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Influencia del enfoque ecléctico en las habilidades productivas (habla y escritura) del idioma inglés en estudiantes de la educación media de la Unidad Educativa Católica La Victoria

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Resumen

Las tendencias educativas en la enseñanza del inglés se centran en el alumno, son comunicativas y permiten a los estudiantes producir el idioma en experiencias de la vida real. Sin embargo, sin un enfoque y un uso correcto de los métodos que guíen el proceso de enseñanza-aprendizaje estas características parecen utópicas para muchos profesores. Este estudio pretende analizar cómo el enfoque ecléctico podría mejorar la producción lingüística (destrezas escritas y orales) en estudiantes de educación media.

Gracias a una revisión bibliográfica sobre enfoques, métodos y el enfoque ecléctico para la enseñanza del inglés fue posible establecer claramente las características, rasgos y aplicación de los mismos. Además, se realizó una correlación de resultados sobre técnicas de enfoque mixto, como una encuesta en papel para estudiantes, una sesión de grupo con profesores y una entrevista con el director.

El análisis de los resultados y de la bibliografía demostró que las destrezas productivas deben desarrollarse en conjunto con las receptivas. Además, los profesores no gestionaban la aplicación de enfoques y métodos para sus clases, lo que acababa en una falta de evaluación y dificultades para la innovación. Era necesario utilizar un enfoque y unos métodos definidos.

El enfoque ecléctico no es un método, por lo que su aplicación no fue posible durante la investigación, ya que requiere largos periodos académicos, como uno o más parciales del curso escolar, en lugar de una sola lección.

La integración de todas las destrezas teniendo el enfoque ecléctico como guía para la aplicación de métodos da a profesores y alumnos cada vez más pistas para la mejora de la producción lingüística. Además, su práctica va de la mano de la innovación, ya que desafía la percepción de profesores, padres y directores sobre la enseñanza de una lengua extranjera.

Palabras clave: Enfoque ecléctico, habilidades productivas (habla y escritura), métodos de enseñanza de inglés, innovación educativa.

Abstract

English teaching education trends are learner- centered, communicative and allow students to produce the language in real life experiences. However, without an approach and the correct use of methods to guide the teaching-learning process those features seems to be utopic for many teachers. This study aims to analyze how the eclectic approach could improve the language production (writing and speaking skills) in middle school students.

Thanks to a literature review about approaches, methods and the eclectic approach for English teaching was possible to state clear characteristics, features and application of them. Furthermore, correlation of results was done about mixed approach's techniques like a paper-based survey for students, a focus group session with teachers and an interview with the principal.

Analysis of results and literature demonstrated that productive skills should equally developed with the receptive ones. Furthermore, teachers did not manage the application of approaches and methods for their lessons which ended on assessment lacking and difficulties for innovation. The use of a defined approach and methods were needed.

The eclectic approach is not a method, for that reason its application was not possible during the research as it requires long academic periods like one or more terms of the scholar year instead of only one lesson.

The integration of all skills by having the eclectic approach as a guide for methods application give teachers and students more and more clues for the improvement of language production. Moreover, its practice goes together with innovation since it challenges teachers, parents and principals' perception about a foreign language teaching.

Key words: Eclectic approach, productive skills (speaking and writing), English teaching methods, Educative innovation

Introduction

Eclectic methodologies seem to be the most suitable way to learn a foreign language due to weaknesses in all known English teaching methodologies that do not involve all the skills but only focus on specific ones. Eclectic methodologies aim to avoid those weaknesses and use their pros according to students' necessities. If this type of approach is applied in the correct way, it could have really good results in L2 learning. Otherwise, students will continue with the same or different difficulties to learn the new language. In the case of the U.E.C. La Victoria, there is no specific methodology to apply, but the educator is free to choose strategies and techniques according to his/her convenience.

This research paper is supported by classic scholars such as Jean Piaget in the learning process and Stephen Krashen in language acquisition issues. Furthermore, recent investigations related to eclectic methodologies and productive skills have been considered to enrich results with a scientific foundation and present an updated overview of the topic.

The relevance of this research not only involves the mentioned institution but also English language education in our country, considering that productive skills acquisition and the management of the second language in general, is not so good, according to the statistics, even if the English subject is mandatory thought in all the country. In that way, the understanding and application of a project that could enhance productive skills acquisition is necessary.

State of Art

English teaching worldwide nowadays.

English language is known as lingua franca and important to consider in the educational field as many information and sources are available in this language. Colombia also has many challenges to overcome due to the consequences produced by the lack of English hours to study in schools together with the structure of the curriculum and methodologies that not facilitate communicative skill (Del Toro et al., 2019).

Students from high-schools can get a B1, however the evaluation only consider their reading and writing abilities. Furthermore, they have some difficulties to infer information from the texts in the target language and the number of children with this ability according to the author is 1 in 10 which directly influence the possibility to express their thoughts and reflections in the L2 (Del Toro et al., 2019).

Research made by Fojkar & Perret (2019) provides a comparison between English Teaching in Slovenia and India that can provide a clearer view about the difficulties and straights from the two countries and the two continents (Asia and Europe) about language instruction since expectations about educators are not met and it directly influence students' development. Motivation for being teacher in India turns around prestige meanwhile Slovenian teachers choose this profession because of their love for education and children which directly influence their competence to guide their pupil's development and the emphasis in specific skills also.

In India English is considered as an official language meanwhile in Slovenia is a foreign language; However, India is in the 20th place of level proficiency meanwhile Slovenia is in the 6th place. One of the reasons is that English teaching in India focusses on reading and writing skills and Slovenia on speaking and listening. Furthermore, lack of audios, poor teacher's preparation who do not use English in their lessons make the improvement of productive skills tough for Indians (Fojkar & Perret, 2019). Teaching a Foreign Language According to the Ministry of Education

Different professionals and experts recognized by their theories about the learning process have significantly contributed to language teaching methods and strategies. Those are essential to

understand the reality of ESL productive skills development in the country. Also, a general view referring to the English language teaching and learning determine those methods and resources that are the most recommendable to apply to facilitate productive skills development in U. E. C. La Victoria.

English language teaching aims effective communicative abilities for learners. Their preparation should allow them to perform in a globalized world where the foreign language is the main communication code (Ministerio de Educación del Ecuador, 2016). Regardless of the aims for English teaching in the country are clear there is no evidence of substantial progress. Many L2 students still consider they don't achieve the language production even if they have been trying for many years.

English teaching methods in the country should be communicative and student-centered. They should enhance their social, creative, and thinking abilities to understand knowledge about the world and how to communicate through a foreign language (Ministerio de Educación del Ecuador, 2016). The language teaching approach is clear and the results to obtain from students too; However, for many teachers and educational institutions those features are still a utopia. They are hard to achieve in terms of time and application.

According to the Ministry of education pupils will be able to manage grammatical rules and vocabulary together with day-to-day work. In consequence, teaching strategies should be oriented to help learners apply the second language in real-life situations. Furthermore, they should participate in innovative and motivating experiences to drive them into second language learning appreciation. Thus, at the end of the high school, they should achieve a B2 language proficiency (Ministerio de Educación del Ecuador, 2016). Those are positive aspects to consider in order to analyze what should be improved in the teaching practice. Since it requires capable teachers to create learning and acquisition environments for the language development. They should manage the communicative approach and the different methods it involves.

The Education of different countries worldwide turns around teacher-centered methods; Nonetheless, attempts to change it to student-centered are continuously growing. As in the case of Saudi Arabia, which is comparable to Ecuador (Khalil & Kholofelo Semono-Eke, 2020). Nonetheless, a change in the Ministry of Education guidelines for English teaching is not enough

for meaningful progress. The change should start with teachers training on their practice and grow more and more to be achievable as a country.

English teaching methods overview.

With the grammar-translation method, the target language is translated into the mother tongue. Students could feel comfortable with this mechanic process. Nonetheless, it does not reinforce their productive abilities (Khalil & Kholofelo Semono-Eke, 2020). That procedure is not up-to-date due to the language teaching perception that is on trend where learners must be exposed to the language without a conscious study of grammar. They should receive the language as a natural process. Furthermore, grammar study could be tough and tedious for children if they do not understand its importance. It will produce demotivation and productive skills decline.

The task-based Language Teaching (TBLT/TBI) emerged from the communicative approach where students can perform the language through realistic situations. Activities on TBI should promote natural learning by meaningful practice and focus on fluency. That would be the first step for gaining precision activities. Nevertheless, the unconscious and natural production of the language is still challenging in this method. Even if inner motivation is strengthened those who are starting on the second language acquisition could not receive its advantages (Pham & Do, 2021).

The TBI requires teachers' creativity to generate those realistic situations where the process to learn a new language should be as natural as possible. In consequence, is necessary to think about experiences out of the classroom where pupils could interact not only with their classmates but with people from other environments too. Like those who decided to live abroad and do not have other option to speak or write in the target language.

The Audio-Lingual method emphasizes the teaching practice of listening and speaking skills through drilling techniques and the use of audio and videos. This method is helpful for grammar lessons but has been questioned regarding to the communicative ability progress (Khalil & Kholofelo Semono-Eke, 2020). Many strategies from this method are applied thanks to the textbook's activities at U. E. C. La Victoria since students can watch videos and hear audios for the introduction of the topic each unit. They repeat some key vocabulary words and memorize

some phrases focusing on intonation. However, teacher's correction is not always provided immediately, and pronunciation is not a priority.

Learning Through Experience

Jean Piaget was a Swiss psychologist who made an important contribution to education and learning process understanding. Thanks to his sibling's observation during their growth, he postulated theories that gave birth to teaching approaches, strategies, curricular structures, and more.

Main aspects about his theories involve:

- The more diverse and numerous sensitive stimuli, the better intelligence and perception development.
- Even at an early age, one's own experience to make learning happen is crucial.
- After sensory and intellectual evolution in the person various changes in quantitative and qualitative terms happen (Cortina & Martinez, 2001).

Some of those aspects could be easily observed during the learning process and even more when a language is been acquired. On the other hand, is more difficult to get new content when experiences and previous knowledge is not considered. In addition to that, providing sensitive stimuli could be taught if the pressure for covering all units from the English book is the main concern for teachers.

Experience and different resources to facilitate thinking is crucial for learning a foreign language. To generate knowledge the experience should be related to their background and make an impact on what they already know, this process itself will generate motivation without the need for direct interventions from the teacher but his/her guide. According to Piaget, the learning process is defined by schemas that go beyond experience we get through senses, but "units" of knowledge or portrayals generated in our minds that are useful to behave in new situations according to all the factors they involve. Mental processes level up by considering how complex the schemata learned is. If a child is able to explain a schema it reflects a state of equilibrium. Moreover, the logical combination of schemata is possible thanks to operation process which

happens in a more mature state. The adaptation process defines how the preexisting thoughts about the own reality are changed to fit with new ones and it happens thanks to the assimilation and accommodation.

When the schemata allow the description of a situation or aspect from the context, refers to equilibration but it could be disturbed by unexpected situations that is disequilibrium. Thus, motivation is produced by the urgency to escape of that state into a more pleasant sensation, and in consequence, learning happens.

The assimilation is a cognitive process where preexisting schemata fit with new ones. It only happens when the new information is not so different from the own knowledge, thus, what is known is the reference to understand what is new (McLeod, 2023).

On the other hand, accommodation means that the new information is very different to prior schemata and in order to adjust what is already known is necessary to change a huge part of it or perhaps create new schemata, it happens, for example, when the teacher takes students into a conflict between their prior and new knowledge.

The equilibration phase could take place encompassing the previous two (Hargraves, 2021). Equilibration could also mean order in our thoughts which according to Piaget is something that our human thinking always follows. It happens when most of the new information can be accepted by preexisted schemata and on the other hand, disequilibrium happens when is difficult to match the unfamiliar data and in consequence accommodation start to be performance in order to find harmony again.

Piaget proposed the cognitive development stages were depending on the age a person tends to learn with different stimuli and added to the experience, students also need maturation. Reasoning increases with age and the support of meaningful learning (Hargraves, 2021). Nevertheless, reducing the use of the mother tongue during the second language acquisition it's crucial to support the familiarization with the language, independently of the student's maturity.

