in Rome, as well as in hospitals with handicapped children. Her approach is based on scientific observation of the child's natural development and emphasizes the importance of the prepared environment and carefully designed teaching materials. Her scientific background significantly influenced her educational methodology, as she approached child development

through careful observation and empirical research rather than prevailing educational theories (Mead, 2019).

Montessori inaugurated on January 6, 1907, the *Casa dei Bambini*—Italian for "Children's House" in the San Lorenzo district of Rome. Dr. Montessori worked with disadvantaged children from low-income families. This experience proved transformative, as she observed that children. The environment is carefully prepared, demonstrated remarkable concentration, self-discipline, and joy in learning. The success of this initial program led to rapid international interest in her methods (Montessori School on Edgewood, 2025).

Montessori's work expanded significantly "In the United States, *The Montessori Education* made a big impression. By 1912, Dr. Montessori was a sought-after speaker on this side of the Atlantic and there were over 100 Montessori schools in the U.S by the end of 1913". She worked with disadvantaged children and with special needs, influenced the inclusivity and adaptability characterizes (Mead, 2019).

Although the effort, this method was losing strength. According to American Montessori Society, years after the Montessori method loses steam in America, "by the 1950s, a renewed interest emerges thanks to educator Nancy McCormick Rambusch. Rambusch devotes herself to Dr. Montessori's method and sees new ways to utilize it in American schools" (American Montessori Society, 2025)

2.6.2 Pedagogical Basics of the Montessori Method

The pedagogical foundations of the Montessori Method are: autonomy, independence, initiative, choice, will and self-discipline. It represents a coherent philosophy centered on respecting children's natural developmental processes. These fundamentals are based on giving the child the opportunity to develop activities in an autonomous and spontaneous way, where the teacher participates as a guide in their learning. Children are encouraged to select their own work, determine how long to engage with materials, and evaluate their progress (Sánchez, 2020).

Autonomy is described as the belief that children possess an innate drive toward independence that should be nurtured rather than suppressed. Independence in the Montessori approach talk about the children are encouraged to select their own work and is calling "freedom within limits", promoting responsible decision-making. Initiative is defined as the action on their interest and curiosities (children) rather than passively receiving information.

In Montessori environments is essential the ability to make vital decisions, that eventually, considering the age, could be hard and stressful. This method exhorts the development of self-discipline, which didn´t force and emerges naturally when student experience the real consequences of their choices. These aren't isolated concepts, a child encouraged to take initiative starts building true independence.

2.6.3   Elements of Montessori method

The Montessori Method is composed of several elements, taking constructivism as a reference, which help the student's development: Montessori teacher, Montessori student, Montessori environment and Montessori materials. These elements favor the neuropsychological maturation of the student thus building their own cognitive skills while interacting with their environment (Saha & Adhikari, 2023).

The Montessori teacher: The Montessori teacher has four primary goals: to awaken our children's spirit and imagination, to encourage their normal desire for independence and high sense of self-esteem, and to help them learn how to observe, question, and explore ideas independently. The Montessori teacher is a coach, mentor, and friend (Selding, 2022).

The Montessori student: Students discover their own innate abilities and develop a strong sense of independence, self-confidence, and self-discipline. The Montessori learner assumes an active and self-directed role in the educational process. Children are considered naturally curious beings. This approach recognizes the different learning styles, rhythms and interests of children, accommodating these differences through personalized learning experiences (Selding, 2022).

Montessori environment: Often called the "prepared environment", functions as a third teacher. Thoughtfully arranged to promote independence, the classroom features child-sized furniture, accessible materials organized by curriculum area, and aesthetically pleasing elements that create a sense of order and beauty. The environment incorporates natural elements and is designed to reflect the cultural context of the students. Multi-age groupings (typically spanning three years) create communities where peer teaching naturally occurs and where children can progress at their own pace without artificial grade-level constraints.

Montessori Materials: Dr Montessori noted the students learn from concrete experience and direct interaction with the environment. Children need to manipulate and explore everything that catches their interest. The materials follow a precise sequence, moving from the concrete to the abstract and from the simple to the complex, which favors the child's progressive understanding (Selding, 2022).

2.6.4   Stages of Learning According to the Montessori Method

The child goes through different evolutionary stages, each period has several characteristics:

-Child's Absorbent Mind: It is the initial stage of the child where it comprises between the age of 0 to 6 years. In this stage is where the child takes information from his environment and learns it.

-The Conscious Mind: From 3 to 6 years old, it is characterized by the development of concentration, will and memory. The child reacts to stimulation and learns spontaneously in a prepared environment, with special interest in movement and displacement.

