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Research Work

Prior to obtaining the Bachelor Degree in Languages - English Major

DEVELOPMENT OF SENSORY DIDACTIC MATERIAL FOR ORAL EXPRESSION IN ENGLISH LANGUAGE FOR STUDENTS OF 1st GRADE EGB OF "A" AND "B" IN "EL CARMEN" EDUCATIONAL UNIT 2016-2017 ACADEMIC PERIOD

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The signed tutor

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I certify the above statements to be true to the best of my knowledge.

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APPROVAL OF RESEARCH WORK

The members of the examining Tribunal approved the report of research on the subject: Development of sensory didactic material for oral expression in English language for students of 8th EGB "A" and "B" in "El Carmen" Educational Unit 2016-2017 academic period, its author Rodríguez Panta Alexandra Ingrid of the English career in Sciences of Education.

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DEDICATION

I dedicate this project to God for having me guided in this hard knowledge way, I want to thank my parents because they are everything in my life, to my sons because they are the main reason of each success, and to my husband, with his help, patience and comprehension, I could keep on going. They are my motivation to continue studying and getting my goals.

Ing. Alexandra Rodríguez Panta

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Ing. Alexandra Rodríguez Panta

ABSTRACT

The present research work was realized in “El Carmen” Educational Unit with students of 8th EGB “A” and “B”, where it was analyzed, and it was possible to determine the problem that teachers have using the didactic material and the development of its strategies for students meaningful learning in the institution mentioned before, in the English language subject. The investigation was based with the purpose for improving the development of English language in “El Carmen” Educational Unit, the objective was: to contribute for the educational process with strategies and methodologies to improve the students’ learning, which are the beneficiaries of it, generating an educational comfortable, suitable and freedom environment to the teaching and learning process, the use of didactic material provides the best tool to guarantee the skills and abilities in the 8th EGB “A” and “B” students Educational Unit, being this way a qualitative and quantitative investigation, with the use of techniques as interview and structured observation, which were my methodological tools for realizing and finishing the investigation. It concluded teachers know the importance of didactic material, and they use in class with students of 8th EGB “A” and “B”, however, teacher do not have sources to take it in practice, having in mind the use of didactic material is essential in the teaching - learning process for the students.

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INTRODUCTION

Education, as an essential process in our life, it implies to learn constantly. It consists in a variety of strategies and resources that facilitate and produce learning in the person. Therefore, educational institutions allow access to educational material for the teachers use in class, in such a way to promote a more dynamic and effective education. In this way, the implementation of those materials in school processes, with knowledge transmission. From that dynamic allows student interacting in a more practicing and playful required training.

Getting of a second language allows students to know other contexts, to develop communication and thinking processes, it is clear students in the first years of life are the most significant for the development of the human being, when it gets making comparisons and going on from the interlingua progress where the silent learning begins, until the intercultural where a language competence is already managed on the essential bases for the development of its skills and personality. (ESCAMILLA, 2008)

Through this research will have a work tool in class to improve the oral expression with the school students, the same it developed in “El Carmen” Educational Unit having as precedent a previous progress of the framework, that it was approved for Laica “Eloy Alfaro” de Manabí University El Carmen Extension.

The main problem it could got it in the investigation was the oral expression lacking in English language in students of 8th EGB “A” and “B” Educational Unit, for this reason the General objective was: To develop of sensory didactic material to improve the oral expression in English language for students of 8th EGB “A” and “B” in “El Carmen” Educational Unit 2016-2017 academic period.

Scientific task or Specific objectives are; To determine the needs for teaching materials within the classroom, about teaching English; To analyze the type of learning that students of the 8th EGB EGB "A" and "B" need, on the teaching of the English Language; To design sensory didactic material to develop oral expression in students' skills.

Composed of two variables: Development of sensory didactic material-. The educational material according to Camacho (2006), are, all the means and resources that facilitate the

teaching and learning process, inside an educational global and systematic context, also stimulates the senses function. Oral expression-. According to Canale & Swain (1980), they affirm that oral expression is distinguished in what the authors call the communicative competence, three parts that considers partial grammar skills, sociolinguistic and strategic competences. About grammar competence, it understands the knowledge, forms and contents, for sociolinguistic competence, the knowledge of the sociocultural rules and the communication and the last one for strategic competence into verbal and non-verbal to which interlocutor goes to the time to use of verbal and nonverbal creativeness to solve possible speech problems. Besides, they consider the importance of strategies could learn practicing and self-experimentation in real or communicative situations, it means the oral expression is the way of communication according its culture and language. (Delors, 2006)

In this work will also be able to see the conceptualizations of several authors who gave more importance to the research work, one of the methods that are used to gather the information of the investigation was the interview and also used the survey, applied the deductive method as the inductive, summarizing the information in the following chapters:

Chapter I: It includes the entire previous project, background, problem, general objectives and specific, concluding with the framework development.

Chapter II: It includes the fieldwork developed in the study object. It is based in the methodology, with the obtained results was realized the purpose of the project.

Chapter III: it discusses the solution to the problem that it was found at the beginning of the research, followed by the obtained results in the place of study through the fieldwork, the proposal is presented with its respective conclusions and suggestions.

CHAPTER I

1. THEORETICAL FRAMEWORK

1.1. Definition of sensory didactic material

The word 'didactic' means designed or intended to teach. It also means intended to convey instruction and information as well as pleasure and entertainment.

Sensory deprivation is known to cause mental retardation. In extreme cases where psychotic parents kept children in closets all of their lives, by the time the authorities discovered the children, they had become idiots.

It is through the sensory functions that the child lays the foundation of his intelligence by continually observing, comparing and judging. In this way he grows his intelligence as he gradually becomes acquainted with his environment. An environment that richly provides sensorial experience that is aimed at sensory education accelerates the formation of intelligence. (Montessori, 2011)

1.1.1. Sensory Didactic Materials Model

The sensory didactic material is often used as a link between teacher - student, and reality. The idea is all teaching and learning will be done in contact with real life, but it is not always possible or advisable, and therefore it resorts to a series of resources or materials that serve as a bridge between what is taught and learned in the real world. For this reason, the educational materials replace reality and tries to represent it in the best possible way, facilitating its objectification. (Nuñez, 2012, pág. 22)

1.1.2. What is didactic material?

The didactic material according to Camacho (2006), are all those means and resources that facilitate the teaching and learning process, within a global and systematic educational context and stimulate the function of the senses.

The dictionary of Educational Sciences (1995), defines teaching materials as the set of material means that intervene and facilitate the teaching-learning process, it aims to facilitate communication between teacher and student. Approach the ideas of the senses. (Valencia, 2014, pág. 19)

The appropriate teaching materials for children's education are very numerous and varied. The choice depends on the objectives it wants to achieve and the type of situation it wants to set. The materials used in the center must have the appropriate conditions of quality and safety for being used by children of these ages. The materials in elementary school are useful tools that help the child's integral development and it has a specific function. (Montessori, 2011)

The materials to have a true value, as a facilitator of learning, must have certain criteria of utility that make them act as motivating elements. Often, with the same material can be realized diverse activities and to get the objectives coincident or complementary. The figure of the teacher is a motivator in the student's learning, who provides support if it is necessary, or who controls that the process be carried out in an appropriate way. The student "faces" only the teaching material, hence its importance. The teaching material must have some characteristics to achieve the objectives:

Adaptable/adapted: the didactic sequence should not be unique for all students, it must adapt to the answers given by them. In this way, a degree of progressive difficulty is achieved by not boring or frustrating the student. This would involve the use of refuse and multiple formative itineraries. On the other hand, it is clear that the content has to be adapted to the characteristics of the students. It is not the same content for children, as for adults, nor is it the same for newly graduates as for professionals, etc.

Attractive: the content should catch to the student attention, being attractive. It is kind of like a "dazzle". It is important to capture that first attention; although once the student is accustomed it does not usually give importance.

Graphic: The amount of text should be as minimal as possible, and it is necessary to use the potential of technologies such as flash to animate processes, make demonstrations, interrelations, as well as use photos that support the meaning.

Multimedia: it is important to take advantage of multimedia technology, rationally combining text with photos, text photos and audio, videos and text, etc.

Direct: the language to be used in this medium should be as clear and direct as possible, reading on screen is difficult and therefore, it is necessary to make a synthesis effort when designing online content. Playful: the old phrase of "the letter with blood enters" is no longer valid. The playful aspect, the game, is one of the most effective didactic strategies, and it must favor this aspect throughout the didactic material.

Practicing / Interactive: must have continuous practices or interactive exercises and continuous references to examples or situations of reality. The student must be an active subject, who interacts with the objects on the screen, other than a spectator or listener. Didactic resources: in an online content can be used different didactic resources, expository texts, schemes, animations, examples, conceptual maps, glossary words, footnotes, download files, web links, etc.

Evaluative: the student needs to know the result achieved in learning, so self-tests or exercises are necessary, which shows the result and an explanation of the mistake automatically on the screen.

Self-sufficient: If the support of a teacher is minimal or passive, it is vital that the content itself incorporates the means for the student to know the interface and solve the doubts that arise. This is achieved with the inclusion use of tutorials, aids, frequently asked questions and the description of the iconography used.

Complete: By this term, it means that obviously a content cannot cover all aspects of a particular subject. The Internet gives tools to include these additional materials. This way can include pop-ups, glossary words, footnotes, download files and web links. They are optional, not evaluated, but are available as support material or consulting. (Almeida & Yanive Ospina, 2009, pág. 2)

1.1.3. Sensory didactic material

Sensory abilities play an important role throughout the period of childhood. These capacities are concretized in the education of the 5 senses. For this reason, it will be essential to organize a material to work them. For example, chromatic boards, sandpaper, fragrant bottles, Montessori campaigns, etc. (Almeida & Yanive Ospina, 2009)

Infantile Education contributes to develop in students a series of capacities that allow them to know their own body and their possibilities of action, to learn to respect differences, to relate to others, through affectivity, coexistence and social relations, Peaceful resolution of conflicts, observing and exploring their natural, family and social environment, and acquiring autonomy, in all their usual activities.

A classification that responds to the different capacities and competences that have to acquire the student during his tour of the second cycle of early childhood education is the following:

- Materials for manipulation, observation and experimentation, sand, water, boats, cars, boats and boxes of plastic and cardboard, tubes, measurement games, nature objects such as seeds, fruit bones, shells, pineapples, plants.
- Materials that develop logical thinking, items that allow the purchase, association, ordering, sorting, sorting, counting, measuring, such as toys, clothing, food, reels of thread, wool, boxes or sticks with different sizes, colors, textures and measurements Of capacity, dominoes, cards, logical blocks, board game, abacuses, money of lie, tape measure.
- Materials for representation and simulation, they serve to initiate their knowledge of the world, since the child needs to imitate those situations of adult life through symbolization. Important the guiñol or theater of puppets.
- Unstructured materials: buttons, sticks, bags, strings.
- Collected materials from the community: dinnerware, kitchenware, make-up, costume jewelry, adult clothing and shoes, bags, purses, baby clothes, combs, brushes, hats.
- Purchased materials, markets, doll houses, medical briefcase, carpenter, telephone, photo machine.
- Material for the development of oral expression, they serve for the basic acquisition of language, which can serve all the material described above, but we also have to mention:
- Collections of images, murals to ask questions related to the sensory, visual (colors, shapes), auditory (noise, eg what do dogs do), gustatory (sweet, salty), tactile Soft, cold), and olfactory. Logical relationships, things that are in the house, in the field, things that are in all the sheets, up or down. Situation of the time (day, night, summer), cause or

effect (because they have umbrellas, because it is up the stairs), number, quantity, volume.

- The recorder, very useful for the language, performing two basic activities, listen and record.
- Books to see and count.
- Materials for plastic and musical expression are related to language and support communication and oral expression. They also fulfill the development of manual skill, where the process is more important than the result.

In this way, all the objectives that must be achieved in early childhood education can be acquired through the use and mediation of a multitude of materials, whose function, other than to contribute to the acquisition of learning, is to make more fruitful And easy, the acquisition of skills so necessary for their subsequent training in higher stages.

1.1.4. Games sensory didactic materials

The materials that serve to enhance the game have to respond to the needs of the children. They have to match the individual rhythms of development and favor them. At each age, a specific game material corresponds. When choosing materials for the game, it is important to cover the following aspects: that favor physical development, intellectual, imagination, creativity and expression, playful activity, social relations. (Murado, 2010)

1.1.5. Language of sensory didactic materials

Sensory didactic material favor linguistic structures and take into account the level of language in which the child is. All of them have the same objective, and it is to enhance the expressive capacities of the little ones. It can be used in the following way: Those that help the acquisition of vocabulary, those that enrich the vocabulary, those that help to achieve simple sentences, those that promote a correct pronunciation, those that increase the continuous language, those that favor imaginative language and creative, those who works the acquisition and differentiation of phonemes, those who prepare for reading, etc. (Valencia, 2014)

1.1.6. What is the use of sensory didactic materials?

When we talk about sensory stimulation we refer to the input of information from the environment to the nervous system through the senses to elaborate sensations and perceptions.

(Attention, memory) and allow the development of higher cognitive functions (problem solving, reasoning, language and creativity).

The acquisition or capture of stimuli is the beginning of the memory process, where attention and perception play the main role. Subsequently, the stored information is used to operate and reason.

Thanks to the senses, and exploring the environment in the movement (action and experimentation), the process of assimilation and accommodation takes place, allowing the construction of learning and understanding of the world that does not surround. This process takes place naturally in all people from birth.

If our action is aimed at promoting sensory development, not only will we be expanding the range of stimuli received, but we will be facilitating interaction with the environment and the cognitive world. The richness of sensory stimuli benefits the development of thought, intelligence and language.

The work of sensory stimulation is therefore a valid strategy to work with people who present any degree of disability from very early ages and that allow us to work on the basis of the major evolutionary milestones, but also throughout the life adjusting to The therapeutic objectives in each case to offer functional and meaningful experiences.

In short, we could say that the sensorial stimulation pursues a double objective: to foment the maximum development of sensorial capacities and to enhance the cognitive development through a good sensory education. (Montessori, 2011)

1.2. The Oral expression

(Martinez R. V., 2003)Teaching the English language from a Communicative Approach "auditory" and "oral" skills are closely related. The acquisition of oral skills is a gradual and directed process, in which the student practices the language in a real way through discussions, conversations or other strategies that motivate him to express himself orally. The communicative approach has put oral skills as the most objective Important in the teaching process of learning a foreign language in order to be able to communicate as well as possible with the native and non-native English. However, the acquisition of this skill is very difficult and demanding, so many learners feel discouraged after some time of studying the language. The two basic skills that refer to the written language are.