Children's development is possible thanks to a set of different factors with a strong impact on psychological and social development like external ones and motivation, which is the result of reality assimilation into learners' necessities (Piaget, 1945).

Language is a crucial supply for children's adaptation which is transmitted through premade structures that come from people around. The child must build his own flexible way of expression, this kind of system is called symbolic play where imitation is one of its characteristics that could be modified and adapted to their needs.

Thanks to Piaget's contribution, teaching approaches, and methods raise student- centered learning, helping them to explore and discover what they need to know rather than sharing a lot of information with them. Moreover, its conception changes from being an individual to a social or cultural process (Hargraves, 2021).

Second language acquisition

Stephen Krashen is an emeritus professor at the University of California, Los Angeles. He is a Ph.D. in linguistics recognized for his work on Second Language Acquisition (*Rossier School of Education*, n.d.)and many other books and articles about this issue.

His theory emerged through his own experience learning many languages, and observations he did with other people doing the same process (Krashen, 2022). In that way, he is a co-founder of the natural approach.

The Acquisition learning distinction.

The differentiation between language and acquisition helps to determine the process that children in national and international fields are living and why is easier or more difficult for them to develop their productive skills. This distinction is described through the following items:

1. Language acquisition is an unconscious process since the aim to use the language is for communication with others as children do with their L1. Moreover, is the subconscious and implicit process of identifying the best words to use regardless of rules that are unknown.
2. Language learning means studying the language (most of the time by taking a course) and being aware of rules which is explicit.
3. Adults can also acquire the language as children even if it could be more difficult to

get management of it as natives do.

4. Error correction could be effective in the learning process but has minimal results on language acquisition since the most important part of this process is the meaning of the message rather than the form.
5. The Natural order hypothesis: In the acquisition process some grammatical rules are achieved in a certain order, and some of them are managed earlier than others.

Related to the second statement, learning a language involves a deductive approach which is teacher-centered and acquiring a language means an inductive approach which is student-centered. In that way learning a language is less important than acquiring it (Schütz, 2019). This aspect is not considered in most of the educational institutions where many educators are not specialized in language teaching or their knowledge is not enough to provoke acquisition instead of learning.

Previous knowledge (what students already know) added to (+) comprehensible input (a message they can understand) resumed on the formula “i+1” describes how to enhance students' language acquisition (learning a language does not involve this process). Furthermore, acquisition requires affective variables: motivation, high self- confidence, low anxiety, and personality traits instead of “language appreciation” or grammatical content consisting on rules and complex facts of the language. In consequence, grammar teaching is recommended only if students are interested in its analysis (Schütz, 2019).

Something controversial for some teachers is the possibility to use the second language beyond some phrases and vocabulary with little kids but it could be possible with the use of different resources like mimics and songs as Krashen has demonstrated.

While the acquisition is happening, learning complex exercises is also possible. Due to the lack of opportunities to acquire the language “outside the classroom,” it is necessary to provide them during the lessons. Furthermore, learning activities should be restricted, and grammatical rules learned are not so useful where communication is required. Evaluating real communicative situations is not easy because it could not be defined by the management of grammatical structures since good communication skills can be possible even if the student

presents low scores with grammatical texts (Schütz, 2019).

The achievement of complex rules is not recommended through correctness as it has many interferences on communication. Moreover, depending of learning style grammatical studies for some students are effective in language acquisition (Schütz, 2019).

Eclecticism

Methods are expressions of teachers' beliefs about language learning. All language teaching methods proceed from some belief; all express, in the styles of teaching that they encourage, some assumption about how a person learns a new language. The way they have been taught defines the way they teach and their arguments to choose methodologies from their own experiences. Thus, by using only one methodology educators' view is closed to only one way of teaching, and as a result, will be tough to be open, updated, and able to apply other alternatives that could improve the acquisition process. The eclectic method presents the way to make teaching dynamic and have methodologies as a tool rather than being the tool or the applicator of one specific methodology (Weidemann, 2008).

The etymology of the word eclectic comes from the Greek “eklegein” which means choose. In Language teaching, this word is referred to choose the best aspects of English for each method to generate a new one. Its principles are related to the correct selection of techniques and novels that produce meaningful knowledge avoiding mechanic activities by contextualizing and organizing lessons in the best way possible (Arias, 2018).

This selection of strategies and techniques should be aimed to the acquisition process rather than the learning one so pupils could enjoy of immersion, that regardless of the lack of frequent interaction with native speakers, the environment will ease familiarization with the foreign language naturally.

During the XXI century the word “method” began to be refuted by many educators considering that the teaching-learning process is a set of different dimensions that involve students in sociocultural, linguistic, cognitive, and academic aspects and each method used to emphasize only some of them but do not involve the language acquisition process holistically. In consequence, the “eclectic approach”, post-communicative turn (PCT), cognitive method, or the

post-method emerged. To (Kumaravadivelu, 1994) this last way of calling it, means that teachers can reflect, and acquire knowledge, autonomy, and skills to adapt themselves in an environment where no method is required (Nagy, 2020). That is to say that from the eclectic view, teachers should think out of box about methodologies and English teaching itself, as the conventional way of applying them is for learning rather than acquire them, being this last process the one that present the results that English teachers and students follow, the eclectic view allows acquisition in the classroom.

Application.

Eclecticism is a learner-centered approach where the teacher should be a guide, monitor of the learning process and select useful material and strategies for language development. The application of the eclectic approach means the application of specific strategies or characteristics from different English teaching methods according to students' necessities and abilities; thus, professors are experts on knowledge about weaknesses and strengths for each method trying to avoid as much as possible their disadvantages (Mwanza, 2019). Furthermore, if the eclectic methodology is well constructed students have an active role and acquire the language due to all the different intelligences and learning techniques this approach cover thanks to its flexibility and cohesiveness between all strategies. Moreover, pupils have more opportunities to participate in real-life situations where errors aided in their English level raising.

Some characteristics of specific methods are opposite one to another due to their "theoretical roots", thus, the combination of them should be rational and adaptations to traditional ways should be avoided as it could negatively affect their foundations. Weidemann, (2008) states that "The effect of the innovation is reduced when we do not, as language teachers, take a method to its conclusion, or push it to its limits" (p.2) it means that teachers should apply all the aspects that make up each method until the end to appreciate all their benefits. Moreover, teachers should be aware of the focus that resources like textbooks follow considering that some textbooks combine contradictory methods. For this reason, it also could affect planning, since educators should choose methodologies with similar or common roots, and follow up the progress of each one. The eclectic approach provides the way to work with different methodologies focusing on the objectives that the teacher wants for his students, so he could handle a group of methods

according to strategies and choosing the one that is suitable for students in order to improve their skills. In that way, will be necessary to plan about those methods that are going to be applied for each skill, as it is described in the following chart:

Figure 1
Eclectic Methods Planning

	Listening	Speaking	Reading	Writing
Grammar-translation method	—	—	✓	✓
Direct method	✓	✓	—	—
Audio-lingual method	✓	✓	✓	✓

This should be the way that English teachers should plan and follow up what they are doing as a teacher diary. In other words, this is the way English teachers should work by combining methods to improve skills equally rather than focusing in only one method to work on skills in isolation.

The combination of strategies could be based on “emotional” and “lingual” terms, together with literature reading and L2 teaching process. Moreover, beliefs that lead the educator to choose the own ways of teaching is a clue to achieve eclecticism. If the aim is to accomplish the acquisition process, the experience will be enriching; However, if the educator aims for consistency since the birthplace of each technique and methodology it will end in traditional practices (Weidemann, 2008). To sum up, by considering the eclectic approach characteristics will be possible to define if it is been correctly applied or not.

It is necessary to seek mastery of methods and techniques and guide those language teachers who do not have a professional degree in these fields but manage the language and are able to work as L2 educators. Therefore, they might be sufficiently prepared, patient and determined as this is a trial-error process that not all educators are willing to.

Moreover, is necessary that educators detect students’ characteristics and lesson objectives, making them conscious of their language learning. According to Mwanza (2019) it requires strong interaction between teachers and students, where teachers should know the

advantages and disadvantages of the different methods of foreign language teaching to only apply the advantageous part, and look for engaging resources from different types and formats to fulfill students' needs.

Eclectic approach could be used through different methods as huge set of tools and guidance for teachers that could modify them in different ways according to their needs. This way of teaching promotes teachers' creativity and expertise in their practice and opens their view to the benefits of all methods taking advantage of the newest without disregarding the benefits of traditional strategies. Moreover, creating an acquisition environment is possible even if pupils are not in the country because the target language is spoken due to meaningful experiences. This approach should be applied in all the different educative institutions of our country to improve language teaching education

Resources in eclectic language teaching.

Many teachers worldwide use English language textbooks as basic material. This kind of resource contains pictures, graphics, and technological tools. Textbook organization starts from the most basic content to the most complex. This facilitates a sequence of lessons that educators can follow and as (Kumar, 2021) said, “presenting visual materials to students with writing (...) support students with some clue-like information that evokes images, facilitates recall, and increases the permanence of information”. Meanwhile, for students' advantages are not so clear to enhance their skills.

Even if some textbooks involve the local and the target culture, some of them fail on representing the first one, they are designed to be applied in different international contexts and it is necessary for students' motivation and language proficiency to fit with their reality and perform a selection of those parts of the book that are according to their weaknesses on the language. Experts' recommendations claim that this kind of material should be a complement to other ones to better students' learning.

The use of authentic material could be advantageous for learning a new language, it could be divided into two categories: printed (greeting cards, calendars, Food labels, magazines, newspapers, posters, books, etc.) or auditory (phone messages, movies, programs, podcasts,

songs, etc.) and as Sosa & Zúñiga, (2020) said, “authentic materials help students bridge the gap between the classroom and the outside world”.

Realia is also a good option to generate learning for ESL or EFL students its advantage resides on what students can touch, hear and smell, in other words, they can use their senses and as Demirel et al. (2005) mentioned by (Kumar, 2021) said, “The more the teaching (and learning) activity appeals to the sense organs, the more the event becomes so good and permanent”.

Moreover, gamification offers a set of positive aspects for education, and even though its benefits for learning a foreign language are not described, scientific results prove that its benefits lead to motivation to achieve real learning goals and promote self- regulation. Moreover, it facilitates students to manipulate elements of their or other environments according to specific rules. Yaroshenko et al., (2022) mention that “Gamification is an effective tool for control of human behavior without coercion, using positive incentives, sports principles (acmeology, point scoring, competitiveness)”.

Furthermore, even if middle school students could be more enthusiastic about this kind of education, it could be suitable for all ages where personal motivation, defined goals, logical and consistent rules, and voluntary consent influence participation during these activities. Gamification could be applied to solve real-life situations which could be very beneficial for productive skills development.

Teaching resources can be evaluated according to the communicative approach in order to know how effective they are in terms of productive skills development. In the case of textbooks, three types of language practice that English textbooks contain according to (Richards, 2006) in order to analyze the level of communicative skills students can achieve by using them as the principal resource during their language acquisition (Gómez-Rodríguez, 2010).

Textbooks’ evaluation could be applied according to the characteristics that (Richards, 2006) described as the “types of language practice” included in assigned texts and other instructional materials. One of those components is the mechanical practice, which is focused on grammatical activities like repetition and substitution drills something that could be improved with meaningful practice to guide students in meaningful choices having as a result the

communicative practice where they can produce the language spontaneously and authentically (Gómez-Rodríguez, 2010).

Productive skills development depends on different factors that are involved on the different methodologies and the way in which familiarization with the language is being conceived. If the input received is not meaningful or the aim of the English class is to learn it rather than acquire it, enhancing productive skills could be more complex. On the other hand, if the input received is according to their experiences, interests and reality and the aim is to acquire the second language as the process of first language acquisition, the advance on productive skills will be meaningful.

Learning Environments.