-Childhood period: In the stage from 6 to 12 years, children develop reasoning, imagination and interest in knowing the world. Questions arise that favor abstract thinking and curiosity for larger areas.

2.6.5   Development of oral production in children

The action of providing comprehensible input and meaningful opportunities for oral practice is emphasize for experts. It indicates that children benefit from playful, task-based activities that encourage spontaneous oral production. Professionals highlight the importance of corrective feedback for the development of oral production in young English language learners.

Furthermore, oral language production follows a complex developmental trajectory influenced by both biological and environmental factors. Oral production of first language usually follows predictable sequences, beginning with prelinguistic vocalizations (cooing, babbling) that lay the foundation for later articulation (Sánchez, 2020).

In the same way, second language acquisition follows similar and distinct patterns to first language development. Krashen's input hypothesis stresses that comprehensible input - language that is just above the learner's current level - drives acquisition. This principle stresses the importance of providing language input that is slightly above the children's production capacity and that challenges them without causing frustration.

Children acquiring a second language typically progress through predictable stages: a silent/receptive period, memorized phrases, structural and semantic simplification, and gradually increasing grammatical and lexical complexity. The duration of these stages varies significantly based on individual differences, language exposure, and instructional approaches.

This principle stresses the importance of providing language input that is slightly above the children's production capacity and that challenges them without causing frustration. Oral production of first language usually follows predictable sequences, beginning with prelinguistic vocalizations (cooing, babbling) that lay the foundation for later articulation (Sánchez, 2020).

2.7 Montessori Activities to Develop Oral Production in English

2.7.1 Language extension activities

Language extension activities are crucial for developing fluency and complexity in oral production. Montessori emphasized the importance of expanding children's vocabulary and linguistic structures. Proposes activities such as creating collective stories or describing objects and situations.

Montessori language extension activities systematically expand children's expressive abilities while maintaining alignment with the basic principles of independence, choice, and intrinsic motivation. These activities include:

- Naming activities that build vocabulary through three-part lessons (naming, recognizing, remembering)
- Classified vocabulary cards that organize words into conceptual categories, facilitating cognitive mapping of vocabulary
- Collective storytelling, where children collaboratively create narratives, providing authentic communication contexts
- Object and situation description activities that develop observational and descriptive language
- Talking circles that provide structured opportunities for spontaneous language exchange
- Cultural extension activities that include traditional songs, poems, and stories that provide authentic language models

These activities range from concrete to abstract, incorporate movement with language, and provide multiple avenues for children to engage in oral production in English according to their individual interests and developmental level.

2.7.2 Assessment strategies and monitoring of oral progress

Assessment in the Montessori approach emphasizes observation over evidence and process over product. As Maria Montessori emphasized, scientific observation provides valuable information about children's development without interrupting their natural activity. For language assessment, structured observation protocols help teachers systematically document children's spontaneous language production in different contexts.

Documentation systems include portfolio assessment with audio recordings collected at regular intervals, anecdotal records that capture significant language events, and digital documentation tools that allow analysis of speech patterns. Gatewood proposes assessment rubrics aligned with Montessori principles, which include criteria such as initiative in language use, complexity of structures, and contextual fluency (Gatewood, 2007).

Assessment in Montessori settings serves primarily formative purposes, directly informing instructional decisions and environmental preparation. Children actively participate in the assessment process through age-appropriate self-reflection tools and goal-setting conferences, developing metacognitive awareness while maintaining agency in their learning process.

2.8 Montessori Resources for the Development of Oral Production in English

2.8.1 Sensorial Materials for Learning Phonemes and Pronunciation

Sensorial materials are central elements of the Montessori method as it applies to learning English pronunciation. Montessori recognized that language acquisition begins with sensory experiences that create neural pathways for sound discrimination and production. This insight remains supported by contemporary research in neurolinguistics, which confirms that multisensory input enhances language processing and retention.

Lillard suggests the use of sandpaper letters and sound boxes adapted to English to develop phonemic awareness. The sandpaper letters, originally designed for first language instruction, have been successfully adapted for English language teaching. These materials feature phonemes rather than alphabet names, allowing children to internalize the sound-symbol relationships essential for English pronunciation. Sound boxes contain object or images representing words with targeted phonemes, allowing children to sort and classify sounds through concrete manipulation (Lillard, 2019).

