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TEMA:

THE ECLECTIC METHOD AS A STRATEGY TO TEACH SPEAKING SKILLS TO EIGHTH, NINTH AND TENTH LEVEL STUDENTS AT UNIDAD EDUCATIVA FISCOMISIONAL “LA INMACULADA” OTAVALO, DURING THE ACADEMIC TERM SEPTEMBER 2017-JULY 2018

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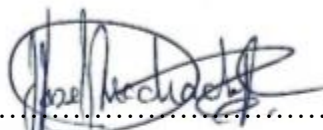
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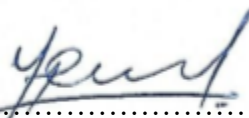
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A todos, a aquellos quienes formaron parte de mi vida en esta etapa, quienes compartieron varios momentos de enseñanza y aprendizaje brindándome su cariño, comprensión y apoyo. A aquellos que no me dejaban decaer para que siguiera adelante y siempre sea perseverante y cumpla con mis ideales. A las personas que estuvieron a mi lado apoyándome y lograron que este sueño se haga realidad. A todos quienes me han acompañado en el camino y han permanecido, pero también a los se fueron y me enseñaron que la vida es cuesta arriba.

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RESUMEN

El presente proyecto de investigación abarca rasgos sobre el Método Ecléctico como estrategia metodológica aplicable para la enseñanza del inglés como lengua extranjera en el salón, poniendo énfasis al desarrollo del *Speaking*, para brindar a los profesores de inglés material que constituya una herramienta al momento de impulsar a sus estudiantes a hablar. Esto permitirá mejorar el progreso en la habilidad de hablar la lengua de destino de los estudiantes del octavo, noveno y décimo año de la Unidad Educativa Fiscomisional “La Inmaculada” Otavalo, a través de un módulo de estrategias y técnicas innovadoras basadas en el Método Ecléctico que funcionará como instrumento para ejecutar una clase que gire en torno a la habilidad del *Speaking*, con la ejecución de un escenario que fomente la practica de actividades de comunicación oral.

La información sobre el estado actual del nivel de inglés de los estudiantes, sus preferencias y su sentir con la materia, se obtuvieron sobre el análisis de las encuestas realizadas a los estudiantes de la institución de los niveles antes mencionados. Este análisis permitió dividir a los tres niveles en tres universos diferentes, lo cual también fue considerado al momento de plantear la propuesta final. Cabe mencionar que también se realizó la respectiva investigación del contexto con la finalidad de obtener mayor información y datos sobre el desarrollo actual de las clases de inglés, así como una entrevista con la profesora encargada del área para avalar más la información obtenida durante la investigación.

En efecto se pudo determinar que en los tres niveles existen deficiencias en el idioma de destino y que en su totalidad los estudiantes concuerdan en el hecho de que les gustaría tener clases más dinámicas, interesantes e interactivas donde puedan desarrollar con mayor confianza y recurrencia la destreza del *Speaking* con temas de su interés, con el fin de mejorar su nivel en la lengua de destino.

PALABRAS CLAVE: Método Ecléctico, *Speaking*, lengua de destino, módulo.

ABSTRACT

This research project includes features about the Eclectic Method as a methodological strategy applicable to the English as a foreign language (EFL) teaching in the classroom, with an emphasis on the development of Speaking, to provide English teachers with material that constitutes a tool to enhance their students to talk. This will improve the students' development in Speaking skill in the target language of the eighth, ninth and tenth level at the Unidad Educativa Fiscomisional "La Inmaculada" Otavalo, through a module of innovative strategies and techniques based on the Eclectic Method that will function as an instrument to execute a class that turns around the ability of Speaking, with the execution of a scenario that encourages the practice of oral communication activities.

The information about the current status of the students' level of English, their preferences and their state with the subject, were obtained on the analysis of the surveys made to the students of the institution of the aforementioned levels. This analysis allowed to divide the three levels into three different universes, which was also considered when recommending the final proposal. It is worth mentioning that the research of the context research was also executed in order to obtain more information and data about the current development of English classes, as well as an interview made to the teacher in charge of the area to further fulfill the information obtained during the research.

In effect, it was determined that there are deficiencies in the target language at all three levels and that the students agree on the fact that they would like to have more dynamic, interesting and interactive classes where they can develop the Speaking skill with higher confidence, frequency and with topics of their interest, in order to improve their level in the target language.

KEY WORDS: Eclectic Method, Speaking, target language, module.

RÉSUMÉ

Ce projet de recherche comprend des caractéristiques de la Méthode Éclectique comme stratégie méthodologique applicable à l'enseignement de l'anglais comme langue étrangère dans la salle de classe, en mettant l'accent sur le développement de *Speaking*, pour fournir aux enseignants d'anglais un outil leurs étudiants à parler. Cela permettra d'améliorer le développement des élèves dans la langue cible de la huitième, neuvième et dixième niveau à l'Unidad Educativa Fiscomisional "La Inmaculada" Otavalo, à travers un module de stratégies et de techniques innovantes basées sur la méthode éclectique qui fonctionnera comme un instrument pour exécuter une classe qui tourne autour de la capacité de *Speaking*, avec l'exécution d'un scénario qui encourage la pratique des activités de communication orale.

Les informations sur l'état actuel du niveau d'anglais des étudiants, leurs préférences et leur état avec le sujet, ont été obtenues sur l'analyse des enquêtes faites aux étudiants de l'établissement des niveaux susmentionnés. Cette analyse a permis de diviser les trois niveaux en trois univers différents, ce qui a également été pris en compte lors de la recommandation de la proposition finale. Il est à noter que la recherche de la recherche contextuelle a également été réalisée afin d'obtenir plus d'informations et de données sur le développement actuel des cours d'anglais, ainsi qu'un entretien avec l'enseignant en charge de la zone pour mieux répondre aux informations obtenues pendant la recherche.

En effet, il a été déterminé qu'il y a des déficiences dans la langue cible aux trois niveaux et que les étudiants sont d'accord sur le fait qu'ils aimeraient avoir des cours plus dynamiques, intéressants et interactifs où ils peuvent développer la compétence *Speaking* avec plus de confiance, fréquence et avec des sujets de ses intérêt. Afin d'améliorer son niveau dans la langue cible.

MOTS CLÉS: Méthode Éclectique, Parler, langue cible, module.

INTRODUCTION

The present project is called “The Eclectic Method as a strategy to teach Speaking skills to eighth, ninth and tenth level students at Unidad Educativa Fiscomisional “La Inmaculada” Otavalo, during the academic term September 2017-July 2018” and is originated after identifying that the traditional teaching method does not develop the students speaking skill to the hundred percent, as it still exists a deficiency in the proficiency of the language in the pupils, this because teachers ,in some kind of way, are not reaching their students.

In this sense, traditional teaching is the main problematic of deficiency in language learning of speaking because people often stress on the use of the same ineffective methods, “In traditional classrooms, learners are rarely encouraged to make use of their language skills in the real world”. (Nunan, 1999). Therefore, learners do not have the opportunity to practice, and so to increase their proficiency. Pupils’ deficient achievement of English has been pointed to the teacher’s weakness knowledge about methodologies and strategies to teach a foreign language.

This study wants to make a change around the way how the students learn the language, having them feeling comfortable while learning and practicing a foreign language, therefore to focus in the methodologies applied by the teachers to have totally success in the teaching process. Because the teaching process means ‘feedback’ between teachers and students. Therefore, the objective of the current project is to improve the speaking skills for eighth, ninth and tenth levels at Unidad Educativa Fiscomisional “La Inmaculada” Otavalo, through innovative strategies and techniques based on the Eclectic method, so students will be able to develop their speaking skills. Consequently, this research is made of 3 chapters, which are listed below.

The first chapter, named State of Art, clarifies the theoretical framework of the topic of the investigation, every information and data related to EFL teaching, strategies to develop the speaking skill and most importantly general and in-depth aspects about the Eclectic Method.

The second chapter embraces the Materials and Methods used to carry out this research methods and research instruments used to collect the data from the direct and indirect beneficiaries of the project before its analysis.

The third chapter, Results and Discussion, consolidates the diagnosis of the collected data after the application of the research instruments as surveys, interview and the observation sheet. In addition, the discussion about the analysis takes place here, where the reasoning that was not included in the results part is exposed, here is also present the proposal for the found problem in detailed terms.

And finally, the Conclusions and Recommendations originated, based on the results obtained, are presented after having executed the entire investigation, thus finishing with the research.

STATE OF ART

1. 1 SLA and FLL

According to Gass & Selinker (2008, p. 7) Second Language is “the learning of a nonnative language in the environment in which that language is spoken”, and Foreign Language is the “learning of a nonnative language in the environment of one’s native language”. Starting from this view, second language acquisition (SLA) consists on the process by which a second language (L2) or also known as the target language (TL) is learned once the speaker has already acquired the first language, “in more *natural* exposure situations” (Štyksová, 2013, p. 8), it is to say that second language acquisition is not necessarily placed in the classroom but in the environment. And this can occur during childhood or adulthood.

On the other side, Foreign language learning (FLL) refers to the learning of L2 or TL as a foreign language (FL) because contrary to SLA the FLL only takes place in the classroom. This language learning has become popular because studying a foreign language increases the opportunities for the students’ achievement in the educational and professional context of the twenty-first century, permitting them to develop the proficiency of speaking, listening, reading and writing skills (California Department of Education, 2003). In other words, learning a foreign language gives the students a better appreciation of the world and even more during the current century, where people are interested in keeping international relationship with other cultures either for work, studies or others.

Saville-Troike (2006, p. 2) distinguishes SLA and FLL concepts using different terms, but keeping a relation to the ones from Gass & Selinker. He views SL as “informal L2 learning”, and FL as “formal L2 learning”. His idea is directed to SL as informal because the L2 is acquired in the environment, while FL is learned based on educational instruction.

1.2 TEFL

As it is well known, English is a global language which opens many doors. For many people English means an instrument by which they can access to the world, and also to a range of opportunities like study abroad, work internationally or just living in a foreign country. As the British Council (2013) affirms that “the impact of globalization and economic development has made English the language of opportunity and a vital means of improving an individual’s prospects for well-paid employment” (p. 3). Reason why the current society is interested in learning it. People who are most attracted to learn the language are from non-English speaking countries.

Here is where teaching English as a foreign language plays an important role, because according to the University of Manchester (n.D), “TEFL is a qualification which enables you to teach English to those whose first language is not English” (p. 1). And it can “occur in any country, whether English speaking or not” (Nurhayati, Supriyanti, & Triastuti, 2008, p.3). In other words, TEFL refers to English instruction in countries where the language is not spoken natively. This teaching process happens in a classroom.

An important fact about the TEFL in non-English speaking countries is that normally English “is part of the educational curriculum, particularly in state schools” (Nurhayati, Supriyanti, & Triastuti, 2008, p. 3). This is the case of many countries in Latin America or Asia, the same as the Ecuadorian educational system, something that will be described later.

1.2.1 TEFL in Ecuador

Ecuador’s situation as a non-English speaking country has pushed the academic system to promote the teaching of English as a foreign language in its classrooms. According to Haboud (2009, p. 66), “until 1992, English —and eventually some other foreign language such as French —has been a mandatory subject in secondary schools”. Nowadays, the mandate remains valid, even though it is not obligatory whatsoever. According to the British

Council (2015) “In 2012, the Ministry of Education launched a new National English Curriculum and a number of associated measures” (p. 20), and the new actions included the establishment of English as “optional for Grades 2-7 and mandatory for five lessons a week lasting 45 minutes to one hour from Grade 8”(p. 20).