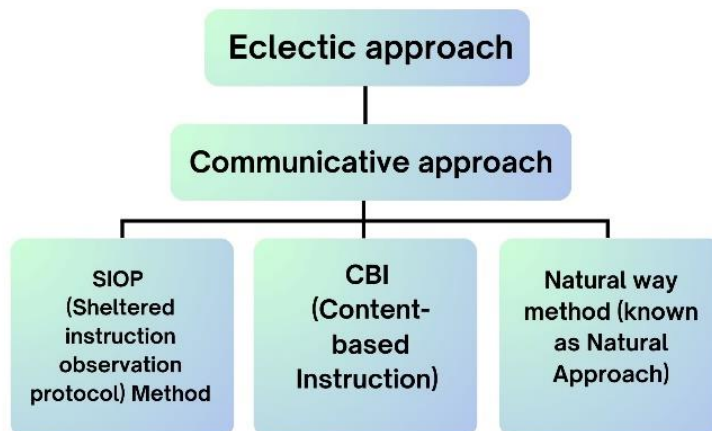
The combination of various methods to fit with learning styles and students' needs leads the researcher to describe how learning environments should be in the eclectic approach and its importance. The learning environment is not only referred to the physical place where students and teachers interact but the way all the educational actors are related and develop their functions (Duarte D., 2003).

Eclectic approach construction.

The following chart describes how the Eclectic approach might be constructed. Taking advantage of its flexibility the eclectic approach will consider methods from the communicative perspective in this research:

Figure 2

Methods and approach that are involved in the eclectic approach



Communicative Approach

In communicative language teaching (CLT) student should have a high negotiation of meaning (meaning clarifying) according to their real context and also “the ability to interact socially in the target language” (Gómez-Rodríguez, 2010).

Communicative competence involves four categories: Grammatical competence (Use the appropriate forms of the language), socio-linguistic competence (familiarity with the socio-cultural rules), strategic competence (verbal and nonverbal messages), organizational competence (knowledge about the linguistic system of language construction) and intercultural communicative competence (understanding the relationship between the language and the cultural practice or beliefs of the people who use it) (Gómez-Rodríguez, 2010). As regards to middle school students, those items could be adapted to their level of English and be seen as goals to achieve due to the necessity of provide them more and more meaningful input facilitating the production of the language with all the components that communicative competences concern. CLT principles are the following: cultural traits, content based on social communicative functions, teamwork for meaningful negotiation in the real context, resources based on real-life situations, and making mistakes is essential in the language acquisition process English Textbooks for Teaching and Learning English as a foreign language. (Gómez-Rodríguez, 2010).

In the communicative approach, speaking development is possible through interactions with native and non-native speakers (classmates) where activities are interesting and meaningful, and make the application of their knowledge in speaking according to their level of English (Dzięcioł-Pędich, 2015)

Content Based Instruction (CBI)

In this method Language is a way to learn about other subjects like math, science, social studies, and more to gain real objectives by having language as a tool, in this way, the creation of an environment for language acquisition can be possible. Through investigations of different topics pupils could “develop thinking skills” and “collaborative skills- social value” (British Council, n.d.) & (American English, 2021).

In addition, students can be challenged to learn the content by the use of the target language as well as teachers for the lack of material in lower levels; However, some strategies like using native language text or letting students present the material in their own language could reduce the problem (Peachey, n.d.).

This type of teaching could be combined with PBL and end in original and innovative results thanks to the use of the target language as a source of information where students and teachers can discover material that is not able in their mother tongue.

Sheltered Instruction Observation Protocol (SIOP) Model

This model emerges thanks to the investigation of the Center for Research on Education, Diversity & Excellence (CREDE) in the United States from 1996 to 2003. The aim was to develop a defined and clearer method for teachers to help learners with different characteristics, especially those in educational failure risk improve their academic development to get high-quality levels. To define the features of the method, it was applied by different teachers and schools so the most suitable for excellence were determined ((CAL), n.d.).

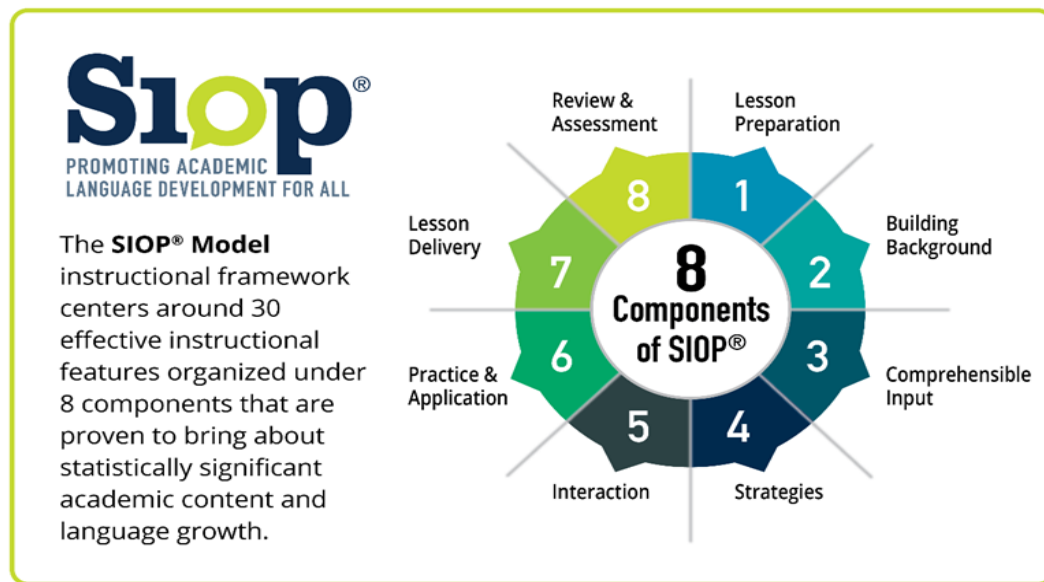
This method provides educators a way to develop lesson plans for teaching the language through content that is also understandable for learners. It involves scaffolding as one of the main techniques to assist pupils' language growth. Furthermore, thanks to the clear guide for teachers

this method provide, is more and more possible to achieve diverse students' development (Boughoulid, 2020).

The SIOP model is built through eight elements that are represented by the SAVVAS learning company, (n.d.) in the following graphic:

Figure 3

Components of the SIOP method



Note. By SavVAS. (s. f.). SIOP model – Culturally Responsive Teaching

Moreover, CCSCareerTechnical (2014) describe that this method allow students to be 80% to 90% engaged in the class with activities prepared to gain content and language objectives. These objectives are socialized at the very beginning of the lesson. Moreover, clear information about how to apply each component is provided.

Natural Approach

In the natural approach or direct method, learners cannot use their L1, consequently, translations are not allowed; However, it is tightly focused on the speaking skill, having writing as a secondary one (Khalil & Kholofelo Semono-Eke, 2020).

The natural approach is the Krashen's immersion theory, also known as Monitor Model

(MM). Input, comprehension, and communication are essential for its application and it is based on five principal theories of language acquisition made by him (Addison-Wesley Publishing, n.d.):

1. ***Pre-production:*** Silent phase while they are receiving the comprehensible input. The beginning of language production on this phase is characterized by meaningful responses even if those are not verbal.
2. ***Early production:*** Comprehension, when there is no necessity for being understood and grammar will not be corrected.
3. ***Speech emerges:*** the student produces the language in longer but basic sentences in order to communicate. In addition, he has a better understanding of messages.
4. ***Intermediate fluency:*** This is the final stage where the student is able to have conversations with better grammatical structures, understanding, and having the possibility to analyze them. These processes differ depending on their age and maturity level.

Statements to be considered in the Natural Approach:

- The classroom should be devoted primarily to activities that foster acquisition (those that promote learning should be assigned as homework).
- The instructor should not correct student speech errors directly since the most important is what pupils can understand and make others understand themselves.
- Pupils should be allowed to respond in either the target language, their native language, or a mixture of the two at the beginning of acquisition.
- Listening skill makes possible the progress of reading, writing, and speaking.
- Teachers should avoid the use of textbooks and consider authentic material such as realia as the basic ones.
- Communication with native speakers is the objective of this approach.

“Communicative-based approaches generally produce results superior to any cognitive or habit-drill-based approach.” (Nagy, 2020). Furthermore, due to the lack of opportunities for interaction with native speakers in our context, the natural approach is most of the time defined by the relationship between students and the teacher due to his expertise and management of the language (Escobar, 2018).

The natural approach works with the process of first language acquisition as the main reference. For that reason, the way children interact with their parents should be the way of interacting with the teacher. In addition, even if the teacher is the one who manages the language, it should be important to generate suitable environments where students can interact with each other to improve their confidence and make the acquisition process more proper. Its curriculum is focused on communication achievement where pupils could produce an understandable message through acquisition activities (T.D. TERRELL, 1982). Furthermore, educators do not correct errors at the time they are produced, because it could cause a severe interruption of the language acquisition process. In this method, students should be able to communicate, develop comprehension, and answer during conversations with arguments supported by their analysis (Escobar, 2018).

Productive Skills

The application of activities for receptive skills is more common than productive ones. The consequence is a lot of input but a lack of practice when a balance between all four skills should exist to make language acquisition possible.

Educators have the role of facilitators, observers, guides, and monitors. This includes being part of groups with students to develop some activities. This will be helpful in planning development according to their weaknesses and strengths (Rijal & Arifah, 2017).

The development of productive skills happens with the help of receptive ones. In other words, the output won't be possible if a suitable input is not received. Besides, teaching all four skills through real-life topics requires comprehensible input (message). Productive skills will be developed through the receptive ones, which means that one complements the other. If learners don't receive a suitable input, output won't be possible. The way of teaching all four skills should

be taught through real-life topics in a comprehensible input (message).

Sreena & Ilankumaran (2018) state that “the learner may earn maximum receptive skills” to earn the maximum productive skills. It is necessary to define if students are receiving suitable input to produce the language. In other words, how teachers perform the input in the class so skills work together. Considering that the lack of input is a deprivation of language acquisition. Fast Mapping is a useful strategy to know how children learn the language in new contexts. For instance, the acquisition of new words.

Students need confidence to talk and connect their ideas through cognition. The language will go beyond the class or subject as a result. For this reason, is not recommendable to correct students at the moment. Its consequences will be counterproductive.

The VARK (visual, auditory, read/write, and kinesthetic) method involves most of the students' ways to learn, for that reason the input and output could be facilitated due to the adaptation of the learner's characteristics (Rijal & Arifah, 2017). Through speaking and writing skills teachers can evaluate how students are acquiring the language. Moreover, the best way to develop the fourth skill is integrative while speaking skills grow the listening skill also progress, and while writing skills are been enhancing, reading skills too. However, productive skills demand more dedication than receptive ones.

Speaking Skill

When students feel motivated and have many opportunities to express their thoughts speaking skill increase. On the other hand, anxiety is a negative factor that could interrupt learning causing a lack of attention and affecting “short and long-term memory”. Nonetheless, teachers should seek ways to engage pupils to participate during the lessons and canalize their reactions and levels of anxiety avoiding the negative effects on learning and helping students to face their fears by reducing their effects through the most convenient strategies. In other words, overcoming anxiety constraints is essential to make language production possible (Paradowski, 2016).

To identify what kind of strategies and activities could produce anxiety is not an easy task; However, to be an observer and investigator is essential for teachers by considering students

intelligences, strengths and weaknesses so as to canalize them and make their confidence grow and reduce their anxiety levels more and more. Moreover, to provide them opportunities to share one to the other their abilities on the language through activities like games and artistic ones.

Speaking consists of spontaneous communication where mistakes or slurred speech are not so influential on “communication”, however, on writing inaccuracy always influences meaning and communication achievement (Riddell, 2014). Oral skills involve other abilities that increase according to the correct input and conception of them itself by the teacher and also the student.

Speaking should be the goal for students, it cannot be developed without a conscious approach to the language, thus, if vocabulary is being learned by memorization without situations where those words could be applied will be more and more difficult to remember them.