1.2.1. Communicative competence in oral expression

To be good communicators in oral expression, from the perspective of emitters or receivers, consists of having developed a competence that supposes a mastery of the communicative abilities of the oral integrated language. Oral expression is complex to assess, but we all understand that this is much more than interpreting acoustic sounds organized into linguistic signs and regulated by a more or less complex grammar; And it is more, rather more, than to emit a series of acoustic sounds of the same nature. Without doubt, it is more. (Martinez J. R., 2006)

The pragmatics remembering it for years, appealing to the eminently practical sense of language through the interpretation of the social uses of discourse and the importance of contexts and communicative situations that so much condition information, messages and their communicative intentions. It is common sense that not only is it interpreted and produced by the spoken chain and its articulatory and tone elements, ie, segmentiales and suprasegménales; But also others that appear within the enunciation as silences, rhythms, cadences, the intensity of the voice and the speed of speech. And we could still cite others such as smile, laughter, crying, sobbing, sighing, blowing, whistling, percussion, clicking, dribbling, singing or other simultaneous acoustic signs completing the oral discourse with very expressive added meanings, Rich and charged, rich and full of nuances that contribute very human doses in the landscape of

the significant chiaroscuro between objectivity. We could even add others such as gestures of indication and kinesthetic movements. (Martinez J. R., 2006)

Literature knows and benefits from these expressive elements. And also the communication of daily life, that is to say, produced by the daily speeches with which we relate, work, buy and sell, share and compete, fall in love and fall in love, play and fight, get angry and We rejoice, pray and renegotiate, discuss and celebrate together as neighbors, partners, adversaries, friends, parents, children, family ...: In other words, we live with the oral discursive exchange. That is why the day-to-day experience and common sense tell us that this form of expression is more than talking and listening, although these are the terms conventionally and familiarly understood to communicate through oral expression. (Bouso, Métodos para la enseñanza y el aprendizaje de la lengua inglesa, 2010)

To speak is to relate, is to exchange communication, to share ideas or feelings, and to try to reach points of encounter; Is to achieve these agreements or delimit the discounts, ie and act accordingly. Therefore, we understand what it means when someone asks "we have to talk"; We interpret, without doubt, that we are confronted with a situation in which we must deal with, share or debate a question or a topic in order to better understand it jointly and to act according to the treaty and agreement. And we also know that speaking implies, necessarily, to listen, to maintain an attitude of listening. In short, it can be said that oral expression consists of listening to the integrated language (being attentive and receptive to all signs that can help interpret the message) and expressing or speaking the same type of language (emitting all kinds of signs that favor the Communicative richness of the message). (Laroy, 1995)

1.2.2. Language learning method in the oral expression

This is a method with a marked psychological accent. It was created by the psychiatrist and professor of Psychology Charles Curran (1972) who was inspired by Roger Rogers' clinical model of Rogerian Therapy. Students are considered not as a class but as a group in need of some type of therapy or counseling, with emphasis on the affective and cognitive needs of the subject. Within the methodology of the teacher is a counselor, a facilitator, a guide. There is a communal relationship between teachers and students who support each other. This method emphasizes language production. (Martín, 2009)

1.2.3. The communicative method in oral expression

For this method, it is very useful contextualized and authentic material that leads to a spontaneous and real negotiation of meaning in everyday situations in the life of students. Looking at the above methodological approaches, we observe that in general the teaching of the English language has maintained programs that respond to schemes that prevailed in teaching before Teaching the English language of the 80s without giving priority to meaningful and authentic communication of **students.** Therefore, we believe that the teaching of the English language in this academic unit should aspire to qualitative changes in its structure and system of knowledge and communication that also radiate quantitative changes in the process, expanding the use of active teaching methods for performance Communicative approach of students by integrating the four language skills: listening, speaking, reading and writing, the same as described below. (Chérrez, 2014)

1.2.4. Hearing Comprehension in oral expression

It is an interactive process that consists of perceiving and constructing messages through a myriad of cognitive and affective mechanisms. It is essential to understand what others say in order to answer or respond to another person. In spite of its importance, in the past the listening comprehension was normally abandoned in the teaching of foreign languages until the communicative approach made the teachers to understand the importance of this basic linguistic ability, incorporating with the oral expression to improve the learning. (Montessori, 2011)

1.2.5. The reading with the oral expression

Reading is an interactive process that is best developed when it is associated with writing, listening and oral expression. According to Goodman's Kenneth (1970, quoted in Brown, 2001) reading is a process that includes factors such as: intellectual abilities (strategies to infer or interpret meaning, retention of information, experience to understand a text, etc.) Variety of linguistic signs (morphemes, syllables, words, phrases, etc.). Comprehensive reading involves intelligence for the interpretation of the text, whether it is being read in the native language or in the foreign language. People usually read for two main reasons: for pleasure as in the case of novels, short stories, poems, etc .; Or to obtain information, that is, to find out something or to do something with that information. (Eg, read an instruction manual for operating a home appliance). Understanding a written text means extracting the required information as effectively

as possible using various strategies such as skimming "read superficially for main ideas" or scanning "read carefully to look for details in a text", among others. (Muñoz, 2009)

1.2.6. Scripture Teaching English Language with oral expression

Writing is usually considered a type of reinforcement and extension of the other skills of listening, speaking and reading. It is of great importance in the process of learning the English language as it initially helps develop oral expression and hearing. Dictations, is an example of a writing activity that is done in class and requires immediate correction and regeneration. There are a variety of written texts, each one represents a different genre and has certain rules for its production, so we have: reports, essays, articles, letters, newspapers, messages, announcements, addresses, recipes, invitations, maps, etc. Unlike oral language, written language is (Brown, 2001). (Chérrez, 2014)

That is to say the oral expression and the activity of speaking is a productive activity. It is used to transmit information. Its main characteristic is to use a system of sounds with meaning. In order to develop this ability, the teacher must provide a receptive experience that can serve as a model to offer ample opportunities for oral practice, guided beginning and becoming free later. (Pavón Vasquez & Rosado García, 2003)

1.2.7. Communication strategies in oral expression

Strategy Definition Strategic subcompetence is subdivided into two types of strategies, the learning strategy and the communicative strategy. Before we dwell on considerations about each strategy individually, let's define what strategy is. Manchón Ruiz (1993) defines strategies as "the plans, actions or operations that the language learner performs to obtain, store, retrieve and use information for a specific purpose" (1993: 152) and relates them to the promotion of learning And the achievement of communicative goals with oral expression. Oxford and Ehrman (1998) define them as: "specific actions, behaviors, techniques used by students to improve their own learning" in the oral expression. (Muñoz, 2009)

1.2.8. Direct Strategies for oral expression

Memory Strategies Memory strategies help the student store all new information and retrieve it when needed. These help the student to learn more vocabulary. The following diagram presents the sub-division of memory strategies.

A. Create mental connections.

Putting new words in a context to remember a word easier it is necessary to learn it meaningfully, that is to say using it in a context either spoken or written, for example using it during a conversation, writing a story including the new word.

B. Using images and sounds

Representing sounds in memory this strategy allows recalling new information by associating sounds of the new information with the known one. For example, a word can be remembered in English when associating it with the sound of a word of the native language that sounds similar.

C. Review well 1, Structured review To review frequently a topic of the second language that is being learned and allows the learner to become familiar with the information to the point that understanding its meaning becomes natural and authentic. (Muñoz, 2009)

1.3. Relationship of variables

Being the didactic materials the tool that can improve the learning of the English language in the students, using words of their environment, allows to potentiate and increase their oral expression in the classes that use the didactic materials as a methodological tool in the process of teaching learning.

It is very important that sensory didactic material is developed with the students, as it develops the four English skills they are; Talk, listen, write and read, the teacher is the guide of the didactic taking control in the activity, and the students the main actors of the class, the sensory didactic materials have as relevance the use of all the senses in the moment of acquiring knowledge. (Bikandi, 2012)

The greatest advantage of teaching English with the strategy of developing sensory didactic material is that students from a young age have a process of new and good experiences with this methodology, being the best way to acquire a new language by developing their oral expression with their creativity. (Delors, 2006)

CHAPTER II

2. ANALYSIS, PRESENTATION AND INTERPRETATION OF RESULTS

It presents the analysis and interpretation of results about the instruments and techniques applied to the authority, teacher and students of "El Carmen" Educational Unit. The development of the instruments was possible, after obtaining the proper approval and authorization from the authorities of the Institution.

On the other hand, in parallel way with the aforementioned process, the interview with the Principal of "El Carmen" Educational Unit was carried out, which was done with difficulty; due to the multiple occupations of the principal, nevertheless obtained the information required by the authority.

The information collected is considered reliable because it was obtained through the technical instruments of the interview and surveys applied directly to the educational agents involved in the learning processes in "El Carmen" Educational Unit; which will allow examining and giving guidelines for the improvement of evaluation processes and the academic performance of students in English language learning.

For the purpose of this research work, I proceeded to collect the information that it was taken in "El Carmen" Educational Unit, with a sample of 75 students, 1 teachers and 1 authority. All collaborated to be able to carry out this project, and explained the reason for the presence of the researcher and indicate the proposal for the Educational Unit. It was also told that the procedure was part of the project process which are the surveys based on a questionnaire with ten closed questions. Then there was the expected arrangement to obtain the required data.

I proceeded to begin my work with empirical observation so that I could begin my work; with the students of 8th EGB of "A" and "B" Educational Unit at the time they were in their classrooms and with the approval of the teacher in class moment.

After performing this work, we proceeded to process the collected data that will serve to elaborate the statistical tables through the tabulation of frequencies that will be represented later, the frequency and the percentages are described, according to the alternatives of the closed questions, and that in addition are interpreted in accordance with the replies thereto.

2.1. Questionnaire administered on the English language teachers at "El Carmen" Educational Unit

1) **Do you use sensory didactic material games to learn English?**

Table 1

Options	**Frequency**	**Percetange**
Always	0	0
Sometimes	1	100%
Never	0	0%
Total	**1**	**100%**

Source: "El Carmen" Educational Unit
Author: Alexandra Ingrid Rodríguez Panta

After analyzing the result of the teacher surveyed, it was possible to deduce that the highest percentage is 100% sometimes, determining that the sensory didactic material games are mostly not used in the learning process for English language development.

It can be determined that sensory didactic material games are indispensable for students learning, that way they are encouraged to grab their attention, which is a conduit for acquiring new knowledge in a new language such as English.

The didactic material according to Camacho (2006), are all those means and resources that facilitate the process of teaching learning, within a global and systematic educational context and stimulate the function of the senses.

2) Do you think sensory didactic materials promote meaningful learning?

Table 2

Options	Frequency	Percetange
Always	1	100%
Sometimes	0	0
Never	0	0
Total	**1**	**100%**

Source: "El Carmen" Educational Unit
Author: Alexandra Ingrid Rodríguez Panta

After analyzing the result of the teacher surveyed, it was possible to deduce that the highest percentage, 100% in always option, teacher expressed that using of teaching material always encourages meaningful learning in the students.

It can be determined that teacher consider, when using the educational resources, it is the tool with which it is possible to arrive more easily to the basic level students, since with this method the students learn more quickly.

According to (Nancy & Antolin, 2004)

There are many ways to define the learning process, according to the philosophical and psychological conceptions that have about man. It is necessary for all educators to reflect on the implications of these concepts in their everyday pedagogical practices. (Page 7)

3) Do you have sensory didactic material for English classes?

Table 3

Options	Frequency	Percetange
Always	0	0
Sometimes	1	100%
Never	0	0
Total	1	100%

Source: "El Carmen" Educational Unit
Author: Alexandra Ingrid Rodríguez Panta

After analyzing the result of the teacher surveyed, it was possible to determine that 100% answered sometimes.

It is possible to determined that the teacher in a greater percentage do not have sensory didactic material to be able to apply the technique of Learning and Play, which has two fundamental purposes: on the one hand contribute to the teachers have a better knowledge with students, and on the other hand provide elements that allow them organize, plan while giving their classes.

The dictionary of Educational Sciences (1995) defines teaching materials as the set of material means that intervene and facilitate the teaching-learning process; aim is to facilitate communication between teacher and student. Approach the ideas of the senses. (Valencia, 2014)

4) **Do you use interactive learning with sensory didactic material for oral expression in English classes?**

Table 4

Options	Frequency	Percetange
Always	0	0
Sometimes	1	100%
Never	0	0
Total	**1**	**100%**

Source: "El Carmen" Educational Unit
Author: Alexandra Ingrid Rodríguez Panta

After analyzing the result of the teacher surveyed, it was possible to deduce that, sometimes 100% that Educational Unit does not yet have in its entirety with special sensory didactic material for English language learning.

It can be determined that teacher work has with a shortage of sensory didactic resources for the basic level students learning.

Practical / Interactive: must have continuous practices or interactive exercises and continuous references to examples or situations of reality. The student must be an active subject, who interacts with the objects on the screen, other than a mere spectator or listener. Didactic resources: in an online content can be used different didactic resources, expository texts, schemes, animations, examples, conceptual maps, glossary words, footnotes, download files, web links, etc. The possibilities are almost unlimited. (Almeida & Yanive Ospina, 2009)

5) Does didactic material strengthen the sensory learning?

Table 5

Options	Frequency	Percetange
Always	1	100%
Sometimes	0	0
Never	0	0
Total	**1**	**100%**

Source: "El Carmen" Educational Unit
Author: Alexandra Ingrid Rodríguez Panta

After analyzing the result of the teacher surveyed it was possible to deduce that the highest percentage is 100% responding as always.

Thus, it can be deduced that sensory didactic materials strengthen and stimulate the learning of the students in their early years, since it allows connecting the environment that round them with their new pedagogical knowledge, being these a firm base in its teaching of a new language.

Sensory abilities play an important role throughout the period of childhood. These capacities are concretized in the education of the 5 senses. For this reason, it will be essential to organize a material to work them. For example, chromatic boards, sandpaper, fragrant bottles, Montessori campaigns, etc. (Almeida & Yanive Ospina, 2009)

6) Do students have previous knowledge in Oral expression of English?

Table 6

Options	Frequency	Percetange
Always	0	0
Sometimes	1	100%
Never	0	0%
Total	**1**	**100%**

Source: "El Carmen" Educational Unit
Author: Alexandra Ingrid Rodríguez Panta

After analyzing the result of the teacher surveyed, it was possible to determine that in 100% answered is sometimes.

Therefore, it can be deduced that in of the students do have a knowledge means of the English Oral expression; this is because students do not have a good culture of acquisition of a new language by to need more practice, the use the sensory didactic material is necessary because learning with you environment. This influences positive the students learning.

It is very important that the teacher is well prepared to teach English classes, so he is required to be trained in phonetic aspects. Also know the mother tongue of the students. This is fundamental, because if the story of a story or listening to a song would not have the expected results. (Azua, 2014, pág. 15)

2.2. Analysis and presentation of the obervsation tab to the students

Table 7 Observation

KNOWLEDGE DOMAIN	PARÁMETERS		
ORAL COMMUNICATION	**S**	**AV**	**MP**
• Using oral expressions in English language	10	15	50
• Can realize class exposition	9	16	50
• Realize some oral expression tasks	11	10	54
• Interpretate English language	8	9	58
LISTENING COMPREHENSION			
• Interprets the message that his teacher played by means of a audio	25	26	24
• Identifies the main ideas to listen of the teacher	12	15	48
• Practices with didactic material the English language	0	0	75
• You understand when you listen to your teacher's instructions	10	10	55
TOTAL			

According to the tabs observed on the verbal communication 13.33% students always use oral expressions in the English language, while 20% sometimes and the remaining 66.67% very little.

The table below 12% of the students always can realize class exposition, while 21.33% of them sometimes and the remaining 66.67% have very little.

With regard to whether learners are Realize some oral expression tasks 14.67% stated that they always do 13.33% say that at times and the remaining 72% say very little.

In the table below 10.67% of the students said that they always Interpretate English language 12% say they sometimes do and 77.33% of them claim that very little.

Interprets the message that his teacher played by means of a audio, in the first box 33.33% of the students removed from the main ideas in a audio always, while 34.67% of them sometimes and the remaining 32% very little.

The following table shows that 16% of the students will Identifies the main ideas to listen of the teacher always, while 20% say that at times and the remaining 64% say very little.

The next item 100% of the students practices with didactic material the English language the very little.

Of the item you can see that 13.33% students always You understand when you listen to your teacher's instructions 13.33% of them sometimes and 73.33%of them very little.

2.3. Interview with the principal authority of “El Carmen” Educational Unit

1. Do you consider that knowledge and use of didactic material in learning process could dynamism the classroom management in “El Carmen” Educational Unit?

Of course, because it is necessary to update, especially the teacher who is imparting the knowledge to our future professionals, with the help of tools such as teaching materials, the learning process will increase.

3. Are teachers able to teach English classes with oral expression at the basic levels of "El Carmen" Educational Unit?

With the new changes, teachers will be able to teach English classes.

3. Does "El Carmen" Educational Unit the appropriate sensory didactic materials that teacher can use in their classes as an innovative way?

As we are in continuous changes, this year we have the basic or preschool levels, it is for this reason that the necessary resources are being managed to be able to provide the necessary resources and can go hand in hand, with what the authorities ask for.

4. Do you consider is essential that teachers of "El Carmen" Educational Unit apply sensory didactic materials to optimize teaching-learning process in the English language?

It is essential that sensory educational materials be used, because the little ones learn with their environment and their senses.

5. Would you agree with the implementation of sensory didactic material in class planning as a learning strategy for students?

As I said, it is indispensable and it is managing the teaching materials.

CHAPTER III

3. PROPOSAL

Guide to Development of sensory didactic material for oral expression in English language for students of 8th EGB “A” and “B” in El Carmen” Educational Unit 2016-2017 academic period.

3.1. Informative Data

Institution: “El Carmen” Educational Unit

Canton: El Carmen

Province: Manabí

Total Students: 75

Level: 8th EGB

3.2. Justification

In Ecuador, present education is developing processes, increasingly opening doors to cultural diversity and an exchange of customs; this is presented by globalization today. Recognizing their own roots and receiving new customs or languages from different parts of the world makes teaching in the English language an important part of their population and cultural development.

The purpose of this research work is to improve the development of the English language in the "El Carmen" Educational Unit, with the purpose that, the educational process is of quality, contributing with strategies and methodologies to improve the learning of the students, the Which are the direct beneficiaries, generating an educational environment with freedom, comfortable and adequate in the teaching-learning process, since the use of didactic materials will provide a better tool to enhance the skills and abilities of students of 8th EGB "A" and "B" Educational Unit.

To conclude, constructing a useful didactic tool to make it an easy and economical alternative for the acquisition and practice of English as a foreign language is an alternative that arises from the observation of the need for teaching materials to carry out a significant educational task. With this I seek to promote the creation of new knowledge based on own experiences, taking into

account pedagogical and methodological didactic elements as a support for students in their academic formation of a second language such as English.

3.3. General objective

To develop sensory didactic material for oral expression in the English Language in the students of 8th EGB "A" and "B" "El Carmen" Educational Unit 2016-2017 academic period.