As it has been described before, it is evident the presence of English teaching in Ecuadorian classrooms, even though it should be considered to insert English not only as a subject in an educational system, but also to be aware of the way by which the pupils learn the language, in specific, the teacher’s as well as the student’s behavior in TEFL classrooms, and the environment where they study.

1.2.2 TEFL classroom

Despite what has been mentioned previously, foreign language learning has some limitations because of its context. The only place where students are exposed to the language is in the classroom and the only input they acquire comes from the teacher, from materials and other learners (Gass & Selinker, 2008). Therefore, the necessity to improve better environment where the students can achieve their goals. As Broughton, Brumfit, Flavell, Hill, & Pincas (1980) mentioned “for most teachers the primary focus of attention is the classroom” (p. 12), thus, they suggest to create “briefly |one or two outline scenarios which might suggest some of the kinds of things that happen in English language teaching classrooms around the world” (p. 12). The purpose of it, is to keep the student’s attention and achieve the objective of the EFL class.

Talking about the EFL classroom is not to talk only about the classroom itself, but also about the strategies and techniques applied in it. Following Cevallos’s (2017) quote from Freeman, Freeman & Ramirez, “if teachers modify the traditional curriculum and include interesting activities in the class to develop their creativity and their critical thinking skills, the students will be engaged in the class” (p. 3), therefore, the necessity to use new and innovative ideas

to increase the students interest in learning English as a foreign language. According to Gurung & Prieto (Cevallos, 2017), “if teachers create a class environment which gives attention to individual differences, students will be prepared to succeed in this globalized world where it is necessary to coexist, work, and study with diverse people” (p. 5) , it is to say that the classroom has to be designed taking into account the students’ learning preferences and intended to show the diversity all over the world with the purpose of providing a good environment to the learners.

1.2.3 TEFL teacher’s role

In the same way, educators from abroad need to develop strategies to teach and fulfill the learner’s expectations. There are many characteristics that difference EFL teachers from any other teachers. To start, Maxom (2009) affirms that “a good EFL teacher enjoys meeting people and is interested in other languages and cultures. The most successful teachers are often the ones who can put the students at ease and who have a sense of humour” (p. 22). Good EFL teachers make the difference in their student’s development, they often create a warm environment and great relationship with the students.

Other features that good EFL teachers should have are constant preparation in language learning and teaching basics, to have experience with teaching techniques, to know as many teaching techniques as possible, to develop interpersonal communication skills, to be open minded, to be critical thinker, to know their students, and to be capable to apply some techniques in specific situations (Nurhayati, Supriyanti, & Triastuti, 2008)

1.2.4 TELF student’s role

TEFL is about a teamwork between teachers and students. Therefore, students also need to develop some characteristics. According to Rubin (Nurhayati, Supriyanti, & Triastuti, 2008) EFL learners ought to be active participants in the learning process, always monitoring speech and trying to communicate, and also being accurate guessers. Equally, Stern

(Nurhayati, Supriyanti, & Triastuti, 2008) mentions other characteristics that an EFL learner must have, like a personal learning style, self-monitoring and critical thinking, to know about learning strategies, to want to practice, to be tolerant, outgoing and active.

In other words, EFL learners need to be collaborative in the classroom with active participation during the teaching process, while they learn, teachers are also using his or her own teaching techniques. In this way, teaching can have better results and TEFL will be successful.

1.3 Language skills generalities

The language learning recognizes four important skills that a teacher should improve in their classroom so students will be successful in foreign language learning process. According to Powers (2010), these four skills are reading, listening, writing and speaking, and all of them are quite associated even if they are distinct. In other words, their relation is as a means of communication; but “the method and the style of teaching of all the four skills are different” (Ansari, 2012, p. 521). Powers (2010) affirms that “the four skills are related in complementary ways. Both listening and reading are receptive skills ... Speaking and writing are productive skills” (p. 12.6). In the same way, Hubackova & Golkova (2014) did the same description of these two skills dividing them into two categories, but adding an important concept for both, “the category of receptive skills - also recognized as passive skills – is demonstrated by reading and listening.” (p. 477), and “speaking belongs to the category of productive language skills, also described as active skills” (p. 478). But, because of the aim of this project the description will be centered in productive skills, specifically in oral productive skills.

1.3.1 Productive skills

As was mentioned before the productive skills comprehend speaking and writing and are called active skills because through them learners “use the language to produce a message through

speech or written text” (Bashrin, 2013, p. 3). Here, it is important to define both skills, speaking for example is defined by Bashrin (2013, p. 4) as “an oral production of language” and according to McDonough and Shaw (Bashrin, 2013, p.4) it “involves expressing ideas and opinions, expressing a wish or desire to do something, negotiating or solving problems or establishing and maintaining social relations”. While, writing is defined as a “productive skill in written mode” (Bashrin, 2013, p. 4) which distinguishes two-way of writing: “institutional and personal writing. Institutional writing includes textbooks, reports, applications, business correspondence whereas personal writing covers personal letters and creative writing.” (Bashrin, 2013, p. 4)

As Hubackova & Golkova (2014) stated “productive skills would not exist without the support of receptive ones” (p. 478), it is to say that both types of skills depend on the other. And productive skills exist as a positive consequence of receptive skills because productive skills appear as the *practical application* of the learners input. In consequence, if the students are presenting deficiencies in the receptive skills, the productive skills would not be successfully developed.

1.3.1.1 Oral productive skill

Ur, as quoted by Bashrin (2013) affirmed that “Speaking is the productive aural/oral skill. It consists of producing systematic verbal utterance to convey meaning.” (p. 4). According to Hubackova & Golkova (2014) “Speaking proves to be one of the main goals when learning English or any other language as a foreign language” (p. 478), and the principal reason can be attributed to the necessity of people to communicate in different contexts through speech, using speaking as a medium to develop social relationships.

1.4 Speaking skill

Hornby, as quoted by Bastías, Riquelme Sepúlveda, & Saldivia Muñoz (2011) defines “Speak as the act of talking to or having a conversation with somebody” (p. 32). However,

to speak in English might result difficult for some learners; because of this Bailey and Savage, as mentioned in Segura's work (2012) affirms that "speaking in a second or foreign language has often been viewed as the most demanding of the four skills" (p. 21). The reason can be attributed to have found speaking skills "to be a fundamental skill necessary for a learner's success in life" (Hossain, 2015, p. 11), in other words the *Speaking* skill push learners pursuing to higher studies or for earning money in most demanding contexts.

In addition, Bueno, Madrid and McLaren (Segura Alonso, 2012) supports the idea of considering speaking as one the most complicated skills, because also the teachers do not develop strategies to improve it as they do with the other ones. In the same way, Aguilera (2012) confirms Bueno, Madrid and McLaren argument by stating speaking as a complex skill that pupils need to develop in the classroom with the teachers help, because before they will be able to produce the language itself they first have to be prepared by practicing vocabulary, pronunciation and organize their ideas.

Nunan, quoted by Bashrin (2013) presented the following sub-skills, which according to him should be developed to have success in learners speaking skill:

- "The ability to articulate phonological features of the language comprehensively;
- Expertise on stress, rhythm, intonation patterns,
- An acceptance degree of fluency,
- Transactional and interpersonal skills,
- Skills in talking short and long speaking turns,
- Skills in the management of interaction,
- Using appropriate formulae and fillers." (p. 5)

1.4.1 Aspects of speaking

Speaking is probably one of the language skills that learners would like to effort first, even though speaking is not just about pronouncing words or repeating what teacher says.

Speaking is quite more complicated. It develops some specific features during the process, these features allow learners to reach their objective and at the final stage to have a good communicative competence.

1.4.1.1 Fluency

Richards, quoted by Iswara, Azib, & Rochsantiningsih (2012) defined fluency as the “natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence” (p. 5). This basically allows the student to keep speaking during a conversation, finding ways to be understood and looking for opportunities to speak, too. As same as the teacher who has to give to the learners as much opportunities as he can, in order to give them chances to practice.

1.4.1.2 Accuracy

According to Gower et al., (Bashrin, 2013) “Accuracy involves the correct use of vocabulary, grammar and pronunciation” (p. 5). This occurs when students have the sufficient management of the language and know about the correct use of it. The teachers job is to provide the learners with some important facts about when and how to apply accuracy. Teachers are who decide what to apply, either fluency or accuracy, or both in equal terms.

1.4.1.3 Vocabulary

Richards, quoted by Bashrin (2013), stated that “the goals of vocabulary teaching must be more than simply covering a certain number of words on a word list” (p.7). Students have to be able to know the meaning of a set of words and understand their sense in certain contexts, because they will use it to speak, therefore, teachers have to choose the correct words to teach, too.

1.4.1.4 Pronunciation

As Backley (2015) argued, pronunciation “can focus on in order to make their spoken English sound more confident, more proficient, and easier to understand” (p. 125). Sometimes people measure the language proficiency in the speaker’s pronunciation, this because nowadays exist “judgments about a speaker’s English ability based on his pronunciation” (Backley,2015, p. 126). However, the main goal should not be to have *nativelike pronunciation* but at least a *listenerfriendly pronunciation* which listeners can understand without too much struggle (Backley,2015).

1.4.2 Strategies to teach speaking

The teacher plays an important role in the learning process of the students. Specifically, the teaching of speaking might need more attention because it is a productive skill, and so students have to be able to produce the language. But, unfortunately students do not speak in the target language so easily. So some authors proposed some approaches that teachers could apply for their students speaking skill assessment. At first, as Gower, Phillips, & Walters (2005) and Wallace, Stariba, & Walberg (2004) stated, the students need to have opportunities to practice the language as much as they can in order to improve their fluency.

In the same line, Gower, Phillips, & Walters (2005) propose some strategies that could help in the speaking teaching process, for instance, teachers should create a good environment where students feel comfortable and enjoy communicating, students do not learn well when they feel pressured. The teacher should give them a good reason for speaking, so they can realize their need for language, fluency and confidence in the target language to start producing. It would be advisable the teacher asks students about their interests for the language to make the class more motivating.

Furthermore, Wallace, Stariba, & Walberg (2004) mention that teachers have to provide tools to the students to organize presentations or debates and help them with their speeches;

likewise, students or teachers could propose the topics for the speeches, but teachers should leave students talk more about their personal experiences, because students like it the most and the language can flow easily; learners should also be in contact with proficient speakers because they can learn more.

In addition, Ansari (2012) mentions that teachers should let students be in contact with the spoken English, this can include movies, trailers, songs, tv shows or any contact with native speakers if possible; teachers have to be aware of the pronunciation and the fluency, because they have to pronounce correctly and feel confident while speak fast; nevertheless, one of the main strategies while teaching speaking might be the teachers confidence, because they are considered as their scholar model.