The consequence of effective speaking development is XXI century abilities as communicative competence, this skill could be defined by the following aspects: Fluency (the result of interaction and comprehension with no interruptions of the speech), accuracy (as a result of the correct idiom use in terms of vocabulary, grammar, and pronunciation), vocabulary (as a result of understanding the meaning of the words and including them in sentences correctly), pronunciation (defined by how the receiver comprehend the message). The more students practice, the better they develop those aspects. This practice should emerge thanks to educators' efforts by generating strategies considering their necessities and interest (Arias, 2018).

Writing skill

The writing process consists of wording thoughts, which could be more difficult to happen in the second language. Nonetheless, the input that reading offers in order to have suitable resources to write, makes those two skills reciprocals. Writing is superior to speaking, as it requires attention, creativity, and thinking about the receptor to create good compositions which means a process of prewriting and other techniques for better and easier production of the language. In that way, technology opens the door to many tools that could make the writing process more engaging and easier to develop (forums, social networks, wikis, google docs, and more), as a consequence, fast and fast responses, and feedback could be received (Artieda, 2019).

Puns are a useful resource to work on this ability since students can enhance their inference abilities and language comprehension itself. It could ease the educational environment by providing confidence and comfort between students and teachers. Memes, as a kind of puns, could provide a cultural view of the target language and vocabulary by learning from mistakes, in consequence, they could make them easier to start writing with the guidance of the educator.

The writing process involves a cultural view of the language, clear knowledge of the topic, and handy techniques to facilitate the transmission of their thoughts in the paper. Teachers are able to develop new strategies to guide pupils to write due to the tools that ICT provides that are according to the context where the language is spoken, one example of this is memes, which are part of students' informal communication in the first language and could be considered as a resource in the second language teaching providing different benefits and facilities to write (Artieda, 2019).

Methodology and spatial delimitation.

This research has taken place at Unidad Educativa Católica La Victoria with middle school students to know how eclectic methodologies are applied and how they influence in the development of the English language productive skills during the 2022-2023 scholar year.

The Educative Institution where this research is applied offers different facilities for the project performance and analysis from different perspectives referring to the English subject. Furthermore, students from this institution have other characteristics that are particular for their analysis. In the same way, it is necessary to include information related to population of this research as follows:

Province: Imbabura

District: Ibarra

Parish: El Sagrario

Institution: Unidad Educativa Católica La Victoria

District: 10D01

Educational Circuit: 10-H-000-73

This research follows a mixed approach (qualitative and quantitative) in order to obtain and analyze information integrally. Due to the population and kind of data required, the use of only one method will not provide real results about the influence of teaching methodologies on productive skills development, nor teachers, students, or authorities' perceptions about those two variables. The qualitative method involves evaluating the way that the teaching-learning process is happening for the productive skills development, students, teachers, and administrators' perceptions about the English subject in the school, and what they consider has to be improved to better add to the language.

Moreover, to figure out if teaching methods and resources are beneficial or not for EFL to refine productive skills, it is necessary to use the quantitative method where it is possible to test all the middle school students and teachers which is a significant population. This information

will help the investigation to find the solution for middle school students' difficulties in language production, considering teaching methodologies as the main aspect to be improved and the generation of a proper proposal. On the other hand, this is applied research because it pretends to make advances in the pupils' abilities in the English language based on the data collection.

The nature of this research is divided into two types, exploratory and descriptive. In the exploratory part, we observe the teaching-learning process to determine which methods are being used and if they are effective or not to develop productive skills. Thus, the thing is to establish a hypothesis about the best methods and resources to enhance those skills by comparing and analyzing cognitive and ESL teaching theories proposed in the theoretical framework. After the exploratory stage, it will pass into the descriptive nature, this will allow ascertaining hypotheses by adding more information and reflections about the way to cope with low levels of productive skills.

Because of the mixed modality of research, it will need a deductive and inductive methodology in order to formulate and demonstrate which hypotheses are happening in the English teaching of middle school students. The deductive method wants to deduce if teaching methodologies and resources have been really effective for productive skills development and the level of proficiency, they can obtain due to those tools.

In the deductive part, according to the theoretical framework, there are three theory-drives coming from classical authors that have contributed in different aspects to the learning and ESL acquisition field. Even if those hypotheses are already accepted is imperative to know how they are being applied by testing them in the classroom.

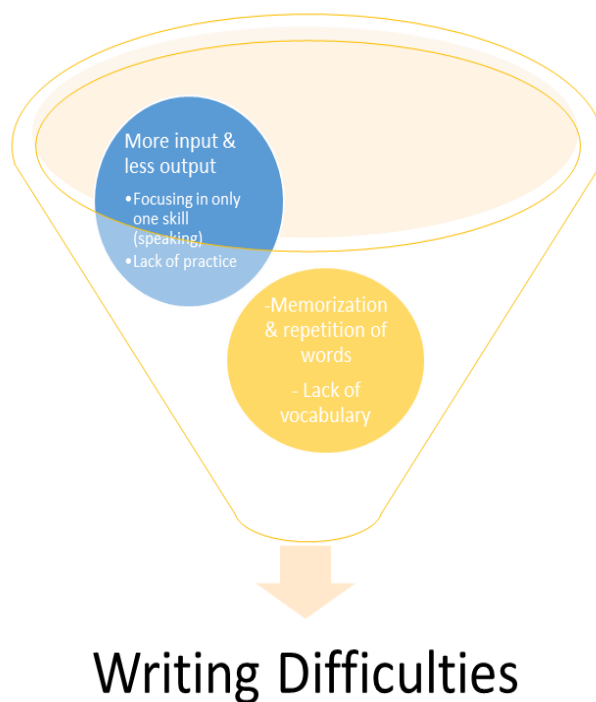
Results

The eclectic approach was not applied in the school. Teachers confuse the meaning and use of approaches and methods and did not mention any method applied during the focus group but only strategies and techniques. With no method to follow results about the language production were unclear.

Affective filter factors as anxiety and lack of confidence influenced the most in the production of the language. Meanwhile, educators described some strategies to make their students practice in isolation. Thus, even if those strategies are the product of their creativity, they did not consider assessment features to know if they really work or not. To sum up, students are not aware of what they need to improve even if teachers and the principal do state their weaknesses in speaking and writing.

Figure 4

Eclectic Methods Planning



This graphic shows a set of causes and consequences for writing development. Students received more input, but it was not clear whether this was meaningful or not. The consequence is the lack of practice and output. Something that also proves that input requires improvement is the strategy of memorization and repetition of words for getting new vocabulary. It is not meaningful and is more difficult to acquire it if opportunities to relate those words to previous experiences are not provided. Furthermore, productive skills development is most of the time focused on speaking. For that reason, the progress on writing is taught to describe.

English language Skills should be developed together with the receptive skills. For instance, teaching the same content through the four skills. This allows equal results between them and give students more opportunities to feel confident in the production.

English does not go beyond the classroom. Teachers and the principal agreed on poor parents' support since their perception of the language development turns around the quality of the textbook and the work from the teacher.

Discussion

This research aims to identify the effectiveness of eclectic methodologies for productive skills development in middle school students of U.E.C. La Victoria. The analysis of different investigations by other authors with those applied in this research provided a lot of data to answer the research questions of this study.

The main aspects of the results involve:

- The lack of methods' application for English teaching together with poor productive skills assessment is a big problem for students' improvement.
- Productive skills are not being drilled equitably, in consequence, progress on writing is not clear.
- Students do not practice the language at home, most of their parents consider that English learning could only happen using books in the classroom.

Having an approach that guides methods application and using them by following all their stages and features ease the assessment of language production. Thus, eclecticism allows educators to know what kind of methods (tools) are helpful to fulfill students' needs.

During the revision of different research of the area was possible to differentiate terms like method, approach and methodology. For this reason, the best way to describe what is eclecticism for the teaching process is the term "Eclectic approach" instead of "Eclectic method" since it involves a set of methods that are applied according to the principles of the Eclecticism. Having a wrong concept of those basic terms was a limitation to select the correct methods for constructing an eclectic plan. For example, is necessary to mention that ECRIF and Communicative approaches were considered as methods in this research and as they are a way of looking acquisition or learning but does not work as methods the combination of them where not possible and didn't fit with eclecticism which is another approach.

Focusing on speaking practice and giving less importance to writing means that skills are working independently. Nevertheless, by developing receptive and productive skills integrally

students could easier manage all of them since one complement the other.

Parent's support and the practice of the language out of the class is essential for a better development of the target language according to the focus group and the interview. Teachers and the principal provide specific information and some ideas that could be included in the proposal to make parents being part of the learning-acquisition process of their children. The proposal could turn around Idente Youth Camps that according to results from the instruments applied could have a good impact as it is innovative, involve many areas of knowledge and students will feel the necessity to produce the language in meaningful environments. However, this wrong perception might be because they have not spaces or specific tasks where they could feel really engaged to their children acquisition process.

Apart of the misunderstanding of the eclectic approach at the beginning of this research another limitation is that there are few researches about the eclectic approach in the country which are not focused on the approach itself but on the combination of strategies to work on specific skills. Furthermore, the way that the eclectic approach is conceived in most of these researches is not correct. Most of the time the eclectic approach is confused with a method and researchers or teachers try to identify specific features to apply according to its characteristics although eclecticism is the way that selected methods are applied.

Moreover, the application of this approach could not involve all the methods selected with all its phases due to the short time available for it. For this reason, was not possible to appreciate real results on students. However, a simple simulation of this approach allows the researcher to understand that eclecticism expertise is achieved as much as it is applied in lessons.

Implications of this research turns around the progress on productive skills development in the U. E. C. La Victoria thanks to the application of the eclectic approach. Teachers will be able to have a clear view of their practice and the way students are developing the language. Furthermore, more educators around the country and worldwide will access to this research and discover an integrative and innovative way to ease their student's development in their classes.

Conclusions

1. What is eclecticism and what is not related with it has been an authentic discovery to make its application more and more possible. Furthermore, understanding about this approach makes the researcher and every educator get a clearer view of what should be improved and how useful methods are to cover all the features that involves the teaching-learner process of the language.
2. The application of activities applied by intuition without the guidance of any approach as the eclectic one does not provide clear perspectives about development students are having with speaking and writing. Pupils do not know what their weaknesses are. Not having a method is like walking to the goal with no maps or guide.
3. Productive Skills can be improved through the eclectic approach as it ease the recognition of students' weaknesses and allows an integrative work with the receptive ones. Students needs and characteristics are considered for the selection of each method. In consequence, their motivation and progress on the language acquisition will increase.
4. The eclectic approach allows innovation for language teaching education. Due to its flexibility many projects for the creation of immersion environments with parents, teachers and students working together could be possible. It will fit with teachers and the principal of the U. E. C. La Victoria concerns who agreed that one of the most challenging goals is to have the support of parents in children education for the language development.

Recommendations.

1. The use of different methods to develop productive skills together with receptive ones through the eclectic approach will make teaching ideals like learner centered lessons, being a guide or monitor and make students produce the language in real environments more and more achievable.
2. It is necessary to differentiate and having clear conceptions about what is an approach and what is a method. Otherwise, the educator who wants to include eclecticism on his practice will get easily confused and would not enjoy of the advantages of this approach.
3. The use of the eclectic approach to create innovative proposals that could involve authorities, parents, teachers and students' participation is recommendable. Thus, educators will be free to do what they identify that is better for their students giving them realistic perspective of the language.
4. Is necessary to develop more material for the eclectic approach as there are not many research and guidance about it. Moreover, some recent investigations do not describe this approach properly and it is misunderstood by many teachers.
5. Productive Skills should be developed integrally with the receptive ones. It could be done by socializing the same content through the different language skills.

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Annexes

Annex 1: Approved application for the implementation of research at the school



**Pontificia Universidad
Católica del Ecuador**
Seréis mis testigos

IBARRA

ESCUELA DE CIENCIAS
SOCIALES Y HUMANAS

Ibarra, 1 de noviembre del 2022
Oficio 009-POS- MPILE

Magister
Norma Yáñez
RECTORA DE LA UNIDAD EDUCATIVA CATÓLICA LA VICTORIA
Presente

Estimada Rectora:

Reciba un cordial saludo de mi parte y los mejores deseos de éxitos en todas y cada una de las actividades que usted tan acertadamente desempeña.

