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MAESTRÍA EN LINGÜÍSTICA APLICADA A LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

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The Multisensory Method for Teaching the English Language

Trabajo de titulación previo a la obtención del título de Magíster en Linguística Aplicada
a la Enseñanza del Idioma Inglés como Lengua Extranjera

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En mi calidad de Tutor del Trabajo de Titulación “The Multisensory Method for Teaching the English Language, presentado por Córdova Freire Héctor Renán, para optar por el título magíster en Lingüística Aplicada a la Enseñanza del Idioma Inglés como Lengua Extranjera

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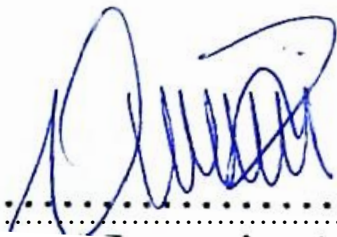


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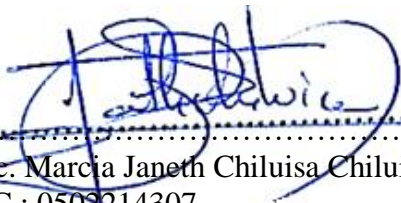
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Quiero agradecer a toda mi familia, en especial a mi madre, quien desde el cielo me cuida y me apoya, además siempre me apoyo, así mismo como no agradecer a mi padre que me inculco a dar lo mejor de mí además enseñar el valor del trabajo duro, la constancia por alcanzar este éxito importante en mi vida personal y profesional.

Con amor,

Héctor Córdova

AGRADECIMIENTO

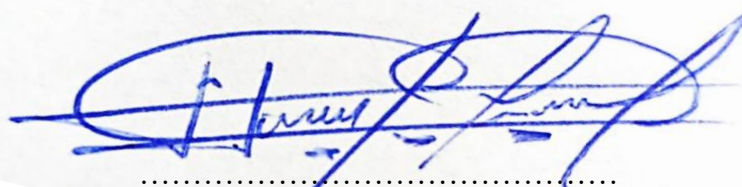
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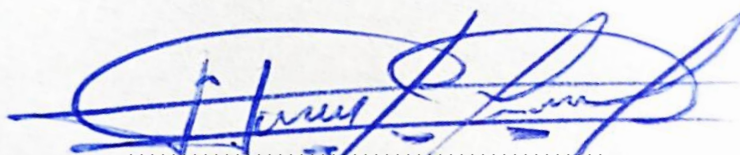
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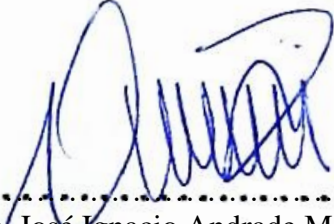
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DIRECCIÓN DE POSGRADO**

**MAESTRÍA EN LINGÜÍSTICA APLICADA A LA ENSEÑANZA DEL
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Título: The Multisensory Method for Teaching the English Language.

Autor: Córdova Freire Héctor Renán

Tutor: Guagchinga Chicaiza Nelson Wilfrido, Msc.

RESUMEN

El presente estudio trata sobre el método multisensorial como una metodología educativa que integra los recursos sensoriales, cognitivos y físicos del ser humano a través de la estimulación de los sentidos como medio eficaz para transmitir conocimientos; el objetivo planteado fue identificar las prácticas docentes en la enseñanza idioma inglés desde un enfoque multisensorial, en el tercer año de Educación General Básica en la Unidad Educativa Domingo Faustino Sarmiento. La metodología se basó en un diseño longitudinal bajo un enfoque mixto; la técnica de recolección de información fue la encuesta a través de un cuestionario con 10 preguntas de opción múltiple dividida en tres bloques: vocabulario, gramática y adjetivos; aplicada a una población de 50 estudiantes comprendidos entre los 7 a 8 años y distribuidos en dos grupos: control y experimental. El diagnóstico preliminar determinó dificultades en gramática y vocabulario con un 36% y un 40% respectivamente, lo que orientó el diseño de la propuesta basada en el método multisensorial aplicada al grupo experimental. Los resultados muestran que el grupo control arroja una media de 6,08 en pre test mientras que en post test, se observa una media de 7,52 en un rango de 1 a 10, obteniendo una diferencia de 1,44 entre pre y post test. Por su parte, el grupo experimental tiene una media de 5,64 en pre test y de 9,52 en post test, obteniendo una diferencia significativa de 3,88 que valida la intervención pedagógica; razón por la que concluye señalando que el uso del método multisensorial mejora el aprendizaje del idioma inglés como lengua extranjera

PALABRAS CLAVES: Inglés; gramática; método multisensorial; sentidos; vocabulario.

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Title: THE MULTISENSORY METHOD FOR TEACHING THE ENGLISH LANGUAGE.

Autor: Córdova Freire Héctor Renán

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ABSTRACT

The present study deals with the multisensory method as an educational methodology that integrates the sensory, cognitive and physical resources of the human being through the stimulation of the senses as an effective means to transmit knowledge; the objective was to identify the teaching practices in English language teaching from a multisensory approach, within a classroom of third year Basic General Education in the Domingo Faustino Educational Unit. The methodology was based on a longitudinal design under a mixed approach; The information collection technique was the survey through a questionnaire with 10 multiple-choice questions divided into three blocks: vocabulary, grammar and adjectives; applied to a population of 50 students between 7 and 8 years and distributed into two groups: control and experimental. The preliminary diagnostic determined difficulties in grammar and vocabulary with 36% and 40% respectively, which allowed to guide the design of the proposal based on the multisensory method applied to the experimental group. The results show that the control group throw an average of 6.08 in pre-test while in post test, an average of 7.52 is observed in a range of 1 to 10, obtaining a difference of 1.44 between pre and post test. On the other hand, the experimental group has an average of 5.64 in pre-test and 9.52 in post test, obtaining a significant difference of 3.88 that validates the pedagogical intervention; for that reason the researcher concludes by pointing out the use of multisensory method improves the learning of the English language as a foreign language.

KEYWORD: English; grammar; multisensory method; senses; vocabulary.

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INTRODUCCIÓN

Justification

In Ecuador, the teaching of the English Language from the first years of Basic General Education is a priority in public and private educational institutions due to the low sufficiency that students have to apply for international scholarships, achieve better paid jobs and have a better opportunity to develop in other countries, where English is the alternative language of universal communication.

The EF EPI 2019 English Proficiency Assessment, which covers 100 countries and regions, collects data from more than 2.3 million people whose mother tongue is not English. The ranking is based on scores obtained in the EF Standard English Test (EF-SET) used as a large-scale standardized test, where it is noted that Ecuador reached the 81st place out of a total of 100 countries evaluated, this position places the country with a rating of 46.57 equivalent to an A1 level according to the Common European Framework, and corresponds to the "very low" level, within Latin American countries it is positioned among the last places (EF EPI, 2020).

This low level of knowledge of English reflects the problems of teachers when promoting more attractive and innovative methodologies that motivate the student to learn meaningfully in the acquisition of communicative skills: basic: listening, speaking, reading and writing; And it is that the learning of a second language in school, especially in public institutions requires double effort given the two class hours a week that the teacher has to cover contents according to the curricular mesh of the level, the lack of appropriate learning environments given the virtuality in which education is currently carried out, it has not allowed to maintain a continuous sequence of contents and even more to stimulate the senses of the students to predispose them to learning, consequently, there are poor results that affect the school performance and the output profile of the student.

Childhood is the formative stage par excellence, López-Montero (2020) says it is the most important period for the development of the human being because according to the experiences that the child lives in this stage, he will be able to mold his adult personality. The child perceives the world around him through the senses and enables the knowledge of his environment and adaptation to it (Ruiz, 2015). It is for this reason that the teacher must provide his students with methodologies that style their senses, since it is in childhood where students are more permeable, in such a way that the stimuli they receive will have a greater impact on their development.

Multisensory teaching is a methodology that was born as an alternative that makes it possible to attend to the different intelligences and learning styles, it is a way of teaching involving more than one sense at the same time in the same content (Rodriguez, 2017). Studies conducted by the National Institutes of Child Health and Human Development have shown that the multisensory method is the most effective for teaching literacy because it strengthens links between the visual, auditory and tactile channels, teachers who use this method teach children to relate the sounds of letters with the writing of it; while children learn a new letter or pattern, trace, copy or write the letter at the same time that they emit their corresponding sound.

In Soler's words (1992), touching, smelling, listening, looking must be actions that include any didactic project in the first educational levels, based on his premise that all knowledge has its origin in perceptions. In this virtue, the stimulation of the senses in the learning process, is a didactic experience that allows students to learn the same content in different ways, the multisensory method is a methodology that integrates mental, physical and digital resources through the senses, seeks to integrate the mind, consciousness, senses and emotions naturally making memory perceive these learning and save them more easily.

That is why the application of the multisensory method becomes a necessity at the elementary level because it is intended that children at the elementary level as the

main direct beneficiaries of this project, develop communicative skills through the design of different activities for the same content, which will stimulate the perception of sensations that allow them to acquire learning by discovery that contributes to a harmonious and integral development of children, while the indirect beneficiaries would be parents because through the learning of the English language their children know other cultures, habits and customs that prepare them for a better development in today's society. It is feasible to carry out because it has the support of the authorities of the Domingo Faustino Sarmiento Educational Unit, who are concerned about incorporating innovative methods to improve educational quality. It is expected that the results of this study will contribute to the applicability of the multisensory method for the teaching of the English Language at all levels of education and that other institutions will reproduce these experiences to raise the educational quality and improve the level of Knowledge of English from the first years of education in Ecuador.

Problem statement

Globalization and its effects on the Ecuadorian economy and society have made the acquisition of a second language not only for the development of work, professional and social communication skills but to interrelate, given the incursion of digital media in all areas in which the human being ventures.

Worldwide, there are many causes and very diverse reasons why learning English as a second language is a priority, in fact, its knowledge is almost an indispensable condition for professional success. Apart from being a mother tongue with more than 1,130 million speakers by 2021, of them, 379 million are natives, while the rest have learned this language as a second language (Fernandez, 2021). Likewise, Chávez, Saltos-Vivas & Saltos-Dueñas (2017) affirms that already in 2009 73% of primary school students in the European Union were learning English, in secondary school, 90% of registrations were exceeded, while at the higher level the average of students exceeded 74.9%.

Latin America, as a region, ranks below the world average in EF English First English Proficiency Index (EF EPI) in all age groups in contrast to Europe and Asia which are always above the world average. While gaps persist in the measurement of student performance and teacher training in the region, the levels of dominance demonstrate slow progress Cronquist & Fiszbein (2017) especially in the age groups between 18 and 20 years, as the region ranks 3.8 points below the world average. Even nine of the fourteen Latin American countries show a decrease in the ability to use English effectively; three countries, including Ecuador, show a decrease of more than two points, this being an indicator that the educational systems of these countries have a lower performance in teaching English.

In Ecuador, Ministerial Agreement No. 0052-14 of the Ministry of Education (2014) extended the requirement to learn English as a compulsory subject from the elementary level while previously it was a requirement from the eighth year of basic general education; so that national strategies have been developed but that lack key elements for success because they do not present concrete actions for the fulfillment of the objectives set out in the Strengthening Project of Ecuador's teaching English as a Foreign Language, which includes a mission statement, specific objectives in relation to the curriculum, provision of textbooks and teacher training, as well as mastery goals, but all of them lack a sequence of material, offer limited suggested activities for classwork (Cronquist & Fiszbein, 2017).

Multisensory teaching consists of a series of multisensory strategies that include techniques for linking the senses with symbolic learning (Tirado, 2020). Teaching and learning can be enhanced by using more than one sense as part of the same experience (Kukulka-Hulme, et. al., 2020).

This situation motivated the search for research papers in digital repositories at national and international level to know how the multisensory method is used in the teaching of English in children; although sensory education is not new, its incursion into the classroom has been gradual (Mesa, 2018; Gonzalez, 2018); respects individual differences and ensures equal opportunities by creating meaningful

learning. There are few works found with the proposed topic and its summaries are set out below.

Naser (2017) highlights as main problems in the teaching of a foreign language the use of traditional methodologies based on mechanical repetition and memory of contents where the visual and auditory senses are not permanently labeled; knowledge is imparted in isolation and is not connected with their senses, which produces a short-term learning where what is learned is easily forgotten.

Methodologically, this work covers two dimensions: the theoretical one based on the bibliographic foundation and the practical dimension that elaborates a didactic unit of 10 sections based on the professional experiences of the author. The conclusions reached refer that the use of the multisensory methodology fulfilled the purpose of improving the process of acquisition of the English language in a satisfactory way because it addresses contents with sensory activities that favored learning by making it dynamic because it allows to expand the linguistic knowledge of the language in a sensory way.

Andrade (2019) for his part, he considers that the teaching of a second language constitutes a great barrier since the teacher sends a message in a language other than that of the student, which is not understood which limits the process of teaching the English language at the elementary level.

In this same sense, Prado & Pilaquina (2020) with the theme "Multisensory method in the development of Vocabulary of the English Language" aimed to analyze the contribution of the multisensory method in the development of vocabulary of the English language, the methodology used was field and bibliographic documentary based on the qualitative and quantitative approach with non-experimental design, socio-educational modality and descriptive level. The observation technique allowed the collection of data and whose results showed the deficit of vocabulary of the English Language in the students and the scarce use of new teaching methods by the teachers of the institution reason why a didactic guide

is proposed that includes that includes multisensory activities which fostered a dynamic class when teaching English.

With regard to the Domingo Faustino Sarmiento school, no previous or similar research works have been found with the proposed topic. The application of appropriate methodologies in the process of teaching and learning the English language is a great challenge in recent years due to the virtuality of education at all levels.