3.3.1. Specific objectives

- To determine the needs for teaching materials within the classroom, about teaching English.
- To analyze the type of learning that students of the 8th EGB "A" and "B" need, on the teaching of the English Language.
- To design sensory didactic material to develop oral expression in students' skills.

3.4. Development of the proposal

3.4.1. Why teach English language to students in basic level?

- Students easily accept a new language code, because they are still learning theirs one.
- It is easy for them to pronounce new sounds for the same reason.
- Students do not feel embarrassed to speak in a different way.
- If students have a good experience in learning a language at this age, they will remember it fondly and it will be easier for them to learn another language later or improve what they have already learned.

3.4.2. How to teach English language to students?

- Emphasizing that the students listens and speaks in English and NOT in writing.
- Do not use the new language to teach concepts that students do not know.
- Try to speak as much as possible in English so that the students can hear the rhythm and so that they understand each other little by little.
- Design activities for everyone to succeed.
- Use lots of repetition; students need to do things repeatedly; that makes them feel comfortable and helps them learn.

- Classes should be fun; only then will they learn. Your motivation to learn English is to be able to participate in games and songs.
- Presents short and varied activities, to maintain interest and to change the pace of the class. Moved activities can be used if they are losing interest and calm if they need to calm down, especially at the end of the class.
- Only uses the mother tongue when it is needed to explain a game or discipline.
- Begin each class with a visual signal, so the students know that a special hour now starts when speaking in another language.
- Uses songs; Vocabulary, language rhythm and grammar are easily learned through songs. In addition, singing is fun.
- Use games to motivate them to learn and to make fun.
- Use stories; students love and if a story is repeated many times, students become accustomed to vocabulary and grammar and to the rhythm of the language. After a while, they can tell it to themselves.
- Use many visual resources so students can understand meaning before they know the word.

3.4.3. Advices for first class

Many teachers are unsure about how to start teaching English to young students.

Here is an example of planning for first class and some tips:

- It takes a lot of repetition, to give students many opportunities to understand.
- Activities need to be short, to keep students interested.
- It is very important that students feel comfortable and do not feel under any pressure. This does not mean that you have to speak in your native language. Smile a lot and give them a lot of encouragement, saying "good!", "Well done!" Etc. Make sure your gestures are clear, so they understand, and you can do everything in English. If you start by speaking only in English, it will be easy to continue and the students will learn more.
- Focus on a few things; Greetings, simple indications (both will be very useful in the future) and the first words of the didactic unit.

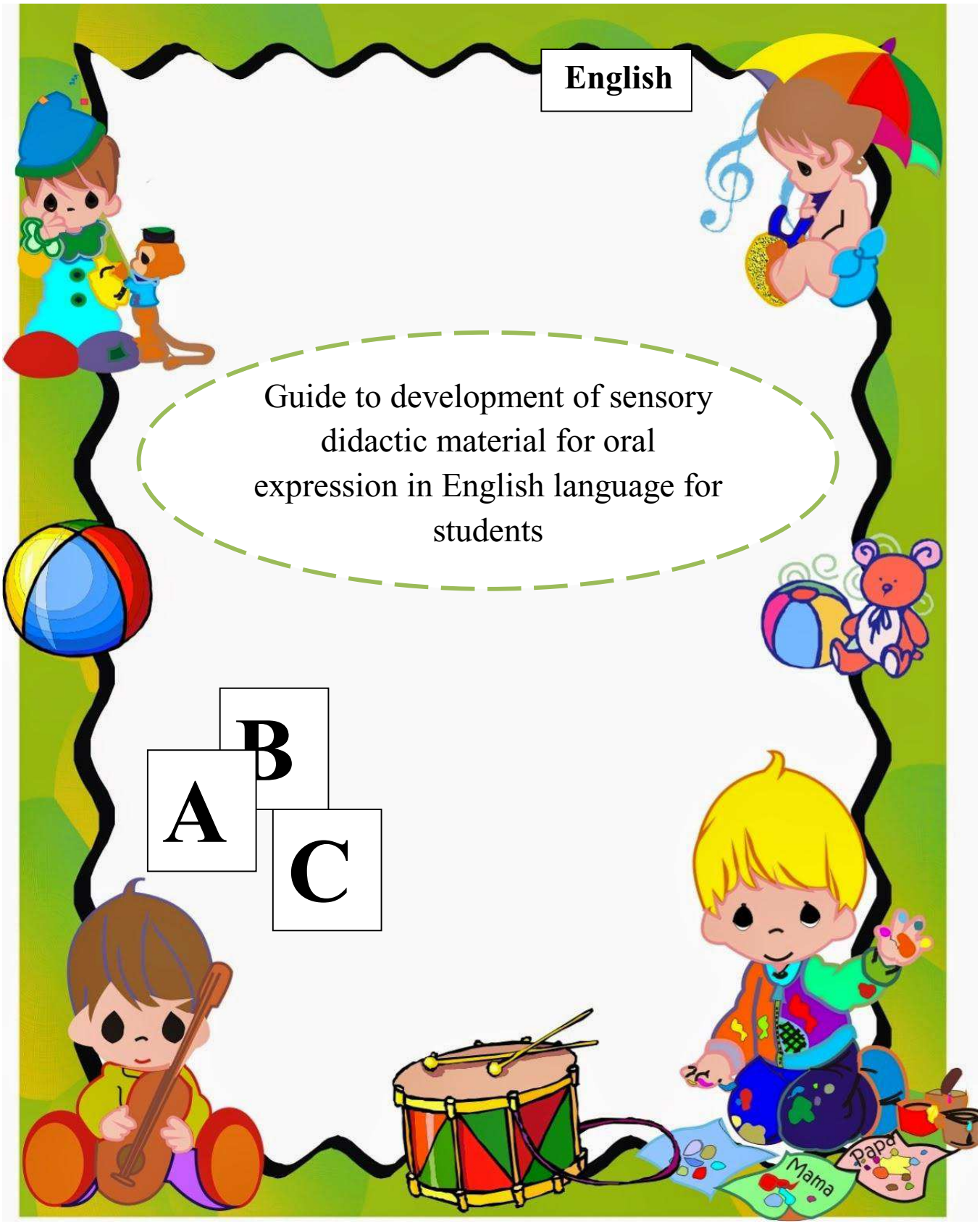
- The second class would include a review of all that was given in the first class, and some new words and indications, which would be repeated a lot.
- In the following classes, continue to review all the indications and greetings of previous classes, adding new things little by little and putting more and more emphasis on the vocabulary of the didactic unit.

3.4.4. Classroom Language

For most of our students, the only contact they experience with English only occurs in the school context, through their teacher. Therefore, it has to take every opportunity to use the English language in the classroom. Doing it through songs, rhymes, didactic material, games or stories is adequate but not sufficient. It must use English in a natural way; it must be part of the normal language, which we use to communicate in the classroom. This class language, so that our students can understand each other, must be accompanied by gestures, grimaces, drawings or actions: they need visual support. In some cases, this visual support is the teacher, and sometimes a puppet representing a pet who only understands and speaks English can be a great help for the introduction of English in the classroom with the smallest ones.

In any case, we must take into account that students, in their early years, are accustomed not understand everything they are told; to fill these gaps in the reception of the messages look for clues that can provide more information such as intonation and body language and gesture. Therefore, we have to take great care of these aspects when we try to teach English. On the other hand, it is a mistake to pretend so much that our students understand everything we say in English, and that they can speak to it in a short time.

Teachers should not fall into the mistake of demanding too much or correcting them systematically by putting too much pressure on our little pupils, remember we are 12 year olds. Let us not forget that we all need to hear something many times to take root in our memory. We must therefore use and repeat that English language class, those small habitual expressions of the classroom, use linguistic games through which the rhymes or repetitions allow our students to become more familiar with the new language.


English
Guide to development of sensory didactic material for oral expression in English language for students
A
B
C
Mama
Papa

INTRODUCTION

Nowadays, teaching sensory didactic materials are an important tool in education, especially in students who begin to acquire academic knowledge, which facilitates the process of teaching the second language as the English language, being this one of the most spoken. It is for this reason that the proposal seeks to reflect the relevance of the use and adequate implementation of sensory educational materials in educational unit, and the importance that should be given both teacher and the institution. Being at the avant-garde of day-to-day, seeking new methodologies is the teacher has better learning strategies and the student feels motivated in their classes thus having clear goals and objectives at the time of learning the English language. To strengthen their personal and professional growth, the educational materials are a tools and the best method of learning for the English language.

Sensory didactic material that should be used

The origin of the concept of sensory stimulation comes from the educational-rehabilitative treatments that were applied to disabled students and that showed positive results in the evolutionary development.

It arises from the need to enhance early capacities in children with sensory and cognitive disabilities, methodical and any sign that makes them difficult for adequate sensory uptake, which is the one that naturally allows the input of information to the brain. Subsequently it was applied to children with low environmental stimulation, and environmental deprivation, students institutionalized and with deprivation of stimuli and opportunities to seek them.

Sensory stimulation aims to activate the senses and favor the input of information to the brain, stimulating the brain areas that allow you to receive information, and which in turn trigger the brain devices, which activate other areas of the brain for the information to be analyzed, developing and initiate general and specific learning circuits.

ACTIVITY 1

Visual Stimulation in sensory educational material realization

Topic: The colors

Objective: Students develop a positive attitude to English learning or any language.

Purpose: Teaching the fundamentals of English vocabulary and its grammar.

Visual Stimulation: Use vivid color paints in the rooms, and classroom.

Auditory Stimulation: Colors song

Touch Stimulation: Water game

Olfactory Stimulation: Expose the students to multiple experiences using daily objects such as cologne, deodorant, lotions, juices, etc.

Educational material: bottles for visual stimulation.

Functionality of the material.

Bottles of different colors: Materials: Water and food colorings. To fill bottles of half liter with water and in each one of them, then put an alimentary dye.

Bottle of liquids of different density: Materials: Water and alcohol and food colorings.

Can complete the bottles with glitter, craft stars.

ACTIVITY 2

SOCIO AFFECTIVE AREA

Topic: The family

Objective: Students develop a positive attitude to English learning.

Purpose: Teach the fundamentals of English language and its grammar.

Visual Stimulation: Use vivid color paints, pencil, sheet papers, in the class.

Auditory Stimulation: Family song

Touch Stimulation: Drawing the family

Olfactory Stimulation: Expose the students to multiple experiences using everyday objects such as cologne, deodorant, and lotions, used by family members.

Educational material: The caricature mirror.

Functionality of the material.

Drawings of the family: Materials: Pencil, eraser, flex foam, bond paper sheet, crayons. Let us work by drawing the faces of your family (dad, mom, brothers and others), in a square will stick the little faces that the child draws. The child will explain whom in their father, mother and other family members in English.

We can complete our mirror with a photo and the students inside the quadrant

ACTIVITY 3

MOTORIZE AREA

Theme: The Numbers

Game of the Rayuela.- It is a participatory game in which students interact, jump and play that way they develop the dexterity of movements and learn the numbers playing.

Objective

• Develop balance, agility and dexterity in movements.

• Stimulating reaction speed.

• Identify the left and right sides.

Purpose: To teach the fundamentals of English vocabulary and grammar

Visual stimulation: Use bright colors in fomy, scissors, and sheets of paper.

Auditory stimulation: Song of colors while playing hopscotch.

Touch Stimulation: Draw the numbers.

Olfactory stimulation: Expose students their surroundings with different experiences using everyday objects such as nature.

Teaching material: Fomy of colors, scissors, markers, paperboard, rubber.

Procedure for the preparation of the material.

Cut ten squares of different colors of Fomy, paste two paper graphs with the rubber, lay down small circles of different colors and Fomy.

Functionality of the material.

- This activity allows the students to work in groups for their realization.
- They can work freely.
- They allow them to learn to achieve goals.

- It helps them to be disciplined respecting each other's turn.

ACTIVITY 4
MOTORIZE AREA

Theme: The Farm

Association table. - It is a material that allows students to associate the image with the word, improving its pronunciation, making it more fluid, clear, and precise so that it can express itself and at the same time it is encouraged at the beginning of the pre reading.

Objetive

- Develop students vocabulary.
- Know and pronounce new words.
- Encourage the habit of reading.

Purpose: To teach the fundamentals of English vocabulary and grammar

Visual Stimulation: Association of images with letters.

Auditory Stimulation: song of farm animals.

Touch Stimulation: Recognition of farm animals

Olfactory Stimulation: Expose the students to multiple experiences using everyday objects such as cologne, deodorant.

Materials for processing.

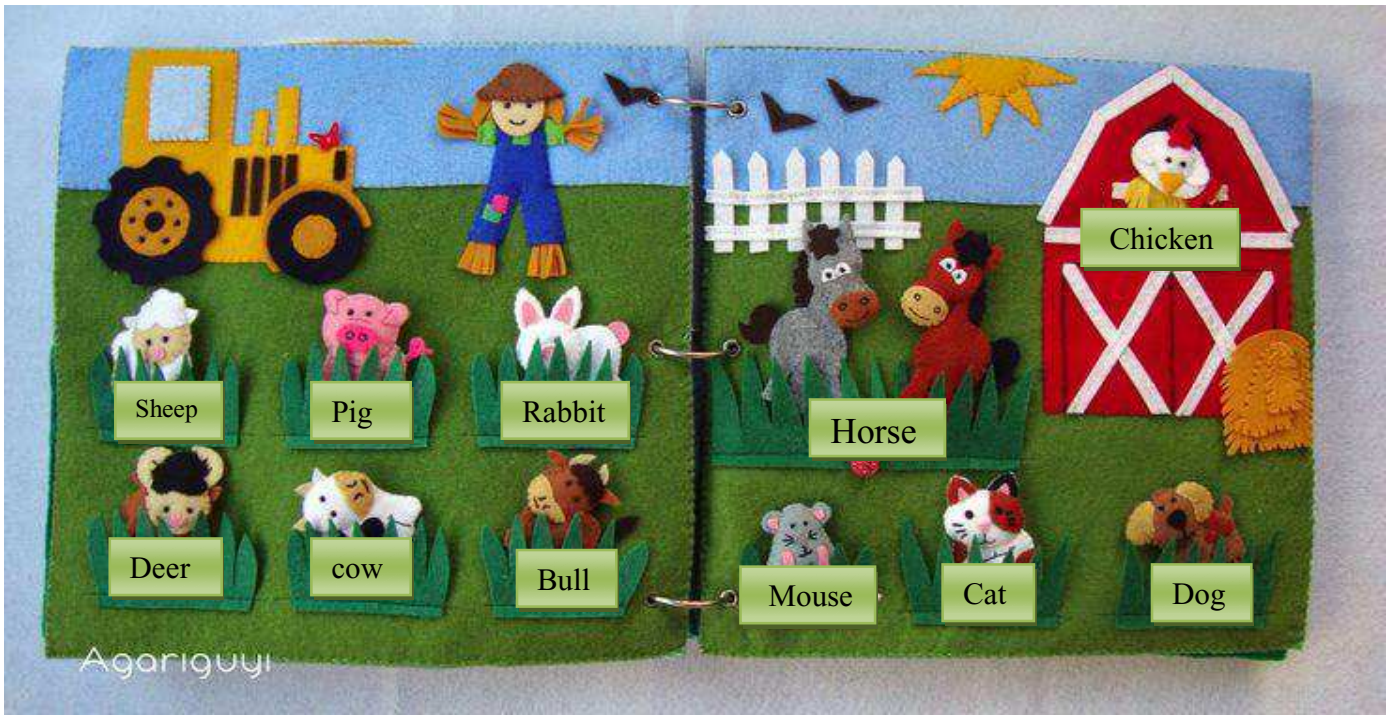
Wood / Fomix, scissors, silicone, Variety of printed animals, scissors, markers.

Procedure for the preparation of the material.

- Cut out the printed animals by gluing them with the silicone in the Fomy and recut them again.
- On a background of Fomy of celestial and green color, paste the figures of grass; these figures have a sign with the names of the animals and a figure in shadow of the animal.
- Paste the printed and trimmed drawings with stickers on the back of the figure.

Functionality of the material.

- With this material girls can learn new words. It helps in correctly pronouncing each word.
- The teacher may give orders, which the girls should listen to and perform the activity.
- In this way too, the girls should concentrate to be able to comply with the order requested. It is useful for teaching how to form sentences with girls.
- The teacher with this material can establish a dialogue with all the girls increasing their vocabulary.
- The habit of reading is encouraged. You can perform pictographic readings.



ACTIVITY 5
COGNITIVE AREA

Topic: Geometric Figures

Geometric Box.- It is a material that contain geometric figures of different size and color, suitable for students who are in the first year of basic education, through this material it will be fun to learn, to know and to work with geometric figures since the students will be able to make use Your imagination, creativity to create new things through the figures.

Objective:

- To know the geometric figures.
- Learn notions of size.
- Develop logical thinking.
- Identify similarities between the figures

Purpose: Teach the fundamentals of English language and its grammar.

Visual Stimulation: Use vivid color paints, pencil, sheet papers, in the class.