Por el presente, yo, Rosa Silvana Mera Giraldo, con cédula de identidad **175243362-1**, en calidad de estudiante de séptimo nivel de la carrera de **Pedagogía de los Idiomas Nacionales y Extranjeros** de la Pontificia Universidad Católica del Ecuador Sede Ibarra, tengo a bien solicitar su **autorización** para realizar la investigación: "INFLUENCE OF ECLECTIC METHODOLOGIES ON ENGLISH PRODUCTIVE SKILLS OF MIDDLE SCHOOL LEARNERS AT U.E.C.LA VICTORIA" ("Influencia de las metodologías eclécticas en las habilidades productivas de los estudiantes en la U.E.C. La Victoria"); como parte del trabajo de titulación previo a la obtención de su título de grado, en este período escolar.

En espera de su respuesta, quedo atenta.

Respetuosamente,

Sta. Rosa Mera G.

ESTUDIANTE DE LA CARRERA PINE



Annex 2: Instruments applied

Survey applied to students

Cuéntame cómo mejorar tu inglés.

Objetivo:

El presente formulario tiene el objetivo de recoger tus impresiones y opiniones sobre el desarrollo del habla y escritura en el idioma inglés a través del proyecto "Influencia de las metodologías eclécticas en las habilidades productivas en el idioma inglés de los estudiantes de básica media de la U.E.C. La Victoria".

1. ¿En qué nivel calificas tu habilidad de habla en inglés?

- Muy malo
- Malo
- Bueno
- Muy bueno

2. ¿En qué nivel calificas tu habilidad de escritura en inglés?

- Muy malo
- Malo
- Bueno
- Muy bueno

3. ¿De qué manera aprendes nuevas palabras en inglés?

- A través de la memorización y repetición.
- A través de canciones con gestos que representan cada palabra.
- A través de historias donde estas palabras son incluidas.

4. ¿Cuán nervioso te pones a la hora de hacer exposiciones o conversaciones en inglés?

- Demasiado
- Mucho
- Poco

Nada

5. ¿Cuál es la actitud del profesor cuando tus compañeros cometen errores al hablar o escribir en inglés?

- Mi profesor/a los corrige inmediatamente después de que los hacen
- Mi profesor/a toma nota de ellos y les ayuda a aprender de los mismos en otro momento.
- Los errores no son tomados en cuenta cuando hablan o escriben.

6. ¿Qué es lo más importante para ti cuando hablas en inglés?

- Que quienes me escuchan entiendan lo que digo.
- Decir todo lo que me he memorizado sin olvidarme ninguna palabra.
- Decir unas pocas palabras para terminar pronto la actividad.

7. ¿Qué es lo más importante para ti cuando escribes en inglés?

- Traducir todo lo que pienso en español al inglés.
- Escribir bien las palabras y oraciones.
- Dar a conocer información que me parece importante compartir.

8. ¿Con qué frecuencia realizas actividades para hablar en inglés durante las clases?

- Casi Nunca
- Poco
- Frecuente
- Muy frecuentemente

9. ¿Con qué frecuencia realizas actividades para escribir en inglés durante las clases?

- Casi Nunca
- Poco
- Frecuente
- Muy frecuentemente

10. **¿Mejorarías tu inglés si participas en actividades en donde puedas demostrar tu talento para el baile, la música, el teatro, deporte, excursiones etc.?**

- Sí
- Tal vez
- No

¡Muchas gracias por responder!

Focus Group for teachers

Objetivo: Recolectar información acerca de sus percepciones sobre la enseñanza en el idioma inglés y el desarrollo de las habilidades productivas (habla y escritura) en la U.E.C. La Victoria.

1. ¿Qué aspectos creen que dificultan el desarrollo del habla en inglés de sus estudiantes?

- a. **Brittany:** Con los más pequeños entonces es el hecho de que están recién empezando a leer y a reconocer los fonemas en español. Entonces, todo lo que leen buscan hacerlo como en el español. Al momento de yo hablar con ellos y buscar que ellos repitan, repiten exactamente lo que escuchan, pero no saben cuál es la palabra.

También son los factores afectivos como la timidez, la motivación o les da muchos nervios, por lo que no quieren hablar e incluso cuando es solamente de leer también les cuesta. Entonces yo considero que es la motivación que cada niño tiene para todo o el gusto que tiene cada estudiante, porque hay niños que a pesar de que no sepan lo que están diciendo buscan hablar de cualquier manera.

- b. **Oscar:** El problema aquí es que los estudiantes al todavía ser pequeños provocan burlas por reacciones y expresiones faciales de los compañeros que están al frente, y a pesar de controlarlas al máximo, quién está exponiendo ya sabe que a la mínima le van a molestar.

- c. **Diego:** Yo también pienso que es el factor afectivo siendo uno de los más importantes ya que motiva a los chicos que quieran aprender. Al momento de hablar una lengua que no es natural para ellos y al ya tener arraigado el primer idioma buscan pronunciar las palabras como las leen en español y cometen errores de pronunciación. Esto les produce nervios y para evitar todos esos errores ellos se refugian en el miedo o tienden a cohibirse al momento de hablar y en ese caso para los profesores es muy difícil hacer las correcciones porque no sabemos las falencias que tienen.

2. ¿Qué aspectos creen que dificultan el desarrollo de la escritura en inglés de sus estudiantes?

- a. Las dificultades en la escritura dependen de la relación que ellos tienen con el idioma, de cuánto se han familiarizado, si leen, si ven las palabras y sobre todo lo que les impide escribir es la falta de vocabulario.
- b. También es la ansiedad que a veces muchos chicos ven que el otro compañero termina antes de escribir entonces algunos chicos tienden a estresarse o preocuparse y no se concentran como realmente deberían.
- c. En este caso el factor afectivo no influye ya que ellos se sienten más en confianza al momento de escribir que al de hablar porque solamente son ellos, la hoja y el esfero, pero ahí también influyen las falencias en el vocabulario y se hacen preguntas como: “¿Cómo puedo decir tal palabra?”, “¿cómo puedo hacer esto?”, “pienso esto en español, pero quiero escribirlo en el otro idioma” o “no me acuerdo como se decía”. Entonces hay muchas falencias de vocabulario y gramaticales.

3. ¿Qué metodología de enseñanza del idioma inglés creen que son más efectivos para mejorar las habilidades productivas?

- a. Para buscar que los niños hablen entre ellos sin que se asusten busco que hablen en parejas. Ellos como son pequeñitos, no tienen estructuras tan largas, entonces por ejemplo se usan oraciones como - ¿Te gusta el baloncesto? - Sí, sí me gusta. Muy sencillo y este bien o mal, el otro tampoco sabe, pero esta con la intención de poder conversar. Entonces lo que hago es seccionar el grupo para que ellos tengan la libertad de hablar y que no les de vergüenza de hablar en voz alta tratando de escuchar que sí estén usando lo que estamos aprendiendo.
- b. También organizo pequeños grupos para que se relacionen y una vez que ellos ya conversaron, sin importar los errores que tengan, se acercan conmigo a conversar y yo en este caso les motivo y sugiero sobre cómo pueden ir hablando, no les doy la frase hecha, sino que se dan sugerencias o pistas de las palabras que necesitan
- c. Como el miedo para hablar es un poco mayor para ellos intento ayudarme de las herramientas tecnológicas como tik tok y les permito cantar, dibujar comics, que hagan exposiciones o algún debate sobre un tema que este en tendencia. Entonces lo que hago es primero atraer la atención de ellos para que quieran y tengan la necesidad de hablar y de debatir conmigo. También busco que sean competitivos porque al momento de competir despiertan esa tendencia a querer hablar, expresarse y vivir el lenguaje de otra manera.

4. ¿Qué tan libres se sienten de utilizar material didáctico innovador o alternativo al libro de texto?

- a. Depende del libro que se use y del tema que se necesite profundizar. En el caso de la escuela tenemos uno que tiene muchas actividades como hacer collages, robots, etc. y se busca material externo para poder dinamizar como hojas, plastilina, entre otros. Por lo que sí es importante buscar nuevo material, pero también hay ocasiones en las que es suficiente con lo que se tiene en el libro.
- b. Yo de los textos busco lo más importante y lo que ellos puedan hacer en clase como también busco contenido extra, aunque a veces las estrategias o contenido extra sí quitan un poco más de tiempo para completar el libro.
- c. Conuerdo en que el libro tiene muchas actividades y los temas también les llama la atención y me apoyo de herramientas como el tik- tok para que hablen de estos temas. En otras palabras, yo refuerzo con el material extra los contenidos que el libro nos da porque son actividades muy buenas para desarrollar con los chicos.

5. ¿De qué manera podría mejorar la enseñanza del idioma inglés en la Institución?

- a. Yo considero que ya es parte de la casa porque nosotros en la escuela hacemos todo lo que podemos, hacemos muchas actividades y buscamos la manera de que los niños estén lo más familiarizados posibles con el lenguaje, pero si los niños desde que están en segundo, tercero o cuarto de básica llegan a la casa y la mamá le hace toda la tarea o el niño copia, presenta y obtiene un diez, ¿qué está aprendiendo? Entonces lo que falta es reforzar en la casa, porque veo que quienes hacen sus tareas solos y sin la compañía de sus mamás les va muy bien en la clase a diferencia de aquellos que traen tareas de 10 pero no hablan nada en la clase. Lo que pasa es que el inglés se queda en la escuela y si yo no hago nada en la casa para practicar no voy a poder nunca.
- b. Los docentes tienen la responsabilidad de hacer su trabajo de la mejor manera, pero de que sirve el material didáctico o que hagamos maravillas y actividades increíbles si los chicos en casa no tienen la oportunidad de aprovechar el idioma. En casa los padres tienen problemas que afectan a los estudiantes y en el colegio llegan a olvidarse de todos los problemas, pero no necesariamente a aprender. Son los hábitos de estudio y esas son las cosas que la mayoría de las veces se aprenden en la casa, por ejemplo, se suben recursos a la plataforma, pero ellos no revisan. Y es incluso más difícil porque ellos no escuchan el idioma desde que nacen.

c. Ellos salen empapados de inglés en nuestras clases, pero al momento en que ellos salen todo lo aprendido no tiene frutos. Sin la práctica no se aprende un lenguaje de manera sencilla. Necesitan conversaciones donde puedan practicar un día o media hora en casa o con sus amigos. Además, también es la falta de interés que algunos chicos ponen a la clase de inglés, la menosprecian y buscan en Internet para copiar, entregando trabajos solo con el fin de cumplir.

6. ¿Creen que es posible mejorar el inglés de los estudiantes si participan en actividades donde puedan demostrar su talento para el baile, la música, el teatro, deporte, excursiones etc. como ambientes donde puedan adquirir el idioma?

a. Yo creo que sí porque mientras más expuesto se está al idioma, más se lo puede adquirir, y lo digo por experiencia propia, porque al trabajar con los niños pequeños tengo que hablar solo lo necesario para que me puedan entender y eso lo hago en español, pero luego al empezar a trabajar con los chicos de bachillerato tengo que hablar 100% en inglés y allí ya puedo fluir en el inglés. Por lo que cuanto más expuesto se está, es mejor lo que se refleja en las actividades que se mencionan, donde los niños tienen la necesidad de comunicarse y entender.

b. Sí, yo pienso que se pueden hacer visitas o ir a lugares donde existan nativos, esto con el apoyo de las autoridades. Así también se puede hacer de esto un hábito y que en casa se asigne un tiempo para que practiquen. Es necesario concientizar a los padres de familia, recordando que ellos van a rendir una suficiencia después.

Yo creo que con la exposición que das al lenguaje, a través de estas actividades, los chicos van a empezar a buscar la manera de entender y así a estar en la necesidad de querer adquirir este idioma. Así empezará el proceso de adquisición del lenguaje que, si lo hacen con actividades que ellos disfrutan este proceso será inconsciente y lo harán sin mucho esfuerzo.