Hypothesis

The didactic intervention based on the multisensory method strengthens the teaching of the English language to children of the third year of elementary school of the Educational Unit "Domingo Faustino Sarmiento" of the Pelileo Canton school year 2020-2021.

Objectives

General Objective

Apply multisensory method for teaching English AS A FOREIGN LANGUAGE of the English language through a proposal for children of the third year of elementary basic of the Educational Unit "Domingo Faustino Sarmiento" of the Pelileo Canton school year 2020-2021.

Specific Objectives

- Determine the level of English of third-year grader students of the elementary level control and experimental groups as soon as applied pretest, It help to identify the level of the English language
- Apply a proposal based on the multisensory method to the experimental group in the teaching English language, also the proposal permitted the use of several

strategies and methods.

- Verify the impact of the proposal in third-year grader students of the elementary level.

Problem formulation

How does the use of the multisensory method contribute to the teaching of Adjectives of the English Language to children of the third year of elementary school of the Educational Unit "Domingo Faustino Sarmiento" of the Pelileo Canton during the 2021-2022 school year?

CAPÍTULO I

FUNDAMENTACIÓN TEÓRICA

Paradigm of the multisensory method

The constructivist paradigm shows the path for educational change, transforming it into an active process where the student elaborates and builds his own knowledge from his previous experience and the interactions he establishes with the teacher and with the environment. The traditional conception that assumed the student as a passive being with nothing to contribute to the learning situation is no longer valid, recognizing the knowledge and previous characteristics with which he arrives at the classroom, which must be used for the construction of new knowledge (Zapata, 2015).

Basilotta & García (2017) affirm that constructivist pedagogy focuses on the fact that the acquisition of all new knowledge occurs through mobilization, by the subject of an ancient knowledge. The fact that prior knowledge is considered to facilitate learning is an essential feature of constructivism and that sustains meaningful learning.

Likewise, sensory education is based on the principles enunciated by Montessori (2004) in his book on the absorbent mind of the child and the method of scientific pedagogy, he pointed out that if it is possible to adapt education to age from the age of 6, learning is immediate, the child's brain acts as a sponge, being able to unconsciously absorb information from external stimuli to adapt to the needs of each stage of development.

According to Montessori (2014) this happens because unlike adults, the main characteristic of students is to absorb natural, voluntary and gradual information from their environment; it is therefore necessary that they live at their own pace and needs because these experiences will later become an organized understanding of the world, becoming the basis for supporting the psychological maturity of students.

Sensory stimulation refers Agudelo, Pulgarín & Tabares (2017) from the first years of the birth of a child, generates a form of meaningful and positive learning. The sensation receives information from the outside through the senses; on the other hand, perception transmits information to the brain and activates it to process information, generate responses and behaviors based on the environment it creates.

In this same sense, Soler (1992) states in his book on Sensory Education in Early Childhood Education that "sensory stimulation is given thanks to the union of perception and the senses thus creating a way for learning" (p. 30). Through the senses the child relates to the world to build his own ideas, for this reason, it is necessary that his sensitive interpretations are properly guided from the beginning. Sensory development, then, is a process that should be initial within the life of each person, in order to be a positive contribution to the child's learning from its first levels.

The important of multisensory method

Howard Gardner (2011) with his theory of multiple intelligences and his theories on learning styles revealed the different ways of being intelligent and, therefore, the different ways of learning. Attending to the differences of each child and thus offering a teaching full of experiences and learning, is ideal; but it is not an easy task. Multisensory teaching is a methodology that was born and appears as an alternative that makes it possible to attend to the different intelligences and learning styles. It's a way of teaching that involves more than one sense at a time.

Normally, a teaching method is used in which sight and hearing are the main and only recipients of learning, and we do not leave room for other experiences of another type. With the multisensory method, several senses are introduced into the same learning and with it the possibilities and opportunities for better and more complete learning are multiplied.

For example, for children who have difficulty with reading, such as dyslexia, the use of sight, hearing, movement, and touch can help them learn. Studies conducted by the National Institutes of Child Health and Human Development have shown that this multisensory teaching method is the most effective in getting children with reading and writing difficulties to overcome them (Rodríguez, 2017).

In the learning of the foreign language, firm links are made between the visual channels (what we see), the auditory (what we hear) and kinesthetic tactile channels (what we feel). Teachers who use this approach or method teach children to relate the sounds of letters to writing them. And as children learn a new letter or pattern, they carefully trace, copy, and write the letter while also emitting its corresponding sound.

Role of the teacher

The influence of the teacher on the student has a fundamental value, since its main task is focused on prioritizing the implementation instead of the accumulation of theory. The teacher in this context ensures the effectiveness of learning through activities that involve decision-making and effective problem solving in relation to the real context in which the infant grows. Handayani (2014) emphasizes the need to limit teacher interference during learning, granting greater freedom to the child, who already possesses an innate desire to learn. The author also highlights the relevance of the training process rather than the outcome. In other words, the task of the educator is to direct and observe the activity of the child objectively avoiding all kinds of judgments. This, in order to know the period.

Student Role

Students may have the opportunity to see, touch, smell and taste apples, rather than just reading and listening to the teacher about how they grow. Then they could examine an apple split in half and count one by one the seeds inside.

That's multisensory teaching. It transmits information through things like touch and movement, called tactile and kinesthetic elements, as well as through sight and hearing.

All students can benefit from multisensory lessons. When students learn something using more than one sense, they are more likely to retain information better. But multisensory teaching can be particularly helpful in students who think and learn differently. For example, for students who have difficulty with visual or auditory processing, learning solely through sight or hearing can be challenging.

Using multiple senses offers all students more ways to connect with what they are learning, and can facilitate:

- Collect information.
- Make connections between new information and what you already know.
- Understand and solve problems.
- Use nonverbal skills to solve problems.

Multisensory instruction helps students tap into the ways they feel most comfortable learning to make connections and form memories. And it allows them to use various ways to demonstrate what they've learned.

Multisensory teaching takes into account that we all learn differently. It helps to cater to the diverse needs of all students and not just those who think and learn differently. And by providing multiple ways to learn, it gives all students the opportunity to progress.

The multisensory method was born and appears as an alternative to attend to the different intelligences and learning styles (Rodríguez, 2017); it is based on the precept of stimulating the staff through their senses because not all students learn in the same way. considers that this methodology offers a wide range of opportunities for the development of students' competences.

It is not an improvisation but rather a work very well elaborated by from the nineteenth century by Maria Montessori, Italian who dedicated much of her life to working with children misnamed useless and began a systematic work stimulating the mind of the child through the senses (Guillén, 2018).

Howard Gardner in his theory of multiple intelligences and his theories on learning styles, revealed different ways of being intelligent and therefore different ways of learning, offering a teaching full of experiences and learning (Gómez, 2020). This methodology was introduced in 1920 by Dr. Samuel Torre Orion influenced by the kinesthetic method of Grace Femald, in Iowa, whereby kinesthetic tactile reinforcements of visual-auditory associations could correct the tendency to reverse letters and transpose the sequence of letters while reading. Later, in 1936 Anne Gillingham created, with the collaboration of a student with reading difficulties, the first program for children with reading difficulties. Currently, thanks to scientific evidence, this method is one of the most used educational pedagogues (Rodríguez, 2017).

Multisensory method techniques

For the implementation of this method, it is essential to take into account the existing spaces in the classroom, it is possible to create different areas destined to work on the same content, in such a way that each space is destined to a different sense.

It is also necessary to look for different sensory experiences to support learning, specifically those that involve movement, action and manipulation, letting children manipulate so that they build their learning gradually; for this, there are many multisensory techniques that teachers currently use to help students strengthen verbal linguistic intelligence. According to Rodríguez (2017) among the multisensory techniques are the following:

- Write about different textures: such as sand, salt, flour or shaving foam on

which it is easy to write and erase both letters and words; with this technique children use sight, touch and sound to connect letters with their pronunciation.

- Build letters on sandpaper: helps retain letters and their sounds (tactile memory) the technique consists of tracing each letter with your fingers while repeating the sound aloud. Teachers use sandpaper letters to help them feel the shape of the letters.
- Writing in the air: This technique helps reinforce the shape of letters that children frequently confuse such as b or d; to do this, students use two fingers keeping the elbows and arm straight and the two fingers stretched, to write the letters in the air, then the sound of each letter will be pronounced while they write it in the air.
- Form words with magnetic letters: it is done with letters of a different color than vowels. It is useful to relate each spelling with a representative image that makes it easier for the student to remember the sound it produces.
- Sound percussion: This technique allows you to feel and hear how sounds are separated into syllables and combined to form words.
- Use sticks: it is an ideal strategy for reading comprehension that helps them visualize the elements of the story that is written on the chopsticks to reconstruct stories.
- Shared reading: it consists of following the reading aloud of the teacher through listening to an audiobook. It is also possible to interact with the text by underlining the words known to the naked eye or by selecting certain vowels or consonants.
- Fabrics and papers of different colors and textures: the material makes it possible to cut the shapes of the letters with which you want to work and also choose the typography and its size and, in this way, play to guess the letters with your eyes closed and combine them with other textures.
- Listing words with the same initial or final sound will allow you to train auditory discrimination as an enablement to learn to read and write.

The aforementioned techniques integrate the senses to the maximum, which will undoubtedly benefit students not only those who have learning and attention

difficulties but all students because by stimulating their senses, they easily retain information and make it more meaningful.

English Language Teaching

Despite the large number of languages existing worldwide, English occupies a significant place, it is considered the third most spoken language and its importance is not limited to being a means of communication in today's daily life and in other important sectors of society such as in the field of science, technology and education.

English is undoubtedly the most widely taught language in the world, it is a compulsory language in 14 countries and in Ecuador the teaching of English is compulsory in public and private educational institutions since 1992 through an agreement between the Ministry of Education and the British Council to improve the language skills of students from an early age (Ponce, et. al., 2019).

Language teaching today tries to capture the vision of language from a communicative vision, so teachers must organize the teaching-learning process in a way that allows students to engage in interaction and meaningful communication as they develop tasks and exercises in which they negotiate senses, expand their linguistic resources, they observe how language is used and participate in interpersonal exchange in meaningful ways (Peña & Ortega, 2017).

In Ecuador, new changes have been implemented in its educational policies to align with the needs of the globalized world and in order to carry it out several are the factors that must be included in the teaching of the language, methods, strategies and cultural aspects are important.

Methodological strategies

Learning strategies have a wide variety of concepts that coincide on several points such as the fact that they are voluntary, are procedures, are open and flexible, are a

set of rules that ensure the achievement of a specific objective previously established (Peralta, 2016).

Its application depends on the level of schooling to which it is being applied, in this way among the most common strategies are the grammar translation method, in its beginning it was called the classical method, is a deductive and mentalist method to learn from rote the grammatical rules and long vocabulary lists.

The direct method has as its basic premise a lot of interaction, no translation and little analysis of grammatical rules, the teacher has the function of encouraging the spontaneous use of the foreign language paying special attention to pronunciation and without the presence of a textbook in the first levels (Hernandez, 2014).

The audiolingual Method is oriented to fluency in conversation, attention is paid to pronunciation and intense repetition of substitution exercises in oral (not written) form. Its learning is produced by the stimulus-response system and rests on the idea that language is the result of a set of habits, that is, it has a marked behaviorist influence.

The Total Physical Response TPR: its objective is to teach oral skills from the basic levels through understandable actions in the foreign language that is being learned, through physical activities, with this method children are very physically active, and the role of the teacher is to be motivating and expert in repetition exercises. Listening skills are a fundamental skill.

The Silent Way: it is based on the theory of learning by discovery, in which the teacher is silent as long as possible in class, and the student is encouraged to speak, this method facilitates oral acquisition so that they acquire a correct pronunciation. Currently, the teacher must take into account that students are characterized by virtual teaching, so it is necessary to adopt new ways of reading and interpreting the world with which students approach content and schoolwork.

CAPÍTULO II

METODOLOGÍA

Research approach

The research design of the present work is experimental longitudinal because a variable is intentionally manipulated, in this case what is intended is to strengthen the teaching of the English language through an intervention plan based on the multisensory method. In this regard, Gómez (2015) points out that the experimental design "forces the independent variable to change the state to analyze the consequences of this manipulation in the dependent variable, within a control situation created by the researcher" (p. 39).

Mix method is a research approach that seems to answer research questions through the data collection and Analysis of both quantitative and qualitative data two important characteristics of the mixed method study, they are the research questions and design while the research questions and form. A mixed method study based on an explanatory or exploratory research question will use a sequential design, which means either the quantitative or qualitative data will be collected first and then the other data will be collected. Similarly, a convergent research question typically calls for a concurrent design in which the quantitative and qualitative data are collected at about the same time, questions also different how the quantitative and qualitative data are used. Once they have been collected.

When the research question is mixed methods, the quantitative data are collected first, the qualitative data are generally collected after the quantitative data and are meant to serve the purpose of providing explanations for the results of the quantitative data. With this type of research, the qualitative and quantitative data are collected at different times, but they work together to answer the same research question.

Type of research

It is longitudinal because we work with two groups: control and experimental and the data collection is carried out in two moments, one of diagnosis and another after having launched the intervention plan to determine significant differences between a moment before and after the implementation of the designed proposal.

Research context

A multi-sensory approach to learning involves the engagement of more than one sense at a time in order to teach concepts and skills through the simultaneous use of visual auditory and kinesthetic tactile pathways the multi-sensory approach can enhance memory and ability to learn all children benefit from exposure to multi sensory activities, when learning this is particularly true for children, who experience difficulties with learning or paying attention whether your child has special educational needs or not.