Auditory Stimulation: Song of geometric figures

Touch Stimulation: Drawing of geometric figures

Olfactory Stimulation: Expose the child to multiple experiences using everyday objects such as cologne, deodorant.

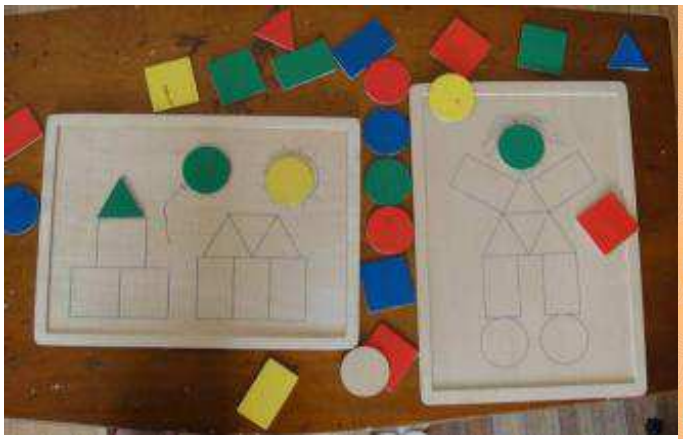
Educational material:

- Wood, sandpaper, Yellow, blue, green and red paint. Markers, flex foam, fomy scissors, ice cream sticks.
- You can do it with foam flex or with wood buy it or have it manufactured, you must cut the different geometric figures. Draw objects or things with the geometric figures (houses, a child etc.) on the wooden board or foam, on both sides, should be according to the size of the pieces. Paint each piece as: yellow circle, blue triangle, red square and green rectangle.

- Another way to teach colors

Activity development

- It is a cabinet useful for knowing the geometric figures.
- There are the main geometric figures, in addition to each figure shapes of different size are formed so can be taught the notion long-short, etc.
- Girls should think reason to go by placing the figure where it corresponds. They have to discriminate whether or not there is similarity in these figures.
- For the teacher it will be easy to teach other activities starting from the geometric figures.



ACTIVITY 6
MOTORIZE AREA

Topic: Shoes

Tie the laces. - This material consists of the students through the game acquire personal grooming rules, value their individual characteristics; Encouraging students to make decisions in diverse situations that occur in everyday life.

Objective:

• Teaching students to tie their shoes.

• Encourage students self-esteem.

• Induce patience and order in girls.

Purpose: Teach the fundamentals of English language and its grammar.

Visual Stimulation: Use vivid color paints, pencil, sheet papers, in the class.

Auditory Stimulation: Song of how to tie the shoes

Touch Stimulation: Drawing of geometric figures

Olfactory Stimulation: Expose the child to multiple experiences using everyday objects such as cologne, deodorant.

Educational material:

Wood / foam flex, paint of different colors, light blue, red and black. Laces, sandpaper, brush, ribbon / cord.

Procedure for the preparation of the material.

- From a thick piece you must cut the wood or foam flex to give it shoe shape. Make holes in the shoes.
- Sand the shoes. Paint the shoes of different colors. Pass the cords through the holes. Operation of the material.
- With this material, girls learn to make decisions in different situations. Control the movement of your wrists and the use of the clamp. You can move each of your fingers independently.
- Girls learning to tie their shoes will develop self-esteem through personal care.
- They emit actions of the adults, that is why this material will serve you in your practical life when you dress.

ACTIVITY 7
MOTORIZE AREA

Topic: Emotion and textures

Balloon pellets. - It is an ideal material for the development of the sense of touches one of our most important senses, which is active from before birth. Suitable for students, it's a fun way to learn about your emotions through touch. It is a to know about textures, sizes and shapes, themes that are basic in children's learning.

Objective

• Develop tactile perception.

• Identify different textures.

• Have sensitivity at the fingertips of the figure.

Purpose: Teach the fundamentals of English language and its grammar.

Visual Stimulation: Displays the colors of the balloons.

Auditory Stimulation: Motivational Song

Touch Stimulation: manipulation of the globes to form different figures.

Olfactory Stimulation: Expose the students to multiple experiences using everyday objects such as cologne, deodorant.

Materials for processing.

Colorful balloons, black marker, flour.

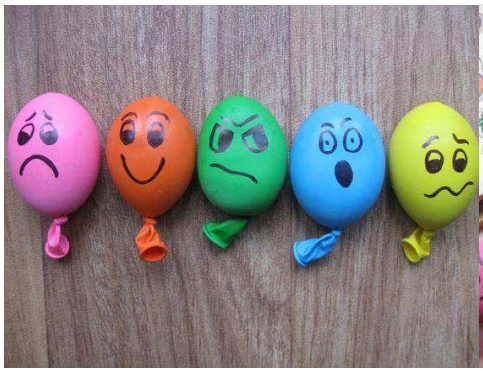
Procedure for the preparation of the material.

• Choose any balloon color, open it and fill it with flour, to finish tying it.

• When you are well tied, with the marker you draw the face you prefer.

Functionality of the material.

- Students can develop their creativity through various activities.
- You will be able to distinguish the different emotions according to your creativity. Knowing if the students is happy or sad, and can develop other figures through colored balloons is undoubtedly the easiest and fun way to learn.
- Helps the development of students thinking.
- And this way we can find out if the students are mistreated.



ACTIVITY 8
SOCIO AFFECTIVE AREA

Theme: The Smells

Odor box: It is a material that provides a range of odors, because of its cylindrical shape you can introduce a variety of scented things. Constituted naturally by culinary products, with the complement of a series of boats with odorous substances.

Objetive

- Associate odors with familiar objects.
- Differentiate odors.
- Develop the sense of smell.

Materials for processing.

- Wood, Lacquer, Samples of aromatic essences.
- Sample of different foods. materials
- OLD BOX It is a material that provides a range of odors, because of its cylindrical shape you can introduce a variety of scented things. Here the material is constituted naturally by culinary products, with the complement of a series of boats with odorous substances.

Procedure for the preparation of the material.

- Trim the wood 20/20 cm, and 10 deep to form boxes.
- Cut 6 pieces of wood and give it a cylindrical shape, 8 cm deep to form the jar.
- Put a perforated cap on the bottle; coat the boxes and the cylindrical bottle.
- Introduce different samples of odors in the bottle, so the girl can discriminate.

Functionality of the material.

- You work with your eyes closed or covered with a tissue. It allows them to perceive different odors that can be found in the house, or the environment that surrounds it.
- They can discriminate which odors contain the jars, nice, unpleasant etc. While performing this activity the child is engraving in his mind every one of the smells.
- If at random we choose a bottle of smell, the child perceives it and is asked what smell it contains. He is developing the sense of smell.
- It also allows the child to think and say freely. He is developing logical thinking.
- It stimulates the confidence and security in its daily action. Encourage the bond of affection, by collaborating with others. It promotes the care and conservation of the environment. Let's keep the expectation and atmosphere of surprise.

CONCLUSIONS

- It can be determined that in the classroom there is a shortage of sensory didactic resources, because the students do work with other resources.

- The sensory didactic materials are tools improve learning of students, as they use the senses to activate the meaningful learning, with this methodology improves oral expression in English language.

- Teachers express that sensory didactic materials have a direct influence on the student's basic learning because and they can better oral expression in the language English. However, students have not classes on a daily with sensory didactic material, because Shortage in Educational Unit. The students bring their materials in order to carry out their works in classes, but, most of their classes have common strategies and ambiguities.

RECOMMENDATIONS

- It is of the utmost importance that the institution manages the acquisition of sensory didactic material for the classes of the students.

- It is necessary to teach classes using sensory didactic material to enhance the students' meaningful learning and that students can to improve oral expression to develop spiking skill, capturing their interest and motivating them in English language classes.

- The implementation of the proposed strategies in the classes of the English with students, by means of development of sensory didactics materials in class activities, for developing the learning in the oral expression in the English language, because, They motivate English classes and improve oral expression to develop speking skill.

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Annex 1

LAICA "ELOY ALFARO" DE MANABÍ UNIVERSITY

EL CARMEN EXTENSION

QUESTIONNAIRE APPLIED TO TEACHERS OF THE EDUCATIONAL UNIT "EL CARMEN"

Instructions: Answer by ticking the answer of your choice.

QUESTIONS

1. **Do you use sensory didactic material games to learn English?**

ALWAYS ( )
SOMETIMES ( )
NEVER ( )

2. **Do you think sensory didactic materials promote meaningful learning?**

ALWAYS ( )
SOMETIMES ( )
NEVER ( )

3. **Do you have sensory didactic material for English classes?**

ALWAYS ( )
SOMETIMES ( )
NEVER ( )

4. **Do you use interactive learning with sensory didactic material for oral expression in English classes?**

ALWAYS ( )
SOMETIMES ( )
NEVER ( )

5. **Does sensory didactic material strengthen the learning?**

ALWAYS ( )
SOMETIMES ( )
NEVER ( )

6. **Do students have previous knowledge in Oral expression of English?**

ALWAYS ( )
SOMETIMES ( )
NEVER ( )

Annex 2

LAICA "ELOY ALFARO" DE MANABÍ UNIVERSITY

EL CARMEN EXTENSION

ANALYSIS AND PRESENTATION OF THE OBERVSATION TAB TO THE STUDENTS

KNOWLEDGE DOMAIN	PARÁMETERS		
ORAL COMMUNICATION	**S**	**AV**	**MP**
• Using oral expressions in English language			
• Can realize class exposition			
• Realize some oral expression tasks			
• Interpretate English language			
LISTENING COMPREHENSION			
• Interprets the message that his teacher played by means of a audio			
• Identifies the main ideas to listen of the teacher			
• Practices with didactic material the English language			
• You understand when you listen to your teacher's instructions			
TOTAL			

Annex 3

LAICA "ELOY ALFARO" DE MANABÍ UNIVERSITY

EL CARMEN EXTENSION

Interview with the principal authority of "El Carmen" Educational Unit

Instructions: I appreciate your response with truthfulness and transparency of the various questions in the questionnaire.

QUESTIONS

1. **Do you consider that knowledge and use of didactic material in learning process could dynamism the classroom management in "El Carmen" Educational Unit?**

_____

2. **Are teachers able to teach English classes with oral expression at the basic levels of "El Carmen" Educational Unit?**

_____

3. **Does "El Carmen" Educational Unit the appropriate sensory didactic materials that teacher can use in their classes as an innovative way?**

_____

4. **Do you consider is essential that teachers of "El Carmen" Educational Unit apply sensory didactic materials to optimize teaching-learning process in the English language?**

_____

5. **Would you agree with the implementation of sensory didactic material in class planning as a learning strategy for children?**

_____

Annex 4

Ministerio de Educación

AÑO LECTIVO 2017-2018

GRADO/CURSO: OCTAVO
NIVEL: EDUCACION GENERAL BASICA

PARALELO: A

QUIMESTRE: _____
PARCIAL: _____

Nº	APELLIDOS Y NOMBRES	Trabajos independientes	Trabajos individ. en clase	Actividades grupales en clase	Lecciones	E.S.	PROM
1	ARTEAGA ZAMBRANO JORDAN JOEL						
2	AVILA AVEIGA CARLOS ANDRES						
3	BARRERAN SANTOS ASTALPO CARLOMAGNO						
4	BASAY MANDABA ESTEFANIA MARIBEL						
5	BRAVO MINAYA MARIA BELEN						
6	CALDERON LUCAS RANDY JORDANO						
7	CEDEÑO ARAUZ EMELY ARACELY						
8	CHAVARRIA BAZURTO GUIDO JEAMPIERRE						
9	CHICA VERA GENESIS DANIELA						
10	COBEÑA VERDUGA CRISTOGAN ALDAIR						
11	DELGADO VERA ALEJANDRO RAFAEL						
12	GAVILANES ARTEAGA URIEL LEANDRO						
13	GOMEZ ARTEAGA KHYRA PERNANDA						
14	HERRERA PICO MARIO ISRAEL						
15	HIDALGO PEÑAFIEL SIARE MONSERRATE						
16	HUACON DUEÑAS MARILIN DANAIMA						
17	LAZ PARRALES WASHINGTON WILMER						
18	LOOR PINARGOTE WENDY TAHYRI						
19	LOPEZ CHAVARRIA ANDERSON JAVIER						
20	LUCAS CABRERA JOSELYN MABEL						
21	MARTINEZ SOLORZANO GINGER KARELYS						
22	MENENDEZ BERMUDEZ JUAN JOSE						
23	MERA MASAQUIZA CRISTIGAN ROLANDO						
24	MOREIRA ZAMBRANO AARON JOAB						
25	MUÑOZ ALMEIDA RICHARD ALEXANDER						
26	NACEVILLA PARRALES KRISTELL BRIGITTE						
27	ORDOÑEZ PEÑAFIEL KRISTEL MILENA						
28	PALADINES CEDEÑO KONNY MICHELLE						
29	PALMA RAMIREZ SAIDA NICOLE						
30	PINCAY SANTANA ANDY DANIEL						
31	PROAÑO BRAVO KRISTHEL RASHELL						
32	SOLORZANO ZAMBRANO JOSE ALBERTO						
33	VALENZUELA ZAMBRANO OLIVER ADRIEL						
34	VELASQUEZ LIMA JORDY FERNANDO						
35	VERA DOMINGUEZ HECTOR STEVEN						
36	VERA ESMERALDAS STEFANY ALEXANDRA						
37	VERA LOOR STEFANY JAMALY						
38	WILLIAMS PARRALES BARBARA ANABEL						
39	ZAMBRANO CEDEÑO DOUGLAS XAVIER						
40	ZAMBRANO CEDEÑO LUIS ANTHONY						

GRADO/CURSO: OCTAVO
NIVEL: EDUCACION GENERAL BASICA

PARALELO: B

QUIMESTRE: _____
PARCIAL: _____

Nº	APELLIDOS Y NOMBRES	Trabajos independientes	Trabajos individ. en clase	Actividades grupales en clase	Lecciones	E.S.	PROM
1	ALAVA PALMA DIEGO ADRIAN						
2	ALMEIDA ALCIVAR DERLY DANIEL						
3	BERMEO MORALES JHON JAIRO						
4	BONE PARRAGA ROBERTO LENIN						
5	CAMPOS REYES CESAR ALEJANDRO						
6	CEDEÑO ALAVA JANDRY PAUL						
7	CEDEÑO ARTAGA ERICK STEVEN						
8	CEDEÑO LOPEZ EDDISON BENITO						
9	CEDEÑO MUÑOZ FARVI JEAMPIERE						
10	CEVALLOS ZAMBRANO RICARDO ARIEL						
11	CHOEZ GOMEZ JENNIFFER ARACELLY						
12	DOMINGUEZ VARELA JONATHAN ARIEL						
13	GARCIA CEVALLOS JULEIDY ELISA						
14	GARCIA NAVARRETE ANGELA ZHARICK						
15	LOOR ZAMBRANO STEFANY DANIELA						
16	LOPEZ DUEÑAS LEONARDO ISMAEL						
17	MACIAS LOOR CARLOS EDUARDO						
18	MARCILLO COBEÑA SEBASTIAN						
19	MECIAS CHICA ANGIE MAOLY						
20	MEZA ALCIVAR MELANIE DAYANARA						
21	MORALES TSENG BRYAN ALEXANDER						
22	MOREIRA ROJAS MILCA ISMEL						
23	MURILLO PATIÑO RICHARD KAHELL						
24	NAVARRETE ALMEIDA SHEYLA MARILEXI						
25	PERALTA ZAMBRANO MARIA LUISA						
26	RAMOS MUÑOZ JOAN JAVIER						
27	RIVAS MERA ANGELA GISSEL						
28	SOLIS CEDEÑO JESLY VIVIANA						
29	TUMBACO REYES JENNIFFER YANELI						
30	VELASQUEZ BAZURTO STALIN BLADIMIR						
31	VELEZ HIDALGO ANAHI ALEXANDRA						
32	VELEZ ZAMBRANO EMELY SHIRLEY						
33	VERA VIVAS MOISES ALEJANDRO						
34	ZAMBRANO CARRANZA YAMILETH LILIBETH						
35	ZAMBRANO GAVILANES XIMENA JERALDY						

UNIVERSIDAD LAICA "ELOY ALFARO" DE MANABÍ
EXTENSIÓN EL CARMEN
CARRERA DE CIENCIAS DE LA EDUCACIÓN
Creada Ley No. 10 – Registro Oficial 313 de Noviembre 13 de 1985

TRABAJO DE INVESTIGACIÓN

PREVIO A LA OBTENCIÓN DEL TÍTULO DE LICENCIADA EN CIENCIAS DE LA EDUCACIÓN MENCIÓN: INGLÉS.