1.4.3 Types of activities to develop speaking

Teaching speaking has never been an easy job, there could be many obstacles to achieve speaking proficiency in pupils. Even though, there are some types of activities that can fit in every lesson plan. All of these tasks have the main objective of improving communicative skills through speaking. Depending on the activity, the student can increase vocabulary, fluency, or enhance pronunciation or accuracy. Or at best fulfill all of them. Some authors mention:

- **Picture stories**

Picture stories is useful for any kind of students from beginners to advanced levels. The main goal of it is to let the pupils participate and create creative stories based on the pictures, or to put them in sequence so they can describe the events. (Hossain, 2015)

- **Information-gap**

This type of activities is good for beginners because it is more simple, however, if directed in a different way it can developed fluency so it also works perfect for advanced levels. The activities vary from guessing unknown information, to complete the information with key words. (Hossain, 2015)

- **Surveys and Questionnaires**

These activities let the students work by themselves. They have to make questions about any interesting topics and then be able to survey by interviewing their classmates. This works for intermediate-advanced levels. (Hossain, 2015)

- **Making small talk**

This activity is not applicable for all kind of learners. Pupils need an intermediate or advanced level of language, or at least to have a wide appropriate vocabulary referent to any specific topic. This task basically lets the student organize a short conversation where they can express openly and fluently. (Vălimăreanu,n.d, p. 3)

- **Using role-plays**

This task is the most known speaking activity, which allow the student to perform a short interpretation of any situation. The teacher gives the students the clues of the situation and any additional required help (Vălimăreanu,n.d, p. 3). Students have to act as the character that was assigned to perform, it could be a customer, a manager, a shop assistant etc. (Bashrin, 2013)

- **Expressing points of view**

The main purpose of this activity is to let the students develop a critical point of view about any topic. The teacher presents the students an interesting and controversial subject, and then they have the liberty to express their ideas. This task allows to have a higher level of discussion class. (Vălimăreanu,n.d, p. 4)

- **Debating on different topic discussions**

The principal characteristic of this task is “rebuttal”, because students are divided into two groups where they have to defend their point of view about any specific topic, but if necessary, they could rebuttal. This activity is quite similar to “expressing point of view” but much more structured and governed by many rules. (Vălimăreanu,n.d, p. 5)

- **Practicing group decision making activities**

This activity is based on reflective thinking and brainstorming. It allows students to do collaborative work, while place competitiveness between classmates. Students have to be able to answer questions and generate ideas. This task is also developed in a discussion framework. (Vălimăreanu,n.d, p. 6)

1.4.4 Classroom Speaking Activities

Brown, quoted by Hossain (2015) lists six task categories that a teacher should put in practice in order to improve their student's participation in speaking activities in the classroom:

- a. **Imitative-Drills** in which the learner simply repeats a phrase or structure (e.g., "Excuse me." or "Can you help me?") for clarity and accuracy.
- b. **Intensive-Drills** or repetitions focusing on specific phonological or grammatical points, such as minimal pairs or repetition of a series of imperative sentences.
- c. **Responsive:** Short replies to teacher or learner questions or comments, such as a series of answers to yes/no questions.
- d. **Transactional:** Dialogues conducted for the purpose of information exchange, such as information-gathering interviews, role plays, or debates.
- e. **Interpersonal:** Dialogues to establish or maintain social relationships, such as personal interviews or casual conversation role plays.
- f. **Extensive:** Extended monologues such as short speeches, oral reports, or oral summaries (p.18)

1.4.5 Speaking assessment

Assessment is the main point of effective instruction. It guarantees the student's achievement after the teaching process. It uses some assessment materials in order to know if the students are learning or not. For EFL classroom the evaluation is normally divided according to language skills. Therefore, the existence of particular assessments with specific characteristics for each skill.

However, the speaking assessment is really special because of some reasons which distinct it from the rest. As Kitao & Kitao (Usma Trejos, Giraldo García, & Gómez, 2013) affirmed "speaking is the most difficult skill to test since it involves several factors as the phonology, grammar, and coherence" (p. 35). According to some authors speaking is a complex skill to evaluate, because the oral production can not be testing objectively, in some cases students can have good pronunciation but deficient accuracy, in some others students can be understood with certain facility but have poor pronunciation, therefore teachers can not

decide “what aspects of the oral production can be assessed at a time” (Usma Trejos, Giraldo García, & Gómez, 2013, p.35).

Other reason why speaking is considered as a complex skill to be evaluated is referent to the time and the size of the class. As Selingson argues (Usma Trejos, Giraldo García, & Gómez, 2013) teachers do not implement oral tests, because even if the students are tested in one minute it can take a lot of time to hear all of the speakers’ oral production.

It is important for teachers to select the criteria to be evaluated in speaking before they test it. Therefore, the necessity to create an own rubric which specifies the level of development of each aspect in speaking that students have to be able to perform. About this, Knight, quoted by Usma Trejos, Giraldo García, & Gómez (2013), presents 8 aspects that teachers should include in the speaking assessment as “grammar, vocabulary, pronunciation, fluency, conversational skill, sociolinguistic skill, and content” (p.36) Equally, the CEFR contemplates about 14 aspects to assess the speaking skill like “fluency, vocabulary control, flexibility, coherence, and sociolinguistic competence” (Usma Trejos, Giraldo García, & Gómez, 2013,p.36), even though it recommends to select them according to the needs. The chart below shows an example of a speaking assessment rubric, that could be applied for testing speaking skills to intermediate levels.

Chart 1. Rubric for speaking assessment

Key Criteria	No Grade Awarded 0 mark	Poor 1 mark	Average 2 marks	Good 3 marks	Excellent 4 marks	Student's Score
Grammar and Vocabulary	Serious grammatical errors and very limited vocabulary resulting in incoherence	Generally poor grammar and vocabulary usage with a high frequency of errors but they do not affect coherence	Accurate grammar and vocabulary usage about half the time with a few major errors	Accurate grammar and vocabulary usage most of the time with occasional errors	Exceptional use of grammar and vocabulary throughout with minimal or no errors	
Content	Content is unrelated to the prompt and completely irrelevant or incomprehensible	Content is related to the prompt but it lacks clarity and relevance most of the time	Content is relevant about half the time but the ideas are not wellorganized	Content is relevant and cohesive most of the time but it lacks consistent focus with occasional digressions	Content is coherent, relevant and well-organized with consistent focus on the prompt	
Pronunciation	Pronunciation is completely incomprehensible making it difficult to grasp the content	Pronunciation is poor with a high frequency of errors and occasionally unintelligible	Pronunciation is accurate and clear about half of the time with a few major errors	Pronunciation is accurate and clear most of the time with occasional errors	Pronunciation is accurate and clear throughout with correct stress and appropriate intonation	
Fluency	Almost no fluency with long and frequent pauses without a single complete sentence	Little fluency with frequent pauses and a few fragmented sentences and mostly single word utterances	Some fluency with a few complete sentences delivered without pauses but with some hesitation that breaks the flow at times	Fluent most of the time with an ability to construct and connect sentences comfortably but the pace is uneven	Fluent throughout with an ability to speak at a natural pace and can construct and connect sentences spontaneously	

Interactive Communication (Q & A Session)	Fails to answer any questions or gives incomprehensible or totally irrelevant answers or unable to interact with the audience	Tries to respond but fails to answer most of the questions, interaction with the audience is minimal	Responds to some of the questions but lacks the necessary language skills or knowledge of the content to sustain interaction with the audience	Responds to all questions but responses are not always convincing, interacts with the audience but lacks confidence and conviction	Responds to all questions effectively and interacts with the audience with confidence and conviction	
					Total Mark (20)	
					Final Grade (10)	

Source: (English Language Institute, 2012, p. 1)

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1.5 Eclectic Method Background

To understand the main objective of the Eclectic Method, is also relevant to know of its' origins. Therefore, the importance of its' etymology. According to Gauntlett & Hornby (2005) the word eclectic “comes from Greek, is derived from *eklegein*-to pick out, or to choose out” (p.30), hence the relation with the main concept of the Eclectic Method theory, because, as the same authors affirmed, eclectic “is not a single method but one which claims to make use of the best in a number of methods and techniques” (p.30). Equally, AL Hamash, (as cited in Wali, 2009) confirms what has already been said, by describing eclecticism as “a type of methodology that makes use of the different language learning approaches instead of sticking to one standard approach” (p.37).

It does not exist any specific literature about the origin of the Eclectic Method, even though, Kumar (2013) notes that the Eclectic Method was advocated in the beginning of 1990's and nowadays it has become fashionably popular. Besides, Larsen, Freeman, & Anderson (2011) stated that teachers created their own method inadvertently, when they started to pick and choose from many methods in order to create their own theories, practicing a pluralistic view of teaching methods, and as consequence they practiced a “principled eclecticism”.

Furthermore, the Eclectic Method was described by Kumar (2013) as the combination of different methods and approaches which works effectively with any kind of learners, because it transforms learning in a innovative and enjoyable learning process for the students. In the same way Wali (2009) affirms that the Eclectic Method is used now in the language learning classroom as a main methodology because teachers have the liberty to use other techniques from other approaches in order to deal with every student's situation.

1.5.1 Eclectic Method generalities

The use of Eclectic Method does not just refer to combine different methodologies or approaches arbitrarily, the teacher needs to know about every single approach background,

advantages and disadvantages; then to be able to mix up the strengths of them in a way that can have positive results in the classroom, a good teaching practice depends on the right combination of multiple activities. (Billah, 2015)

In spite of many authors argued about the fact of selecting the best methodologies, none of them has specified which these methodologies could be. In consequence, there is presented some of the most popular methods used for EFL and from where the teachers could select :

- The *Grammar translation method (GTM)* is a method that has been used since 19th century, according to Mwanza (2017, p. 53) it is “the earliest language teaching method to be formalized and dominated language teaching from the 1840s to the 1880s”. It is focused in teaching the structure of the target language and is considered as a traditional method because teacher is taken as the authority and it does not improve the classroom interaction. The aim of the classes is stated in receptive skills, therefore students opt on translating the target language into their mother tongue, rather than manage the foreign language.
- The *Direct Method* emerged “as the replacement of the grammar translation method” (Sadiqah, 2015, p. 4). Its’ concept is opposed to the GTM because it emphasizes in the productive skills specially in the speaking. The main goal of this is to “taught through demonstration and action” (Li, 2012, p. 166).
- *Total Physical Response (TPR)* is a method presented by James Asher, which argues the clue ‘language is learned through actions’. It is to say that teachers use a set of commands in order to increase the pupils learning in specific situations. This method works perfect if the aim of the class is to teach verbs or new vocabulary. (Li, 2012)
- *Communicative Language Teaching (CLT)* is focused as Richards affirms (quoted by Li, 2012) in the idea of “make communicative competence the goal of language teaching” (p.167). In other words, this approach practices some classroom activities centered in involve students in realistic situations to enhance them to communicate.
- The *Natural Approach* is a method created by Tracy Terrell in contribution with Stephen Krashen in the 1980’s. They stated in the idea of considering that children should learn the second language in the same way they acquire the first one,

unconsciously. Thus, Krashen added that the appliance of affective filter will also enable the learning process. (Li, 2012)

- The *Audiolingual Method* as Mwanza (2017) described “language is speech, not writing, and language is a set of habits”. Therefore, most of the activities are based on practice dialogues and role-plays, or also increase memorization. In other words, language is taken by this method to improve the students habit formation to ensure the ability to talk about different topics.
- The *Silent Way* is a method that keep the idea of keeping the teacher ‘as silent as possible’ in the class, this to let the students ‘produce as much language as possible’. In consequence, students develop problem solving activities, and ‘acquire sense of independence, autonomy and responsibility’ by themselves (Li, 2012).
- *Suggestopedia* is a method developed by Georgi Lozanov, who suggests to add some important features to increase the student’s development in language learning. These are, to implement music in the class, create a good environment, put chairs in circle, present good storytelling, and always have complementary material to develop the class. (Li, 2012)
- The *Task based learning* is a method which enables the students’ participation through activities. The objective of this is to make “educators to promote real communication or the exchange of meanings rather than forms” (p. 166) , in other words, the main purpose of this type of teaching is to enhance the students’ interaction helped by tasks. This method is also considered as a strategy which promotes collaborative work between teachers and students. (Rodríguez & Rodríguez, 2010)
- The *Content Based Instruction* is relatively an old method which first appeared in the 1980s by Bernard Mohan’s who stated that the subject matter rather than the linguistic learning, because students could learn even more through content, it is to say, that subjects can be related to the ones the pupils are studying during the academic year. (Bula, 2013)

1.5.2 Eclectic Method principles

According to some authors the Eclectic Method has some specific principles that distinguish from other methodologies. These should be taken into account by teachers who want to apply this methodology. First, Al-khuli M. Ali (quoted in Wali, 2009) describes some principles:

- Teachers have a chance to select the appropriate teaching technique in the class depending of the aims of the lesson
- Teachers have the flexibility to pick any method that consider proper for teaching
- Teachers need to make the class innovative, understainable and enjoyable for the students
- Prepare the material to lead better understanding in the pupils
- Take advantage while presenting language activities. (p.39)

In the same way, Ulit, et al. (1995) presents some other principles that are included in the Eclectic Method, but which are not related to the ones specified by Ali:

- Learning has to be meaningful and actual
- Do not use translation as a learning method with the beginning learners
- Do not apply mimicry, memorization and pattern practice as teaching techniques
- Reading aloud does not facilitate comprehension
- Vocabulary should be taught in context
- Teach reading and writing when the students are ready
- The lesson structure has to be organized
- The language learning should be done in the target language.