The Sensorial materials also help children to develop their language and prepares them for mathematics and geometry. They provide an opportunity for children to learn the words to describe the different shapes, textures, and colors that they are experiencing, and develop skills in classifying and sorting. The effectiveness of these sensorial materials derives from their alignment with how the brain naturally processes language. Furthermore, the self-correcting nature of many Montessori materials allows children to develop phonemic awareness through discovery rather than direct correction, building confidence alongside competence (Montessori Academy, 2023).

2.8.2 Complementary technological resources

Technology as a supplement, not a replacement. Technological resources can complement English language learning in a Montessori environment, as long as they respect the principles of self-correction and individualized progression. The use of apps, software, audios, and videos can facilitate self-assessment. However, technology should be used sparingly to maintain the focus on human interaction and concrete materials (Montessori Generation, 2025).

The most effective approach integrates technology as one element within an overall language environment. For example, children can use concrete materials to develop their initial phonemic awareness, practice with technological reinforcement tools, and then apply these skills in authentic communication with peers and teachers. This balanced integration preserves the essential Montessori emphasis on sensory experience and human connection, while leveraging technology for specific aspects of language development.

2.9 Roles and Challenges of Students and Teachers

2.9.1 Role of teachers

Role of the teacher as facilitator and observer: The teacher is a guide who prepares the environment and observes the child's development, modeling the correct use of the language without directly correcting. Systematic observation constitutes the essential aspect of the teacher's role. Through careful documentation of children's language attempts, teachers identify patterns in pronunciation challenges, grammatical development, and vocabulary acquisition. The teacher further serves as a language model, demonstrating precise pronunciation and natural speech patterns without explicit correction of children's attempts (Sánchez, 2020).

2.9.2 Role of students as active and autonomous learners

Students are active and autonomous learners who choose activities and materials, fostering their intrinsic motivation. Students show greater initiative in practicing and seeking opportunities to use English. The independence in the learning process develops as children master the procedures for using language materials without ongoing adult direction. Self-assessment emerges as children internalize quality standards for language production. Collaboration emerges naturally in Montessori environments as children at different proficiency levels interact around meaningful activities (Selding, 2022).

2.9.3 Challenges in teaching English in elementary education

Teaching English presents several unique challenges. Professors identifies the lack of exposure to language outside the classroom as a significant barrier to effective learning. In addition, Highlights the challenges of teacher training and the implementation of appropriate educational policies for early language teaching (Fajrul, Apsari, & Kusumah, 2023).

Teaching English in elementary education faces several challenges, even in Montessori contexts. One of the main problems is the limited exposure to English outside the classroom, which hinders pronunciation development. The scarcity of specific resources for teaching English pronunciation, the interference of the native language in phonological production, and the lack of cultural connection to English, which reduces students' motivation. Overcoming these challenges requires adequate teacher preparation, specific materials, and strategies that connect English learning to children's everyday experience.

3. CHAPTER III. METODOLOGICAL FRAMEWORK

3.1   Approach

This study employs a mixed approach, combining both quantitative and qualitative methods to gain a comprehensive understanding of the results. The quantitative approach was used to measure and statistically analyze progress in oral English production, data information was collected through pre- and post-intervention oral tests. These instruments allowed for a comparative analysis of specific speaking skills before and after the application of Montessori-based activities. The numbers helped identify patterns of improvement and areas that needed further support.

However, language learning, especially speaking, is not a purely numerical process. For this reason, a strong qualitative component was also essential, while the qualitative approach allowed for a deeper understanding of how the Montessori method influences the learning process and students' experiences. Through classroom observation, reflection journals, and anecdotal noteshese qualitative details gave life to the data and allowed a more human and contextual interpretation of the results.

3.2   Research modality

The modality of this research is field and applied. This qualifies as field research because it was carried out in the natural environment where the subjects of the study are located, at "Unidad Educativa Combatientes de Tapi #6" with students of 7th level of EGB "A". This allowed to observe and collect data directly from reality.

It is applied because it seeks to use the knowledge acquired about the Montessori method to improve the oral production of English in a specific context. Additionally, activities based on this method were implemented and their effectiveness were evaluated, with the objective of solving a practical problem in the teaching of English.

3.3   Level or type of research

-Descriptive: The students' initial level of oral production in English was described in detail through a diagnostic evaluation and how it evolves with the application of the Montessori method.

-Interactive: There had a direct interaction with the participants during the implementation of the activities based on the Montessori method.

-Interpretive: The results obtained were analyzed and interpreted to evaluate the effectiveness of the Montessori method in the development of English oral production.