When multiple senses are stimulated information, is more likely to be retained as each child has a unique learning style governed by their most dominant sense. By using a multi-sensory approach to learning, you are likely to meet the individual needs of the child or group. It is important to note that children were sent to sensitivities. Might find a sensory rich approach to be overwhelming and might need accommodations. In this regard, a multi-sensory approach to learning is interactive and fun and as a result most children are motivated to engage in this form of learning.

When engaging in an enjoyable activity, the brain is more likely to retain information and children are more likely to sustain attention to these activities due to their playful nature. Not all learning activities allow for all the sensory systems to be stimulated, however, it is possible to add at least one additional sense to each activity. Examples of multi-sensory approaches to learning include the following: creating sequences with 3D textures, Watching. Listening how to complete origami tasks. Sorting and matching colors using toys or blocks. Rolling a dice and hopping

to the right number slide letters and numbers in different textures, follow dance moves by listening to instructions. It's shoulders. Knees and toes, knees and toes. Follow the show. Instructions for an obstacle course.

Participants

According to the quasi-experimental design and quantitative approach, the present work has a descriptive, correlational and explanatory scope. According to Hernández, Fernández & Baptista (2014) refers that the descriptive scope seeks to specify the important characteristics of the problem that is analyzed to detail them in order to know how the problem is and how it manifests itself in the children of the third year of EGB during the 2019-2020 school year of the Domingo Faustino Sarmiento educational unit of the Pelileo Canton.

It is correlational because it associates the variables through a predictable pattern, its purpose is to know the relationship or the degree of association that exists between the variable Verbal linguistic intelligence and the sensory method. The explanatory scope establishes the causes of the events or phenomena that are studied, its objective is to determine statistically if the variation in one variable is a consequence of the variation of the other variable; that is, it aims to respond to the causes of social events, events and phenomena (Cabezas et. al., 2018).

The study population was select by convenience, it is made up of 50 students distributed in two parallels, for data collection a questionnaire of 10 multiple and closed choice questions was used; the processing and analysis of the information will be carried out through the statistical software SPSS v25, the same that allowed the descriptive analysis and the calculation of the significant difference to validate the proposal.

Data collection

The designed questionnaire consists of 10 questions, and is divided into two blocks: questions 1, 2, 3, 6, 7, 9, 10 correspond to the vocabulary block and questions 4, 5 and 8 to the grammar block.

To determine the functionality of the questions and the understanding of them, the validity of the instrument was calculated, for this purpose a pilot test of the questionnaire was applied to 50% of the population. Hernández, et. al. (2014) he refers that a collection instrument "is valid when it measures in some demonstrable way what it tries to measure" (p. 201). The resulting coefficient is presented in the following table.

Intervention

To use these specific strategies in your home or classroom. So, I start by giving a brief overview of sensory processing. Sensory processing is how our nervous system receives input from our senses and turns it into an appropriate motor and behavioral response, meaning that, for most people, also when we see a child acting out or doing something, we might miss that, antecedent that reasoning behind it. So, it is up to us to become that detective to determine if they're looking to meet a sensory need or behavioral need. So, for example, if we see a child jumping around the class, we must consider why they might be doing that. well, whether it be that sensory need or the behavior on it.

I am going to tell you some of the multisensory strategies and we just be going over for all seven of those senses, so starting with our visual sense, it is important to note that visual input can do really overstimulating for a child with sensory issues since we received, so much information through our eyes so it is important to think about ways that we can simplify the visual field for children who might be overwhelmed with visual input, also for a child who try to use visual blocking methods like repositioning their bodies to face away from distractions. If a window or door or if they are doing a worksheet covering up parts of a worksheet if there

are too many words or pictures. And then an unresponsive child, who needs more visual stimulation. I like to use highlighted cues or markers or even adding an extra picture or using vibrant colors on worksheets. So basically, anything that will grab their visual attention.

For auditory input. It refers to both what we hear and how we learn it, and it is physiologically connected with our vestibular sense since everything's connected through the inner ear. This is a fun sense to play around with, I like to personally play around with changing tempos of music, while maybe playing upbeat music for an under responsive child to get them moving versus slow tempo music for an over responsive child to like to slow them down and calm down, and with all these sensory strategies.

Finally, the tactile sense or our sense of touch which detects light touch deep pressure, texture temperature, vibration and pain. It is important to note that light touch can be really overstimulating for a lot of people., teachers always suggest to provide to touch like a body exclusive or a hug versus like the child who maybe you go up and touch their arm, it kind of sets them off, that would be an example of that light touch, consequently students also like to explore touch by exposing children, to different messy, play or multi-sensory experiences.

Data analysis plan

The software SPSS v25 is a set of tools that determine the proper use of specific data and analysis just as most operating systems such as Windows works through drop-down menus and design boxes, the SPS utilities that save time thanks, its exact calculations that allows you to work with quantities in various simple or complex statistical analyses of data.

CAPÍTULO III

RESULTADOS Y DISCUSIÓN

Results

From the test applied to know the level of knowledge of the English language in the students of the 3rd year EGB of the U. E. Domingo Faustino Sarmiento, it was divided into two blocks: vocabulary and grammar. We worked with two groups: parallel A control group and parallel B experimental group with 25 students each and the following results were obtained:

In the vocabulary block, both the control group and the experimental group in pretest, were located in the middle level of the student performance scale of the Ministry of Education of Ecuador; That is, that evidences shortcomings in the learning of the English language, vocabulary is fundamental for the learning and teaching of a second language, that without sufficient knowledge of vocabulary students can not understand or express their own ideas; vocabulary learning helps students understand and communicate with others and is therefore vital to master and reach fluency in language learning English.

Learning and teaching vocabulary in the English language is complex, it is an important part of learning a second language, which is why you must create search habits to expand the vocabulary to always learn them in context to enable them to retain the words to use them more frequently.

The results of the grammar block, placed the two groups at the low level, that is, there is difficulty in understanding the application of grammatical rules in the use of the verb to be in its simple forms, the students need more educative values that permit to learn another language in easy way, also they need to apply their basic knowledge, in order to permit to communicate with classmate in English and increase the vocabulary using this method. While without grammar can not be expressed, without vocabulary nothing can bertrandite.

If we compare the scores obtained between groups by blocks of grammar and vocabulary it is determined that the two groups have a low level in grammar because 100% is located in the low level while in vocabulary the two groups are located in the middle level in pretest. The control group therefore has a better knowledge (6.08) of the English language in relation to the experimental group (5.64) existing a difference of 0.44 between groups in pre-test. By placing these results on the qualitative scale of the Ministry of Education of Ecuador corresponding to learning evaluation.

Tabla 1: Pre-test Experimental Group Average

| | | Frequency | Percentage | Valid percentage | Cumulative percentage |
|-------|----------|-----------|------------|------------------|-----------------------|
| Valid | Middle | 20 | 80,0 | 80,0 | 80,0 |
| | Superior | 5 | 20,0 | 20,0 | 100,0 |
| | Total | 25 | 100,0 | 100,0 | |

Source: Survey

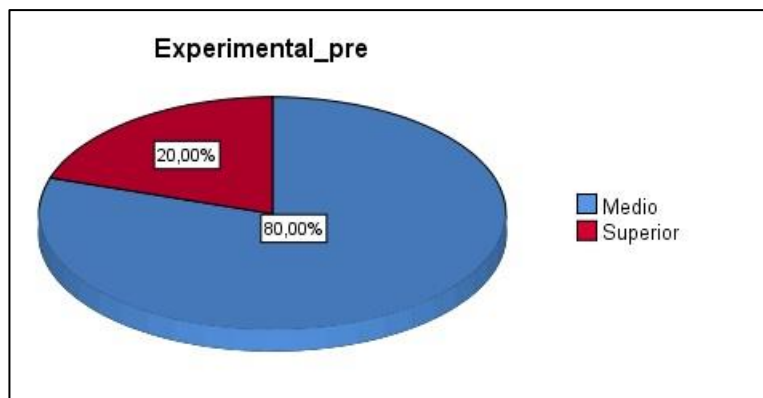


Gráfico 1: Pre-test Experimental Group Average

Source: table 1

Analysis and interpretation of results

About the importance nowadays of learning another language as soon as English, the graphic shows important evidence in order to learn new strategies to learn this language for that reason, the 25 students who are part of the experimental group and who constitute 100%, 80% are at the intermediate level while 20% at the higher level.

These percentages came through the student's survey; teachers and students can appreciate how important it is to apply new methodology to learn English in this life; so nowadays it is necessary to develop the senses that permit learning, because it offers new alternatives and opportunities to interchange ideas and knowledge in daily life.

With these results, a guide based on the multisensory method with 10 activities was designed and applied to the experimental group. Each of the activities are aimed at vocabulary development and the implementation of grammar according to the level and in accordance with the curriculum. The topics developed are: colors, adjectives, animals, body parts, numbers, classroom objects, family members, personal pronouns, positive verbs and negative verbs.

In each activity there is a learning objective; Each activity proposes exercises and details the procedure to be followed, the materials with the multisensory technique to be developed such as visual through cards, the repetition of vocabulary for auditory development, essential in the learning of English and kinesthetic where exercises are carried out according to the learning objectives pursued such as cutting the parts of the body.

In the same way, the multisensory objectives to be achieved in order to stimulate more than one sense at a time and connect them with what they are learning are detailed, both auditory, visual, kinesthetic stimulation provided a set of specific stimuli for the same learning that contributed to the development of language skills for the acquisition of vocabulary and the practice of grammar.

Applied the guide of activities based on the multisensory method for the learning of the English language in the 3rd grade of the Domingo Faustino Sarmiento Educational Unit, we proceeded to apply the post test where scores of 7.52 were obtained to the control group corresponding to superior and 9.52 equivalent to much higher. In scores of the groups in the post test, it is observed that the control group continues in the low level in grammar while the experimental group was located in

the upper level with 68%, which shows that the proposal enabled a better knowledge of the English language in the third year of EGB. As described in the table number such, where the significant differences achieved for both the control and experimental group in pre and posttest are observed.

Tabla 2: Average Post-test experimental group

| | | Frequency | Percentage | Valid percentage | Cumulative percentage |
|-------|--------------|-----------|------------|------------------|-----------------------|
| Valid | Superior | 16 | 64,0 | 64,0 | 64,0 |
| | Far superior | 9 | 36,0 | 36,0 | 100,0 |
| | Total | 25 | 100,0 | 100,0 | |

Source: Survey

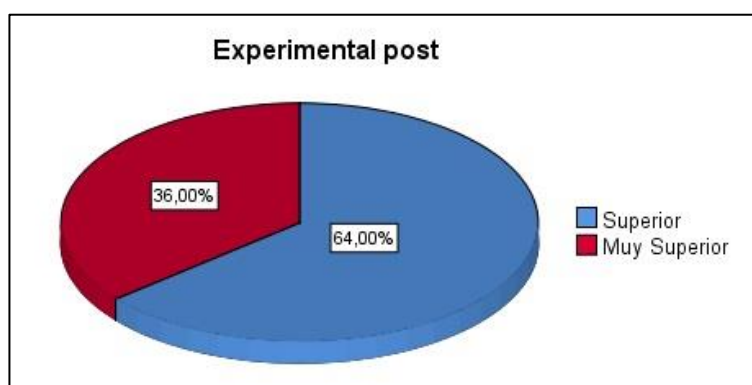


Gráfico 2: Average Post-test experimental group

Source: table 2

Analysis and interpretation of results

Referring methodologies apply in class 64% of the students in the experimental group are located in the upper level while 36% are at the very higher level in post-test once the didactic intervention has been carried out.

Methodologies that are used in English class, no doubt performance through proposal of multisensory method is the best methodologies at most visual, auditory and kinesthetic methodology overhung inside the teaching learning process.

Tabla 3: Knowledge of the English Language

| | Control Group | | | Experimental Group | | |
|------------------------|---------------|------|----|--------------------|------|----|
| | | ± | N | | ± | N |
| Prior to proposal | 6,08 | 1,44 | 25 | 5,64 | 0,86 | 25 |
| Post-proposal | 7,52 | 1,22 | 25 | 9,52 | 0,48 | 25 |
| Significant difference | 1,44 | | | 3,88 | | |

Source: Survey

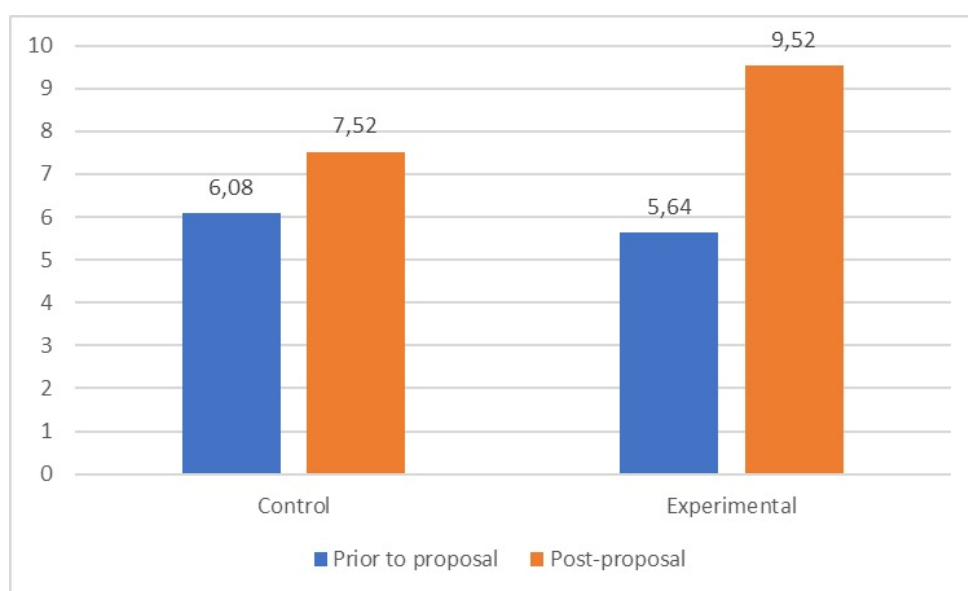


Gráfico : Knowledge of the English Language

Source: table 3

Analysis and interpretation of results

The results show in pretest that the experimental group has a small disadvantage of 0.44 points lower in relation to the control group. Once the proposal for English language teaching based on the multisensory method is executed, there is clearly a difference between the control (7.52) and experimental (9.52) groups before and after the application of the proposal, where a difference between the control group of 2.44 is obtained in relation to the experimental group.