1.5.3 Advantages of the Eclectic Method

It is well known that Eclectic Method gives positive outcomes in the teaching process, and of its benefits the application is still being considered as suitable in the learning classrooms. Kumar (2013) mentions some advantages:

- (a) Pupils know what they are learning.
- (b) The selected activities include realistic situations.
- (c) Learners do not feel pressure while learning.
- (d) It embraces listening, speaking, reading and writing.
- (e) Learners have faster results, become multiple tasks, have high interaction, and a lively learning. (p.2)

1.5.4 Disadvantages of the Eclectic Method

Even though the Eclectic Method is considered as one of the best methodologies and just have positive influences in the learning process of the pupils, it also has some evident disadvantages, Weidemann (quoted by Mwanza, 2017, p.61-62) mentions the following:

- (a) It discourages teachers of being reflexive and good professionals because they try to omit ideological excesses.
- (b) Implementing the eclectic approach could bring problems because of the several methodologies that come with it.
- (c) The randomly combination of the methods and approaches may cause all kinds of difficulties and struggles.
- (d) Teachers forget the main objective of the new methods and techniques for being in a hurry to apply them.
- (e) The Eclectic Method might be applied with other contradictory methods at the same time, and as consequence the results are not positive at all.

Nevertheless, then the same author Weidemann (quoted by Mwanza, 2017, p. 62) refutes this fact by mentioning that “the argument that emerges [against eclecticism] is perhaps more about the dangers of an unprincipled eclecticism than anything else”. It is to say that there is not an apparent reason that argues the feasibility of this method.

1.5.5 Teachers role

Teachers play an important role in the Eclectic Method. As it is known the main objective of this method laid the teacher the responsibility of choosing the strategies or techniques to be applied in the classroom. Teachers have to identified their students' needs in order to plan a successful class. Teachers have to serve as a guide to the students, in other words teachers are facilitators not authorities. In the same way as Li (2012) cited "during the communicative activities, the teacher is both the organizer and the resource" (p.170), it is to say that teachers bring the material and explain to the students the execution while they also put this in practice.

1.5.6 Students role

Even though teachers are important in the learning process for the Eclectic Method, the students have priority. This method can be considered as learner-centered, because pupils are who have relevance in the EFL learning. Therefore, according to Li (2012, p. 170) learners have to be "active participants of the activity, explorer of the language, negotiator and evaluator of the learning process". In other words, students are the judges of the methodologies applied to teach them a foreign language and the beneficiaries of learning a foreign language through the same methodologies.

1.6 Eclectic Method in relation to speaking teaching

As it was mentioned previously in the theoretical bases about speaking and Eclectic Method. Speaking nowadays is considered as one of the most complicated skills to be developed and also the same that has not much attention in the classroom. Therefore, the obligation of the teacher to find out strategies and techniques which can help him to enforce students to speak and develop their communicative competence. At this point, the Eclectic Method appears as a possible solution to this problematic in the students lack proficiency in speaking skill, because this method makes a meticulous selection among various methods and approaches according to the class necessity and obviously to the student's needs.

Until 2017, there are few investigations related to the appliance of Eclectic Method in relation to the speaking learning and teaching. One of this bases its 'arguments in the learning of English and argued the fact about considering learning language skills separated is impossible because one skill supports the other. For instance, Hildreth (quoted by Kumar,2013) described "reading and writing are used simultaneously to reinforce and supplement each other. This is how the process of listening and speaking are to be used simultaneously which is also included collaborated with writing" (p. 1). An argument that is totally truth, because as we can realize it can not exist speaking without listening. Nevertheless, in this case listening might be considered as a component of speaking but not as isolated skill.

Kumar explains in his investigation, to learn speaking is important to take into account the eclectic way. About this Kumar (2013) affirms that "eclectic way of learning English speaking primarily involves the four skills." (p.1) Therefore, "a technique of teaching through eclectic way is a rich combination of multiple activities" (p.3), what means that a teacher makes use of many different methods in order to enhance the students learning and guarantee their oral communicative competence.

On the other side, Irwandi to sustenance his statement about the positiveness of the eclectic method in the speaking development, makes an analysis between the principles of the Eclectic Method and speaking, in order to take as a base of the awareness of his theme. He argues that the Eclectic Method principles presented by Carrasquillo has an intrinsic relation with the speaking principles described by Brown and Bailey. As Irwandi (2014) expresses "the balance in such principles becomes the underpinning to employ Eclectic Method in teaching speaking" (p.241).

1.6.1 Teaching speaking within Eclectic Method

Based on Irwandi investigation made in 2014 teachers should apply different methods in foreign language teaching based on Eclectic Method concept. In other words, the Eclectic Method embraces many methodologies for EFL teaching, nevertheless the teacher is in charge of selecting the best methods and aligning them for speaking teaching.

Chart 2. Various methods of Eclectic Method for teaching speaking

Method	Theory of Language Learning	Eclectic Feature for Speaking Skill
Grammar Translation	Using the native language as the reference system in the acquisition of the target language.	Getting students to speak correct linguistically through teaching grammar deductively. Knowing about language and its rules is one of the ways to raising learners' consciousness in speaking skill.
The Audiolingual Method (ALM)	Language is learned through habit formation. The oral skill is learned first rather than the others.	Using audiolingual method for teaching pronunciation. Students are trained to monitor their progress in learning the target language. Practicing correct pronunciation is a part of accuracy in speaking
Situational Language Teaching	Learning language through mastering grammatical patterns contextually. Grammar is taught inductively.	Establishing a clear context for applying new structures. The learners speak by using new structures contextually.
Total Physical Response (TPR)	Comprehending speech precedes speech production which is made through giving instruction.	Total Physical Response is appropriate for introductory phase of the target language. TPR is the reinforcement to memory which is provided through physical action.
Suggestopedia	Learning language through the inclusion of relaxation. The learners are engaged in	Suggestopedia is appropriate to reduce the learners 'anxiety in learning language. Thus, reducing learners' anxiety is

	elaborations of reading dialogue, songs, games, and conversation.	prerequisite to speak fluently and accurately.
Community Language Learning	Learning language should involve interactions among learners and interactions between learners and knowers (teachers/instructors).	Creating a community for language learning is best to stimulate the learners to use language contextually.
Lexical Approach	Mastering word and word combination is the basis for language learning and communication.	Mastering lexical chunks or collocations is important to speak accurately. Acquisition can occur through an accumulation of examples in which is generalized by the learners
Communicative Language Teaching	Language learning can occur by involving any meaningful task, activities which use the target language and real communication.	Getting the learners to use the language independently focusing on the function of language. The learners can be encouraged to be meaning negotiator by applying speaking strategies
The Natural Approach	Providing comprehensible input is necessary for successful language classroom. Thus, the Natural Approach teaching language inductively by emphasizing on comprehensible and meaningful practice activities, rather than production of sentences and utterances accurately.	Learning grammar inductively as it is used in actual communication commonly provides the learners with a communicative ability.

Source: (Irwandi, 2014, p.241-242)

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Critical Analysis

Even if the research has already produced enough support for the theoretical background of the Eclectic Method and the speaking skill, there still exist lacks about the appliance of the same method in speaking. Researches could vary from the students or the teacher's specific roles, or, techniques to apply for speaking development in relation to Eclectic Method. It is

not the same to talk about the applicability of the Eclectic Method for reading or writing rather than speaking. Because of the current educational situation in many places around the world, and specifically in Ecuador, even local researches should go deeper in their investigations, in order to provide of good material to the interested readers.

MATERIALS AND METHODS

2.1 Approach

The present study combines qualitative and quantitative research, as it permits the investigation to extend the overview of the problematic, hence to find the solution for it.

For instance, the qualitative research is structured to in-depth understanding of a context, in this case the English classes scenarios of the eighth, ninth and tenth level at Unidad Educativa Fiscomisional “La Inmaculada” Otavalo, and also, the criteria of the in charged English teacher of the institution. At first, to understand better and to get to a more general perspective of the current status of the students’ proficiency in speaking, the researcher has made an observation on the English courses that has lasted five hours a week. The amount of observation hours was labeled based on the hours per week assigned by the institution for the subject of English. The observation was executed following an observation sheet, which focuses, on one hand, on the teachers’ pedagogical competence, methodological competence and emotional competence, and on the other hand in the students’ development.

With respect to the quantitative research, this is executed to achieve knowledge, by using exhaustive and controlled measurement of data collected by surveys, trying to find the certainty of the problem. Therefore, surveys where applied to all of the students of the eighth, ninth and tenth levels at Unidad Educativa Fiscomisional “La Inmaculada” Otavalo. The study sample was the total of the students enrolled in the levels mentioned before in the academic term September 2017-July 2018, in total, out of ninety-six students, ninety-two were surveyed. The survey had a questionnaire format with closed-ended questions, which were followed by response options.

The purpose of the surveys was to assess the use of different methodologies in the current English classes, in order to develop their speaking. The data that these surveys showed

helped the researcher understand better the students current progress in speaking, their feeling about the English class, and also to obtain some ideas in order to design a module with innovative teaching strategies and techniques of Eclectic Method, for teaching speaking skills in eighth, ninth and tenth levels at Unidad Educativa Fiscomisional "La Inmaculada" Otavalo.

Eventually, the qualitative research played an important role at the moment of doing the interview, because it refers to the researcher in his intensive dealings with people involved in the research process, in order to understand them. Therefore, the interview made to the teacher in charge of teaching English to the high school, facilitated the appreciation of the ongoing problematic with the student's proficiency in speaking. It consisted in a face to face interview which was recorded with a camera, same that will be shown in the annex on the project. The interview involved questions to know the teacher's point of view of the student's level in speaking, the methodologies applied by the teacher in the classes, the strategies and materials she uses to enhance her students, and some opinions about changes that might help to improve the pupil's development in English speaking, the latter helped the researcher to take it into account for the designing of the module.

In brief, the appliance of both qualitative and quantitative researches, aided the project to obtain broad and accurate results. The fusion of these, permitted the researcher to know the reality from the two perspectives, subjective and objective; giving more attention to the context and analyzing the collected data from an objective criterium.