ELABORACIÓN DE MATERIAL DIDÁCTICO SENSORIAL PARA LA EXPRESIÓN ORAL EN EL IDIOMA INGLES DE LOS ESTUDIANTES DEL 1ER GRADO EGB DE "A" Y "B" EN LA UNIDAD EDUCATIVA "EL CARMEN" DEL PERIODO ACADFEMICO 2016-2017

Alexandra Ingrid Rodríguez Panta
AUTOR

Lic. Blanca Meza Gaibor
TUTOR:

El Carmen, junio 2016

CERTIFICACIÓN DEL TUTOR DEL TRABAJO DE INVESTIGACIÓN

La suscrita tutora

Lic. Blanca Corona Meza Gaibor en calidad de tutor académico designado por el coordinador de la carrera de Ciencias de la Educación, mención Inglés de la Universidad Laica "Eloy Alfaro" de Manabí Extensión El Carmen, CERTIFICO que el presente trabajo de investigación con el tema: Elaboración de material didáctico sensorial para la expresión oral en el idioma inglés de los estudiantes del 1er grado EGB "A" y "B" en la unidad educativa "El Carmen" del periodo académico 2016-2017, ha sido elaborado por la egresada: Alexandra Ingrid Rodríguez Panta, con el asesoramiento pertinente de quien suscribe este documento, el mismo que se encuentra habilitado para su presentación y defensa correspondiente.

Es todo cuanto puedo decir en honor a la verdad.

El Carmen junio 2016.

Lic. Blanca Meza Gaibor

TUTORA

DECLARACIÓN DE AUTORÍA

Yo, Alexandra Ingrid Rodríguez Panta con cédula de ciudadanía 130924699-7, egresada de la Universidad Laica "Eloy Alfaro" de Manabí, Extensión El Carmen, de la Carrera Ciencias de la Educación, mención Inglés, declara que las opiniones, criterios y resultados encontrados en las aplicaciones de los diferentes instrumentos de investigación, que están resumidos en las recomendaciones y conclusiones de la presente investigación con el tema: Elaboración de material didáctico sensorial para la expresión oral en el idioma inglés de los estudiantes del 1er grado EGB "A" y "B" en la unidad educativa "El Carmen" del periodo académico 2016-2017, son información exclusiva de su autor, apoyados por el criterio de profesionales de diferentes índoles, presentados en la bibliografía que fundamenta este trabajo.

ROGRÍGUEZ PANTA ALEXANDRA INGRID

AUTOR

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CARRERA DE CIENCIAS DE LA EDUCACIÓN
Creada Ley No. 10 – Registro Oficial 313 de Noviembre 13 de 1985

APROBACIÓN DEL TRABAJO DE TITULACIÓN

Los miembros del tribunal examinador aprueban el informe de investigación sobre el tema: Elaboración de material didáctico sensorial para la expresión oral en el idioma inglés de los estudiantes del 1er grado EGB "A" y "B" en la unidad educativa "El Carmen" del periodo académico 2016-2017, de su autor Rodríguez Panta Alexandra Ingrid de la Carrera de Inglés en Ciencias de la Educación.

El Carmen, junio 2016

Lic. Marlene Jaramillo Argandoña, Mg
PRESIDENTA TRIBUNAL

Lic. Blanca Meza Gaibor, Mg.
TUTOR

MIEMBRO DEL TRIBUNAL

MIEMBRO DEL TRIBUNAL

MIEMBRO DEL TRIBUNAL

.

DEDICATORIA

Dedico este proyecto en primer lugar a Dios por haberme guiado en este camino de conocimientos, a mis padres porque ellos son el pilar de mi vida, a mis hijos los cuales son mi razón de cada logro y a mi esposo que con su ayuda, paciencia y comprensión he podido salir adelante. Ellos son mi motivación para continuar con mis estudios y llegar a la meta trazada.

Ing. Alexandra Rodríguez Panta

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Ing. Alexandra Rodríguez Panta

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RESUMEN

En el presente trabajo se realizo en la Unidad Educativa Fiscal “El Carmen” con los estudiantes del 2do “A” y “B”, donde se analizó, y se pudo determinar el problema que los docentes tienen en el uso que dan al material didáctico en la institución educativa de la ciudad de El Carmen en Manabí y la intencionalidad en la ejecución de sus estrategias educativas para que los estudiantes adquieran un aprendizaje significativo en la adquisición de una nueva lengua como lo es el idioma Inglés. La investigación se fundamentó con el propósito de mejorar el desarrollo del idioma **Inglés** en la Unidad Educativa “El Carmen”, con el fin que, el proceso educativo sea de calidad, aportando con estrategias y metodologías para mejorar el aprendizaje de los estudiantes, los mismos que son los directos beneficiarios, generando un ambiente educativo con libertad, cómodo y adecuado en el proceso de enseñanza aprendizaje, ya que el uso de materiales didácticos proporcionara una mejor herramienta para potencializar las destrezas y habilidades de los niños de 2do “A” y “B” de primaria, siendo de esta manera un investigación de tipo cualitativa, cuantitativa, con el uso de técnicas como la observación estructurada y la entrevista, los mismos que fueron mis herramientas metodológicas para la realización y terminación de la investigación. Se concluyó que los docentes conocen la importancia del material didáctico, y que los utilizan a diario con los niños de 2do de inicial de los paralelos “A” y “B”; sin embargo, carecen de elementos para llevarlo a la práctica, tomando encuentra que el uso de material didáctico es fundamental en el proceso de aprendizaje significativo para los niños.

INTRODUCCIÓN

La educación, como proceso fundamental en la vida de los hombres, implica aprender constantemente. Consta de una variedad de recursos y estrategias que facilitan y producen aprendizajes en el sujeto. Por ello, las instituciones educativas permiten el acceso a materiales didácticos para que los docentes utilicen en el aula de clase, de tal forma que propicie una educación más dinámica y eficaz. De esta manera, la implementación de dichos materiales en los procesos escolares, con lleva a una transmisión de conocimientos. A partir de esta dinámica se le autoriza al estudiante interactuar de manera más práctica y lúdica con los saberes requeridos en su formación.

La adquisición de una segunda lengua les permite a los niños conocer otros contextos, desarrollar procesos de comunicación y desarrollar pensamiento, está claro que en los primeros años de vida constituyen los de mayor significación para el desarrollo del ser humano, cuando se logra hacer comparaciones e ir escalando desde el desarrollo interlingual donde se inicia el aprendizaje silencioso, hasta el intercultural donde ya se maneja una competencia lingüística se instala las bases fundamentales para el desarrollo de sus destrezas y personalidad.

A través de esta investigación tendrán una herramienta de trabajo en aula para mejorar la expresión oral con en los estudiantes de educación infantil, la misma que se desarrolló en la Unidad Educativa "El Carmen" teniendo como antecedente un previo desarrollo del diseño teórico, mismo que fue aprobado por la Universidad Laica "Eloy Alfaro" de Manabí extensión El Carmen.

El principal problema que se pudo constatar en la investigación fue la deficiente expresión oral en el Idioma Inglés en los estudiantes de 2do "A" y "B" de inicial, por esta razón el objetivo general fue; elaborar material didáctico sensorial para mejorar la expresión oral en el Idioma Inglés en los estudiantes de 2do "A" y "B" de primaria de la Unidad Educativa "El Carmen" periodo 2015-2016. De esta manera se identifica la variable Independiente: Elaboración de Material Didáctico.- El material didáctico de acuerdo a Camacho (2006), son todos aquellos medios y recursos que facilitan el proceso de enseñanza aprendizaje, dentro de un contexto educativo global y sistemático y estimulan la función de los sentidos.

Y la Variable dependiente; Expresión oral.- Segun Canale & Swain (1980) afirman que la expresión oral se distinguen en lo que ellos llaman la competencia comunicativa tres componentes que consideran destrezas parciales: la competencia gramatical, sociolingüística y estratégica. Por competencia gramatical entienden los conocimientos de formas y contenidos, por competencia sociolingüística los conocimientos de las reglas socioculturales y de la comunicación y por competencia estratégica las estrategias verbales y no verbales a las que recurre el interlocutor a la hora de hacer uso de su creatividad para solucionar posibles problemas de discurso. Además consideran importante las estrategias se aprenden por la práctica y auto experimentación en situaciones reales o comunicativas, eso quiere decir que la expresión oral es la forma de comunicarnos según su lengua y culturas.

Planteando la hipótesis: Con la elaboración del material didáctico mejorará la expresión oral en el Idioma Inglés de los de 1er EGB en "A" y "B" de primaria de la Unidad Educativa "El Carmen" periodo 2016-2017, misma que fue despejada en el capítulo II, con los resultados de la encuesta, los cuales confirman que la elaboración de material didáctico sensorial mejora la expresión oral de los niños.

El proyecto de investigación se reúne en los siguientes capítulos, estructurado de la siguiente manera:

Capítulo I: comprende todo lo del anteproyecto; justificación, problema, objetivos y la hipótesis, concluye con el desarrollo teórico del proyecto.

Capítulo II: comprende el trabajo de campo desarrollado en el objeto de estudio. Se basa en la metodología que se empleo para poder despejar la hipótesis. Con los resultados obtenidos se realizo la propuesta de la investigación.

Capítulo III: Habla sobre la solución al problema que se encontró al inicio de la investigación, seguido de los resultados obtenidos en el lugar de estudio por medio del trabajo de campo, se plantea la propuesta con sus respectivas conclusiones y recomendaciones.

CAPITULO I

1. MARCO TEORICO

1. Diseño de material didáctico sensorial

El Material didáctico se suele emplear como nexo de unión entre el docente y alumno, y la realidad. Lo ideal sería que toda enseñanza y aprendizaje se realizará en contacto con la vida real, pero no siempre es posible ni aconsejable y por eso recurrimos a una serie de medios, recurso o materiales que nos sirven de puente entre lo que se enseña y se aprende y el mundo real. Por eso, el material didáctico sustituye a la realidad y trata de representarla de la mejor forma posible, facilitando su objetivación. (Nuñez, 2012, pág. 22)

1.1. ¿Qué es el material didáctico sensorial?

El material didáctico de acuerdo a Camacho (2006), son todos aquellos medios y recursos que facilitan el proceso de enseñanza aprendizaje, dentro de un contexto educativo global y sistemático y estimulan la función de los sentidos.

El diccionario de Ciencias de la educación (1995), define el material didáctico como el conjunto de medios materiales que intervienen y facilitan el proceso enseñanza aprendizaje, fin es de facilitarla comunicación entre profesor y alumno. Acercan las ideas de los sentidos. (Valencia, 2014, pág. 19)

Los materiales didácticos apropiados para la educación infantil son muy numerosos y variados. Su elección depende de los objetivos que se quieran alcanzar y del tipo de situación que se quiera establecer. Los materiales que se utilicen en el centro deben reunir las condiciones de calidad y seguridad apropiadas para el uso por los niños/as de estas edades. Los materiales en la escuela infantil son unos útiles que ayudan al desarrollo integral del niño/a y tienen una función específica.

Los materiales para que tengan un verdadero valor como facilitador del aprendizaje, deben responder a unos determinados criterios de utilidad que les hagan actuar como elementos motivadores. Muchas veces, con un mismo material se pueden realizar diversas actividades y lograr objetivos coincidentes o complementarios. La figura del profesor es un motivador

del aprendizaje del alumno, que presta su apoyo en caso necesario, o que controla que el proceso se esté llevando de una manera adecuada. El alumno se "enfrenta" solo al material didáctico, de ahí su importancia. El material didáctico debe tener unas características, para lograr los objetivos previstos:

Adaptable/adaptado: la secuencia didáctica no debe ser única para todos los alumnos, debe adaptarse a las respuestas dadas por estos. De este modo se consigue un grado de dificultad progresivo no aburriendo o frustrando al alumno. Esto implicaría la utilización de protesto y de itinerarios formativos múltiples. Por otro lado, es evidente que el contenido tiene que estar adaptado a las características de los alumnos. No es lo mismo un contenido para niños, que para adultos, ni es lo mismo para recién licenciados que para profesionales, etc.

Atractivo: el contenido debe llamar la atención del alumno, resultarle atractivo. Es como una especie de "deslumbramiento". Es importante para captar esa primera atención, aunque una vez que el alumno se acostumbra ya no le suele dar importancia.

Gráfico: la cantidad de texto debe ser la mínima posible, y es necesario utilizar la potencialidad de tecnologías como flash para animar procesos, hacer demostraciones, interrelaciones, así como utilizar fotos que refuercen el significado.

Multimedia: es importante aprovechar la tecnología multimedia, combinando racionalmente texto con fotos, texto con fotos y audio, videos y texto, etc.

Directo: el lenguaje a utilizar en este medio deber ser lo más claro y directo posible, la lectura en pantalla es difícil y por tanto, hay que hacer un esfuerzo de síntesis a la hora de diseñar un contenido online. Lúdico: el viejo dicho de "la letra con sangre entra" ha dejado de tener vigencia. El aspecto lúdico, el juego, es una de las estrategias didácticas más efectivas, y hay que favorecer este aspecto a lo largo del material didáctico.

Práctico/Interactivo: debe tener continuas prácticas o ejercicios interactivos y continuas referencias a ejemplos o situaciones de la realidad. El alumno debe ser un sujeto activo, que interaccione con los objetos en pantalla, que no sea un mero espectador u oyente. Recursos didácticos: en un contenido online se pueden emplear diferentes recursos didácticos, textos

expositivos, esquemas, animaciones, ejemplos, mapas conceptuales, palabras de glosario, notas al pie, archivos de descarga, enlaces web, etc.

Evaluativo: el alumno necesita conocer el resultado alcanzado, su progreso en el aprendizaje, por lo que son necesarios los test o ejercicios autoevaluados, que muestran el resultado y una explicación del error automáticamente en pantalla.

Autosuficiente: si el apoyo de un docente es mínimo o pasivo es vital que el propio contenido incorpore los medios para que el alumno conozca la interfaz y solucione las dudas que le vayan surgiendo. Esto se consigue con la inclusión de tutoriales de uso, ayudas, preguntas frecuentes y la descripción de la iconografía empleada.

Completo: con este término me refiero a que evidentemente un contenido no puede abarcar todos los aspectos de una materia concreta. El Internet nos da herramientas para incluir estos materiales adicionales. De este modo podemos incluir ventanas emergentes, palabras de glosario, notas al pie, archivos de descarga y enlaces web. Son elementos optativos, no evaluados, pero que están disponibles como material de apoyo o consulta. (Almeida & Yanive Ospina, 2009, pág. 2)

1.1.1. Material didáctico sensorial

Las capacidades sensoriales desempeñar un papel importante durante todo el periodo de la infancia. Estas capacidades están concretadas en la educación de los 5 sentidos. Por este motivo, será imprescindible que se organice un material para trabajarlos. Por ejemplo, las tablas cromáticas, papeles de lija, los frascos olorosos, las campañas de Montessori, etc. (Almeida & Yanive Ospina, 2009)

1.1.2. Material sensorial de juego

Los materiales que sirven para potenciar el juego han de responder a las necesidades de los niños/as. Han de coincidir con los ritmos individuales de desarrollo y favorecerlos. A cada edad le corresponde un material de juego determinado. En el momento de elegir materiales para el juego es importante cubrir los siguientes aspectos: que favorezcan el desarrollo físico, intelectual, la imaginación, creatividad y expresión, la actividad lúdica, las relaciones sociales.

1.1.3. Materiales de lenguaje

Deben favorecer las estructuras lingüísticas y tener en cuenta el nivel de lenguaje en que se encuentra el niño/a. Todos tienen un mismo objetivo, y es el de potenciar las capacidades expresivas de los pequeños. Podemos agruparlos de la siguiente manera: Los que ayudan a la adquisición de vocabulario, los que enriquecen el vocabulario, los que ayudan a conseguir realizar frases simples, los que potencian una pronunciación correcta, los que incrementan el lenguaje continuo, los que favorecen el lenguaje imaginativo y creativo, los que trabajan la adquisición y diferenciación de fonemas, los que preparan para la lectura, etc.

1.2. La expression oral

(Martinez R. V., 2003)Teaching the English language from a Communicative Approach "auditory" and "oral" skills are closely related. The acquisition of oral skills is a gradual and directed process, in which the student practices the language in a real way through discussions, conversations or other strategies that motivate him to express himself orally. The communicative approach has put oral skills as the most objective Important in the teaching process of learning a foreign language in order to be able to communicate as well as possible with the native and non-native English. However, the acquisition of this skill is very difficult and demanding, so many learners feel discouraged after some time of studying the language. The two basic skills that refer to the written language are.