Questions	Teacher 1	Teacher 2	Teacher 3
Where can you start to apply this approach in the school?	I think I could use it at the beginning of a new school year in the planning.	I can start with this approach in this year because I must consider a lot of topics to covered it in the best way.	I consider the best moment could be at the beginning of the year because this should be carried out as teamwork with all the teachers. This should be implemented by talking with them and the

			authorities.
Do you think it will help you to ease your teaching in the future?	Yes, it could be something I could use in the future. I think I will use it first on a small project to see if I am using it in the correct way	Yes, because the eclectic approach is very helpful to teach in a learner-centered way and you will always consider the needs of your learners.	Absolutely. Because I will know new ways to teach but doing it effectively. However, I consider this could be a little challenging at the beginning.
Was this exposition meaningful?	Yes, I think it was because there is something new and something that refresh ourselves as teachers.	It was very meaningful because I already know something about eclectic method but this exposition now, I learn and reinforce my knowledge.	Yes, it was. Personally, I didn't know about this approach and the core of it is not about selecting parts from other methods and approaches, but combining them to create your own road, adapted to your reality and needs.

Annex 3: Analysis of results

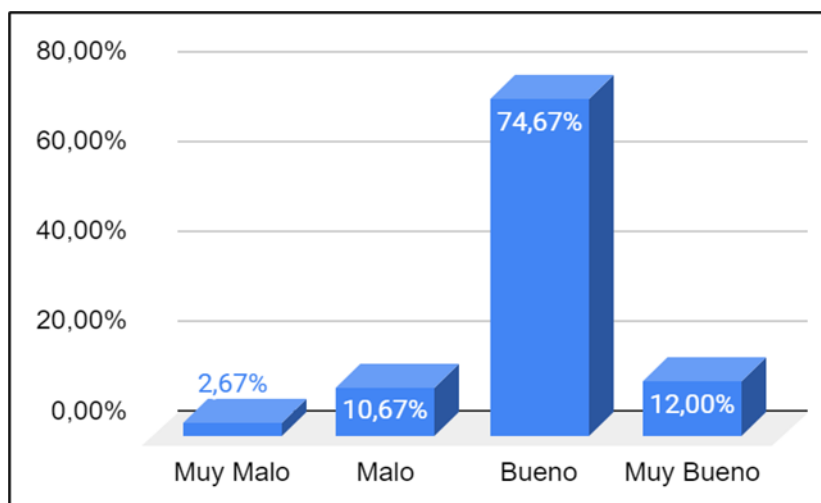
Focus Group Tabulation

N°	Category	Code
1	Difficulties for speaking	<ul style="list-style-type: none"> • Beginning on the reading process. • Translate into Spanish • Affective filter (Shyness, motivation, nerves, interest)
2	Difficulties for writing	<ul style="list-style-type: none"> • Poor Input. • Lack of vocabulary. • Poor grammar knowledge. • Affective filter (anxiety).
3	Teaching methodologies used for productive skills	<ul style="list-style-type: none"> • Trigger peer-to-peer conversations and student-teacher conversations. • Activities with the use of technological tools. • Giving presentations • Create competitions
4	Use of alternative and innovative material.	<ul style="list-style-type: none"> • Is enough with the book. • Reinforcing topics from the book with alternative material. • Time is a limitation to use alternative resources • Select key topics.
5	English teaching improvement in the Institution	<ul style="list-style-type: none"> • Suitable parents support. • Practicing outside the classroom. • Demotivation
6	English skills improvement through camp activities	<ul style="list-style-type: none"> • It is possible because of the acquisition process. • It is possible due to the necessity of communication • It will be possible with parent's support.

Analysis of the survey

Pregunta 1. ¿En qué nivel calificas tu habilidad de habla en inglés?

PREGUNTA 1	NÚMERO	PORCENTAJE
Muy malo	2	2,67%
Malo	8	10,67%
Bueno	56	74,67%
Muy Bueno	9	12%
	75	100%

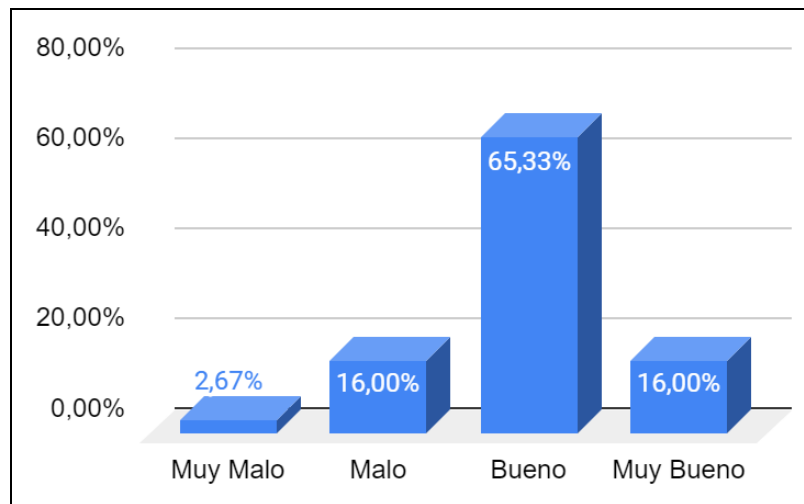


Analysis:

Most of the students consider their speaking skill is high (74,67%) and very high (12%). These results suggest a high level of self-confidence on pupils. Which could have a positive impact in their motivation.

Pregunta 2. ¿En qué nivel calificas tu habilidad de escritura en inglés?

PREGUNTA 2	NÚMERO	PORCENTAJE
Muy malo	2	2,67%
Malo	12	16%
Bueno	49	65,33%
Muy Bueno	12	16%
	75	100%

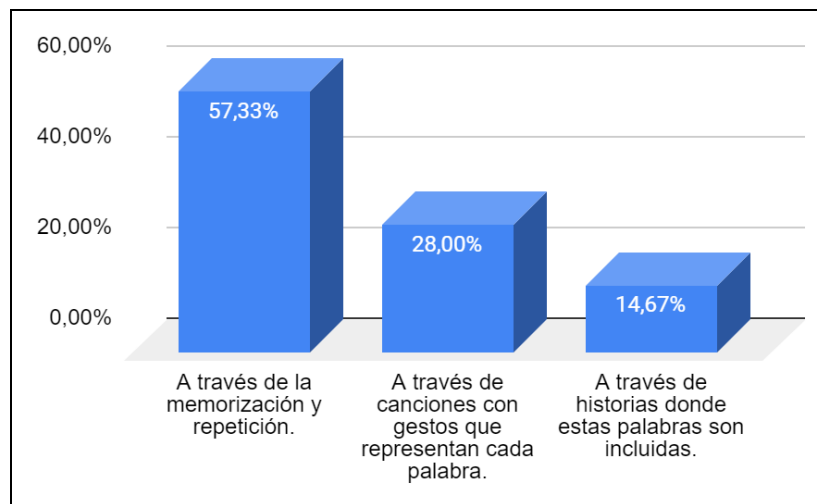


Analysis

These results are similar to the first question. 65,33% of students consider their writing skill is good and for 16% of them is very good. Meanwhile, only 18,67% of the students consider they have a bad level. Students has less confidence on writing than speaking.

Pregunta 3. ¿De qué manera aprendes nuevas palabras en inglés?

PREGUNTA 3	NÚMERO	PORCENTAJE
A través de la memorización y repetición.	43	57,33%
A través de canciones con gestos que representan cada palabra.	21	28%
A través de historias donde estas palabras son incluidas.	11	14,67%
	75	100%

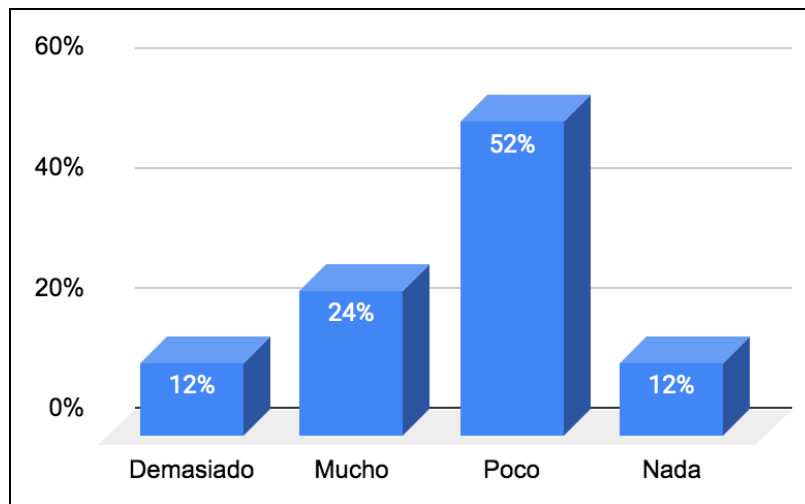


Analysis

According to the results 57,33% of the students learn new vocabulary through memorization and repetition. Meanwhile 42,67% of them learn through other strategies like songs and stories. It means that the role of the students to assimilate the L2 is passive since they only receive the content without any relation with their real context.

Pregunta 4. ¿Cuán nervioso te pones a la hora de hacer exposiciones o conversaciones en inglés?

PREGUNTA 4	NÚMERO	PORCENTAJE
Demasiado	9	12%
Mucho	18	24%
Poco	39	52%
Nada	9	12%
	75	100%

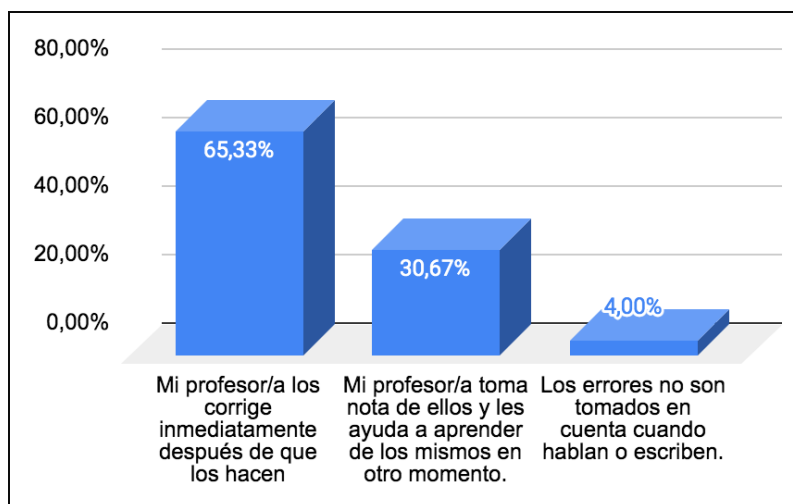


Analysis:

According with 64% of students, the level of nervous when they are talking in the target language is very low and only the 36% of them consider it happens. These answers should be validated with the teachers and principal's view since their answers depend on the quality of self-assessment. If they can know that overcoming this factor improves their speaking skill. If teachers and the principal view is like student's view it will validate this answer.

Pregunta 5. ¿Cuál es la actitud del profesor cuando tus compañeros cometen errores al hablar o escribir en inglés?

PREGUNTA 5	NÚMERO	PORCENTAJE
Mi profesor/a los corrige inmediatamente después de que los hacen	49	65,33%
Mi profesor/a toma nota de ellos y les ayuda a aprender de los mismos en otro momento.	23	22%
Los errores no son tomados en cuenta cuando hablan o escriben.	3	3%
	75	100%

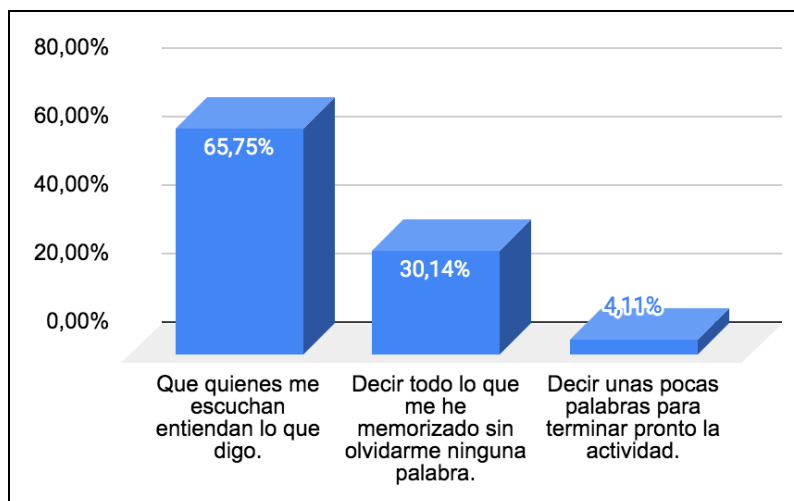


Analysis:

A big group of students states the teacher correct their mistakes immediately before they make them. However, 30.67% of them says their teacher take not of their mistakes to give them suggestion in other situations. Correct students in the moment they make mistakes could increase levels of negative affective filters like anxiety, nervousness shyness and so on which make productive skills more difficult to develop. In the case of including the correction of mistakes during lessons or other activities where students don't feel

Pregunta 6. ¿Qué es lo más importante para ti cuando hablas en inglés?