2.2 Methods

It was necessary to identify the variables which helped analyze the problematic and the facts that causes students' speaking deficit, in order to provide some innovative strategies based on the Eclectic Method to enhance the students' development. Therefore, the researcher opted to apply the quantitative and qualitative research in order to know the current problematic in speaking development in the students of eighth, ninth and tenth level at

Unidad Educativa Fiscomisional “La Inmaculada” Otavalo. The academic used the analytic and descriptive method to organize, tabulate, describe and analyze the data collected during the analysis. Below, the specifications on this application.

2.2.1 Descriptive method

This research method allowed the academic to organize and table the data collected in the surveys, based on the statistics of the research analysis. Then, it described in an objective way the results showed by the data in statistic charts and graphs with every single specification of the results.

2.2.2 Analytic method

On the other hand, this method focused in finding the causes and effects of the ongoing problematic, therefore it works as a complement of the descriptive method because it helped to make an in-depth analysis of the data showed in the surveys application. This method made an intensively study of each of its elements, in other words it analyzes the description presented in the results. In the same way, it helped to analyze the specifications found in the observation sheets of the English classes observations, and the interview made to the English teacher. Taking into account specifically the point of view and the comments of the teacher’s answers.

2.3 Operative mechanics

2.3.1 Identification of the population

The population to be researched is found at the Unidad Educativa Fiscomisional “La Inmaculada” Otavalo, which is an institution located in Otavalo city that offers to the community qualified education based on values and specialization in Bachillerato General Unificado-BGU. Consequently, the collected information was taken from the students enrolled in the eighth, ninth and tenth levels in the academic term September 2017 - July

2018, it established the amount of ninety-six students, and the English teacher of the institution.

For the successful execution of the study, the research was developed in established class schedules, with students attending normally classes. Thus, the observations, surveys and the interview helped obtain accurate data in relation to the methodologies applied in the English class.

2.3.2 Determination of the sample

There are 96 students total in eighth, ninth, and tenth levels at Unidad Educativa Fiscomisional “La Inmaculada” Otavalo. With 35 students in the eighth level, 26 students in the ninth level, 35 in the tenth level.

As Posso (2013) affirmed “if you have some universes in your research, you must obtain the sample number according to the number of universes” (p.186); based on this argument this research was divided into three different universes. In this case, the eighth, ninth, and tenth levels, which was described as single universe each one with their specific number of students.

On the other hand, Posso has also stated:

Most researchers advise that when the population or universe to be investigated does not exceed 30 or 40 units, it is not necessary to determine a sample to apply the research instrument (s) that will allow capturing the required information. (p.187)

Hence, it was not found indispensable to obtain the sample of the three different universes, conversely, it is necessary to work with all of the population involved in the research in order to assess the data information about the current situation of the research project.

2.3.3 Research instruments

2.3.3.1 Observation

Methodologies used by the English teacher were analyzed, the strategies and material she uses to enhance the students speaking, the focus on the classes in developing speaking, the teacher's attitude and relation with the students, and most importantly the response of the students during the class with every activity the teacher does. To execute this, the researcher used an observation sheet where she scored some important aspects about the pedagogical competence, methodological competence and emotional competence, of the teacher, giving a score from 1 to 5 (being 1 bad and 5 excellent), and in the same way to the student's development; the academic had also the chance of quote some observations on each aspect or give any general observation. The observation was completed in 5 days in March 2018, considering the hours per week assigned by the institution to each level for the subject of English.

2.3.3.2 Surveys

The surveys were applied to the students with the purpose of examining their acceptance of the current methodology used in English classes. It helped to know the present status of the students speaking, as well as verify the students interest in developing their speaking, and some factors to take into account for the designing of the module according to the students' interest, based on the results showed in the surveys.

Consequently, 92 surveys were applied in the institution. This because at the eighth level 2 students were missing, the same as in the ninth level, on the contrary, the tenth level was complete. Because of the students schedule this research instrument was applied in 2 days, and as a note, the surveys were applied out of the English schedule, this to make the research more factual and have real results without the discomfort of the students

2.3.3.3 Interview

The human resource considered for this was the English teacher in charge of the high school section at Unidad Educativa Fiscomisional “La Inmaculada” Otavalo. The interview was made personally in the institution to the teacher (Mrs. Rebeca Chirau), on March 15th of 2018. Questions were asked to find more information, which contributes to the understanding and development of the research project.

2.3.4 Procedure

The process of data collection was developed in approximately 6 weeks, starting on the second week of February to the third week of March. Due to students’ return from the middle year break on the second week of February. The researcher started this process reviewing the formats and the questions of the research instruments three weeks before the application. On the first week of March the investigator started to do the observations of the English classes in the different levels, previous to apply the surveys.

Then, on the second week of March, the printed surveys where applied to the students of eighth, ninth and tenth levels at Unidad Educativa Fiscomisional “La Inmaculada” Otavalo. This instrument was applied out of the English class schedule, in order to get better and more reliable results, since, according to the researcher, the students would feel more comfortable judging the English class, without the presence of the English teacher.

Finally, the interview took place in the third week of March and it was needed one day to be performed because there was only one English teacher in charge of the levels. The interview included questions that helped the investigation development, and it was recorded in the institution by the researcher with the aid of a camera.

RESULTS AND DISCUSSION

3.1 Results

In this part it will be described the obtained results of the different research instruments. On the one hand, the observation made to the English class at Unidad Educativa Fiscomisional “La Inmaculada” Otavalo and the interview applied to the English teacher in charge of the mentioned levels at the same institution, through a content analysis. On the other hand, the results obtained of the 92 surveys applied to the students at Unidad Educativa Fiscomisional “La Inmaculada” Otavalo will be described through a statistic analysis, using the Excel 2016 as a computer program to illustrate the results in charts and graphs.

3.1.1 Observation of the English class at Unidad Educativa Fiscomisional “La Inmaculada” Otavalo

According to the observations made to the English class of the eighth level, the teacher has a low intermediate level at her pedagogical competence, it referring to the deficient focus she had to the speaking development, also because she does not get her students interest, and because she does not provide the students with enough knowledge. In a similar way, her methodological competence reaches an intermediate level, this because even though the teacher shows that she had structured the class, the creativity, the teaching strategies and the methodology she applies is not enough to make students be involved and interested in the class. The activity that had had acceptance by the pupils was ‘Simon says’ but it was applied just once at the beginning of a class. It also exists a communication issue in the target language, most of the students do not understand the teacher. On the contrary, the observation exposed that the emotional competence of the teacher is not the problem, here she got a perfect performing, as the teacher keeps a good relation with the students and demonstrate a good attitude with them. However, the students’ development shows a really low level, this because students do not participate in the activities proposed by the teacher and they are not open to progress their speaking skill.

The observations made to the ninth level, gave kind of different results, as for the pedagogical competence the teacher has a higher intermediate level because she applies more activities focused in speaking and transmits a valid knowledge to the students, through comparisons. In the same way, her methodological competence has a higher intermediate level, this because the teacher shows that she had prepared the class with more varied activities like dialogues and had brought some extra material apart of the photocopies of the book, that can facilitate the students' participation. The activities presented by the teacher, like 'Simon says' or 'exposition about Free time activities' were well received. Also, the communication had not presented a big problem because the students tended to practice the language and interact with the teacher. Likewise, the emotional competence of the teacher was positively fulfilled, and consequently, the students' response in the class was positive too, sometimes they tend to participate on their own and sometimes asked by the teacher.

Finally, the observations made to the tenth level showed the teachers' pedagogical competence in a higher intermediate level, since she promoted speaking activities, demonstrated the domain of the topics and conveyed the knowledge to her students with facility. Similarly, the methodological competence has a higher level because she uses extra materials and put in practice more activities like oral expositions or a game with verbs in order to enhance the students speaking. However, the students' development had showed an intermediate level this because students participation also varied on the proposed activity, sometimes they got involved easily and others they needed to be asked. Likewise, the teachers' emotional competence had a perfect performing because she had a good relation between teacher-student and was really receptive.

3.1.2 Survey for students at Unidad Educativa Fiscomisional “La Inmaculada”

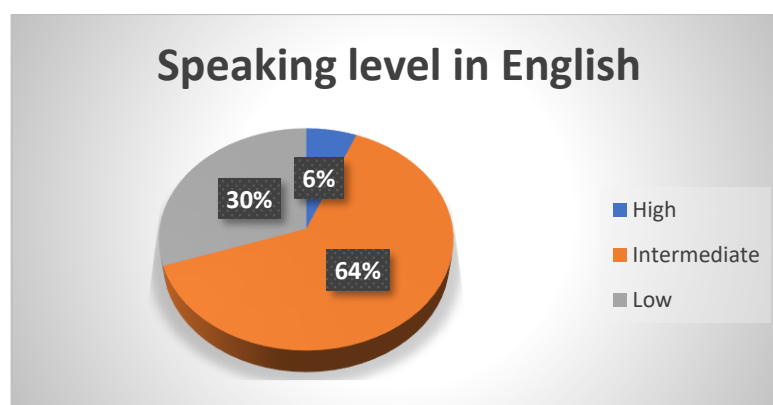
Otavalo

3.1.2.1 Eighth level

1. What level do you think you have when speaking English?

Chart 3. Speaking level in English

Answers	Frequency	Percentage
High	2	6%
Intermediate	21	64%
Low	10	30%
Total	33	100%



Source: Eighth level at Unidad Educativa Fiscomisional “La Inmaculada” Otavalo

Author: Erika Estrella Ruiz Arias

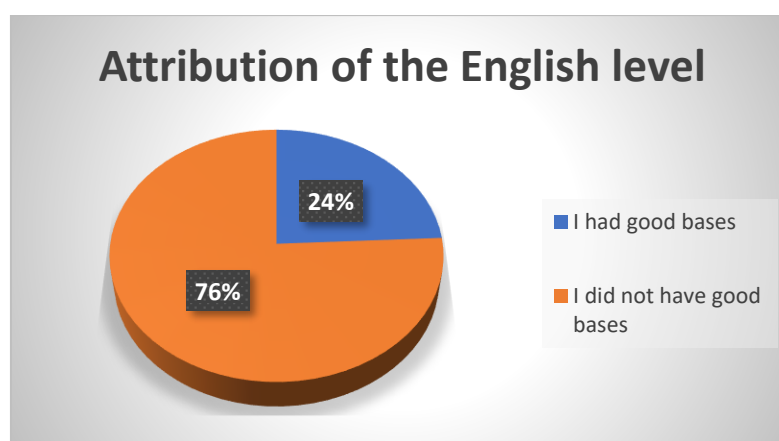
Analysis

The proficiency in a target language seems to depend on how the pupils perform the different skills in the language. Therefore, the surveys applied to the eighth level students showed that the 30 % of the students feel that they have a low level in Speaking, meanwhile more than the half, the 64%, considerate they have an intermediate level when they speak English. On the contrary, according to the students answers just the 6% considerate that they master the language, because they think they have a high level in the speaking skill.