The table shows the results of the control and experimental group in the knowledge of the English language of the children in the third year of the elementary level of EGB of the U. E. Faustino Sarmiento of the Pelileo canton in the 2020-2021 school

year. The control group fields an average of 6.08 in pretest while in posttest, an average of 7.52 is observed in a range of 1 to 10, obtaining a difference of 1.44 between pre and posttest.

Hypothesis Verification

The didactic intervention based on the multisensory method strengthens the teaching of the English language in children of the third year of elementary school of the Domingo Faustino Sarmiento of the Pelileo Canton school year 2020-2021

Tabla 4: Test t

| | | Medi a | Desv. Deviation | Desv. Average error | 95% confidence interval difference | | t | G l | Sig. (bilateral) |
|-------------|--|-----------------|--------------------|---------------------------|---------------------------------------|----------|----------------|--------|-------------------------|
| | | | | | Inferior | Superior | | | |
| B y l | Experimental average pre - Experimental post | - ,5600 0 | ,65064 | ,13013 | -,82857 | -,29143 | - 4,30 3 | 2 4 | ,000 |

Source: Survey about pretest and posttest

For the verification of the hypothesis, the t-test was used, which shows a significant difference ($p < 0.05$), which indicates that the knowledge of the subsequent English language (9.52) differs significantly from the knowledge of the previous English language (5.64).

Discussion

The data provided by the research are linked to the objectives established at the beginning of this research work, so we proceeded to synthesize the information for better understanding. Regarding the scientific theoretical foundation, it was possible to know that the multisensory method for teaching the English language to children is a didactic tool that allows the development of the senses to assimilate learning through the senses; this is what Andrade (2019) points out when referring that the teaching of the English language is necessary the use of multisensory resources.

In this same sense Naser (2017) adds that the use of more than one sense in the learning process favors the possibilities of action, exploration and active observation of the body; the use of all the senses, acts establishes relationships with its elements, explores and identifies them, recognizes the sensations they produce so it is necessary to emphasize in the teaching of the English language the use of the senses and sensory stimuli to achieve active and meaningful learning for elementary school students.

At present, the teaching-learning process is to leave aside the traditional methods based on master classes and guide texts and give opportunity to new and innovative methodologies that play an important and applicable role in the teaching of a second language. Menichetti (2012) emphasizes that the main sensory channels of the multisensory method are visual, auditory and tactile-kinesthetic.

It agrees with Naser (2017) in pointing out that the multisensory methodology is effective because learning is based on meaningful and experiential learning because it conceives learning as a constructive and receptive process where the student has an active role, in the same way knowledge is assimilated globally and constitutes the means for more complex learning.

In short, multisensory teaching is based on the implementation of two or more senses during the acquisition of the same knowledge, these based on the belief that each child learns differently. According to many authors where he states that with the multisensory method you can achieve many advances in student well-being, in addition the multisensory method is born from the need of those children who have difficulties such as hearing and vision problems and also this method adapts to the different senses that can be integrated listening smell and kinesthetic, In this virtue through all these senses the child can learn in the easiest way facilitating the teacher the use of different senses in the subject of English that in this case is where we are going to implement it as for example what is vocabulary, grammar and listening through representations of colors through representations of sounds, touch and different textures.

In addition to the history and advantages of this method, Maria Montessori and Dr. Samuel Torre 1920, manifests and its supplement the benefits and advantages of the proper use of this method and these multisensory techniques that were applied to children of a public institution, and that they do with the aim of reversing the letters and exposing themselves, because the moment of reading this makes a first instance multisensory scenic faced for the teaching of literacy Especially in the year 1936, what was the first program of sounds and touches in children with this type of program to teach learning the correspondence that exists between a multisectoral approach that includes the use of the different senses and in activer the learning used this method.

It is a teaching method specially designed to help children with reading difficulties and through the explicit teaching of the correspondence that exists between letters and sounds, where vision, touch and movement are used and it should be emphasized is also one more elements used to help children with dyslexia reading program and for learning, how can they within English, Well, multisensory teaching is based on the use of ignition for learning that allows different senses to be used to do learning and therefore is theater. Although not all people think alike and therefore not all learn in the same way, it is very effective for students with difficulty since it is their need and they already put the creation of learning from different perspectives, because traditionally it is used as teaching methods learning based on formal logic is students who are not as like I die.

But since birth this multisensory method becomes very effective because it allows to develop the possibility as to create new learning hostages of students and people who present some difficulty and creating, as that these significant learning activities so that it is adapting as that to the needs and abilities of each one is an active method that encourages exploration and manipulation and therefore the role protagonist is of the student and with it the ability to create meaningful learning in this case, the teacher is only like a guide so that the student can as good is like a guide to feel he was understanding little by little gets into this case was that of languages, where it is used, Well, let's say communication and other factors, then it is the students who

will explore, enriching their learning and knowledge as the builder of new meanings and finally also respecting individual differences and ensures with this, because to close I want to tell you that these students obtained positive results and the possibility of using the tools.

This is how certain theories proposed by Howard Gardner, María Montessori, Annand Gillingham were born, who with the collaboration of a student with reading difficulties created the first program for children with reading difficulties until it currently becomes the most used method.

It should be added that multisensory teaching is evidenced in different ways. While the Montessori Method gives greater importance to the sense of touch and kinesic elements that stimulate the development of students. Multisensory education, despite being little applied, is one of those that has generated the most positive effects in people with a learning problem. Among the different multisensory methods are the Montessori methods, Tomatis and the Orton-Gillingham approach. The relationship that exists between these is that they use the stimulation of the senses as a means for the acquisition of knowledge.

For his part, Howard Gardner provided a method to trace the wide range of capacities that the human being possesses by grouping them into eight categories or intelligences. He states that intelligence is related to the abilities that human beings possess and their ability to apply them to achieve an end.

Therefore, it is considered that multisensory teaching is based on the idea that the stimulation of the senses allows the student to acquire knowledge that with a correct development, will become significant learning, therefore, it agrees with what was proposed by Naser (2017) and Menichetti (2012).

CONCLUSIONES

- The researcher applied a pre-test to determine the level of English in students, unfortunately the results were not favorable. Most of the students had difficulties in grammar and vocabulary with 36% and 40% what was important to focus on my proposal in those skills, this pre and post-test were applied with the experimental and control group.
- Once the proposal was designed, the researcher applied the proposal for three months. The proposal permitted the use of several strategies and methods such as Magnetic Letters, sand writing and pipe cleaner letters to give information to apply different ways and steps, with creative activities offered in my proposal.
- The results show in the pretest that the experimental group has a small disadvantage of 0.44 points lower in relation to the control group. Once the proposal for English language teaching based on the multisensory method was applied, there is clearly a difference between the control (7.52) and experimental (9.52) groups before and after the application of the proposal, it is necessary to develop the senses to obtain a good result in teaching learning process and good knowledge about the use of multisensory method in teaching English language

RECOMENDACIONES

- It is recommended to encourage teachers to use a standardized test such as Cambridge examinations. It helps to identify the level of the English language, the researcher applied a A1 lever (Flyers exams). It is important to include the four skills in order to know the level of English in each skill, and to know how necessary it is to apply a previous test in the teaching learning process.
- It is suggested that the teacher applies songs because, by using a multi-sensory approach of learning, the students are likely to meet the individual or group needs. It is important to note that the children were not affected by their senses. In this regard, a multi-sensory approach to learning is interactive and fun and as a result most children are motivated to engage in this form of learning.
- The research recommends to apply some suggestion at using the multisensory method such as: The use of sand, salt, flour or shave foam on which it is easy to write and erase both letters and words, build letters on sandpaper: helps retain letters and finally use sticks: it is an ideal strategy for reading comprehension that helps them visualize the elements of the story that is written on the chopsticks to reconstruct stories.

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ANEXOS



UNIVERSIDAD TÉCNICA DE COTOPAXI

MASTER'S DEGREE IN APPLIED LINGUISTICS TO TEACHING ENGLISH AS A FOREIGN LANGUAGE



Objective:

Apply a didactic intervention based on the multisensory method to the experimental group for the acquisition and development of communicative skills in the teaching of the English language for children

CHOOSE YOUR ANSWER

1.- WHAT COLOR IS THIS?

- This is blue
- This is yellow
- This is red



2.-WHAT ARE THIS PERSONAL PRONOUN?

- I
- YOU
- THEY



3.- WHAT WEATHER IS TODAY?

- It is a sunny day
- It is a rainy day
- It is a windy day



4.- DO YOU ENJOY THE PARTY, CLARE?

- Yes, me too
- Yes, you do
- Yes, very much



5.- WHAT ADJECTIVE DOES TEACHE LOOK?

- She teaches us English and music
- She likes playing table tennis
- She is tall, thin and happy



6.- SPELL THESE WORDS

S - C - H - O - O - L: _ _ _ _ _



S - T - U - D - E - N - T: _ _ _ _ _



E - A - T: _ _ _



P - L - A - Y: _ _ _ _



7.- MATCH THE ADJECTIVE WITH THE PICTURE

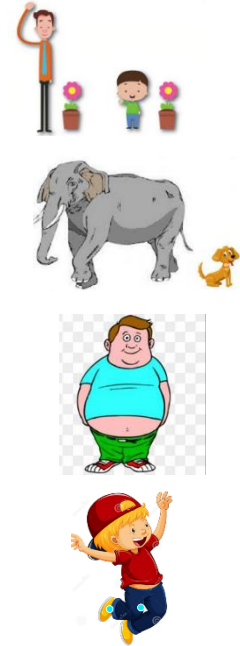
ADJECTIVE

HAPPY

FAT

TALL

BIG



8.- MATCH THE PERSONAL PRONOUN WITH THE TO BE VERB

PERSONAL PRONOUN

TO BE VERB

I

ARE

HE

AM

WE

IS

SHE

IS



9.- WRITE THE CORRECT COLOR



.....

10.- MATCH THE CORRECT NUMBER

NUMBER

11

9

5

14

LETTER

fourteen

five

eleven

nine



Good luck

Anexo 2: Propuesta

Activity N° 1

Topic: Colors

Objective: Students will be able to exchange the color information and understand in a better way the English language as a foreign language.

Activities

Procedure :

- Present the topic. The teacher needs to present the topic with some objects with different colors. **Exercise “A”**
- Listen and repeat the vocabulary of colors. The colors that present in this class are yellow, red, blue, green, black, brown, purple and orange. **Exercise “B”**
- The students need to close the eyes and imaginary the colors, then say what they imaginary with a picture. **Exercise “C”**
- The creativity of students to explain a color that teacher say. For example, WHAT COLOR IS AN “apple”
- Have the students look at the colors in their books? Read the name aloud and have students repeat. **Exercise “D”**
- Then point to the colors and elicit the names from the class, this is blue



Materials:

- The multisensory method.
- Flashcards
- Colors
- Computer
- Speakers

Time: 120 minutes



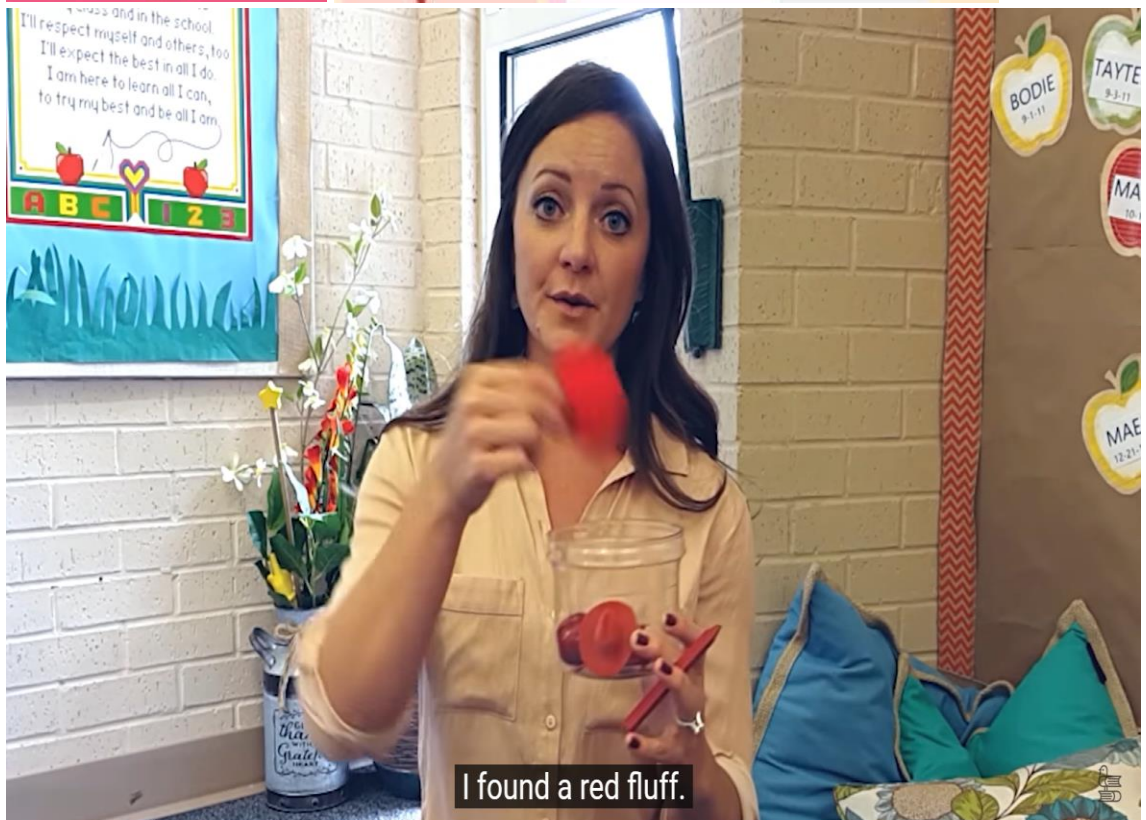
Multisensory Objective: Students will be able to develop de audiolingual and visual sense in the English language.