3.4   Study population

The study population comprises 35 students in the 7th EGB "A" of the "Unidad Educativa Combatientes de Tapi", aged 10 to 11 years selected because they are at a crucial stage for language development. This group was chosen because of its manageable size to effectively implement the Montessori method and because it allows for detailed monitoring of each student's individual progress, essential factors for evaluating the effectiveness of the method in the development of oral English production.

3.5   Sample Size

Population is small (35 students), this research worked with all the population without the need to select a sample. This allowed more representative results to be obtained and selection bias to be avoided.

3.6   Data Collection Techniques and Instruments

3.6.1   Techniques:

These Montessori strategies were implemented throughout the six-week intervention and adjusted weekly based on classroom observations and students' progress. During the intervention phase, a series of Montessori-based techniques were implemented to support the development of students' oral production in English. Each technique was carefully selected and adapted to the linguistic needs and developmental stage of the learners.

One of the key techniques applied was the Three-Period Lesson, which is a classic Montessori strategy for vocabulary acquisition. This method involves three steps: naming (e.g., "This is a pencil"), recognition ("Show me the pencil"), and recall ("What is this?"). This technique was used to introduce and reinforce new vocabulary related to family, classroom objects, colors, and daily routines.

Another essential technique was storytelling with concrete materials, which encouraged students to describe real or fictional scenarios using tangible objects such as toys, family photos, or classroom items. This allowed learners to connect vocabulary with real-life situations, making oral production more meaningful and spontaneous.

Sensorial phonetic materials such as sandpaper letters and sound boxes were used to develop phonemic awareness, especially for challenging English sounds like /θ/, /v/, and /ʃ/. These tools provided multisensory input, allowing students to associate touch with sound, which is particularly helpful in second language pronunciation.

Additionally, used 3-part cards (image, word, definition) were created in the classroom. These materials allowed students to engage in independent and self-directed oral practice through materials. These vocabulary cards promoted motivated students to speak without teacher prompting.

Finally, self-assessment strategies were introduced to foster reflection and self-awareness. Through the use of icons, emotive faces, or simple reflection questions, students were encouraged to evaluate their own performance in terms of confidence, vocabulary use, and fluency. This technique supported the development of metacognitive skills and intrinsic motivation, which are essential elements of the Montessori philosophy.

3.6.2 Instruments:

Standardized oral test

An oral assessment designed to measure oral production skills in English was used to establish a starting point of each student's speaking level. It was applied individually, assessing pronunciation, fluency, vocabulary and grammar with all 7th EGB "A" students. This allowed identify specific areas that need improvement and adapt Montessori activities according to individual needs.

Rubric

Develop a list of criteria to evaluate oral production during classroom activities. To obtain a more complete picture of speaking skills in different contexts, which was used in each class by observing students in various communicative situations, which helped to design Montessori activities that address the difficulties observed in real communication situations.

Weekly journal

The weekly journal served as a detailed record of the researcher's activities and observations, documenting the process of implementing the Montessori method and the students' reactions. It was completed after each week, noting details about activities, participation and progress observed in the whole group. This instrument was crucial for adjusting activities according to student feedback and identifying effective practices in the development of oral production in English.

Post-intervention oral test

The post-intervention oral test, similar to the initial assessment, it was administered individually to the 35 students at the end of the study period, using the same criteria to measure progress in oral production after the Montessori intervention. This instrument is crucial for quantifying improvement in speaking skills and assessing the overall effectiveness of the method, providing comparative data that allowed inform decisions to be made about the impact of the Montessori approach on oral English development.

3.6.3 Budget

A budget of US$100 has been allocated for the current research, distributed among: didactic material, photocopies, transportation.

4. CHAPTER IV. RESULTS AND DISCUSSION

4.1 Results

4.1.1 To diagnose the level of oral production of the participants

To identify the initial level of oral production of the students, an oral diagnostic test was applied, structured in two tasks: personal presentation and description of images. The instrument evaluated four criteria: pronunciation, fluency, vocabulary and grammar. In the same way, the diagnostic test was allowed with a rubric exposed on the point of discussion of results.

Analysis of results:

It was observed that most of the students presented difficulties in fluency, with long pauses and memorized answers. Certainly, students scored 1.8 on the evaluation based on the rubric, equivalent to 38%, representing the lowest score among all criteria. On the contrary, grammar showed the highest performance level among students, students demonstrated knowledge of basic grammatical structures, though repetitive errors were present that did not impede comprehension but affected the overall accuracy of their oral communication.

Example of the diagnostic test:

"My name is Juan. I eleven years old. I from Ecuador. My favorite food is rice. I like color red."