2. What do you attribute your level of English to?

Chart 4. Attribution of the English level

Answers	Frequency	Percentage
I had good bases	8	24%
I did not have good bases	25	76%
Total	33	100%



Source: Eighth level at Unidad Educativa Fiscomisional "La Inmaculada" Otavalo

Author: Erika Estrella Ruiz Arias

Analysis

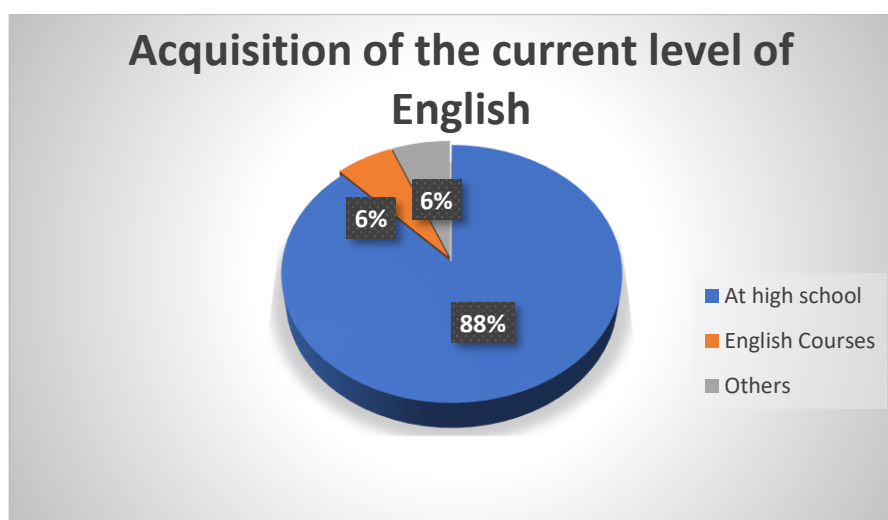
To know the reason why the students, have their current level in English is really important, in order to understand better how they feel about it, and take into account their own point of view.

In this sense, the 76% of the students showed that their deficit and limitations in the language are because they did not have good bases in the past. However, the 24 % stated that they were fortunate for having good bases, this in relation with high and intermediate levels proficiency.

3. How did you acquire the level of English you currently have?

Chart 5. Acquisition of the current level of English

Answers	Frequency	Percentage
At high school	29	88%
English Courses	2	6%
Others	2	6%
Total	33	100%



Source: Eighth level at Unidad Educativa Fiscomisional "La Inmaculada" Otavalo

Author: Erika Estrella Ruiz Arias

Analysis

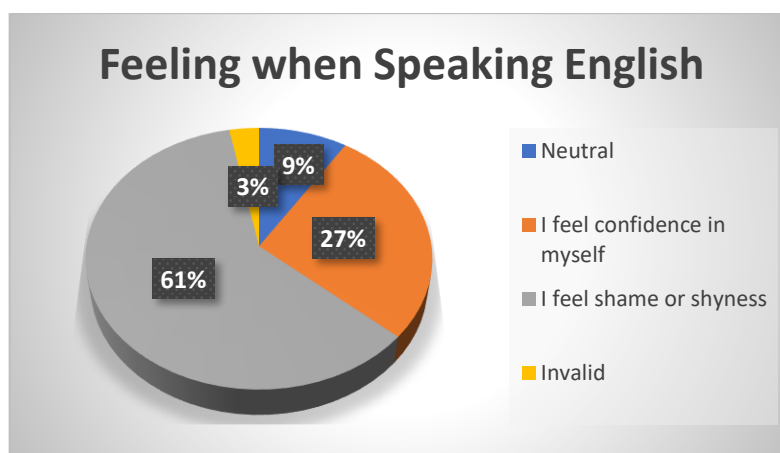
The origin of the students' proficiency in English seems to be a problem to be known. Even though it is necessary to comprehend where did they acquire the much or the little they know now.

In reference to this, the majority of the students, in total 88%, has answered that they just learned in the high school, while the 6% affirmed they have attended to English courses, and the other 6% stated in the option 'others' that they have learned in the school and in English courses.

4. Generally, how do you feel speaking English?

Chart 6. Feeling when Speaking English

Answers	Frequency	Percentage
Neutral	3	9%
I feel confidence in myself	9	27%
I feel shame or shyness	20	61%
Invalid	1	3%
Total	33	100%



Source: Eighth level at Unidad Educativa Fiscomisional "La Inmaculada" Otavalo

Author: Erika Estrella Ruiz Arias

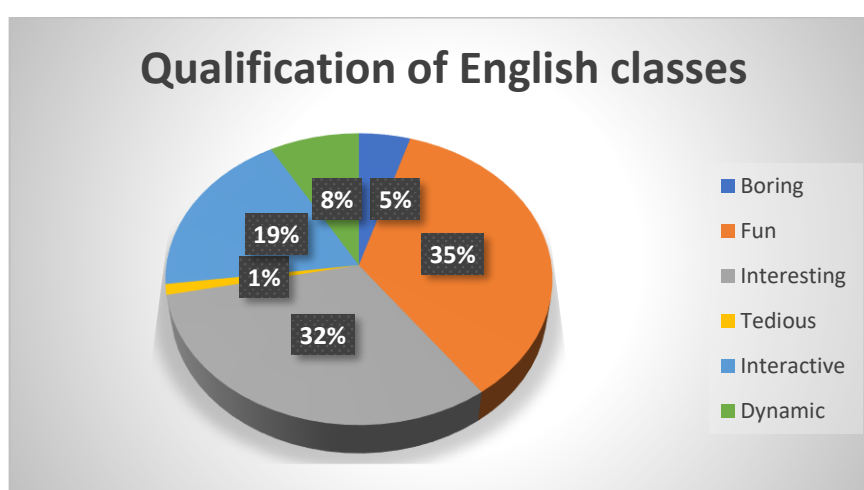
Analysis

The feeling of students at the moment they do any speaking activity varies considerably. Nevertheless, in this case the students had to choose one option of the three showed in the question. In this sense, the 3% showed invalid answers because they chose more options than possible. On the contrary, the 61% of them affirmed they feel shame or shyness. While, just the 27% feel confidence when they speak English, and the 9% feel neutral, it means that they do not feel good or bad. In terms of the results obtained, the option that has more preference was the one that implied the feelings of shame or shyness.

5. How do you rate English classes? (You can choose more than one option).

Chart 7. Qualification of English classes

Answers	Frequency	Percentage
Boring	4	5%
Fun	30	35%
Interesting	27	32%
Tedious	1	1%
Interactive	16	19%
Dynamic	7	8%
Total		100%



Source: Eighth level at Unidad Educativa Fiscomisional "La Inmaculada" Otavalo
Author: Erika Estrella Ruiz Arias

Analysis

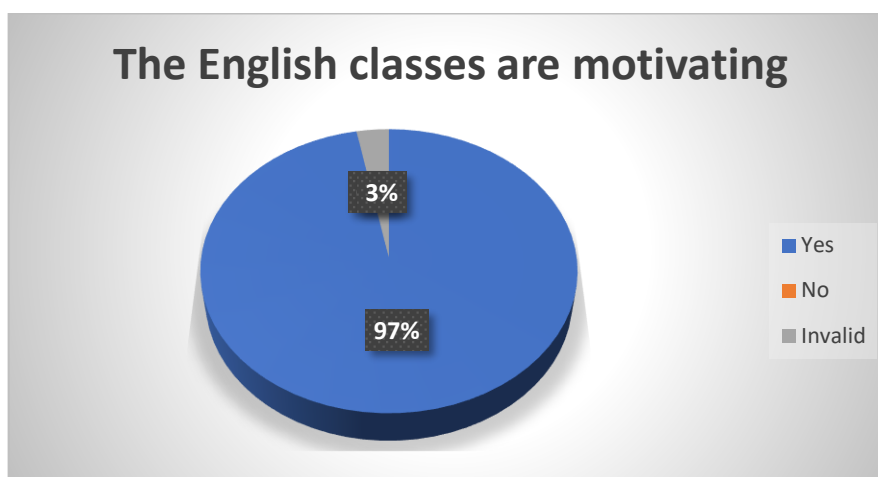
About the English class all of the students have different points of view. So that, it is important to diagnose what are the most common judgments that students make of the classes.

In that sense, the 35% found the classes fun, the 32% found them interesting, the 19% interactives, the 8% dynamics, the 5% affirmed they are boring, and the 1% judged them as tedious.

6. Do you feel that English classes are motivating to learn the language?

Chart 8. The English classes are motivating

Answers	Frequency	Percentage
Yes	32	97%
No	0	0%
Invalid	1	3%
Total	33	100%



Source: Eighth level at Unidad Educativa Fiscomisional “La Inmaculada” Otavalo

Author: Erika Estrella Ruiz Arias

Analysis

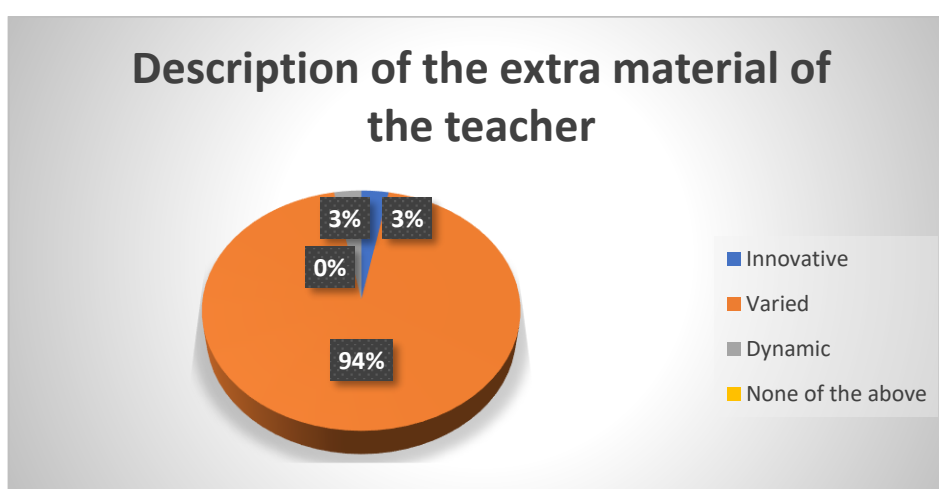
To understand better the development of the English classes is also important to know if the teacher is giving enough motivation to the students.

In such virtue, the majority of the students, the 97% of them have agreed about the aspect of considering the English classes motivating, meanwhile the 3% refers to the invalid surveys in which the question was presented in blank.

7. How would you describe the extra material used by the teacher in English classes?

Chart 9. Description of the extra material of the teacher

Answers	Frequency	Percentage
Innovative	1	3%
Varied	31	94%
Dynamic	1	3%
None of the above	0	0%
Total	33	100%



Source: Eighth level at Unidad Educativa Fiscomisional “La Inmaculada” Otavalo
 Author: Erika Estrella Ruiz Arias

Analysis

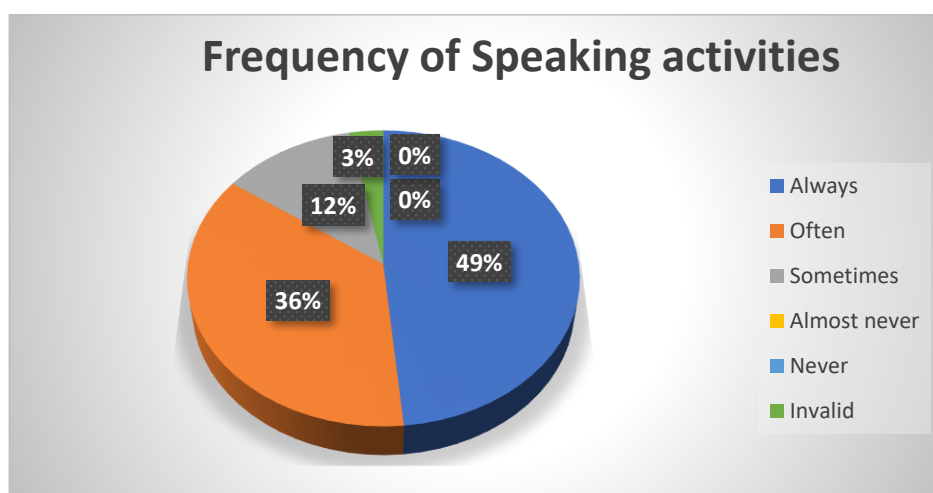
It is important the instruments used in the English classes, the same as the extra material used to enhance the students’ development in the language. So that, it is elementary to know the opinion of the students regarding the material used by the teacher.