Evaluation:

ACTIVITY N° 1

EXERCISE A

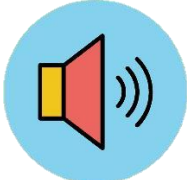

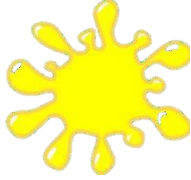

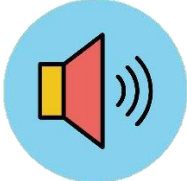
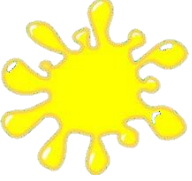

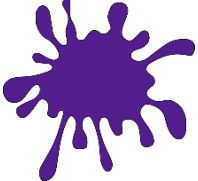
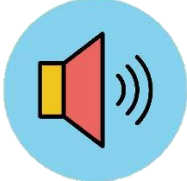



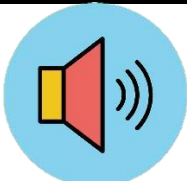



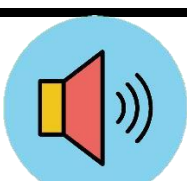


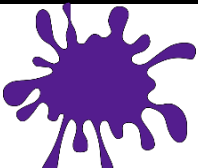
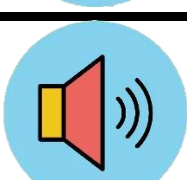



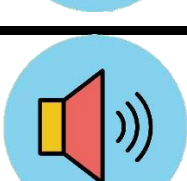


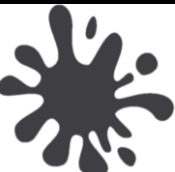
The teacher needs to present the topic with some objects with different colors.

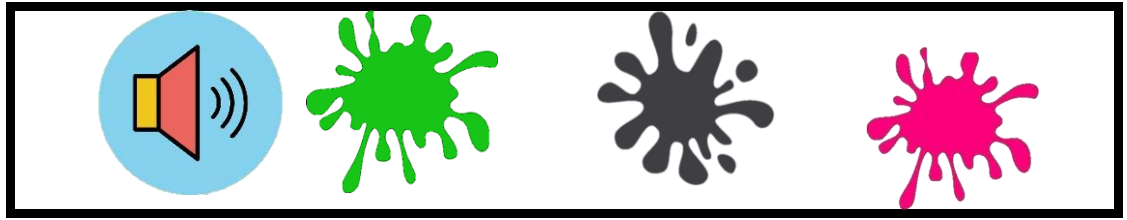


Fuente: Ideas for Teaching Colors - YouTube

EXERCISE B

Listen and repeat the vocabulary of colors. The colors that present in this class are yellow, red, blue, green, black, brown, purple and orange.

| | | | |
|---|---|--|---|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |



EXERCISE C

The students need to close the eyes and imaginary the colors, then say what they imaginary with a picture.

1. It's a red pen.



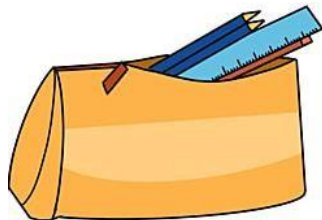
2. It's a purple glue.



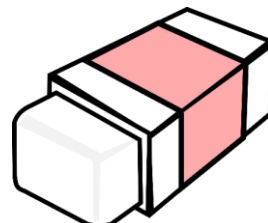
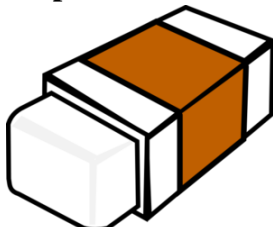
3. It's a yellow book.



4. It's a blue pencil case.



5. It's a pink eraser.



Fuente: Google pictures

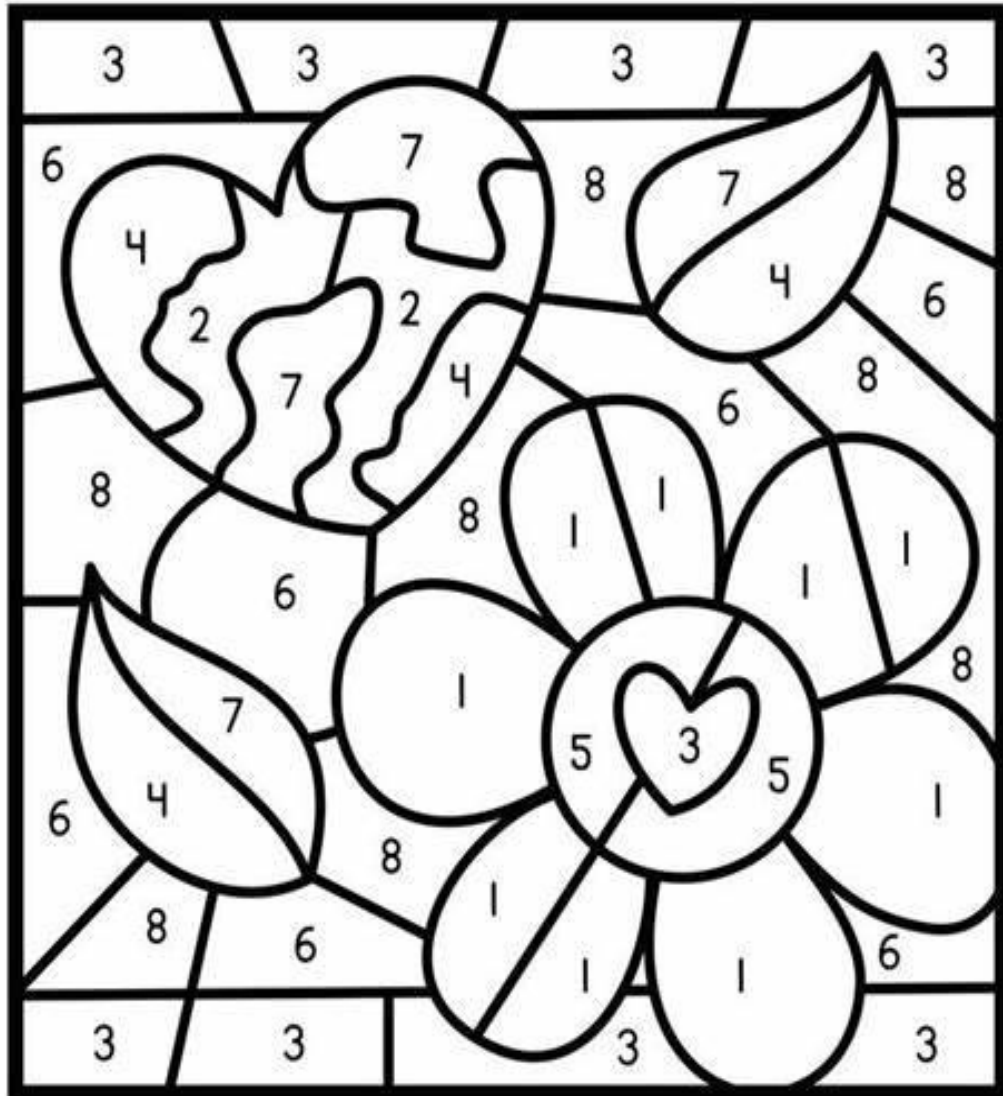
EVALUATION

Have the students look at the colors in their book? Read the name aloud and have students repeat.

Name _____

Earth Day Color By Code: Numbers

1 = purple 2 = blue 3 = pink 4 = green
5 = orange 6 = yellow 7 = green 8 = yellow



Fuente: Google pictures

Activity N° 2

Topic: Adjectives

Objective: Students will be able to apply vocabulary in real life and know the English language.

Activities

Procedure:

1. Have students listen to teacher and each students say, some adjectives. **Exercise “A”**
2. Tell the students to read the adjectives and elicit the answers as example, that teacher do. **Exercise “B”**
3. Point the adjectives in the chart, pronounce there, and have students say them after you. **Exercise “C”**
4. Write on the boar tans ask the students pointing to students, Is it (adjective)? yes or not.
5. Have the students look at the adjectives in their book. Read the name aloud and have students repeat.



Materials:

- The multisenory method

Time: 120 minutos
























Multisenory Objective: Students will be able to develop de audiolingual and visual sense in the English language.

Evaluation:

ACTIVITY N° 2

EXERCISE A

Vocabulary. Say the students repeat the adjectives

| | | | | |
|---|--|---|---|---|
|  bad |  clean |  dirty |  easy |  empty |
|  fast |  fat |  full |  good |  hard |
|  heavy |  high |  heavy |  low |  messy |
|  neat |  new |  old |  short |  tall |
|  slow |  strong |  thin |  weak | |

Fuente: (liveworksheets.com)

EXERCISE B

Complete the chart with the correct adjective.

ADJECTIVES

Match the words to the correct pictures and complete the crossword. Then find a secret message.

clean

cold

difficult

dirty

dry

easy

empty

expensive

fast

fat

happy

heavy

hot

lazy

light

old

poor

slim

slow

wet

young

The secret message is _____

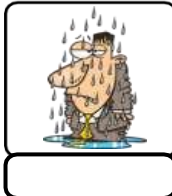

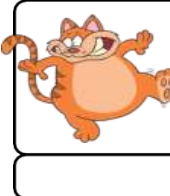

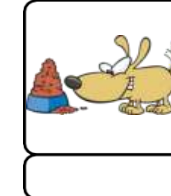












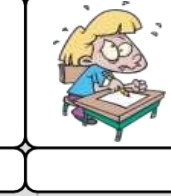









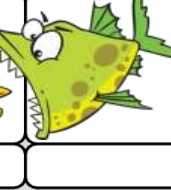
Fuente: (liveworksheets.com)

EXERCISE C

Write the correct opposites adjectives

OPPOSITES

DRAG AND DROP

| | | | | | |
|---|---|---|---|---|---|
|  |  |  |  |  |  |
| | | | | | |
|  |  | THIN | HEAVY |  |  |
| | | FULL | POOR | | |
| | | STRONG | BAD | | |
| | | WET | DIFFICULT | | |
|  |  | FAST | EMPTY |  |  |
| | | OLD | FAT | | |
| | | BIG | HAPPY | | |
|  |  | EASY | TALL |  |  |
| | | DRY | LIGHT | | |
| | | COLD | SLOW | | |
| | | SAD | SHORT | | |
|  |  | YOUNG | SMALL |  |  |
| | | RICH | WEAK | | |
| | | HOT | GOOD | | |
|  |  |  |  |  |  |
| | | | | | |

Fuente: Google pictures

EVALUATION

Write the correct opposites adjectives

BIG or SMALL?

BIG

SMALL



HOT or COLD?

HOT

COLD



SLOW or FAST?

SLOW

FAST



SOFT or HARD?

SOFT

HARD



ANGRY or CALM?

ANGRY

CALM



GOOD or BAD?

GOOD

BAD



LONG or SHORT?

LONG

SHORT



SLIM or FAT?

SLIM

FAT



OLD or YOUNG?

OLD

YOUNG



Fuente: Google pictures

Activity N° 3

Topic: Body`s parts

Objective: Students will be able to increase the abilities and creative in vocabulary for understand.

Activities

Procedure:

6. Point to Exercise A, say read aloud as you listening to the song.
7. Tell the students to take off the plasticine and say the instructions. **Exercise “B”**
8. Tell the students they will check their knowledge about the body`s part. **Exercise “C”**
9. The creativity of students to explain a Body`s part that teacher say.
10. Have the students check their knowledge about the body`s part. **Exercise “D”**



Material:

- The multisensory method

Temporalización: 80 minutos

Multisensory Objective: Students will be able to develop de kinesthetic sense in the English language.

Evaluation:

ACTIVITY N° 3

EXERCISE A

Listen to the song.

Song

“Head, Shoulders, Knees and Toes” Lyrics

Head, shoulders, knees and toes,

Knees and toes.

Head, shoulders, knees and toes,

Knees and toes.

And eyes and, ears and, mouth and nose.

Head, shoulders, knees and toes,

Knees and toes.



Fuente: https://youtu.be/_2EOVW5tSD4

EXERCISE B

Paste the plasticine inside the picture as an example.