4.1.2 Applied activities based on the Montessori method according to the problems identified

During six weeks, activities inspired by the Montessori method were implemented. All activities developed in classes, were redacted using a weekly journal, in which the researcher took notes according to the requirements, starting describing activities implemented. These activities included the use of sensory materials (sandpaper letters, story boxes), conversation circles, descriptions with real objects and collective narratives. Also, highline which activities engaged student's participation, at the same time, language use observed. Additionally, the weekly journal suggested reflections on teacher practices, where the researcher took notes whether the materials were effective and if was required adjust for the next week.

4.1.3   To evaluate the effectiveness of the Montessori method in the development of oral production

At the end of the intervention period, the oral test was applied again using the same criteria, allowed with the evaluation rubric. The results showed a significant improvement. After to apply Montessori method during 6 weeks and recollected evidence though the weekly journal, students give out the same test presented on diagnose evaluation. The greatest improvement was evidenced in vocabulary, with an increase in the use of adjectives, connectors and more complex sentences. Correspondingly, pronunciation was clearer, fluency showed notable progress, with fewer pauses and greater confidence in expressing oneself.

Example of the post-test: "Hello, my name is María. I live in Riobamba. I have a dog. His name is Max. I like pizza. My favorite sport is volleyball. She is painting a flower. They are happy."

4.2   Discussion

The analysis of the results from the diagnostic and post-intervention oral tests, combined with the weekly journal observations, allows for a comprehensive discussion on the effectiveness of the Montessori Method in developing oral production skills in English among 7th EGB "A" students at Unidad Educativa Combatientes de Tapi during the of 2024-2025 period.

4.2.1   Diagnostic Analysis

Before the implementation of the intervention, the average scores obtained from the diagnostic test were:

Table 1. Pre-test intervention

Criteria	Average out of 5	Percentage (%)
Pronunciation	2.1	40%
Fluency	1.8	38%
Vocabulary	2.0	43%
Grammar	2.3	44%

Source: Pre-test

Author: Marley Dennis Rea Amboya (2025)

On balance, these values reflect a general underperformance in oral production skills. The lowest score was in fluency (1.8/5), showing difficulty maintaining speech without pauses or hesitation. Vocabulary (2.0/5) was also weak, with students showing limited word range, particularly when describing objects or people. Along with, Pronunciation challenges were evident, particularly with English phonemes absent in Spanish, such as /θ/ and /v/. Grammar, although slightly better (2.3/5), was marked by repetitive use of basic structures and occasional omission of auxiliary verbs or incorrect subject-verb agreement, as seen in the sample response: "I eleven years old. I from Ecuador."

These reference point indicators pointed to the necessity for a multisensory, student-centered intervention capable of fostering confidence, lexical development, and fluidity of speech.

4.2.2   Post-Intervention Results

Following six weeks of Montessori-based intervention, the post-test scores revealed marked improvements:

Table 2. Post-test intervention

Criteria	Diagnostic	Post-test	Improvement (%)
Pronunciation	2.1	3.9	+85%
Fluency	1.8	3.5	+94%
Vocabulary	2.0	4.1	+105%
Grammar	2.3	3.7	+61%

Source: Post-test

Author: Marley Dennis Rea Amboya (2025)

The greatest increase occurred in vocabulary, with an improvement of 105%. Students began using more descriptive terms and functional language structures. For instance, while initial responses were limited to "I like rice", post-test answers included full structured responses: "My favorite sport is volleyball, she is painting a flower, they are happy". On the positive side, the Foundation explains that the Montessori approach evolves by integrating real-life communication, storytelling, and cultural elements that develop both vocabulary and grammatical awareness in authentic settings. Specifically, these strategies are crucial for second language acquisition in a Montessori environment (Montessori Generation, 2025).

Fluency improved by 94.4%, which is significant, considering that this was the most deficient area in the diagnostic phase. This change correlates with the weekly observations that recorded reduced hesitation and increased spontaneity in speech, particularly in weeks 4 to 6 during role-play and storytelling activities. Moreover, the integration of technology helps students practice spontaneous speaking through interactive applications. To emphasize, these tools allow repeated oral production, which aligns with Montessori's principle of "freedom within structure," promoting natural fluency development (Mead, 2019).

Pronunciation improved by 85.7%. Activities using sandpaper letters, sound boxes, technology and group repetition drills played a crucial role in familiarizing students with English phonemes. The increase in clear articulation and word stress was noted by week 3 and consolidated in week 6 through narrative exercises. In particular, technology such as voice recorders or apps allows learners to hear native pronunciation, improving accuracy and self-monitoring. Additionally, the digital reinforcement complements traditional Montessori phonetic exercises (Montessori Generation, 2025).