In reference to this, the 94% of the students considers the teachers’ material as varied, meanwhile the 3% contemplates them as innovative and the other 3% as dynamic. Based on the results it is determined that most students agree that the material used is varied for their liking.

8. How often does the teacher perform activities that help you practice speaking?

Chart 10. Frequency of Speaking activities

Answers	Frequency	Percentage
Always	16	49%
Often	12	36%
Sometimes	4	12%
Almost never	0	0%
Never	0	0%
Invalid	1	3%
Total	33	100%



Source: Eighth level at Unidad Educativa Fiscomisional "La Inmaculada" Otavalo

Author: Erika Estrella Ruiz Arias

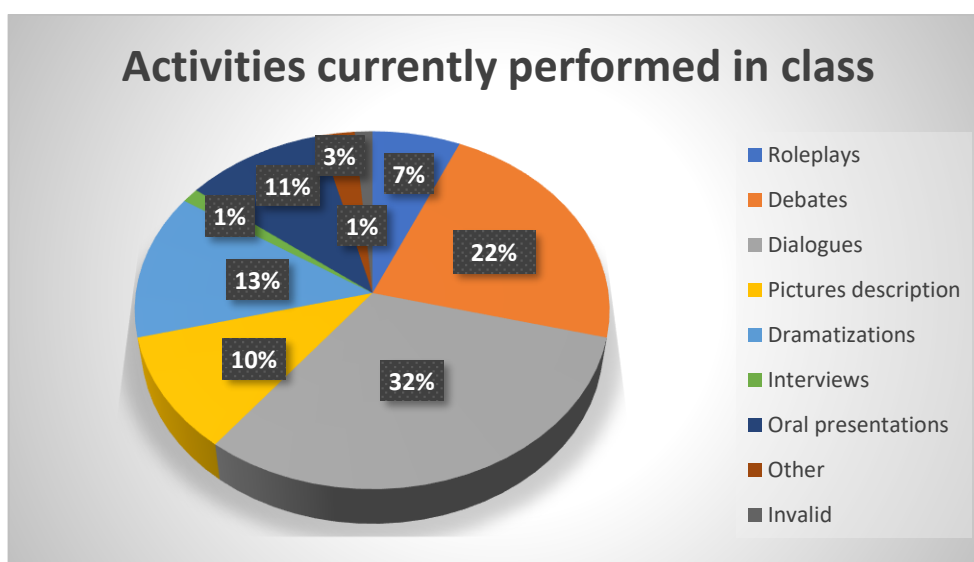
Analysis

In the current English classes, the teacher is applying speaking activities, however is significant to know how often she applies this type of activities. In such virtue, the 49 % affirmed that the teacher has 'always' applied speaking activities, meanwhile the 36% showed as 'often', the 12% as 'sometimes', and the 3% refers to invalid surveys which had selected more than one option.

9. What are the activities that the teacher usually performs in class? (You can choose more than one option).

Chart 11. Activities currently performed in class

Answers	Frequency	Percentage
Roleplays	5	7%
Debates	17	22%
Dialogues	24	32%
Pictures description	8	10%
Dramatizations	10	13%
Interviews	1	1%
Oral presentations	8	11%
Other	2	3%
Invalid	1	1%
Total		100%



Source: Eighth level at Unidad Educativa Fiscomisional "La Inmaculada" Otavalo

Author: Erika Estrella Ruiz Arias

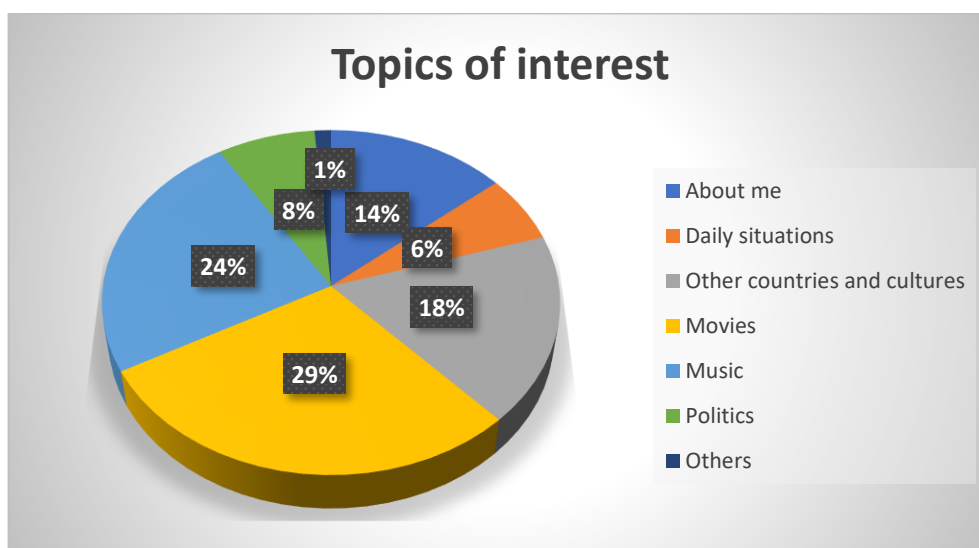
Analysis

In the English classes the teacher is applying some speaking activities, according to the students some of them are more usual than others. Thus, the 32% affirmed that dialogues are more common, followed by the 22% referring to debates, the 13% to dramatizations, the 11% to oral presentations, the 10% to pictures descriptions, the 7% to role plays, the 3% to others mentioning movies, the 1% to interviews, and finally the 1% referred to the invalid surveys which had selected more than three options.

10. What are your topics of interest for a Speaking activity in English? (You can choose more than one option.)

Chart 12. Topics of interest

Answers	Frequency	Percentage
About me	11	14%
Daily situations	5	6%
Other countries and cultures	14	18%
Movies	23	29%
Music	19	24%
Politics	6	8%
Others	1	1%
Total		100%



Source: Eighth level at Unidad Educativa Fiscomisional "La Inmaculada" Otavalo

Author: Erika Estrella Ruiz Arias

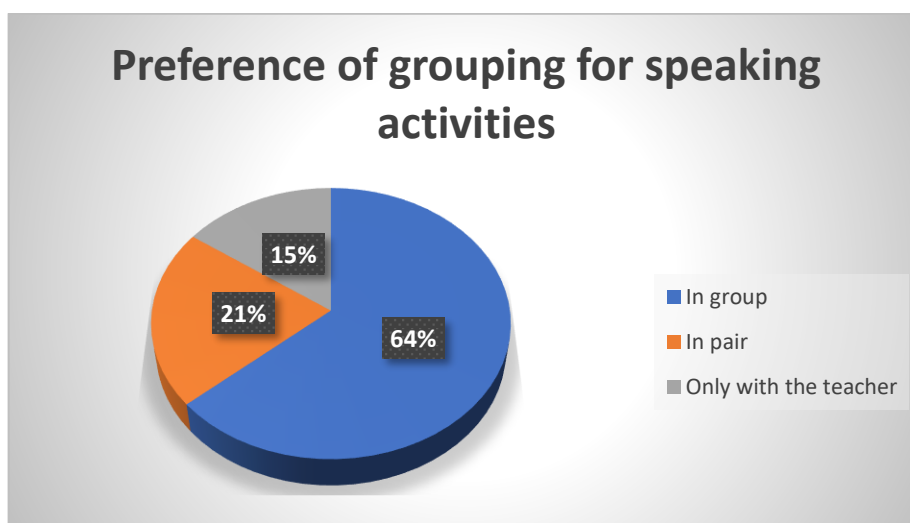
Analysis

According to the students' preference, the topic for speaking activities could varied. Then, the 29% would prefer to talk about movies, the 24% about music, the 18% about other countries and cultures, the 14% about themselves, the 8% about politics, the 6% about daily situations, and the 1% about others.

11. When doing oral expression activities in class, you prefer to do them ...

Chart 13. Preference of grouping for speaking activities

Answers	Frequency	Percentage
In group	21	64%
In pair	7	21%
Only with the teacher	5	15%
Total	33	100%



Source: Eighth level at Unidad Educativa Fiscomisional "La Inmaculada" Otavalo
Author: Erika Estrella Ruiz Arias

Analysis

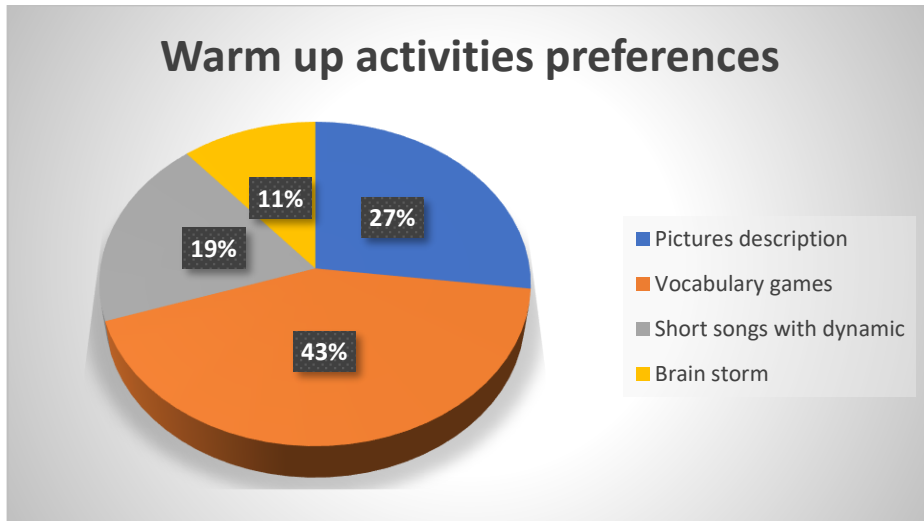
Students have preferences at the moment of doing grouping, they could feel more comfortable working in different ways, with more people, with a special couple, or alone with the teacher.

According to the results, the 64% of them prefer to work in groups, rather than the 21%, which prefer to work in pairs, or the 15% which prefers to work just with the teacher. In consideration to the results, most of the students have chosen the option of working in groups.