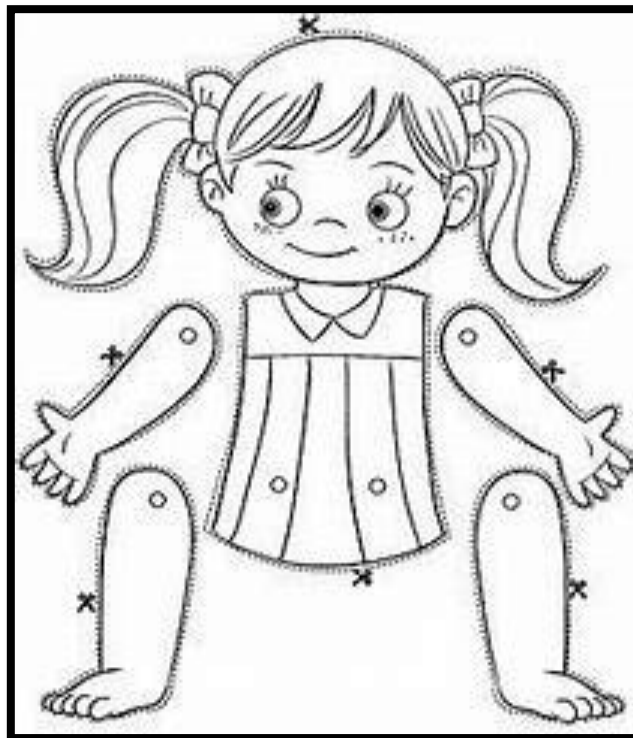
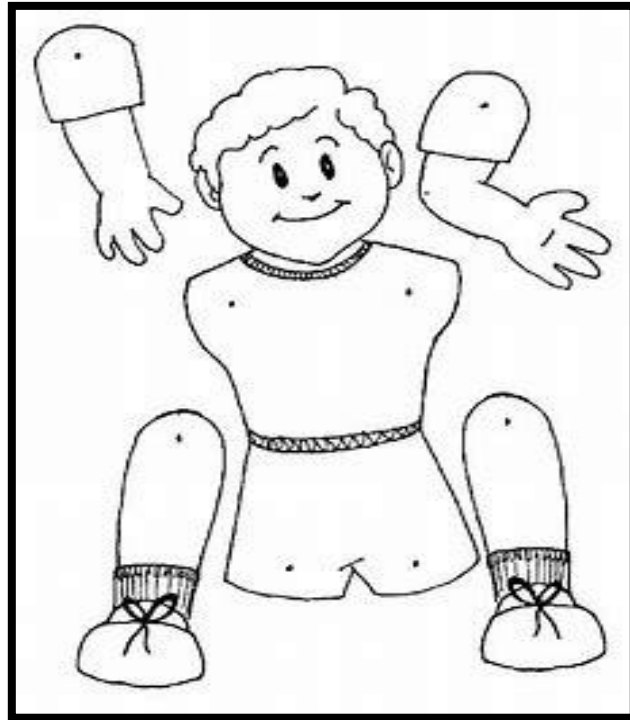




Fuente: Google pictures

EXERCISE C

Join the piece and form a Boy and Girl.




Fuente: Google pictures


EVALUATED


Complete the words then the crosswords.


Body parts crossword


Across


1. a _ _ 

3. f _ _ t 


4. h _ i _ 


7. e _ _ s 


8. h _ _ d 


10. e _ r _ 


Down

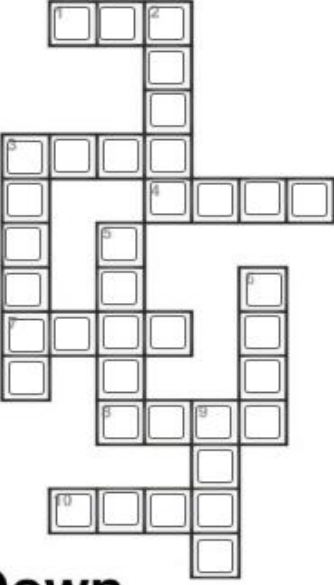
2. m _ _ t _ 

3. f _ _ g _ r 

5. t _ _ th 

6. h _ _ d 

9. n _ s _ 



Fuente: Google pictures

Activity N° 4

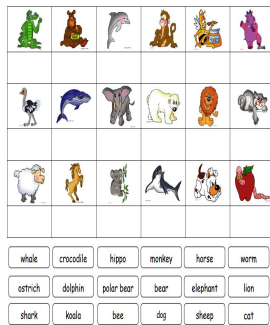
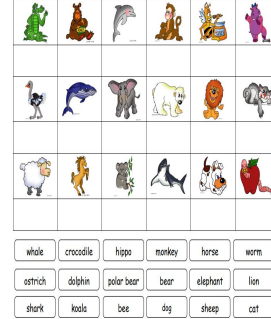
Topic: Animals

Objective: Students will be able to increase the abilities and creative in vocabulary for understand.

Activities

Procedure :

11. Point to Exercise A, say read aloud as you listening to vocabulary.
12. Tell the students to take off the colors and paint the animals that their know. **Exercise “B”**
13. Tell the students they will check their knowledge about the animals. **Exercise “C”**
14. The creativity of students to explain a animal that teacher say.
15. Have the students check their knowledge about the animals. **Exercise “D”**



Materials:

The multisensory method

Time: 120 minutos



















Multisensory Objective: Students will be able to develop the kinesthetic sense in the English language.

Evaluation:.

ACTIVITY N° 4

EXERCISE A

Match. Drag and drop the words below the correct picture

| | | | | | |
|---|---|---|--|---|---|
|  |  |  |  |  |  |
| | | | | | |
|  |  |  |  |  |  |
| | | | | | |
|  |  |  |  |  |  |
| | | | | | |

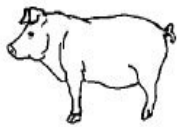
| | | | | | |
|---------|-----------|------------|--------|----------|------|
| whale | crocodile | hippo | monkey | horse | worm |
| ostrich | dolphin | polar bear | bear | elephant | lion |
| shark | koala | bee | dog | sheep | cat |

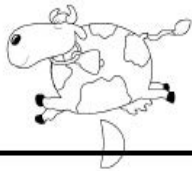
Fuente: Google pictures

EXERCISE B

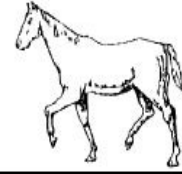
Find the correct names of these animals.







| | | | | |
|---|---|---|---|---|
| D | Z | C | H | R |
| O | F | O | O | A |
| G | Z | W | R | B |
| C | A | T | S | B |
| P | I | G | E | I |
| F | O | X | Z | T |




























Fuente: Google pictures

EXERCISE C

Listen to Teacher. Then close the correct animals.

| FARM ANIMALS | | | | |
|---|---|---|--|---|
| LISTEN AND CHOOSE | | | | |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

Fuente: Google pictures

EVALUATION

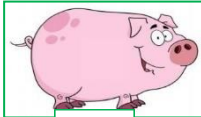
Find the correct names of these animals.



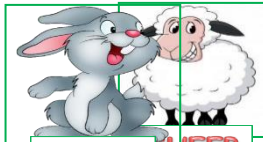
CHICKEN



COW



PIG



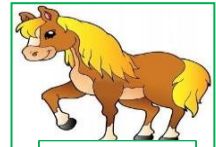
RABBIT SHEEP



DUCK



DONKEY



HORSE



HEN

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| R | A | C | B | C | D | E | H |
| A | H | O | G | H | E | N | O |
| B | I | W | P | I | G | I | R |
| B | O | A | F | C | J | H | S |
| I | D | O | N | K | E | Y | E |
| T | U | U | U | E | K | G | F |
| R | C | T | W | N | L | M | N |
| P | K | S | H | E | E | P | O |



Write the names of animals

A grid of empty boxes for writing animal names. The grid is 10 columns wide and 10 rows high. Various animal icons are placed at the start of some rows to indicate where to begin writing:

- Row 1: Yellow chicken icon at the start of the first box.
- Row 2: Grey donkey icon at the start of the second box.
- Row 3: White chicken icon at the start of the third box.
- Row 4: Grey rabbit icon at the start of the first box.
- Row 5: Brown horse icon at the start of the fourth box.
- Row 6: White sheep icon at the start of the second box.
- Row 7: Brown duck icon at the start of the first box.
- Row 8: Black and white cow icon at the start of the sixth box.

WHAT ANIMAL IS MISSING?

A decorative frame containing a large illustration of a pink pig. Below the pig is an empty rectangular box for writing the name of the missing animal. The frame is decorated with small icons of various farm animals and equipment.

Activity N° 5

Topic: Numbers

Objective: Students will be able to increase the abilities and creative in vocabulary for understand.

Activities

Procedure :

16. Point to Exercise A, say read aloud as you listening to vocabulary.
17. Tell the students to take off the colors and paint the numbers that their know. **Exercise “B”**
18. Tell the students they will check their knowledge about the numbers. **Exercise “C”**
19. The creativity of students to explain a number that teacher says.
20. Have the students check their knowledge about the numbers? **Exercise “D”**



Materials:

- The multisensory method

Time: 80 minutos



Multisensory Objective: Students will be able to develop the kinesthetic sense in the English language.

Evaluation:

Fuente: Google pictures

ACTIVITY N° 5

EXERCISE A

Look at the numbers and choose the correct picture

5



2



7



3



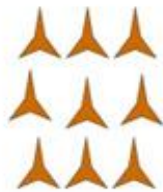
10



6



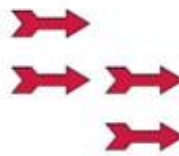
9



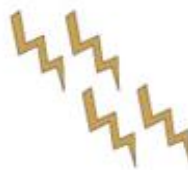
1



4



8



Fuente: Google pictures

EXERCISE B

Look at the puzzle and solve it.

| | | | |
|----------|----------|----------|-----------|
| eight | eighteen | eleven | fifteen |
| five | four | fourteen | nine |
| nineteen | one | seven | seventeen |
| six | sixteen | ten | thirteen |
| three | twelve | twenty | two |

Down

2. t _____ **3**

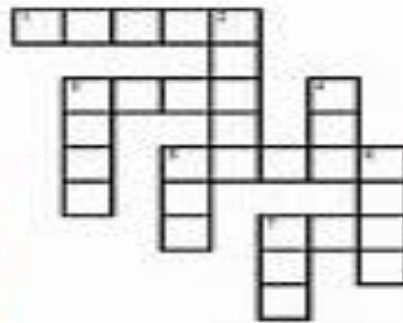
3. f _____ **5**

4. o _____ **1**

5. s _____ **6**

6. n _____ **9**

7. t _____ **2**



Across

1. c _____ **8**

3. f _____ **4**

5. s _____ **7**

7. t _____ **10**

Fuente: Google pictures

EXERCISE C

Look at the Chart and choose the correct numbers.


| | | | | |
|---|--|---|---|--|
| 1. 4 a. five b. four c. six d. eight | 2. 1 a. nine b. one c. ten d. two | 3. 7 a. ten b. seven c. five d. three | 4. 3 a. one b. ten c. five d. three | 5. 9 a. nine b. four c. six d. two |
| 6. 60 a. sixteen b. sixty c. thirty d. thirteen | 7. 40 a. fifty b. seventeen c. fourteen d. forty | 8. 15 a. ninety b. eighty c. fifteen d. twenty | 9. 70 a. seventy b. eighteen c. ninety d. nineteen | 10. 11 a. eleven b. twenty c. twelve d. thirteen |
| 11. 2 a. three b. four c. five d. two | 12. 19 a. sixteen b. nineteen c. seventeen d. thirteen | 13. 80 a. fifteen b. fifty c. thirty d. eighty | 14. 12 a. thirty b. twenty c. twelve d. thirteen | 15. 7 a. six b. seven c. seventy d. seventeen |
| 16. 71 a. nineteen b. seventeen c. seventy-one d. eighty | 17. 42 a. forty - two b. fifty - three c. twenty - three d. eighty - one | 18. 57 a. sixty - seven b. fifty - seven c. sixty - one d. eighty - two | 19. 45 a. thirty - three b. forty - five c. fifty - five d. ninety - two | 20. 20 a. b. fifty-two c. seventy-one d. seventy - two |
| 21. 51 a. forty - one b. fifty - one c. eleven d. twelve | 22. 69 a. sixty - nine b. eighty - nine c. twenty - nine d. ninety - nine | 23. 85 a. eighty - four b. fifty - four c. eighty - five d. eighty - six | 24. 36 a. thirteen b. thirty - one c. thirty - six d. fifty - six | 25. 92 a. ninety - two b. fifty - two c. sixty - three d. sixty - two |
| 26. 100 a. one hundred b. eleven c. ninety - two d. one | 27. 77 a. twenty - six b. twenty - seven c. seventy - seven d. eighty - seven | 28. 43 a. forty - three b. thirty - four c. fifteen - three d. forty - one | 29. 98 a. ninety - five b. ninety - eight c. twenty - eight d. sixty - eight | 30. 31 a. forty - one b. thirteen c. seventy - one d. thirty - one |

Fuente: Google pictures

EVALUATION

Spell and match with the correct numbers.

| | | | |
|----|--|----|--|
| 1 | <input type="text"/> w <input type="text"/> | 11 | N U M B E R S |
| 2 | <input type="text"/> g <input type="text"/> | 12 | |
| 3 | s <input type="text"/> n | 13 | |
| 4 | <input type="text"/> h <input type="text"/> | 14 | |
| 5 | one | 15 | |
| 6 | <input type="text"/> v <input type="text"/> t <input type="text"/> | 16 | |
| 7 | <input type="text"/> w <input type="text"/> y | 17 | |
| 8 | <input type="text"/> x | 18 | |
| 9 | <input type="text"/> l <input type="text"/> n | 19 | |
| 10 | n <input type="text"/> | 20 | |
| | <input type="text"/> u <input type="text"/> e <input type="text"/> | | |
| | <input type="text"/> e <input type="text"/> | | |
| | <input type="text"/> h <input type="text"/> t <input type="text"/> | | |
| | f <input type="text"/> f <input type="text"/> | | |
| | <input type="text"/> n | | |
| | <input type="text"/> w <input type="text"/> e | | |
| | <input type="text"/> h <input type="text"/> | | |
| | f <input type="text"/> r | | |
| | <input type="text"/> n <input type="text"/> t <input type="text"/> | | |
| | <input type="text"/> v <input type="text"/> | | |



Mrs. Madelyne English

Fuente: Mrs.madelyneenglish.com

Activity N° 6

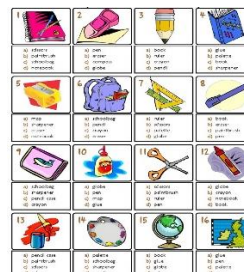
Tema: Classroom object

Objective: Students will be able to increase the abilities and creative in vocabulary for understand.