PREGUNTA 6	NÚMERO	PORCENTAJE
Que quienes me escuchan entiendan lo que digo.	48	65,75%
Decir todo lo que me he memorizado sin olvidarme ninguna palabra.	22	22%
Decir unas pocas palabras para terminar pronto la actividad.	3	4,11%
	73	100%



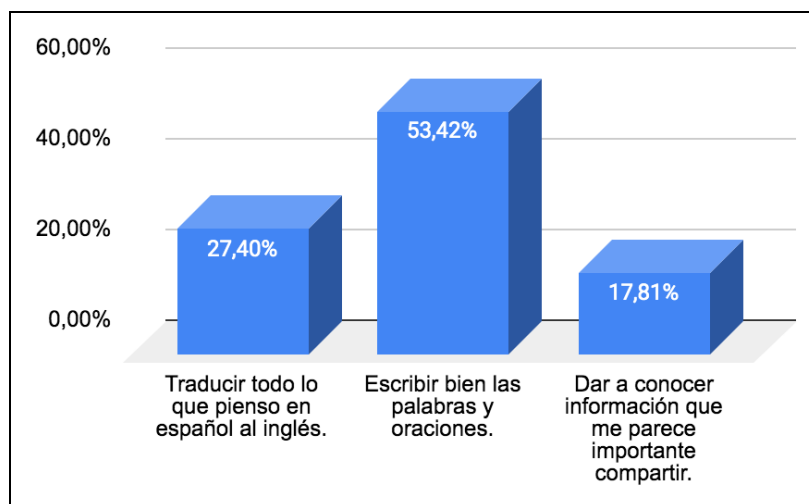
Analysis:

Related to the aim for students when speaking 65,75% states that the most important is to be understood by receptors. Meanwhile 30,14% of states that the objective is to memorize everything they want to say. These results show students perception about their development of the speaking skill. However, it is necessary to compare what they state with teachers' and principal's perceptions about the topic to ensure they receive suitable feedback about their progress and weaknesses in their speaking.

Pregunta 7. ¿Qué es lo más importante para ti cuando escribes en inglés?

PREGUNTA 7	NÚMERO	PORCENTAJE
Traducir todo lo que pienso en español al inglés.	20	27,40%
Escribir bien las palabras y oraciones.	39	53,42%
Dar a conocer información que me parece importante	13	17,81%

compartir.		
	73	100%



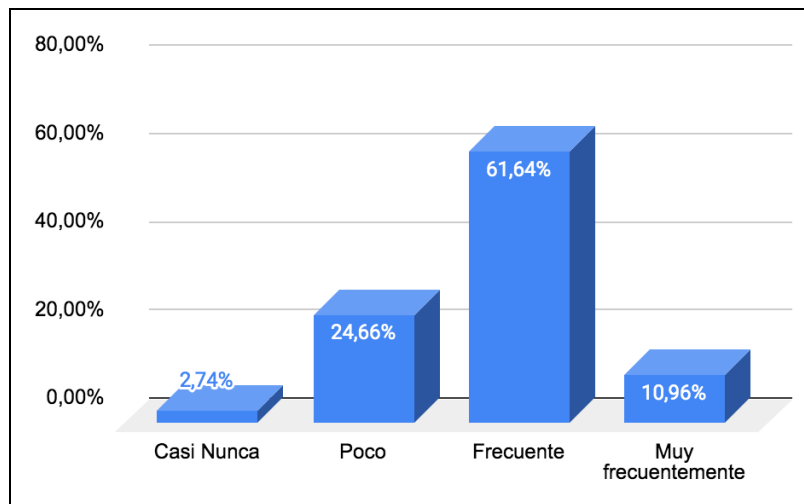
Analysis:

In contrast with results of speaking most of the children (53,42%) consider the correct use of grammar as the most important aspect when writing and 27,40% of them think that the aim is to translate Spanish to English. This focus could have a negative impact on students since they cannot flow in the target language since they are conditioned by their L1 and grammar. Even if they are still getting familiar with the target language so they need to feel they can communicate through it and then they could refine their writings with grammar.

Pregunta 8. ¿Con qué frecuencia realizas actividades para hablar en inglés durante las clases?

PREGUNTA 8	NÚMERO	PORCENTAJE
Casi Nunca	2	2,74%
Poco	18	24,66%

Frecuente	45	61,64%
Muy frecuentemente	8	10,96%
	73	100%



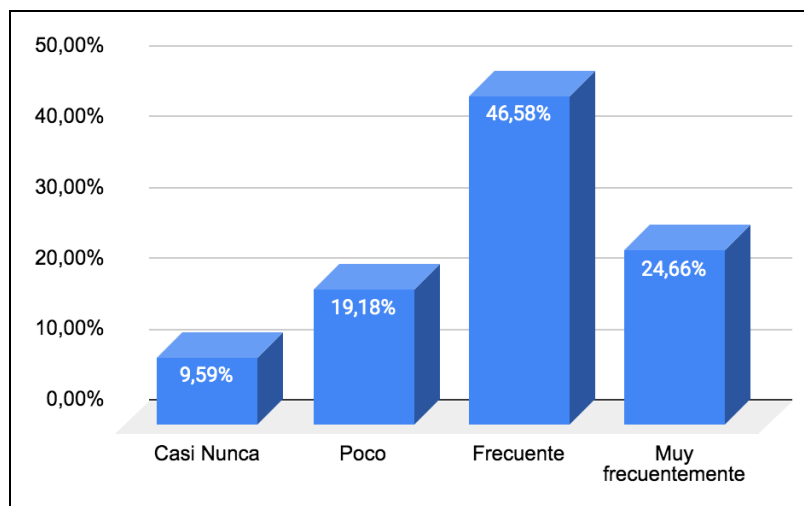
Analysis:

According with students they frequently practice the speaking skill in the class (61,64%). However, 24,66% of them states that speaking activities occasionally happen. The influence of these activities in the improvement of the speaking skill is not determined. It is necessary to analyze further information about pupil's development and teacher's and student's perception about it.

Pregunta 9. ¿Con qué frecuencia realizas actividades para escribir en inglés durante las clases?

PREGUNTA 9	NÚMERO	PORCENTAJE
Casi Nunca	7	9,59%

Poco	14	19,18%
Frecuente	34	46,58%
Muy frecuentemente	18	24,66%
	73	100%

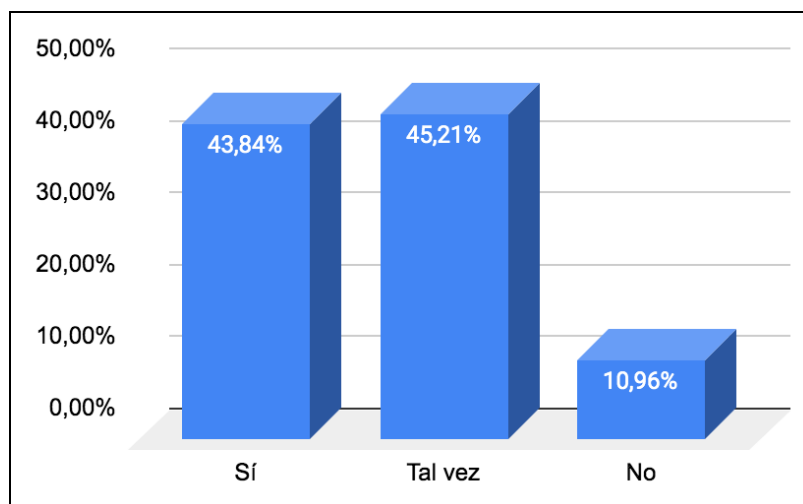


Analysis:

The frequency of activities for writing skills is lower than speaking ones. Nonetheless, according to most of the students they work on this skill very frequently and same as the speaking skill it is necessary to compare this results in order to know if their development is according to their perceptions.

Pregunta 10. ¿Mejorarías tu inglés si participas en actividades en donde puedas demostrar tu talento para el baile, la música, el teatro, deporte, excursiones etc.?

PREGUNTA 10	NÚMERO	PORCENTAJE
Sí	32	43,84%
Tal vez	33	45,21%
No	8	10,96%
	73	100%



Analysis:

The difference between pupils that think they could probably ease their English through campamental activities and those that are sure of its positive results is not very significative. They might not have experiences with the use of the second language out of the class or in immersion environments which could result interesting for them.

Correlation of all instruments

Speaking skill

Difficulties for the oral production.

Students Survey.

PREGUNTA 4	NÚMERO	PORCENTAJE
Demasiado	9	12%
Mucho	18	24%
Poco	39	52%
Nada	9	12%
	75	100%

Focus Group

N°	Category	Code
1	Difficulties for speaking	<ul style="list-style-type: none">• Beginning on the reading process.• Translations into Spanish• Affective filter (Shyness, motivation, nerves, interest)

Principal's Interview

2	Speaking skill features to improve	<ul style="list-style-type: none">• Fluency.• Confidence.
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Analysis:

Teachers identify some negative factors that affect student's speaking skills like the affective filter. Composed by internal features as shyness, motivation, nerves and interest. The

principal supports teachers' perception saying that confidence should improve speaking development. Therefore, according to Schütz, (2019) research during the acquisition process shyness or nerves do not influence language production because the focus is to find the best way to communicate rather than translate thoughts. In other words, fluency will be tough to achieve for children because learning a language opens the door for negative affective filters for the language production. This could be improved through the acquisition process.

Furthermore, most of the students (64%) consider that nerves do not have a big influence on their language production. Meanwhile, 36% of them states that it really influences them. These results are not in agreement with teachers' and the principal's perception. It means that assessment is not at its best, otherwise, pupils would be aware of their weaknesses. A correct self-assessment ends in an active role for pupils allowing them to set goals. Which is very essential for the acquisition process Dörnyei, Z., & Ushioda, E. (2013).

Improvement of the Speaking skill

Students' Survey

PREGUNTA 1	NÚMERO	PORCENTAJE
Muy malo	2	2,67%
Malo	8	10,67%
Bueno	56	74,67%
Muy Bueno	9	12%
	75	100%

Principal's interview

N°	Category	Code
1	Students' Strengths in English speaking skill	<ul style="list-style-type: none"> • Language Understanding. • Improvement of the skill.

Analysis:

According to the survey most of the students (74,67%) consider to have a good level in their speaking skill while only the 2,67% claim to have a bad level. These positive results might be a consequence of the time increased during this scholar year to improve this skill during their lessons which according to the principal influence their better understanding of the language and their perceptions about how their level is going. In other words, increasing the time on practicing the speaking skill could improve students' motivation and a sense of progress.

Writing Skill

Difficulties for the written production.

Students' survey

PREGUNTA 3	NÚMERO	PORCENTAJE
A través de la memorización y repetición.	43	57,33%
A través de canciones con gestos que representan cada palabra.	21	28%
A través de historias donde estas palabras son incluidas.	11	14,67%
	75	100%

Focus Group

N°2	Category	Code
	Difficulties for writing	<ul style="list-style-type: none"> • Poor Input. • Lack of vocabulary. • Poor grammar knowledge. • Affective filter (anxiety).