1.2.1. Competencia en la comunicación de la expresión oral

To be good communicators in oral expression, from the perspective of emitters or receivers, consists of having developed a competence that supposes a mastery of the communicative abilities of the oral integrated language. Oral expression is complex to assess, but we all understand that this is much more than interpreting acoustic sounds organized into linguistic signs and regulated by a more or less complex grammar; And it is more, rather more, than to emit a series of acoustic sounds of the same nature. Without doubt, it is more. (Martinez J. R., 2006)

The pragmatics remembering it for years, appealing to the eminently practical sense of language through the interpretation of the social uses of discourse and the importance of contexts and communicative situations that so much condition information, messages and their communicative intentions. It is common sense that not only is it interpreted and produced by the spoken chain and its articulatory and tone elements, ie, segmentiales and suprasegménales; But also others that appear within the enunciation as silences, rhythms, cadences, the intensity of the voice and the speed of speech. And we could still cite others such as smile, laughter, crying, sobbing, sighing, blowing, whistling, percussion, clicking, dribbling, singing or other simultaneous acoustic signs completing the oral discourse with very expressive added meanings, Rich and charged, rich and full of nuances that contribute very human doses in the landscape of the significant chiaroscuro between objectivity. We

could even add others such as gestures of indication and kinesthetic movements. (Martinez J. R., 2006)

Literature knows and benefits from these expressive elements. And also the communication of daily life, that is to say, produced by the daily speeches with which we relate, work, buy and sell, share and compete, fall in love and fall in love, play and fight, get angry and We rejoice, pray and renegotiate, discuss and celebrate together as neighbors, partners, adversaries, friends, parents, children, family ...: In other words, we live with the oral discursive exchange. That is why the day-to-day experience and common sense tell us that this form of expression is more than talking and listening, although these are the terms conventionally and familiarly understood to communicate through oral expression. (Bouso, Métodos para la enseñanza y el aprendizaje de la lengua inglesa, 2010)

To speak is to relate, is to exchange communication, to share ideas or feelings, and to try to reach points of encounter; Is to achieve these agreements or delimit the discounts, ie and act accordingly. Therefore, we understand what it means when someone asks "we have to talk"; We interpret, without doubt, that we are confronted with a situation in which we must deal with, share or debate a question or a topic in order to better understand it jointly and to act according to the treaty and agreement. And we also know that speaking implies, necessarily, to listen, to maintain an attitude of listening. In short, it can be said that oral expression consists of listening to the integrated language (being attentive and receptive to all signs that can help interpret the message) and expressing or speaking the same type of language (emitting all kinds of signs that favor the Communicative richness of the message). (Laroy, 1995)

1.2.2. Métodos del aprendizaje en la expresión oral en otra lengua

This is a method with a marked psychological accent. It was created by the psychiatrist and professor of Psychology Charles Curran (1972) who was inspired by Roger Rogers' clinical model of Rogerian Therapy. Students are considered not as a class but as a group in need of some type of therapy or counseling, with emphasis on the affective and cognitive needs of the subject. Within the methodology of the teacher is a counselor, a facilitator, a guide.

There is a communal relationship between teachers and students who support each other. This method emphasizes language production. (Martín, 2009)

1.2.3. Métodos de la comunicación en la expresión oral

For this method, it is very useful contextualized and authentic material that leads to a spontaneous and real negotiation of meaning in everyday situations in the life of students. Looking at the above methodological approaches, we observe that in general the teaching of the English language has maintained programs that respond to schemes that prevailed in teaching before Teaching the English language of the 80s without giving priority to meaningful and authentic communication of **students.** Therefore, we believe that the teaching of the English language in this academic unit should aspire to qualitative changes in its structure and system of knowledge and communication that also radiate quantitative changes in the process, expanding the use of active teaching methods for performance Communicative approach of students by integrating the four language skills: listening, speaking, reading and writing, the same as described below. (Chérrez, 2014)

1.2.4. Competencia en la expresión oral

It is an interactive process that consists of perceiving and constructing messages through a myriad of cognitive and affective mechanisms. It is essential to understand what others say in order to answer or respond to another person. In spite of its importance, in the past the listening comprehension was normally abandoned in the teaching of foreign languages until the communicative approach made the teachers to understand the importance of this basic linguistic ability, incorporating with the oral expression to improve the learning. (Montessori, 2011)

1.2.5. La lectura con la expression oral

Reading is an interactive process that is best developed when it is associated with writing, listening and oral expression. According to Goodman's Kenneth (1970, quoted in Brown, 2001) reading is a process that includes factors such as: intellectual abilities (strategies to infer or interpret meaning, retention of information, experience to understand a text, etc.) Variety of linguistic signs (morphemes, syllables, words, phrases, etc.). Comprehensive reading involves intelligence for the interpretation of the text, whether it is being read in the native language or in the foreign language. People usually read for two main reasons: for

pleasure as in the case of novels, short stories, poems, etc .; Or to obtain information, that is, to find out something or to do something with that information. (Eg, read an instruction manual for operating a home appliance). Understanding a written text means extracting the required information as effectively as possible using various strategies such as skimming "read superficially for main ideas" or scanning "read carefully to look for details in a text", among others. (Muñoz, 2009)

1.2.6. Scripture Teaching English Language with oral expression

Writing is usually considered a type of reinforcement and extension of the other skills of listening, speaking and reading. It is of great importance in the process of learning the English language as it initially helps develop oral expression and hearing. Dictations, is an example of a writing activity that is done in class and requires immediate correction and regeneration. There are a variety of written texts, each one represents a different genre and has certain rules for its production, so we have: reports, essays, articles, letters, newspapers, messages, announcements, addresses, recipes, invitations, maps, etc. Unlike oral language, written language is (Brown, 2001). (Chérrez, 2014)

That is to say the oral expression and the activity of speaking is a productive activity. It is used to transmit information. Its main characteristic is to use a system of sounds with meaning. In order to develop this ability, the teacher must provide a receptive experience that can serve as a model to offer ample opportunities for oral practice, guided beginning and becoming free later. (Pavón Vasquez & Rosado García, 2003)

1.2.7. Estrategia de comunicación en la expresión oral

Strategy Definition Strategic subcompetence is subdivided into two types of strategies, the learning strategy and the communicative strategy. Before we dwell on considerations about each strategy individually, let's define what strategy is. Manchón Ruiz (1993) defines strategies as "the plans, actions or operations that the language learner performs to obtain, store, retrieve and use information for a specific purpose" (1993: 152) and relates them to the promotion of learning And the achievement of communicative goals with oral expression. Oxford and Ehrman (1998) define them as: "specific actions, behaviors, techniques used by students to improve their own learning" in the oral expression. (Muñoz, 2009)

1.2.8. Estrategia directa en la expresión oral

Memory Strategies Memory strategies help the student store all new information and retrieve it when needed. These help the student to learn more vocabulary. The following diagram presents the sub-division of memory strategies.

A. Create mental connections.

Putting new words in a context to remember a word easier it is necessary to learn it meaningfully, that is to say using it in a context either spoken or written, for example using it during a conversation, writing a story including the new word.

B. Using images and sounds

Representing sounds in memory this strategy allows recalling new information by associating sounds of the new information with the known one. For example, a word can be remembered in English when associating it with the sound of a word of the native language that sounds similar. C. Review well 1, Structured review To review frequently a topic of the second language that is being learned and allows the learner to become familiar with the information to the point that understanding its meaning becomes natural and authentic. (Muñoz, 2009)

CAPÍTULO II

2. Análisis e interpretación de los resultados

Se presenta el análisis y la interpretación de los resultados de los instrumentos y técnicas aplicados a la autoridad, docentes y estudiantes de la Unidad Educativa "El Carmen" periodo. El desarrollo de los instrumentos se pudo realizar, luego de obtener la debida aprobación y autorización de las autoridades de la Institución.

Posteriormente con los resultados obtenidos de las encuestas se procedió a ordenarlos y se realizó la tabulación con sus respectivas respuestas de cada una de las preguntas realizadas a los docentes y a la autoridad que sirvió como base de información para el trabajo de investigación. La información fue recolectada, procesada y tabulada y analizada mediante los resultados obtenidos y fueron presentadas por tablas.

Por otra parte y de forma paralela al proceso anteriormente mencionado se procedió también al desarrollo de la entrevista con la Directora en la Unidad Educativa "El Carmen", la misma que fue realizada con dificultad; debido a las múltiples ocupaciones de la directora, sin embargo pese a todo se obtuvo la información requerida por parte de la autoridad.

La información recaudada se consideran confiables ya que fueron obtenidos mediante los instrumentos técnicos de la entrevista y encuestas aplicadas directamente a los agentes educativos involucrados en los procesos de aprendizaje en la Unidad Educativa "El Carmen"; mismos que permitirán examinar y dar pautas para el mejoramiento de los procesos evaluativos y el rendimiento académico de los estudiantes en el aprendizaje del idioma inglés.

2.1. ENCUESTA APLICADA AL PROFESOR DE LA UNIDAD EDUCATIVA "EL CARMEN"

1. ¿Utiliza juegos con material didácticos sensorial para el aprendizaje del idioma inglés?

Tabla 1. Juegos didácticos para el aprendizaje

Alternativas	Frecuencia	Porcentaje
Siempre	0	0
A veces	1	100%
Nunca	0	0
Total	**1**	**100%**

Fuente: Unidad educativa "El Carmen"
Autora: Alexandra Ingrid Rodríguez Panta

Luego de analizar los resultados de los docentes encuestados, se pudo deducir que, el porcentaje más alto, el 100%, mismo que determina que los juegos didácticos siempre son utilizados en el proceso de aprendizaje para el aprendizaje del idioma inglés.

Se puede determinar que los juegos didácticos son indispensables para el aprendizaje de los niños de inicial, de esa manera se incentivan acaparando la atención de ellos, el mismo que es un conducto para adquirir nuevos conocimientos en una nueva lengua como lo es el inglés.

2. ¿Los materiales didácticos sensoriales propician el aprendizaje significativo?

Tabla 2. Aprendizaje significativo

Alternativas	Frecuencia	Porcentaje
Siempre	0	0
A veces	1	100%
Nunca	0	0
Total	**1**	**100%**

Fuente: Unidad educativa "El Carmen"
Autora: Alexandra Ingrid Rodríguez Panta

Luego de analizar los resultados de los docentes encuestados, se pudo deducir que, el porcentaje más alto, el 100% en siempre, los docentes manifestaron que la utilización de material didáctico siempre propicia el aprendizaje significativo en los niños de inicial.

Se puede determinar que los docentes consideran que al utilizar los recursos didácticos, es la herramienta con la cual se puede llegar con más facilidad a los niños de inicial, ya que con este método los niños aprenden con más rapidez.

3. ¿Cuentan con material didáctico sensorial para impartir la clase de inglés?

Tabla 3. Material didáctico en clases

Alternativas	Frecuencia	Porcentaje
Siempre	0	0
A veces	1	100%
Nunca	0	0
Total	**1**	**100%**

Fuente: Unidad educativa "El Carmen"
Autora: Alexandra Ingrid Rodríguez Panta

Luego de analizar los resultados de los docentes encuestados, se pudo deducir que, el porcentaje más alto, el 100% en a veces, que la Unidad Educativa "El Carmen" aun no cuenta en su totalidad con material didáctico especial (sensorial) para el aprendizaje del idioma inglés.

Se puede determinar que los docentes trabajan con escases de recursos didácticos para el aprendizaje de los niños de inicial, pero con los que cuentan los utilizan con normalidad en sus clases.

4. ¿Los recursos didácticos sensoriales fortalecen el desarrollo de la expresión oral en el lenguaje inglés?

Tabla 4. Los recursos didácticos fortalecen el aprendizaje sensorial

Alternativas	Frecuencia	Porcentaje
Siempre	1	100%
A veces	0	0
Nunca	0	0
Total	**1**	**100%**

Fuente: Unidad educativa "El Carmen"
Autora: Alexandra Ingrid Rodríguez Panta

Luego de analizar los resultados de los Docentes encuestados se pudo deducir que el porcentaje más alto es el 100% respondiendo que siempre.

De manera que se puede deducir que los recursos didácticos sensoriales fortalecen y estimulan el aprendizaje de los niños en sus primeros años, ya que permite conectar el entorno que los rodea con sus nuevos conocimientos pedagógicos, siendo estos una base firme en su enseñanza de un nuevo idioma.

5. ¿Los niños tienen conocimientos previos del vocabulario en inglés?

Tabla 5. Conocimientos previos del vocabulario en inglés

Alternativas	Frecuencia	Porcentaje
Siempre	1	100
A veces	0	0
Nunca	0	0
Total	**1**	**100%**

Fuente: Unidad educativa "El Carmen"
Autora: Alexandra Ingrid Rodríguez Panta

Luego de analizar los resultados de los Docentes encuestados, se pudo determinar que en un 66.67% respondió nunca, siendo el mayor número y el 33.33% respondió a veces.

De manera que se puede deducir que en su gran mayoría los niños no tienen un conocimiento del vocabulario de inglés, esto se debe a que los papitos no le inculcan una buena cultura de adquisición de una nueva lengua por desconocimiento o porque a ellos no les gusta. Esto influye de manera negativa en el aprendizaje del niño.

2.2. ENTREVISTA APLICADA AUTORIDAD DE LA UNIDAD EDUCATIVA "EL CARMEN"

1. ¿Considera Usted que el conocimiento y el uso de los materiales didácticos en los procesos de aprendizaje, dinamizarían la gestión de aula, en la Unidad Educativa "El Carmen"?

Por supuesto, porque es necesario actualizarse especialmente el docente que es quien imparte los conocimientos a nuestros futuros profesionales. Con las ayuda de herramientas como los materiales didácticos incrementa el proceso de aprendizaje.

2**. ¿Los docentes de la Unidad Educativa "El Carmen" en los niveles de inicial se encuentran capacitados para impartir clases de inglés?**

Con los nuevos cambios los docentes estarán capacitados para impartir clases de inglés..

3. ¿La Unidad Educativa "El Carmen" cuenta con los materiales didácticos sensoriales adecuados para que el docente pueda impartir sus clases de forma innovadora?

Como estamos en cambios continuos, recién este año contamos con los niveles de inicial o preescolar, es por esta razón que se está gestionando los recursos didácticos necesarios para poder dotar de los recursos necesarios y puedan ir a la par con lo que piden las autoridades.

4. ¿Considera indispensable que los docentes de la Unidad Educativa "El Carmen" apliquen recursos didácticos sensoriales para optimizar los procesos de enseñanza-aprendizaje en el idioma inglés?

Es fundamental que se utilicen los materiales didácticos sensoriales, porque los más pequeños aprenden con su entorno y sus sentidos.

5. ¿Estaría de acuerdo con la implementación de recursos didácticos sensoriales en las planificaciones de clases como estrategia de aprendizaje para los niños de inicial?

Como ya lo dije, es indispensable y se está gestionando los materiales didácticos.

CAPÍTULO III

3.PROPUESTA

3.1. DATOS INFORMATIVOS:

TEMA: Elaboración de material didáctico sensorial para la expresión oral en el idioma inglés de los estudiantes del 1er en EGB en "A" y "B" en la Unidad Educativa "El Carmen".

INSTITUCIÓN: Unidad Educativa "El Carmen"

CANTÓN: El Carmen

PROVINCIA: Manabí

NÚMERO DE ESTUDIANTES: 75

3.2. ¿POR QUÉ ENSEÑAR INGLÉS A NIÑOS PEQUEÑOS?

- Los niños aceptan con facilidad un nuevo código lingüístico porque aún están aprendiendo el suyo.
- Les resulta fácil pronunciar los sonidos nuevos por el mismo motivo.
- No sienten vergüenza al hablar de una forma diferente.
- Si tienen una buena experiencia al aprender un idioma en esta edad, lo recordarán con cariño y así les será más fácil aprender otro idioma más tarde o mejorar el ya aprendido.

3.2.1. OBJETIVOS EDUCATIVOS A LARGO PLAZO AL ENSEÑAR IDIOMAS A NIÑOS PEQUEÑOS

- Preparar al niño para entender y aceptar diferentes modos de pensar y aprender y así enseñarle a ser libre de prejuicios.
- Ofrecer otro instrumento para organizar el conocimiento ayudando al desarrollo cognitivo del niño.

- Fomentar más creatividad como consecuencia de la comparación constante entre dos códigos lingüísticos.
- Poner los cimientos para una educación lingüística continua.
- Brindar una formación que no se centra exclusivamente en la lengua materna de uno y que ayuda al estudio de lenguas extranjeras en edades posteriores.

3.2.2. ¿CÓMO ENSEÑAR INGLÉS A NIÑOS PEQUEÑOS?

- Poner énfasis en que el niño escuche y hable en inglés y NO en que lo escriba.
- No utilices el idioma nuevo para enseñar conceptos que los niños desconozcan.
- Procura hablar lo más posible en inglés, para que los niños puedan escuchar el ritmo y para que vayan entendiendo poco a poco.
- Diseña actividades para que todos puedan tener éxito.
- Utiliza mucha repetición; los niños necesitan hacer las cosas vez tras vez; eso hace que se sientan cómodos y les ayuda a aprender.
- Las clases deben ser divertidas; solo así van a aprender. Su motivación para aprender el inglés es para poder participar en los juegos y canciones.
- Presenta actividades cortas y variadas, para mantener su interés y para cambiar el ritmo de la clase. Las actividades movidas se pueden utilizar si están perdiendo el interés y las tranquilas si necesitan calmarse, sobre todo al final de la clase.
- Sólo utiliza la lengua materna cuando se necesita para explicar un juego o para la disciplina.
- Empieza cada clase con una señal visual, para que los niños sepan que ahora empieza una hora especial, cuando se habla en otro idioma.
- Utiliza canciones; el vocabulario, el ritmo del idioma y la gramática se aprenden con facilidad mediante canciones. Además, cantar es divertido.
- Utiliza juegos para motivarles a aprender y para hacerlo divertido.
- Utiliza cuentos; a los niños les encantan y si se repite un cuento muchas veces, los niños se acostumbran al vocabulario y la gramática y al ritmo del idioma. Después de un tiempo, ellos mismos pueden contarlo.