Activities

Procedure :

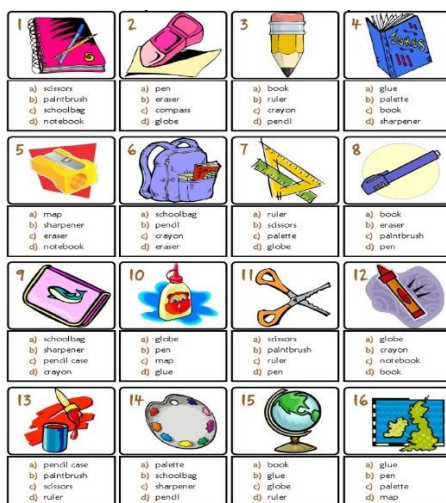
21. Point to Exercise A, say read aloud as you listening to song.
22. Tell the students to take off the classroom objects and explain them. **Exercise “B”**
23. Tell the students they will check their knowledge about the classroom’s object. **Exercise “C”**
24. The creativity of students to explain the classroom’s object that teacher says.
25. Have the students check their knowledge about the classroom’s object? **Exercise “D”**



Materials:

The multisensory method

Time: 120 minutos



Multisensory Objective: Students will be able to develop the kinesthetic sense in the English language.

Evaluation:.

ACTIVITY N° 6

EXERCISE A

Listen to the song

Title: School Supplies --

What's in your backpack?

It's my book. I can read.

book

It's my notebook. I can write on it.

notebook

These are my scissors. I can cut the paper.

scissors

It's my glue. I can stick them with it.

glue

It's my tape. I can put them with it.

tape

Is this your pencil case? Yes, it is.

pencil case

What's in your pencil case?

These are my pencils and pens. I like to write.

pencil and pen

It's my eraser. I can erase and write again.

eraser

It's my highlighter. I can mark with it.

highlighter

It is my ruler. I like to measure.

ruler

These are my color pencils. I can draw a rainbow.

color pencil

There are things for school in my backpack.

Book

Notebook

Scissors

Glue

Tape

Pencil case

Pencil

Pen

Eraser

Highlighter

Ruler

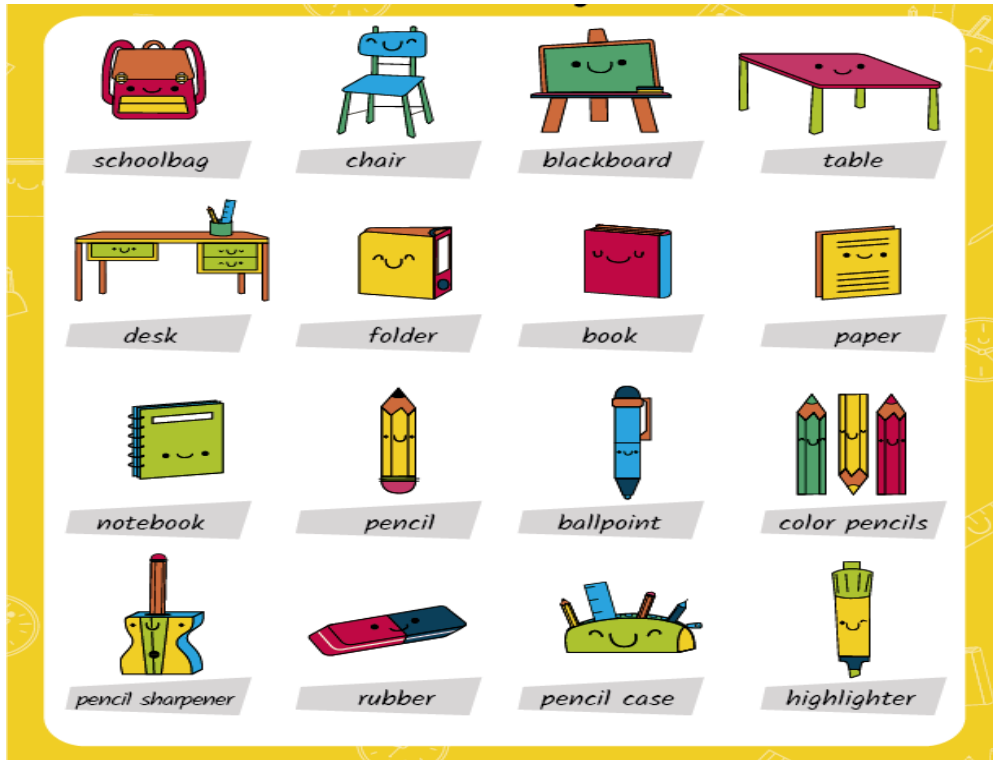
Color pencil



Fuente: Kids vocabulary - School Supplies - Learn English for kids - English educational video - YouTube

EXERCISE B















Show the picture and say the object.



Fuente: Google pictures

EXERCISE C

Look at the picture, choose and circle the correct option

| | | | |
|---|---|--|---|
| <p>1</p>  | <p>2</p>  | <p>3</p>  | <p>4</p>  |
| <p>a) scissors b) paintbrush c) schoolbag d) notebook</p> | <p>a) pen b) eraser c) compass d) globe</p> | <p>a) book b) ruler c) crayon d) pencil</p> | <p>a) glue b) palette c) book d) sharpener</p> |
| <p>5</p>  | <p>6</p>  | <p>7</p>  | <p>8</p>  |
| <p>a) map b) sharpener c) eraser d) notebook</p> | <p>a) schoolbag b) pencil c) crayon d) eraser</p> | <p>a) ruler b) scissors c) palette d) globe</p> | <p>a) book b) eraser c) paintbrush d) pen</p> |
| <p>9</p>  | <p>10</p>  | <p>11</p>  | <p>12</p>  |
| <p>a) schoolbag b) sharpener c) pencil case d) crayon</p> | <p>a) globe b) pen c) map d) glue</p> | <p>a) scissors b) paintbrush c) ruler d) pen</p> | <p>a) globe b) crayon c) notebook d) book</p> |
| <p>13</p>  | <p>14</p>  | <p>15</p>  | <p>16</p>  |
| <p>a) pencil case b) paintbrush c) scissors d) ruler</p> | <p>a) palette b) schoolbag c) sharpener d) pencil</p> | <p>a) book b) glue c) globe d) ruler</p> | <p>a) glue b) pen c) palette d) map</p> |

Fuente: Google pictures

EVALUATION

Look at the picture and unscramble the word.

Crazy words

| | |
|--|---|
|  <p>epciln p-----</p> |  <p>rahci c-----</p> |
|  <p>burbre r-----</p> |  <p>lurre r-----</p> |
|  <p>atleb t-----</p> |  <p>okob b-----</p> |
|  <p>siscsros s-----</p> |  <p>mpocture c-----</p> |

EXERCISE E

Look at the picture and match the words with picture.

The maze contains the following items:

- Ruler (top right)
- Scissors (middle left)
- School bag (middle right)
- Eraser (bottom left)
- Glue (middle left)
- Pencil (bottom middle)
- Book (middle right)

Legend:

- scissors**
- ruler**
- eraser**
- glue**
- pencil**
- book**
- school bag**

Path sequence:

- START
- GLUE
- ERASER
- PENCIL
- BOOK
- SCISSORS
- SCHOOL BAG
- RULER
- START

Activity N° 7

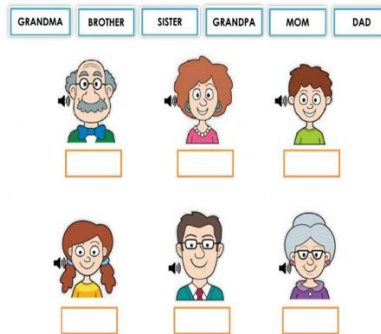
Tema: Family members

Objective: Students will be able to increase the abilities and creative in vocabulary for understand.

Activities

Procedure :

26. Point to Exercise A, say read aloud as you listening to vocabulary.
27. Go through the illustration and try to do it.
Exercise “B”
28. Introduce this activity by pointing several of the easier items.
Exercise “C”
29. The creativity of students to explain a family members that teacher says.
30. Have the students check their knowledge about the family members? **Exercise “D”**



Materials:

- The multisensory method

Time: 80 minutos

Multisensory Objective: Students will be able to develop the kinesthetic sense in the English language.

Evaluation:.

ACTIVITY N° 7

EXERCISE A

Names of the people in a family and names of the relatives are listed here.

Family

| | | | |
|-------------|--------------|---------------|----------|
| Father | Dad | Mother | Mom |
| Son | Daughter | Parent | Child |
| Children | Husband | Wife | Brother |
| Sister | Uncle | Aunt | Nephew |
| Niece | Cousin | Grandfather | Grandpa |
| Grandmother | Grandparents | Granddaughter | Grandson |



Fuente: elf.elementaryschool.com

EXERCISE B

Find the family members in this find word, use the words below.

My Family



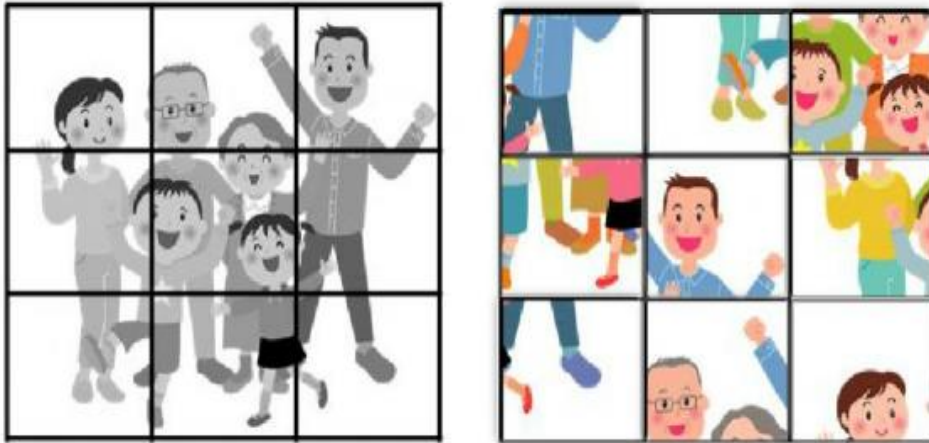
| | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| W | M | I | G | F | V | R | M | A | J | M | G | W | F | D | M | S | L |
| H | M | O | M | R | Z | U | N | X | Z | G | R | S | C | I | A | N | F |
| A | B | S | K | C | A | O | U | X | S | A | A | J | C | V | S | D | K |
| A | P | R | Y | U | O | N | S | X | V | D | N | F | S | S | U | F | V |
| N | Z | E | O | C | S | U | D | N | J | W | D | W | I | Y | F | R | G |
| O | V | K | S | T | O | I | S | F | G | N | M | N | S | B | I | W | Y |
| A | L | K | T | I | H | E | A | I | A | L | O | V | T | D | X | V | L |
| L | Q | G | S | I | L | E | Y | M | N | T | T | W | E | I | T | V | S |
| H | R | P | E | H | L | X | R | Z | P | F | H | U | R | U | C | Y | E |
| L | M | J | F | O | C | Q | Q | R | V | G | E | E | A | U | N | T | P |
| K | B | R | S | V | A | F | T | A | I | P | R | W | R | T | T | X | I |
| W | A | L | H | J | W | U | N | C | L | E | L | F | U | G | F | A | D |

- Aunt
- Dad
- Mom
- Brother
- Grandfather
- Sister
- Cousin
- Grandmother
- Uncle

Fuente: Google pictures

EXERCISE C

Cut and paste the family members.



Look and match the names of each family members

GRANDMA BROTHER SISTER GRANDPA MOM DAD



Fuente: Google pictures

EVALUATION

Match the family members.



sister

mom

grandma

dad

grandpa

brother

Activity 2. Drag and drop.

sister

mom

grandma

dad

grandpa

brother



Activity N° 8

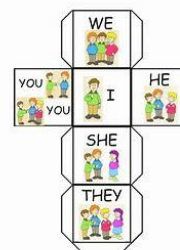
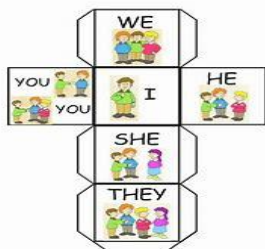
Tema: Personal pronoun

Objective: Students will be able to increase the abilities and creative in vocabulary for understand.

Activities

Procedure :

31. Point to Exercise A, say read aloud as you listening to vocabulary.
32. Tell the students to stand up and repeat after teacher the personal pronoun. **Exercise “A”**
33. Tell the students they will check their knowledge about the personal pronoun. **Exercise “C”**
34. The creativity of students to explain a number that teacher says.
35. Have the students check their knowledge about the numbers? **Exercise “D”**



Material:

- The multisensoy method

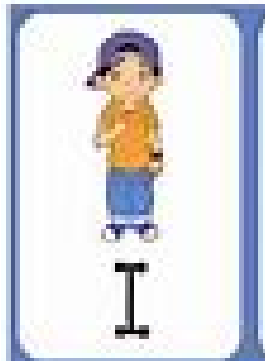
Temporalización: 80 minutos

Multisensoy Objective: Students will be able to develop the kinesthetic sense in the English language.