Principal's interview

N°6	Category	Code
	Writing skill development on Students	<ul style="list-style-type: none"> • Non specified. • Reading time prolongation. • Reading Workshops. • Reading comprehension.

Analysis:

Teachers state that the lack of vocabulary is the most principal factor on writing difficulties. Furthermore, according to the survey 57,33% of the students learn new vocabulary through memorization and repetition which could explain vocabulary deficiency. Textbooks organize content from the basic to complex (Kumar, 2021). And children are limited by the content that the book presents in each unit. Furthermore, according to Schütz, (2019) during the acquisition process complex and basic content is internalized together. It means that following the order of the textbook to provide new vocabulary might not be so beneficial for the writing skill.

Nonetheless, according to the principal, students are receiving more and more input through the reading skill. This will have a positive impact on writing since one skill influence the other Sreena & Iankumaran (2018).

Students' Interview

PREGUNTA 7	NÚMERO	PORCENTAJE
Traducir todo lo que pienso en español al inglés.	20	27,40%
Escribir bien las palabras y oraciones.	39	53,42%
Dar a conocer información que me parece importante compartir.	13	17,81%
	73	100%

Principal's interview

N°6	Category	Code
	Writing skill development on Students	<ul style="list-style-type: none">• Non specified.• Reading time prolongation.• Reading Workshops.• Reading comprehension.

Analysis:

Only 17,81% of student's states they write to share important information with others. Meanwhile, most of them are focused on the form and structure of their writing. The aim for writing is not well oriented considering they are middle school students. Writing to communicate is suitable for them since they are learning to use the second language. In addition, according to Artieda (2019) writing is more complex that speaking because it involves more steps and features like prewriting, creativity and vocabulary. Students learn to manage them with the pass of the time and the quality of input they receive.

Moreover, students are receiving more input this scholar year thanks to the time they spend reading and in consequence they will enhance writing. As Krashen (2020) says “Writing form is the result of reading”.

Teaching Methodologies

Focus Group

N°3	Category	Code
	Teaching methodologies used for productive skills	<ul style="list-style-type: none">• Trigger peer-to-peer conversations and student-teacher conversations.• Activities with the use of technological tools.• Giving presentations• Create competitions

Principal's Interview

N°5	Category	Code
	Teacher's profile	<ul style="list-style-type: none"> • B2 certification. • Aspiration of B1 certification for students. • Knowledge about active methodologies. • Innovative initiatives for language teaching. • Young and willing to be free of textbooks.

Students survey

PREGUNTA 5	NÚMERO	PORCENTAJE
Mi profesor/a los corrige inmediatamente después de que los hacen	49	65,33%
Mi profesor/a toma nota de ellos y les ayuda a aprender de los mismos en otro momento.	23	22%
Los errores no son tomados en cuenta cuando hablan o escriben.	3	3%
	75	100%

PREGUNTA 8	NÚMERO	PORCENTAJE
Casi Nunca	2	2,74%
Poco	18	24,66%
Frecuente	45	61,64%
Muy frecuentemente	8	10,96%
	73	100%

PREGUNTA 9	NÚMERO	PORCENTAJE
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Casi Nunca	7	9,59%
Poco	14	19,18%
Frecuente	34	46,58%
Muy frecuentemente	18	24,66%
	73	100%

Correlation of results

The principal describes that teachers should use active methodologies and promote innovative projects. Their aim should be to get a B1 certification for students. Nonetheless, teachers do not mention the main methods such as TPR and ECRIF described in the plan for this scholar year but only strategies for speaking. Peer-to-peer and student-teacher conversations are the most used strategies. Furthermore, some teachers use technological tools and gaming to engage students.

These results are according to the survey that shows the high frequency of activities for productive skills in classes. However, question N°5 shows an active role of teacher in the class instead of being the student who actively works in class. This is not a characteristic of active methodologies. Moreover, corrections immediately before mistakes are done do not promote a sense of responsibility and ownership of learning in students. Most of the time it provokes nervous and shyness which affect language production. Related to language acquisition corrections are not the way to improve student's production because they discover what to enhance focusing on the best way to communicate. In consequence they have an active role (Schütz, 2019).

Use of innovative material.

Focus Group

N°4	Category	Code
	Use of alternative and innovative material.	<ul style="list-style-type: none"> • Is enough with the book. • Reinforcing topics from the book with alternative material.

		<ul style="list-style-type: none"> • Time is a limitation to use alternative resources • Select key topics.
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Principal's Interview

N°4	Category	Code
	Difficulties to innovate and improve the language teaching in the school	<ul style="list-style-type: none"> • The use of the book shackles the teacher. • Wrong parents' perception about the importance of language development.

Correlation of results:

The principal describes the use of books as a barrier for educators to innovate and improve the language teaching. On the other hand, teachers consider the book as an important resource for their classes where they can find many activities to apply. In other words, the book facilitates the work of the teacher. For this reason, they think that is enough with the book in most of the cases. However, it is also considered a limitation to use authentic material because of the time needed to cover all the units which confirms the principal's position.

Textbooks are well organized from the most basic content to the complex one. Their design makes them suitable to use in different international fields but do not consider pupil's background. Moreover, it does not ease students to approach the culture that uses the L2 (Kumar, 2021). For this reason, textbooks should be the complement of authentic material instead of the main one.

English teaching improvement in the Institution.

Focus Group

N°5	Category	Code
	English teaching improvement in the Institution	<ul style="list-style-type: none"> • Suitable parents support. • Practicing outside the classroom • Demotivation

Principal's Interview

N°4	Category	Code
	Difficulties to innovate and improve the language teaching in the school	<ul style="list-style-type: none">• The use of the book shackles the teacher.• Wrong parents' perception about the importance of language development.

Analysis:

Teachers and the principal agree that parent's support is clue for the improvement of the language teaching in the school. It is necessary to make English learning go forward of the classroom. Students must have the opportunity to use and practice the L2 during their daily activities to promote acquisition. Moreover, they will see the importance and the benefits of the language easier. In consequence their motivation will grow. Previous knowledge about the language is essential in the acquisition process, which is defined by the formula "i+1", where "i" means previous knowledge and "1" is new information. If both are combined comprehensible input is possible that is the "+". In addition, motivation and confidence will grow as they are using what they know.

English skills improvement through camp activities

Students Survey

Pregunta 10. ¿Mejorarías tu inglés si participas en actividades en donde puedas demostrar tu talento para el baile, la música, el teatro, deporte, excursiones etc.?

PREGUNTA 10	NÚMERO	PORCENTAJE
Sí	32	43,84%
Tal vez	33	45,21%
No	8	10,96%
	73	100%

Focus Group

N°6	Category	Code
	English skills improvement through camp activities	<ul style="list-style-type: none"> • It is possible because of the acquisition process. • It is possible due to the necessity of communication <ul style="list-style-type: none"> • It will be possible with parent's support.

Principal's Interview

	Category	Code
N°8	Immersion environment through teaching all the subjects in English	Requires a change of the professional degree and the curriculum.
N°9	An Idente pedagogy camp to create an immersion environment	It depends of the suitable training of teachers who should be able to push the project to the limit and get permanent results of it.

Analysis:

Results show different points of view related to the application of camp amental activities to create an immersion environment for the improvement of productive skills. 43,84% of students states that this kind of activities will surely improve their development of the language. This is according to the teacher's point who states that camp activities will improve their motivation to use the language and draw on the importance to communicate through it. Pupils will feel the necessity to use the language in real experiences. Nonetheless, for 45.21% of student's the probably to improve their English through these activities is lower which is according to the principal's view who declare that the success of these kind of activities depends on educators training and a change of the curriculum for their degree. They should be able to manage many areas of education and not only English. This is according to Mwanza (2019) who states that teachers should be experts to apply the eclectic approach. And even more prepared to create an immersion environment.

Annex 4: Proposal for this research-A website about the eclectic approach

Eklegein Education: <https://rsmera.wixsite.com/eklegein-education>

General Objective:

To create an intuitive website about the eclectic approach through the recompilation of resources theory and activities about the topic for its application in middle school level.

Specific Objectives:

- To make teachers aware of the approach so they can be experts.
- To create an eclectic communicative approach with Sheltered Instruction Observation Protocol (SIOP), Content based Instruction (CBI) and Natural Way as main methods.
- To ease productive skills development thanks to teachers' expertise.

Introduction

This proposal is about an intuitive website focused on the eclectic approach for productive skills development in middle school. This resource is available for any educator who pretends to know about this approach or consider it as the guide for his teaching.

The creation of this website will allow teachers to have clear details about this approach and its application. The “Eklegein Education” website contains main concepts and a broad project for English teaching in middle school with an eclectic communicative approach based on three methods: Sheltered Instruction Observation Protocol (SIOP), Content based Instruction (CBI) and Natural Way.

This project is based on Ecuadorian schools' organization for English teaching with six hours per week devoting to the subject. The aim is to present a practical option according to Ecuadorian schools' reality to make eclecticism teaching more and more possible.

Problem

There is a lack of information and resources about the eclectic approach and its application. Also, many investigations referred to this topic is misinterpreted and do not present practical ways to apply this approach even if they mention the advantages of it.

The institution considered to build the eclectic approach fit with a medium level on English, aims an international certification for their students and a high academic standing; However, productive skills require of improvement according to teachers and the principal.

Furthermore, according to an exposition done for teachers to determine their knowledge about eclecticism shows they have weak ideas about approaches and methods for language teaching, but they do not manage them to have full advantage of them.

Thus, the full description about their knowledge in this area is described in the following part:

Eclectic approach socialization with teachers.

- a. The socialization took place at the end of the course. Children were on their holiday, so teachers were working on planning and organizing for the next scholar year. The number of teachers were limited to three and one of them couldn't attend to the presentation because of other responsibilities of her job.
- b. The presentation started by teachers' definition of approach and method for English teaching. Their answers show that this knowledge was not so clear. This happens with many other teachers and researchers by confusing those two words. Training in this area is usually shallow.
- c. In other words, teachers are familiar with the words approach and methods, but they didn't manage the difference between them and how they worked. After the exposition they worked on defining the eclectic approach individually to later have an agreement on what it is for all of them.
- d. At the end of the exposition teachers had the opportunity to describe by their selves what was the eclectic approach about. They differentiated between approach and method. At this point their definition was: "the eclecticism is an approach that combine the best

features of some methods to have the best way of teaching” and about its utility they concluded that “This approach uses a variety of tools to help you adapt methods and characteristics according to learners’ needs. “

- e. Teachers consider that the eclectic approach could be developed as a project for the beginning of the scholar year. It could be developed in teamwork after authorities' approval. Moreover, according to their perspective, the eclectic approach could encourage them to consider students’ needs to plan their classes. However, the application of this approach seems to be challenging for them in terms of planning and authorities' perspectives.
- f. The explanation of eclectic approach was meaningful for teachers because they could reinforce knowledge, they already know about the teaching practice, update it and learn new and innovative aspects about approaches and methods.

Solution

As in the case of many education trends there are many resources and websites helping teachers being aware of them and include them in future projects. Eklegein education website will have this function referred to eclecticism. Furthermore, it will show a clear guide of how to apply eclecticism for lesson planning by following all steps for each method. They could also have access to a lesson plan format they can modify according to their needs.

Beneficiaries:

Even if this proposal is done for educators use, the main beneficiaries are middle school students. If teaching practice is going well, learning will also be successful. The website will tend to encourage teachers to apply the eclecticism as an innovative proposal for planning projects and lessons for one hole term or scholar year.

Conclusions:

- After the exposition about the eclectic approach with teachers at middle school students the necessity of developing material about this approach was clearer.

- Ekegein education website provide useful and clear material for the eclectic approach application. They will have a guide and lesson plan formats with an eclectic view. Furthermore, key information about methods to consider as roots, steps, advantages and drawbacks is described for building an eclectic approach planning.
- By having clear information and guidance about approaches and methods educators will be able to ease their practice according to students' weaknesses and strengths. In this proposal, the eclectic plan and guide is built with communicative approach methods that consider input or productive skills as a principal goal.