Montessori pedagogy represents grammatical categories multimodally, as manipulability three-dimensional objects, two-dimensional shapes, spoken and written metalanguage and instances of written language. In this case, these representations are configured into dynamic activity sequences incorporating movement and reading in ways which present reading as active, functional and fun.

As a result, grammar improvement (60.9%) was the least among the four skills, yet still significant. For this reason, students moved from fragmented sentence construction to producing more accurate statements, often self-correcting during activities. For example, the frequent misuse of "He is a happy" in week 2 evolved into correct constructions like "He is happy" or "She is very tall" (Povell, 2015).

4.2.3   Weekly Journal Reflections

Each week, the journal entries documented the progressive adaptation and engagement of students:

Week 1–2: Initial resistance and insecurity were observed, but materials like 3-part cards and real objects captured attention. Students began to produce simple phrases.

Week 3: Routine-based learning with Montessori clocks showed that combining movement with speech significantly enhanced fluency.

Week 4: Use of story boxes and family photos promoted personal connection and spontaneous speech.

Week 5–6: Maps and sequencing cards facilitated narrative skills and the use of connectors such as "First," "Then," and "Finally". The final week showed group collaboration and near-complete oral independence.

5. CHAPTER V. CONCLUSIONS AND RECOMENDATIONS

5.1 CONCLUSIONS

- The diagnostic assessment revealed that students exhibited low performance across all oral production criteria, particularly in fluency and vocabulary. These deficiencies highlighted the limitations of traditional methods and confirmed the need for a more interactive and student-centered approach like the Montessori method.

- The implementation of Montessori-based activities during six weeks fostered a high level of student engagement and participation. The use of sensory materials, real objects, and storytelling techniques created meaningful contexts that encouraged spontaneous and confident language use, progressively addressing the issues identified during the diagnosis.

- The comparative analysis of diagnostic and post-intervention test results demonstrated that the Montessori method significantly enhanced students' oral production in all four evaluated areas. Vocabulary improved by 105%, fluency by 94.4%, pronunciation by 85.7%, and grammar by 60.9%, validating the method's effectiveness in promoting oral language development.

5.2   RECOMMENDATIONS

- It is recommended that institutions regularly apply diagnostic oral assessments at the beginning of each academic period to identify specific communicative needs. This practice will allow for the timely adaptation of teaching strategies and the implementation of student-centered methods like Montessori.

- Teachers should incorporate Montessori-inspired strategies—such as the use of tactile materials, storytelling, and real-life objects—into the regular English curriculum to promote active participation and facilitate meaningful language learning experiences.

- Given the positive results obtained, it is advisable to adopt the Montessori method as a complementary strategy within English programs at the elementary level. Future programs should ensure teacher training in Montessori principles and promote long-term implementation to reinforce oral language growth and autonomy.

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FACULTY OF SCIENCES OF EDUCATION, HUMANITY AND TECHNOLOGY

PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

Instrument #1: Oral diagnostic Test/ Post intervention test

Introduction

In order to carry out the following research work: "The usage of the Montessori Method to develop Oral Production of English", I kindly request you to answer the following questions.

Objective: To identify the baseline level of oral production before applying the Montessori Method.	**Assessment criteria:** Pronunciation, Fluency, Vocabulary, Grammar

Task 1: Personal oral Introduction

Prompt: "Talk me about yourself.",

What's your name? R: My name is _____.	Do you have any pets? What are their names? R: Yes, I do, their names are _____. R: No, I don't have pets.
Where are you from? R: I am from _____.	Do you have a best friend, who is he/she? R: Yes, I do, their names are _____. R: No, I don't.
What is your favorite color? R: My favorite color is _____.	What is your favorite sport? R: My favorite sport is _____.
What is your favorite food? R: My favorite food is _____.	Do you prefer the cold or the heat? R: I prefer the _____.