- Utiliza muchos recursos visuales, para que los niños puedan entender el significado antes de conocer la palabra.

3.2.3. PROPÓSITOS

A continuación hare una breve descripción de los propósitos que pretende lograr el profesor a través de la enseñanza de inglés a los niños:

- Enseñar los fundamentos del vocabulario inglés y de su gramática.
- Propiciar un ambiente positivo y alentador.
- Fomentar la autoestima de los niños.
- Utilizar actividades que los niños disfruten y así hacer que el aprendizaje sea divertido y darles una motivación para aprender.
- Fomentar un deseo y una necesidad de comunicarse en otro idioma.
- Dar a los niños la oportunidad de experimentar una cultura diferente.

3.2.4. OBJETIVOS

Lo que el profesor quiere que los niños logren como resultado de las clases de inglés:

- Que los niños desarrollen una actitud positiva hacia el aprendizaje del inglés y de cualquier otro idioma.
- Que los niños tengan más confianza en sí mismos y quieran participar en las clases de inglés.
- Que los niños aprendan algunas canciones sencillas en inglés.
- Que los niños entiendan órdenes verbales, vocabulario y frases sencillas.
- Que los niños sepan decir palabras y frases sencillas, incluyendo preguntas y peticiones sencillas.

3.3. ESTRATEGIAS PARA LA ENSEÑANZA DEL INGLÉS

3.3.1. Propuestas de unidades didácticas

3.4. CONSEJOS PARA LA PRIMERA CLASE

Muchos profesores están inseguros acerca de cómo comenzar a enseñar inglés a niños pequeños.

Les presento un ejemplo de planeamiento para la primera clase y algunos consejos:

- Hace falta mucha repetición, para dar a los niños muchas oportunidades para entender.
- Las actividades tienen que ser cortas, para mantener el interés de los niños.
- Es muy importante que los niños se sientan cómodos y no se sientan bajo ninguna presión. Esto no quiere decir que tienes que hablar en su lengua materna. Sonríe mucho y dales mucho ánimo, diciendo “good!”, “Well done!” etc. Asegúrate que tus gestos sean claros, para que entiendan, y lo podrás hacer todo en inglés. Si empiezas hablando sólo en inglés, será fácil continuar y los niños aprenderán más.
- Enfócate en unas pocas cosas; saludos, indicaciones sencillos (ambos serán muy útiles en el futuro) y las primeras palabras de la unidad didáctica.
- La segunda clase incluiría el repaso de todo lo que se dio en la primera clase, y también algunas palabras nuevas e indicaciones, las cuales se repetirían mucho.
- En las clases siguientes, continúa repasando todas las indicaciones y los saludos de las clases anteriores, añadiendo cosas nuevas poco a poco y poniendo más y más énfasis en el vocabulario de la unidad didáctica.

3.4.1. EL LENGUAJE DE CLASE (CLASSROOM LANGUAGE)

Para la mayora de nuestros alumnos/as el único contacto que experimentan con el inglés solo tiene lugar en el contexto escolar, a través de su maestro/a. Por ello, tenemos que aprovechar cualquier oportunidad para usar la lengua inglesa en el aula. Hacerlo a través de canciones, rimas, material didáctico, juegos o cuentos es adecuado pero no suficiente. Debemos usar el inglés de una forma natural, ha de formar parte del lenguaje normal que usamos para comunicarnos en clase (classroom language). Este lenguaje de clase, para que nuestros alumnos/as puedan entendernos, debe acompañarse con gestos, con muecas, dibujos o acciones: necesitan de un soporte visual. En algunos casos, este apoyo visual es el propio maestro/a, y otras veces, una marioneta que represente a una mascota que solo entiende y habla inglés puede sernos de gran ayuda para la introducción del inglés en el aula con los ms pequeños. En cualquier caso, debemos tener en cuenta que los niños/as, en sus primeros años, están acostumbrados a no entender todo cuanto se les dice; para suplir esas deficiencias en la recepción de los mensajes buscan pistas que pueden proporcionarles ms información como la entonación y el lenguaje corporal y gestual. Por ello, tenemos que cuidar mucho estos aspectos cuando tratamos de enseñar inglés. Por otra parte, es un error pretender tanto que nuestros alumnos/as entiendan todo lo que les digamos en inglés como que puedan lanzarse a hablarlo en poco tiempo.

No debemos caer en el error de exigirles demasiado o de corregirles sistemáticamente presionando en demasía a nuestros pequeños alumnos, recordemos son niños de 4 años. No olvidemos que todos necesitamos escuchar algo muchas veces para que arraigue en nuestra memoria. Debemos, pues, usar y repetir ese lenguaje de clase en inglés, esas pequeñas expresiones habituales del aula, utilizar juegos lingüísticos a través de los cuales las rimas o repeticiones permitan a nuestros alumnos/as sentirse más familiarizados con el nuevo idioma.

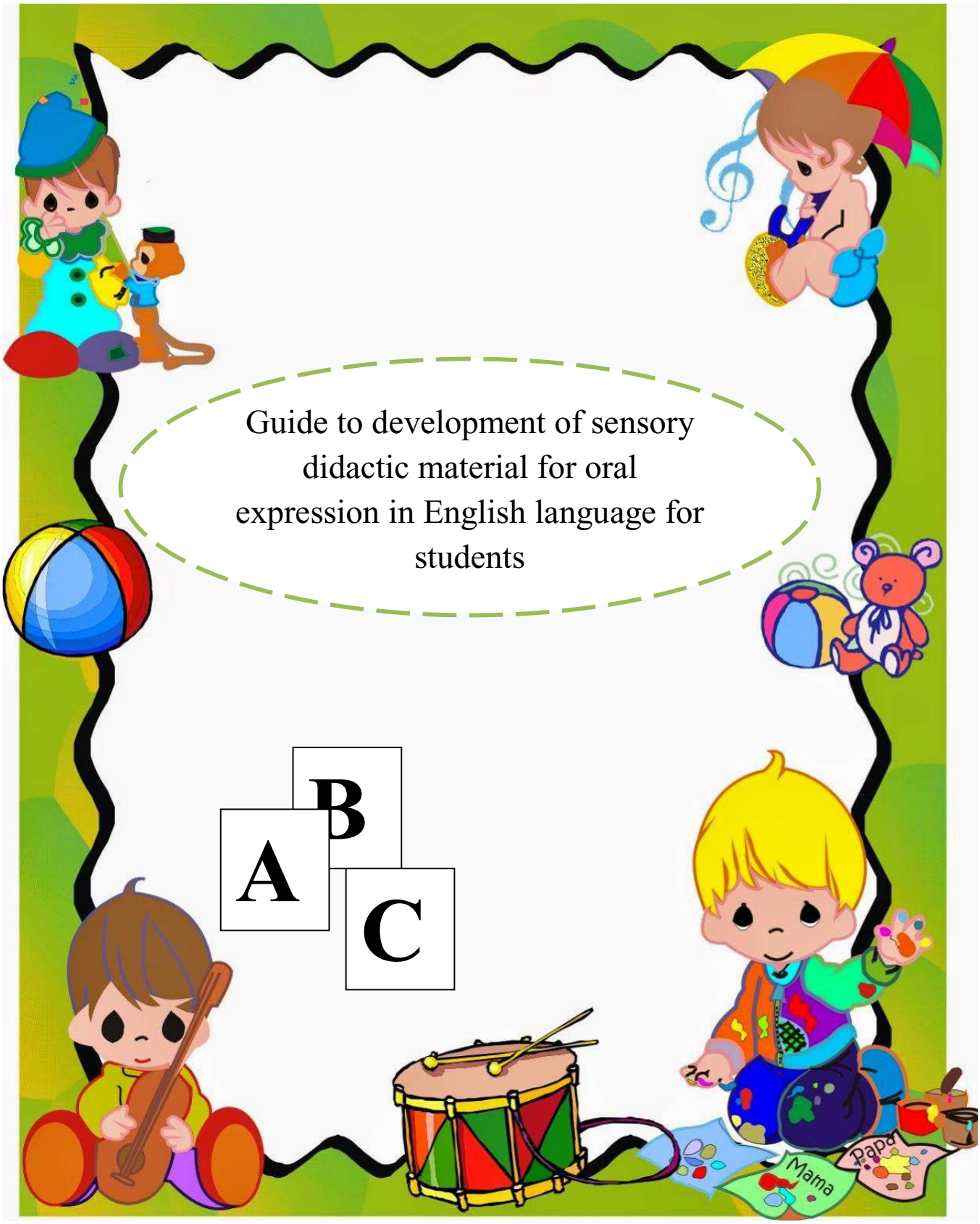
A continuación algunas de las palabras y expresiones del lenguaje de clase sin la pretensión ni de ser exhaustivos ni exclusivos, sino con la única intención de proporcionar un material de ayuda a los maestros que se enfrentan a la dura tarea de la enseñanza del inglés en las etapas de la Educación Infantil y Primaria. Estas expresiones pueden ser usadas en diferentes niveles educativos.

3.5. MATERIAL DIDÁCTICO SENSORIAL QUE SE DEBE UTILIZAR

El origen del concepto de estimulación sensorial proviene de los tratamientos educativos-rehabilitadores que se aplicaron a niños deficientes y que mostraron resultados positivos en el desarrollo evolutivo.

Nace de la necesidad de potenciar las capacidades tempranas en niños con discapacidades sensoriales y cognitivas, motóricas y de cualquier signo que les dificulte la captación sensorial adecuada, que es la que permite de forma natural la entrada de información al cerebro. Posteriormente se aplicó a niños con baja estimulación ambiental, y de privación ambiental, niños institucionalizados y con de privación de estímulos y de oportunidades para buscarlos.

La estimulación sensorial tiene como objetivo activar los sentidos y favorecer la entrada de información al cerebro, estimulando las áreas cerebrales que le permiten recibir información, y que a su vez disparan los dispositivos cerebrales, que activan otras áreas cerebrales para que la información se analice, elabore y se inicien circuitos de aprendizajes generales y específicos.


Guide to development of sensory didactic material for oral expression in English language for students
A
B
C
Papa
Mama

Introducción

En la actualidad los materiales didácticos son una herramienta importante en la educación, sobre todo en los niños que empiezan adquirir conocimientos académicos, los mismos que facilitan el proceso de enseñanza de una segunda lengua como lo es el idioma inglés, siendo este uno de los mas hablados, facilitando la comunicación entre personas de diferentes culturas, es por esta razón que la propuesta busca reflejar la relevancia de la utilización e implementación adecuada de los materiales didácticos sensoriales en las instituciones educativas, y la importancia que se debe dar tanto el docente como la institución. El Estar a la vanguardia del día a día, el buscar nuevas metodologías para que el docente tenga mejores estrategias de aprendizajes y el estudiante se sienta motivado en sus clases teniendo de esta manera clara sus metas y objetivos en el momento de su aprendizaje del idioma inglés, para fortalecer su crecimiento tanto personal como profesional, los materiales didácticos sensoriales es una herramienta y el mejor método de aprendizaje para el idioma inglés.

ACTIVIDAD 1

Realización del material didáctico sensorial de estimulación visual

Tema: Los colores/The colors

Objetivo: Que los niños desarrollen una actitud positiva hacia el aprendizaje del inglés y de cualquier otro idioma.

Propósito: Enseñar los fundamentos del vocabulario inglés y de su gramática

Estimulación visual: Utilice pinturas de colores vivos en las habitaciones, en el aula.

Estimulación auditiva: Canción de los colores

. Estimulación táctil: Juego con agua

Estimulación olfativa: Exponga al niño a múltiples experiencias distintas utilizando objetos cotidianos como la colonia, el desodorante, lociones, jugos, etc.

Desarrollo: Material didáctico: Botellas para la estimulación visual

Botellas de diferentes colores: Materiales: Agua y colorantes alimenticios. Llenamos botellas de medio litro con agua y en cada una de ella ponemos un colorante alimentico.

Botella de líquidos de distinta densidad: Materiales: Agua y alcohol y colorantes alimenticios.

Podemos completar nuestras botellas con purpurina, estrellitas de manualidades.

ACTIVIDAD 2

Tema: La familia/The family

Objetivo: Que los niños desarrollen una actitud positiva hacia el aprendizaje del inglés y de cualquier otro idioma.

Propósito: Enseñar los fundamentos del vocabulario inglés y de su gramática

Estimulación visual: Utilice pinturas de colores vivos, lápiz, hojas de papel bond, en el aula.

Estimulación auditiva: Canción de la familia

. Estimulación táctil: Dibujar a la familia

Estimulación olfativa: Exponga al niño a múltiples experiencias distintas utilizando objetos cotidianos como la colonia, el desodorante, lociones, que utilizan los integrantes de su familia.

Desarrollo: Material didáctico: El espejo de la caricatura.

Dibujos de la familia: Materiales: Lápiz, borrador, espuma flex, hoja de papel bond, crayones. Vamos a trabajar dibujando las caritas de su familia (papá, mamá, hermanos y otros), en un cuadrado se pegaran los caritas que dibujo el niño. El niño explicara quien en su papá, su mamá y demás miembros de la familia en inglés.

Podemos completar nuestras el espejo con una foto y el niño dentro del cuadrante.

ACTIVIDAD 3

MOTORIZE AREA

Theme: The Numbers

Game of the Rayuela.- It is a participatory game in which students interact, jump and play that way they develop the dexterity of movements and learn the numbers playing.

Objective

• Develop balance, agility and dexterity in movements.

• Stimulating reaction speed.

• Identify the left and right sides.

Purpose: To teach the fundamentals of English vocabulary and grammar

Visual stimulation: Use bright colors in fomy, scissors, and sheets of paper.

Auditory stimulation: Song of colors while playing hopscotch.

Touch Stimulation: Draw the numbers.

Olfactory stimulation: Expose students their surroundings with different experiences using everyday objects such as nature.

Teaching material: Fomy of colors, scissors, markers, paperboard, rubber.

Procedure for the preparation of the material.

Cut ten squares of different colors of Fomy, paste two paper graphs with the rubber, lay down small circles of different colors and Fomy.

Functionality of the material.

- This activity allows the students to work in groups for their realization.
- They can work freely.
- They allow them to learn to achieve goals.

- It helps them to be disciplined respecting each other's turn.

ACTIVIDAD 4
MOTORIZE AREA

Theme: The Farm

Association table. - It is a material that allows students to associate the image with the word, improving its pronunciation, making it more fluid, clear, and precise so that it can express itself and at the same time it is encouraged at the beginning of the pre reading.

Objetive

- Develop students vocabulary.
- Know and pronounce new words.
- Encourage the habit of reading.

Purpose: To teach the fundamentals of English vocabulary and grammar

Visual Stimulation: Association of images with letters.

Auditory Stimulation: song of farm animals.

Touch Stimulation: Recognition of farm animals

Olfactory Stimulation: Expose the students to multiple experiences using everyday objects such as cologne, deodorant.

Materials for processing.