Evaluation:

ACTIVITY N° 8

EXERCISE A
Vocabulary.



Fuente: Google pictures

EXERCISE B

Replace the names with personal pronoun.

Replace the name

Maria = She

Tomas = He

The dog = It

Fuente: Personal Pronoun (English) Grade 1 - Bing video

For example:

María She

Tomas He

The Dog It

José, Pedro and I We

Carlos and María They

My parents They

The Cat It

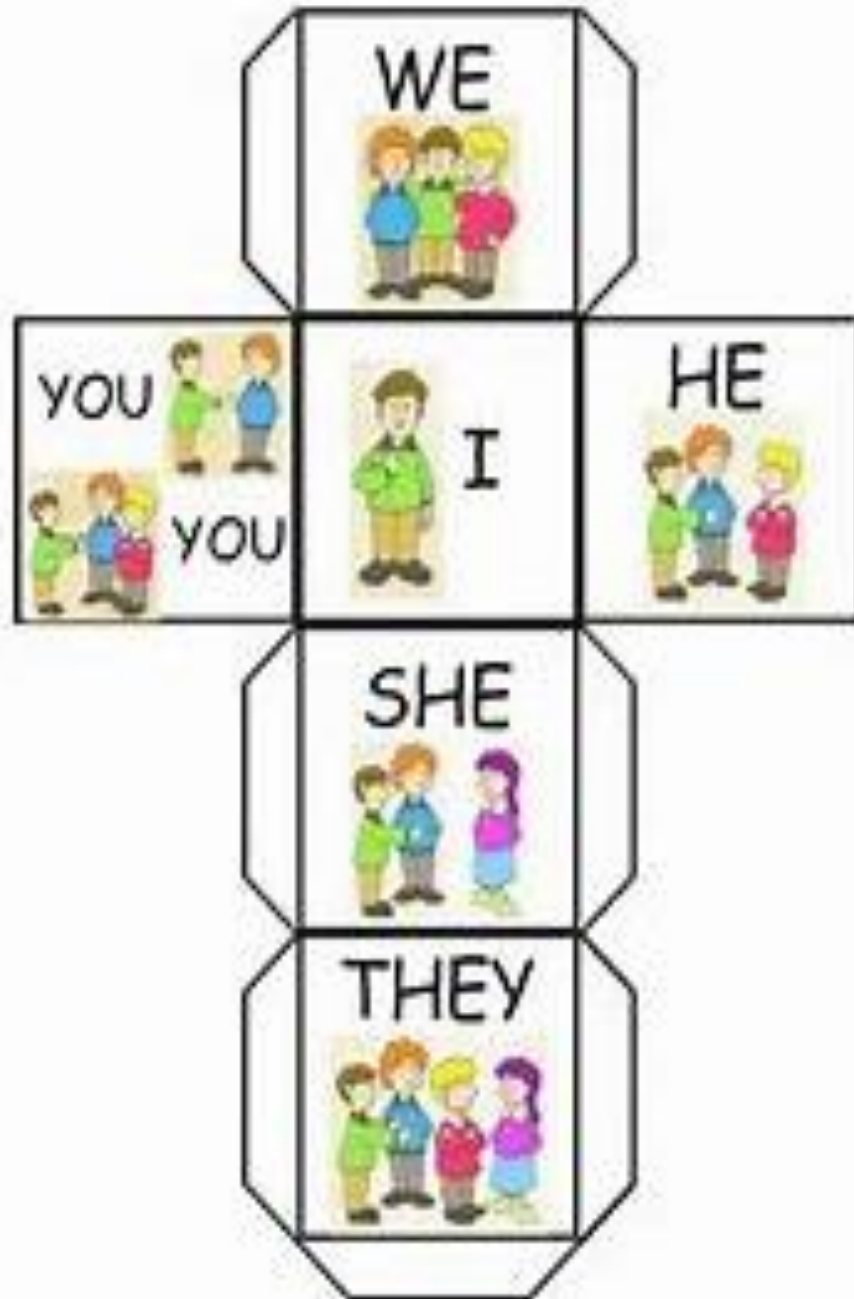
Pedro, Carlos and Tomas You

My sister She

My brother He

EXERCISE C

Make this activity and form a shape.

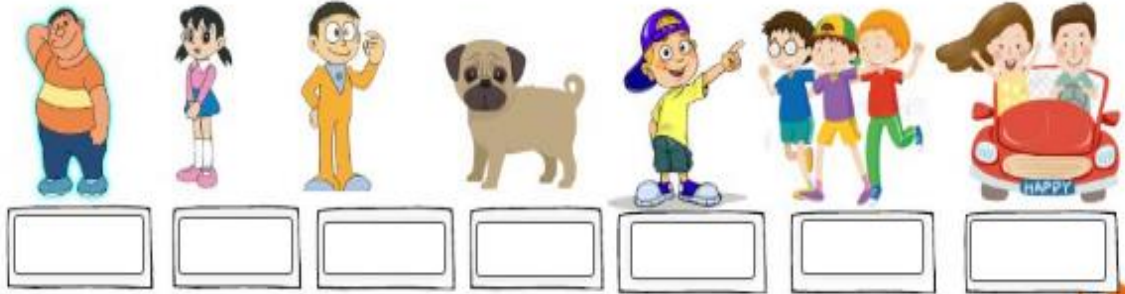


Fuente: Google pictures

EVALUATION

Fill the correct personal pronoun.

I You We They He She It



1. Bella (.....) is my sister.
2. Jack (.....) is eleven years old.
3. My mother (.....) is a nurse
4. Kathy and I (.....) are driving a car.
5. Dave's car (.....) is very expensive.
6. Ricky, Paul and Steve (.....) like skiing.
7. Pluto (.....) is my dog.
8. A : How old are (.....) ?
B : I am 8 years old.

Activity N° 9

Tema: To be verb in positive

Objetivo: Students develop the audiolingual sense and understand the importance the English language as a second language.

Activities

Procedure :

36. Point to Exercise A, say read aloud as you listening to vocabulary.
37. Tell the students to take off the notes and apply in the **Exercise “B”**
38. Tell the students they will check their knowledge about To Be verb. **Exercise “C”**
39. The creativity of students to explain a To Be verb that teacher says.
40. Have the students check their knowledge about the To Be verb? **Exercise “D”**

Materials:

- The multisensoy method

Temporalización: 80 minutos

Multisensoy Objective: Students will be able to develop the kinesthetic sense in the English language.

Evaluation:

ACTIVITY N° 9

EXERCISE A Vocabulary

The Verb "To Be"

8 forms: **be** (base form) **am** **is** **are** **was** **were** **being** (present participle) **been** (past participle)

| | past tense | present tense | future tense |
|----------|---|---|--|
| singular | I was you were he was she was it was | I am you are (you're) he is she is it is (he's, she's, it's) | I will be (I'll be) you will be (you'll be) he will be she will be it will be (he'll be, she'll be, it'll be) |
| plural | we were you were they were | we are (we're) you are (you're) they are (they're) | we will be (we'll be) you will be (you'll be) they will be (they'll be) |

Fuente: Google pictures

EXERCISE B

Complete the correct personal pronoun.

Verb "To Be"

Fill in the blanks with the correct form of the "to be" verb

am **are** **is**

 I ____ happy.

 You ____ scared. 

 He ____ small.

 She ____ surprised. 

 It ____ brown.

 We ____ young. 

 You ____ tall.

 They ____ old. 



Fuente: Google pictures

EXERCISE C

Complete the chart with the correct To Be Verb

VERB TO BE


CONNECT SHORT AND LONG FORMS :


| | |
|-------------|---------|
| 1. I am | They're |
| 2. You are | It's |
| 3. He is | We're |
| 4. She is | I'm |
| 5. It is | You're |
| 6. We are | She's |
| 7. They are | He's |


CONNECT POSITIVE AND NEGATIVE FORMS :


| | |
|-------------|-------------|
| 1. I am | We aren't |
| 2. You are | He isn't |
| 3. He is | I'm not |
| 4. She is | They aren't |
| 5. It is | You aren't |
| 6. We are | It isn't |
| 7. They are | She isn't |

Choose the correct form:












 Hi, I'm Jane.
 _____ ten


 Jim _____ my brother.
 _____ clever.


 Mrs. Brown _____ my teacher.
 _____ nice.


 Molly and Tom _____ my friends.
 _____ tall.

MATCH:

| | | | |
|------------------|--|---|--|
| He isn't tall. |  _____ |  _____ |  _____ |
| He isn't sad. |  _____ | | |
| He isn't young. | | | |
| He isn't happy. |  _____ |  _____ |  _____ |
| She isn't sad. | | | |
| They aren't old. | | | |
| They aren't sad. |  _____ |  _____ |  _____ |
| It isn't thin. | | | |
| He isn't short. | | | |
| It isn't fat. | | | |

Fuente: Google pictures

Anexo 3. Análisis pre-test y post-test

Tabla 5: Summary of Case Processing

Case Processing Summary

| | | N | % |
|-------|---------------|----|-------|
| Cases | Valid | 25 | 100,0 |
| | Excluded from | 0 | ,0 |
| | Total | 25 | 100,0 |

- a. List deletion is based on all procedure variables.

Tabla 6: Cronbach's Alpha Coefficient

Reliability statistics

| Alfa de Cronbach | N of elements |
|------------------|---------------|
| 7.98 | 10 |

Source: Survey

The Cronbach's alpha coefficient is 7.98 and according to the categorical table it is determined that the measuring instrument has a high internal consistency.

Once the questionnaire was applied to the control and experimental groups as a pre-test, and in order to facilitate the analysis and interpretation of the results, the level of achievement of the students was determined through the performance scale of the Ministry of Education of Ecuador referred to in the following table:

Tabla 7: Student Assessment Scale

| Quantitative scale | Qualitative scale |
|---------------------------|--------------------------|
| 0 | Does not perform |
| 3 - 1 | Low |
| 4 - 6 | Middle |
| 7 - 9 | Superior |
| 10 | Far superior |

Source: Ministry of Education of Ecuador (2020)

Tabla 8: Average Control pre

| | | Frequency | Percentage | Valid percentage | Cumulative percentage |
|-------|----------|-----------|------------|------------------|-----------------------|
| Valid | Low | 1 | 4,0 | 4,0 | 4,0 |
| | Middle | 15 | 60,0 | 60,0 | 64,0 |
| | Superior | 9 | 36,0 | 36,0 | 100,0 |
| | Total | 25 | 100,0 | 100,0 | |

Source: Survey

Tabla 9: Grammar block control group pre test

| | | Frequency | Percentage | Valid percentage | Cumulative percentage |
|-------|----------|-----------|------------|------------------|-----------------------|
| Valid | Low | 9 | 36,0 | 36,0 | 36,0 |
| | Middle | 10 | 40,0 | 40,0 | 76,0 |
| | Superior | 6 | 24,0 | 24,0 | 100,0 |
| | Total | 25 | 100,0 | 100,0 | |

Source: Survey

Analysis and interpretation of results

As for the grammar block, it was determined that 36% is at the low level, 40% is at the middle level while only 24% is at the upper level.

From the results obtained it is deduced that the students have difficulty in grammar and vocabulary

Tabla 10: Vocabulary block control group pre test

| | | Frequency | Percentage | Valid percentage | Cumulative percentage |
|-------|----------|-----------|------------|------------------|-----------------------|
| Valid | Low | 8 | 32,0 | 32,0 | 32,0 |
| | Middle | 12 | 48,0 | 48,0 | 80,0 |
| | Superior | 5 | 20,0 | 20,0 | 100,0 |
| | Total | 25 | 100,0 | 100,0 | |

Source: Survey

Analysis and interpretation of results

In terms of vocabulary level, 32% are located at the low level, 48% at the middle level, 20% at the upper level. Consequently, it can be referred that students have difficulty in grammar and vocabulary.

Tabla 11: Average Experimental Group pre test

| | | Frequency | Percentage | Valid percentage | Cumulative percentage |
|-------|----------|-----------|------------|------------------|-----------------------|
| Valid | Middle | 20 | 80,0 | 80,0 | 80,0 |
| | Superior | 5 | 20,0 | 20,0 | 100,0 |
| | Total | 25 | 100,0 | 100,0 | |

Source: Survey

Analysis and interpretation of results

Of the 25 students who are part of the experimental group and who constitute 100%, 80% are at the middle level while 20% at the upper level. These results demonstrate that the students are in the middle.

Tabla 12: Grammar block experimental group pre test.

| | | Frequency | Percentage | Valid percentage | Cumulative percentage |
|-------|-----|-----------|------------|------------------|-----------------------|
| Valid | Low | 25 | 100,0 | 100,0 | 100,0 |

Source: Survey

Analysis and interpretation of results

As for the grammar block, 100% of the students who belong to the experimental group are at the low level, which determines deficiencies in grammar

Tabla 13: Vocabulary block experimental group pre test

| | | Frequency | Percentage | Valid percentage | Cumulative percentage |
|-------|----------|-----------|------------|------------------|-----------------------|
| Valid | Low | 7 | 28,0 | 28,0 | 28,0 |
| | Middle | 17 | 68,0 | 68,0 | 96,0 |
| | Superior | 1 | 4,0 | 4,0 | 100,0 |
| | Total | 25 | 100,0 | 100,0 | |

Source: Survey