Task 2: Picture Description
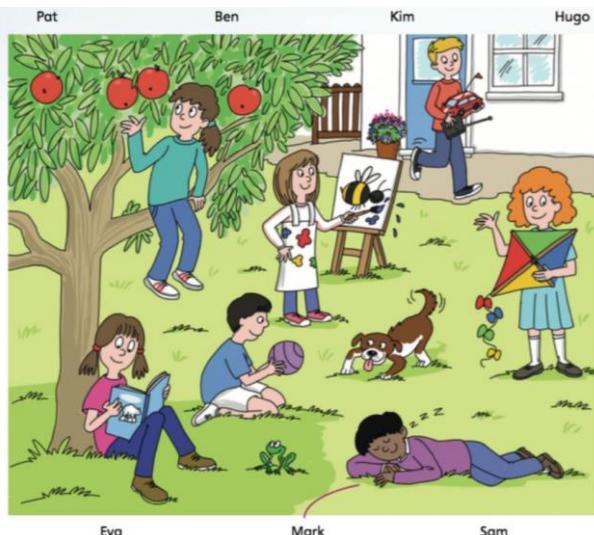
Prompt: Describe what do you see in this picture.

What are the people doing?

What do you think is it happening?

Example: She is painting a bee

Instrument #2: Rubric

Scoring Rubric (Per Task – 5 points each criterion)

The next rubric was used for observation at the classes and evaluate the diagnose test and post intervention test.

Criteria	1 – Very Limited	2 – Limited	3 – Basic	4 – Good	5 – Excellent
Pronunciation	Difficult to understand; frequent mispronunciation	Often unclear; many pronunciation issues	Sometimes unclear; basic pronunciation	Mostly clear; few mispronunciation errors	Clear and natural pronunciation
Fluency	Long pauses; cannot maintain flow	Hesitant and slow	Some pauses; basic sentence flow	Generally smooth; occasional hesitation	Smooth and confident speech
Vocabulary	Very limited; uses only basic words	Limited variety; frequent repetition	Uses some variety, but sometimes inappropriately	Good range with mostly correct usage	Wide range; appropriate and precise usage
Grammar	Frequent errors that hinder understanding	Many errors; some interfere with meaning	Some errors, but ideas are understandable	Few errors; mostly correct structure	Almost no errors; grammatically accurate

Instrument #3: Weekly journal

<div align="center">

SESION#__

</div>

DATE__/__/____

1. Description of Activities
What Montessori-based activities were implemented?

----

2. Student Participation
Which students were actively involved? How did they react to the activities?

----

3. Language Use Observed
What examples of oral production stood out? Were there improvements or recurring
difficulties?

----

4. Reflections on Teaching Practice
What went well? What could be improved? Were the materials effective?

----

5. Adjustments for Next Session
Based on today's results, what changes will be made?

4.2.1 Informative Chart: Weekly Implementation Using the Montessori Meth

Duration: 6 Weeks | **Grade:** 7th EGB "A" | **Students:** 35

4.2.1 Weekly journal

SESION#1   DATE: 1rst week

1. Description of Activities
What Montessori-based activities were implemented?

The topic development was "Personal Information and Basic Greetings". Montessori activities included sandpaper letters to introduce phonemes for words like "name", "hello", "sport", "pet". Used 3-part cards (image, word, definition)

2. Student Participation
Which students were actively involved? How did they react to the activities?

With this method, 65% of the class actively involved. Students enjoyed tactile materials. Some shy students hesitated at first but joined group repetition drills.

3. Language Use Observed
What examples of oral production stood out? Were there improvements or recurring difficulties?

Frequent use of: "My name is…", "I like…", "I am from…", but, was evidenced the scary to complete the phrase, although, with the practice, the students try to speak without a fear.

4. Reflections on Teaching Practice
What went well? What could be improved? Were the materials effective?

Sandpaper letters were effective. Students showed emotion touching the letters, however, is important mention that some students need more time for practice and catch the information.

5. Adjustments for Next week
Based on today's results, what changes will be made?

Include visual support for common vocabulary, for example: family members.

Weekly journal

SESION#2   **DATE: 2nd week**

1. Description of Activities
What Montessori-based activities were implemented?

The topic development was "Describing people and objects" using real objects like toys, classroom items, etc. They practice adjectives using song: Big, small, tall, short, etc.

2. Student Participation
Which students were actively involved? How did they react to the activities?

With this method, 70% of the class participated in describing objects in pairs. The students show interest in touch the toys and relate it with the language improvement the fluency.

3. Language Use Observed
What examples of oral production stood out? Were there improvements or recurring difficulties?

Frequent use of: "It is a red ball" or "She is tall". Grammar issues with articles, for example: He is a happy. On other hand, pronunciation of adjectives was improving.

4. Reflections on Teaching Practice
What went well? What could be improved? Were the materials effective?

Physical materials helped students generate spontaneous speech, they prefer touching the items and using their own sentences.

5. Adjustments for Next week
Based on today's results, what changes will be made?

Include more visual storytelling cues.