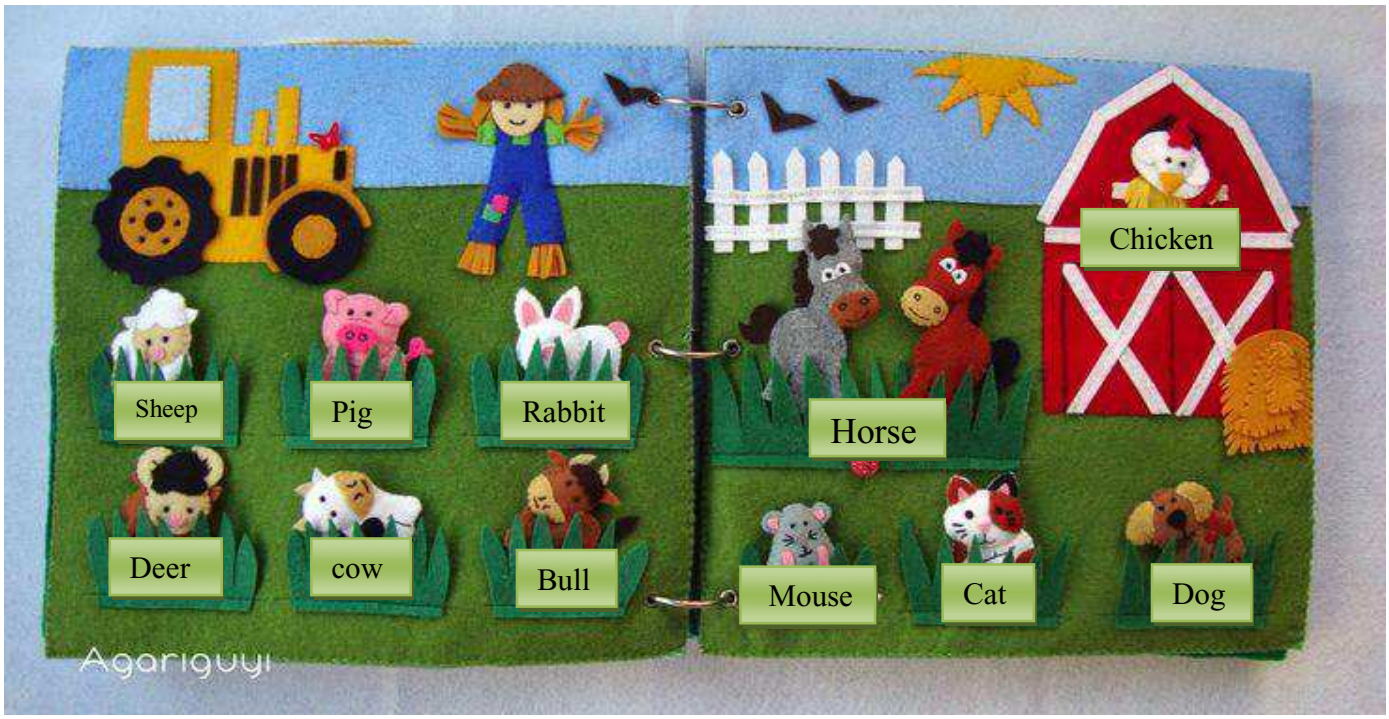
Wood / Fomix, scissors, silicone, Variety of printed animals, scissors, markers.

Procedure for the preparation of the material.

- Cut out the printed animals by gluing them with the silicone in the Fomy and recut them again.
- On a background of Fomy of celestial and green color, paste the figures of grass; these figures have a sign with the names of the animals and a figure in shadow of the animal.
- Paste the printed and trimmed drawings with stickers on the back of the figure.

Functionality of the material.

- With this material girls can learn new words. It helps in correctly pronouncing each word.
- The teacher may give orders, which the girls should listen to and perform the activity.
- In this way too, the girls should concentrate to be able to comply with the order requested. It is useful for teaching how to form sentences with girls.
- The teacher with this material can establish a dialogue with all the girls increasing their vocabulary.
- The habit of reading is encouraged. You can perform pictographic readings.



ACTIVIDAD 5
COGNITIVE AREA

Topic: Geometric Figures

Geometric Box.- It is a material that contain geometric figures of different size and color, suitable for students who are in the first year of basic education, through this material it will be fun to learn, to know and to work with geometric figures since the students will be able to make use Your imagination, creativity to create new things through the figures.

Objective:

- To know the geometric figures.
- Learn notions of size.
- Develop logical thinking.
- Identify similarities between the figures

Purpose: Teach the fundamentals of English language and its grammar.

Visual Stimulation: Use vivid color paints, pencil, sheet papers, in the class.

Auditory Stimulation: Song of geometric figures

Touch Stimulation: Drawing of geometric figures

Olfactory Stimulation: Expose the child to multiple experiences using everyday objects such as cologne, deodorant.

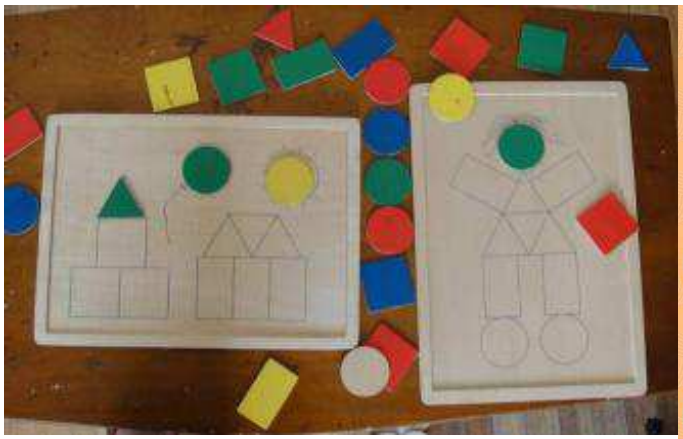
Educational material:

- Wood, sandpaper, Yellow, blue, green and red paint. Markers, flex foam, fomy scissors, ice cream sticks.
- You can do it with foam flex or with wood buy it or have it manufactured, you must cut the different geometric figures. Draw objects or things with the geometric figures (houses, a child etc.) on the wooden board or foam, on both sides, should be according to the size of the pieces. Paint each piece as: yellow circle, blue triangle, red square and green rectangle.

- Another way to teach colors

Activity development

- It is a cabinet useful for knowing the geometric figures.
- There are the main geometric figures, in addition to each figure shapes of different size are formed so can be taught the notion long-short, etc.
- Girls should think reason to go by placing the figure where it corresponds. They have to discriminate whether or not there is similarity in these figures.
- For the teacher it will be easy to teach other activities starting from the geometric figures.



ACTIVIDAD 6
MOTORIZE AREA

Topic: Shoes

Tie the laces. - This material consists of the students through the game acquire personal grooming rules, value their individual characteristics; Encouraging students to make decisions in diverse situations that occur in everyday life.

Objective:

• Teaching students to tie their shoes.

• Encourage students self-esteem.

• Induce patience and order in girls.

Purpose: Teach the fundamentals of English language and its grammar.

Visual Stimulation: Use vivid color paints, pencil, sheet papers, in the class.

Auditory Stimulation: Song of how to tie the shoes

Touch Stimulation: Drawing of geometric figures

Olfactory Stimulation: Expose the child to multiple experiences using everyday objects such as cologne, deodorant.

Educational material:

Wood / foam flex, paint of different colors, light blue, red and black. Laces, sandpaper, brush, ribbon / cord.

Procedure for the preparation of the material.

- From a thick piece you must cut the wood or foam flex to give it shoe shape. Make holes in the shoes.
- Sand the shoes. Paint the shoes of different colors. Pass the cords through the holes. Operation of the material.
- With this material, girls learn to make decisions in different situations. Control the movement of your wrists and the use of the clamp. You can move each of your fingers independently.
- Girls learning to tie their shoes will develop self-esteem through personal care.
- They emit actions of the adults, that is why this material will serve you in your practical life when you dress.

ACTIVIDAD 7
MOTORIZE AREA

Topic: Emotion and textures

Balloon pellets. - It is an ideal material for the development of the sense of touches one of our most important senses, which are active from before birth. Suitable for students, it's a fun way to learn about your emotions through touch. It is a to know about textures, sizes and shapes, themes that are basic in children's learning.

Objective

• Develop tactile perception.

• Identify different textures.

• Have sensitivity at the fingertips of the figure.

Purpose: Teach the fundamentals of English language and its grammar.

Visual Stimulation: Displays the colors of the balloons.

Auditory Stimulation: Motivational Song

Touch Stimulation: manipulation of the globes to form different figures.

Olfactory Stimulation: Expose the students to multiple experiences using everyday objects such as cologne, deodorant.

Materials for processing.

Colorful balloons, black marker, flour.

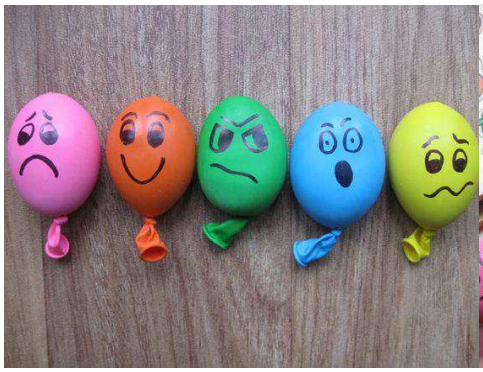
Procedure for the preparation of the material.

• Choose any balloon color, open it and fill it with flour, to finish tying it.

• When you are well tied, with the marker you draw the face you prefer.

Functionality of the material.

- Students can develop their creativity through various activities.
- You will be able to distinguish the different emotions according to your creativity. Knowing if the students is happy or sad, and can develop other figures through colored balloons is undoubtedly the easiest and fun way to learn.
- Helps the development of students thinking.
- And this way we can find out if the students are mistreated.



ACTIVIDAD 8
SOCIO AFFECTIVE AREA

Theme: The Smells

Odor box: It is a material that provides a range of odors, because of its cylindrical shape you can introduce a variety of scented things. Constituted naturally by culinary products, with the complement of a series of boats with odorous substances.

Objetive

- Associate odors with familiar objects.
- Differentiate odors.
- Develop the sense of smell.

Materials for processing.

- Wood, Lacquer, Samples of aromatic essences.
- Sample of different foods. materials
- OLD BOX It is a material that provides a range of odors, because of its cylindrical shape you can introduce a variety of scented things. Here the material is constituted naturally by culinary products, with the complement of a series of boats with odorous substances.

Procedure for the preparation of the material.

- Trim the wood 20/20 cm, and 10 deep to form boxes.
- Cut 6 pieces of wood and give it a cylindrical shape, 8 cm deep to form the jar.
- Put a perforated cap on the bottle; coat the boxes and the cylindrical bottle.
- Introduce different samples of odors in the bottle, so the girl can discriminate.

Functionality of the material.

- You work with your eyes closed or covered with a tissue. It allows them to perceive different odors that can be found in the house, or the environment that surrounds it.
- They can discriminate which odors contain the jars, nice, unpleasant etc. While performing this activity the child is engraving in his mind every one of the smells.
- If at random we choose a bottle of smell, the child perceives it and is asked what smell it contains. He is developing the sense of smell.
- It also allows the child to think and say freely. He is developing logical thinking.
- It stimulates the confidence and security in its daily action. Encourage the bond of affection, by collaborating with others. It promotes the care and conservation of the environment. Let's keep the expectation and atmosphere of surprise.

CONCLUSIONES

- Los recursos didácticos sensoriales potencializan el aprendizaje de los niños, ya que ellos utilizan los sentidos activando el aprendizaje significativo, con esta metodología mejoran la expresión oral y conocimientos en el idioma inglés.
- Aunque los docentes utilizan material didáctica en sus clases diarias necesitan más herramientas didácticas para poder trabajar en clases ya que con las que cuentan no son sufrientes para poder trabajar y activar el aprendizaje que necesitan.
- Se concluye entonces que el proyecto de la elaboración de material didáctico sensorial para la expresión oral es una herramienta importante dentro de las clases impartidas en el aula, para el aprendizaje del idioma inglés, ya que causa motivación e interés en los niños, adquiriendo una cultura de aprendizaje de nuevas lenguas sin temor a hablarlas.

RECOMENDACIONES

- Se recomienda se utilice los materiales didácticos sensoriales dentro del aula en el procesos de enseñanza aprendizaje, ya que estos propician un aprendizaje significativo, basado en el constructivismo de esta manera los estudiantes se van involucrando con un segundo idioma.

- Se recomienda se realice la gestión pertinente para la adquisición de material didáctico sensorial y de esta manera poder cubrir la necesidad del aula.

- Es muy importante incluir los materiales didácticos sensoriales como una propuesta actual y constructivista que permite al docente interactuar con los studiantes mejorando las vías de comunicación en el aprendizaje del idioma inglés.

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Anexo 1

UNIVERSIDAD LAICA "ELOY ALFARO" DE MANABÍ

EXTENSIÓN EL CARMEN

ENCUESTA A DOCENTES

1. **¿Utiliza juegos didácticos sensoriales propician el aprendizaje del idioma inglés?**

SIEMPRE ( )
A VECES ( )
NUNCA ( )

2. **¿Los recursos didácticos propician el aprendizaje significativo?**

SIEMPRE ( )
A VECES ( )
NUNCA ( )

3. **¿Utiliza material didáctico sensorial para el aprendizaje del idioma inglés?**

SIEMPRE ( )
A VECES ( )
NUNCA ( )

4. **¿Cuentan con material didáctico para impartir la clase de inglés?**

SIEMPRE ( )
A VECES ( )
NUNCA ( )
NUNCA ( )

5. **¿Los recursos didácticos sensoriales fortalecen el aprendizaje en el idioma ingles?**

SIEMPRE ( )
A VECES ( )
NUNCA ( )

6. ¿Los niños tienen conocimientos previos en la expresión oral en inglés?

SIEMPRE ( )
A VECES ( )
NUNCA ( )

ENTREVISTA AUTORIDAD

Realizada a la Directora de la Unidad Educativa "El Carmen"

1. ¿Considera Usted que el conocimiento y el uso de los materiales didácticos en los procesos de aprendizaje, dinamizarían la gestión de aula, en la Unidad Educativa "El Carmen"?

_____

2**. ¿Los docentes de la Unidad Educativa "El Carmen" en los niveles de inicial se encuentran capacitados para impartir clases de inglés?**

_____

3. ¿La Unidad Educativa "El Carmen" cuenta con los materiales didácticos sensoriales adecuados para que el docente pueda impartir sus clases de forma innovadora?

_____

4. ¿Considera indispensable que los docentes de la Unidad Educativa "El Carmen" apliquen recursos didácticos sensoriales para optimizar los procesos de enseñanza-aprendizaje en el idioma inglés?

_____

5. ¿Estaría de acuerdo con la implementación de recursos didácticos sensoriales en las planificaciones de clases como estrategia de aprendizaje para los niños de inicial?

Anexo 2

UNIVERSIDAD LAICA "ELOY ALFARO" DE MANABÍ

EXTENSIÓN EL CARMEN

FICHA DE OBSERVACIÓN A LOS ESTUDIANTES

TABAL DE ANALISIS Y OBSERBACION DE LOS ESTUDIANTES

KNOWLEDGE DOMAIN	PARÁMETERS		
ORAL COMMUNICATION	S	AV	MP
➢ Using oral expressions in English language			
➢ Can realize class exposition			
➢ Realize some oral expression tasks			
➢ Interpretate English language			
LISTENING COMPREHENSION			
➢ Interprets the message that his teacher played by means of a audio			
➢ Identifies the main ideas to listen of the teacher			
➢ Practices with didactic material the English language			
➢ You understand when you listen to your teacher's instructions			
TOTAL			

ANEXO

PARALELO: B

QUIMESTRE: _____

PARCIAL: _____

GRADO/CURSO: OCTAVO

NIVEL: EDUCACION GENERAL BASICA

Nº	APELLIDOS Y NOMBRES	Trabajos independientes	Trabajos individ. en clase	Actividades grupales en clase	Lecciones	E.S.	PROM
1	ALAVA PALMA DIEGO ADRIAN						
2	ALMEIDA ALCIVAR DERLY DANIEL						
3	BERMEO MORALES IRON JAIRO						
4	BONE PARRAGA ROBERTO LENIN						
5	CAMPOS REYES CESAR ALEJANDRO						
6	CEDEÑO ALAVA JANDRY PAUL						
7	CEDEÑO ARTAGA ERICK STEVEN						
8	CEDEÑO LOPEZ EDDISON BENITO						
9	CEDEÑO MUÑOZ FARVI JEAMPIERE						
10	CEVALLOS ZAMBRANO RICARDO ARIEL						
11	CHOEZ GOMEZ JENNIFFER ARACELLY						
12	DOMINGUEZ VARELA JONATHAN ARIEL						
13	GARCIA CEVALLOS JULEIDY ELISA						
14	GARCIA NAVARRETE ANGELA ZHARICK						
15	LOOR ZAMBRANO STEFANY DANIELA						
16	LOPEZ DUEÑAS LEONARDO ISMAEL						
17	MACIAS LOOR CARLOS EDUARDO						
18	MARCILLO COBEÑA SEBASTIAN						
19	MECIAS CHICA ANGIE MAOLY						
20	MEZA ALCIVAR MELANIE DAYANARA						
21	MORALES TSENG BRYAN ALEXANDER						
22	MOREIRA ROJAS MILCA ISMEL						
23	MURILLO PATIÑO RICHARD KAHELL						
24	NAVARRETE ALMEIDA SHEYLA MARILEXI						
25	PERALTA ZAMBRANO MARIA LUISA						
26	RAMOS MUÑOZ JOAN JAVIER						
27	RIVAS MERA ANGELA GISSEL						
28	SOLIS CEDEÑO JESLY VIVIANA						
29	TUMBACO REYES JENNIFFER YANELI						
30	VELASQUEZ BAZURTO STALIN BLADIMIR						
31	VELEZ HIDALGO ANAHI ALEXANDRA						
32	VELEZ ZAMBRANO EMELY SHIRLEY						
33	VERA VIVAS MOISES ALEJANDRO						
34	ZAMBRANO CARRANZA YAMILETH LILIBETH						
35	ZAMBRANO GAVILANES XIMENA JERALDY						