Weekly journal

SESION#3   **DATE: 3rd week**

1. Description of Activities
What Montessori-based activities were implemented?

The topic development was "Actions and Daily Routines". Activities with didactics materials like Command cards and Montessori clocks to discuss daily times and routines. Students practiced sentences: "I wake up at 6 o'clock", "I brush my teeth".

2. Student Participation
Which students were actively involved? How did they react to the activities?

With this method, most students interacted during the routine matching game, some students began forming full sentences independently.

3. Language Use Observed
What examples of oral production stood out? Were there improvements or recurring difficulties?

Grammar improved, though verb conjugation (3rd person-s) was inconsistent.

4. Reflections on Teaching Practice
What went well? What could be improved? Were the materials effective?

Students start to combining movement with speech was highly effective. They helped correct each other, building confidence.

5. Adjustments for Next week
Based on today's results, what changes will be made?

Include more visual storytelling cues.

Weekly journal

SESION#4   **DATE: 4ᵗʰ week**

1. Description of Activities
What Montessori-based activities were implemented?

The topic developed was "Family members and Possessions". Using story boxes and role play dialogues about family. Students brought a picture of their main family members and using the prompts, they practiced phrases like "This is my mother", "I have a brother".

2. Student Participation
Which students were actively involved? How did they react to the activities?

High engagement, most of the 85% of the class enjoyed manipulating story box, present their family and acting out roles.

3. Language Use Observed
What examples of oral production stood out? Were there improvements or recurring difficulties?

Students present some confusion between "his" and "her".

4. Reflections on Teaching Practice
What went well? What could be improved? Were the materials effective?

By the use of role-play, students allowed natural and repetitive use of new vocabulary, it's help to retained more vocabulary when linked to real objects and characters.

5. Adjustments for Next week
Based on today's results, what changes will be made?

Reinforce pronouns with gesture-based games and introduce visuals for complex family relation, like cousin, aunt, stepsister, etc.

Weekly journal

SESION#5   **DATE: 5th week**

1. Description of Activities
What Montessori-based activities were implemented?

The topic development was "Describing places and weather". Activities with didactics materials like maps to describe hometowns and the weather. Vocabulary focus on: sunny, rainy, cold, hot, mountains, river, etc.

2. Student Participation
Which students were actively involved? How did they react to the activities?

With this method, 75% participation was getting, students were curious about the maps and flags. Spontaneous phrases emerged: "Riobamba is cold", "My house is next to the river".

3. Language Use Observed
What examples of oral production stood out? Were there improvements or recurring difficulties?

Students connected adjectives to nouns well like big city, blue sky, mount Chimborazo is tall.

4. Reflections on Teaching Practice
What went well? What could be improved? Were the materials effective?

Using visual materials, the students was involved in the topic, but, it's clear that they hook with sensory materials.

5. Adjustments for Next week
Based on today's results, what changes will be made?

Provide speaking frames for students who need more structure.

Weekly journal

SESION#6   **DATE: 6ᵗʰ week**

1. Description of Activities
What Montessori-based activities were implemented?

The final session of the intervention was dedicated to storytelling and narrative development. Students worked in groups using Montessori sequencing cards and cultural story prompts to create and share short stories. The objective was to encourage spontaneous oral production while applying vocabulary and structures learned in previous weeks.

2. Student Participation
Which students were actively involved? How did they react to the activities?

All students participated enthusiastically in the activity. Several students volunteering to narrate their group's story in front of the class. The group collaboration and creative element significantly boosted confidence and oral fluency.

3. Language Use Observed
What examples of oral production stood out? Were there improvements or recurring difficulties?

In terms of language use, students began incorporating time expressions like "First," "Then," and "Finally," which helped structure their narratives. One group presented a story that included: "The boy went to the forest. He saw a big bear. He ran fast and found his house." Although some students continued relying on basic sentence patterns, the flow of ideas was more fluent, and the frequency of pauses was greatly reduced. Pronunciation and vocabulary use showed clear improvement.

4. Reflections on Teaching Practice
What went well? What could be improved? Were the materials effective?

From a teaching perspective, the storytelling activity was a highly effective way to synthesize all previous learning. It allowed students to speak in an imaginative, low-pressure setting, and many took risks with new vocabulary and structures.

Activities developed in classes:

Mayo, Semana 1: Ejecución del tema Personal Information and Basic Greetings

Mayo, semana 2: Ejecución del tema Describing people and objects

Junio semana 4: Ejecución del tema Family members and Possessions

Junio, semana 6: Ejecución del tema: Ecuadorian Legends.