12. What activities would you like to do before you start the Speaking class?
(Choose two options.)

Chart 14. Warm up activities preferences

Answers	Frequency	Percentage
Pictures description	17	27%
Vocabulary games	27	43%
Short songs with dynamic	12	19%
Brain storm	7	11%
Total		100%



Source: Eighth level at Unidad Educativa Fiscomisional "La Inmaculada" Otavalo

Author: Erika Estrella Ruiz Arias

Analysis

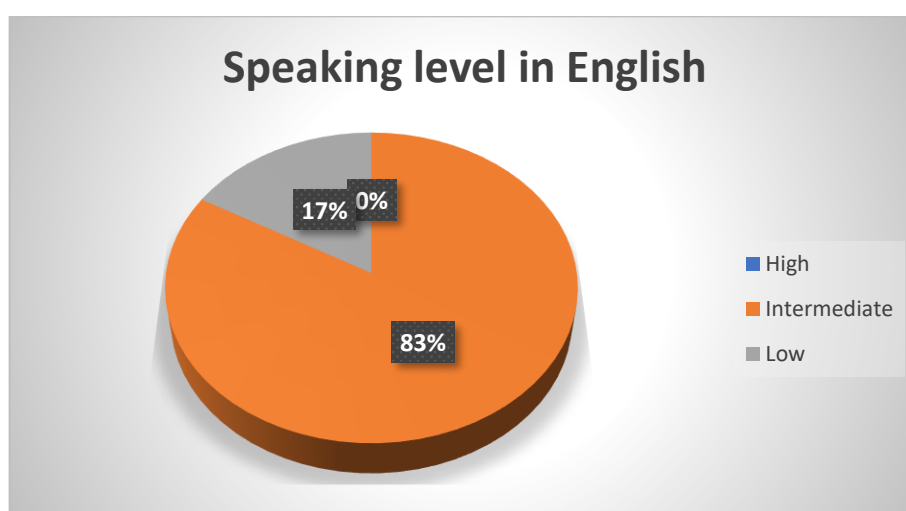
The structure of English classes includes warm ups in order to involve students with the class. And because of the existence of many types of activities to start the class, then the relevance of knowing the students' preferences for these types of activities. According to the 43% of the students', the speaking class should start with vocabulary games, meanwhile the 27% prefers pictures descriptions, the 19% prefers short songs with dynamics, and the 11% prefers a brainstorm.

3.1.2.2 Ninth level

1. What level do you think you have when speaking English?

Chart 15. Speaking level in English

Answers	Frequency	Percentage
High	0	0%
Intermediate	20	83%
Low	4	17%
Total	24	100%



Source: Ninth level at Unidad Educativa Fiscomisional "La Inmaculada" Otavalo
Author: Erika Estrella Ruiz Arias

Analysis

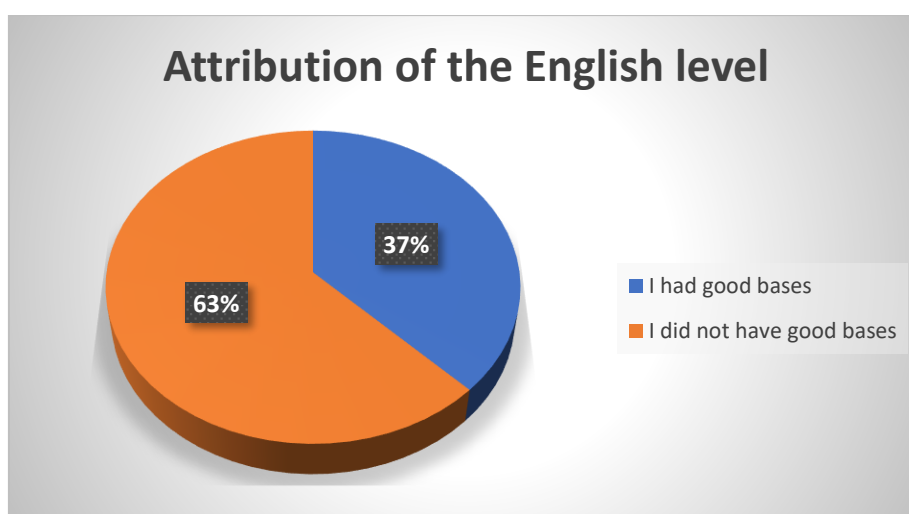
It is important to know the students' proficiency in speaking in order to understand the level they have currently in the language.

In this sense, the 83 % of the ninth level students at Unidad Educativa Fiscomisional "La Inmaculada" Otavalo affirmed they have an intermediate level. While, the 17% affirmed their low level in the target language. In such virtue, the results showed 0% for high level speaking proficiency students.

2. What do you attribute your level of English to?

Chart 16. Attribution of the English level

Answers	Frequency	Percentage
I had good bases	9	37%
I did not have good bases	15	63%
Total	24	100%



Source: Ninth level at Unidad Educativa Fiscomisional "La Inmaculada" Otavalo

Author: Erika Estrella Ruiz Arias

Analysis

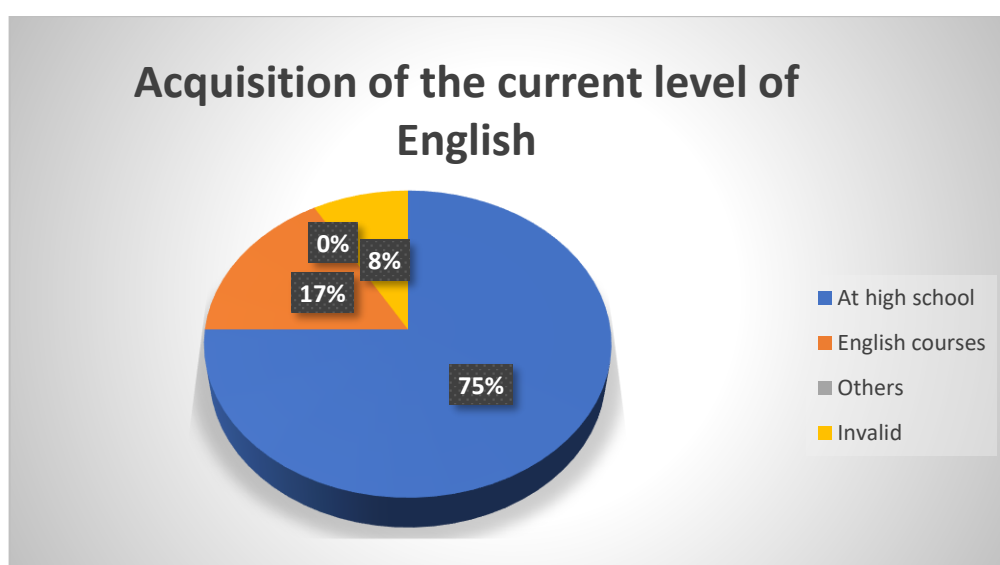
To understand the student's fluency on a language is important to know the level of proficiency they have in the different skills. In this case, according to the results the students understand their deficit and weaknesses in the second language, and the principal reason because it happened.

In this sense, the 63% of the students attributed their intermediate or low level to the lack of bases they had had. In the same way, the 37% attributed their current proficiency level to the good bases they had had.

3. How did you acquire the level of English you currently have?

Chart 17. Acquisition of the current level of English.

Answers	Frequency	Percentage
At high school	18	75%
English courses	4	17%
Others	0	0%
Invalid	2	8%
Total	24	100%



Source: Ninth level at Unidad Educativa Fiscomisional "La Inmaculada" Otavalo

Author: Erika Estrella Ruiz Arias

Analysis

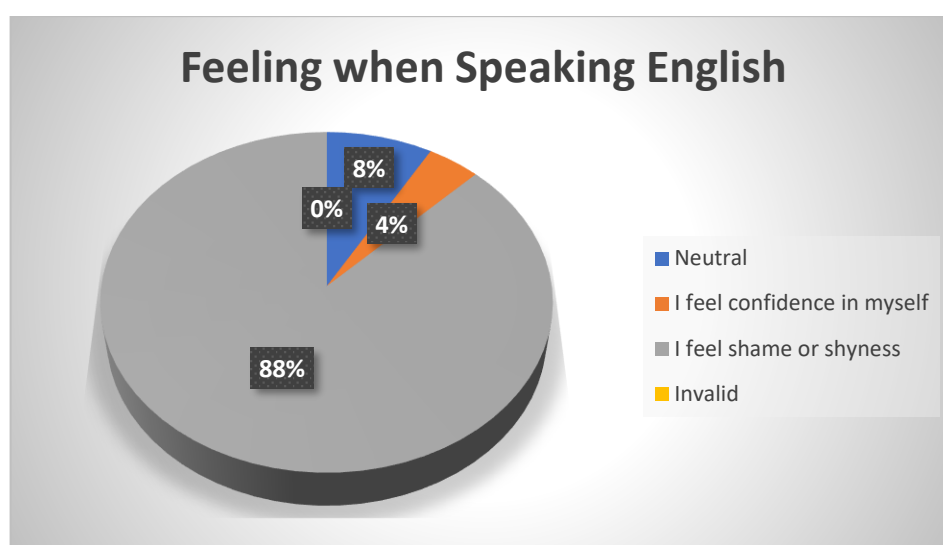
The students know where they had acquired their current proficiency in the target language, in some cases, it was provided by other resources apart from the high school like English courses.

According to this, the 75% of students affirmed their current proficiency was just acquired in the high school, meanwhile the 17% showed they have learned in English courses. And finally, the 8% denotes to the invalid surveys which had selected more than one option.

4. Generally, how do you feel Speaking English?

Chart 18. Feeling when Speaking English

Answers	Frequency	Percentage
Neutral	2	8%
I feel confidence in myself	1	4%
I feel shame or shyness	21	88%
Invalid	0	0%
Total	24	100%



Source: Ninth level at Unidad Educativa Fiscomisional "La Inmaculada" Otavalo

Author: Erika Estrella Ruiz Arias

Analysis

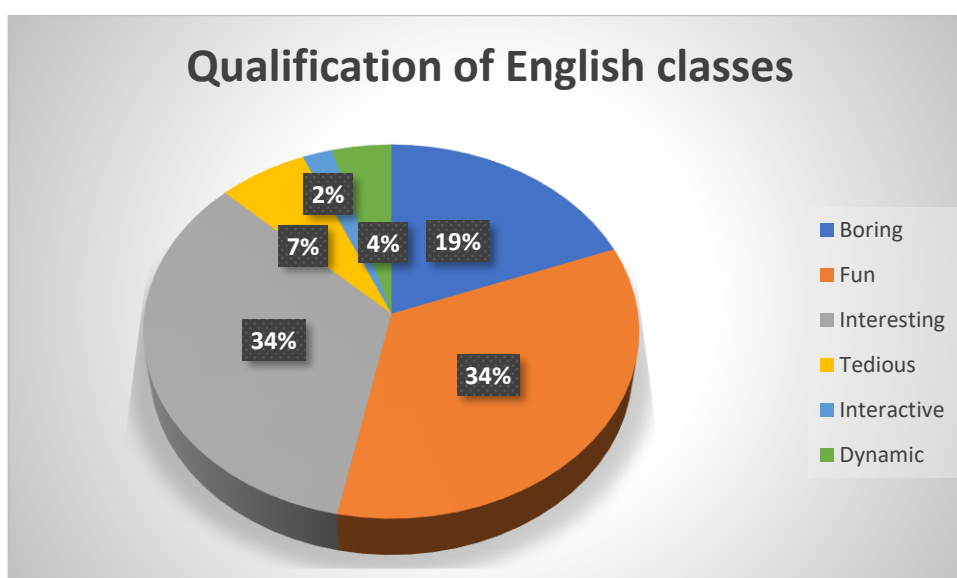
To know the students feeling when they speak in the target language is also important, to understand better their behavior in terms of the language.

In this virtue, the majority of the students showed disconformity when they speak. The 88% of the students for example feels shame or shyness, while the 8% feels neutral it is to say that does not feel even good or bad about speaking, and lastly, just the 4% affirmed their feeling of confidence when they speak.

5. How do you rate English classes? (You can choose more than one option).

Chart 19. Qualification of English classes

Answers	Frequency	Percentage
Boring	9	19%
Fun	16	34%
Interesting	16	34%
Tedious	3	7%
Interactive	1	2%
Dynamic	2	4%
Total		100%



Source: Ninth level at Unidad Educativa Fiscomisional "La Inmaculada" Otavalo

Author: Erika Estrella Ruiz Arias

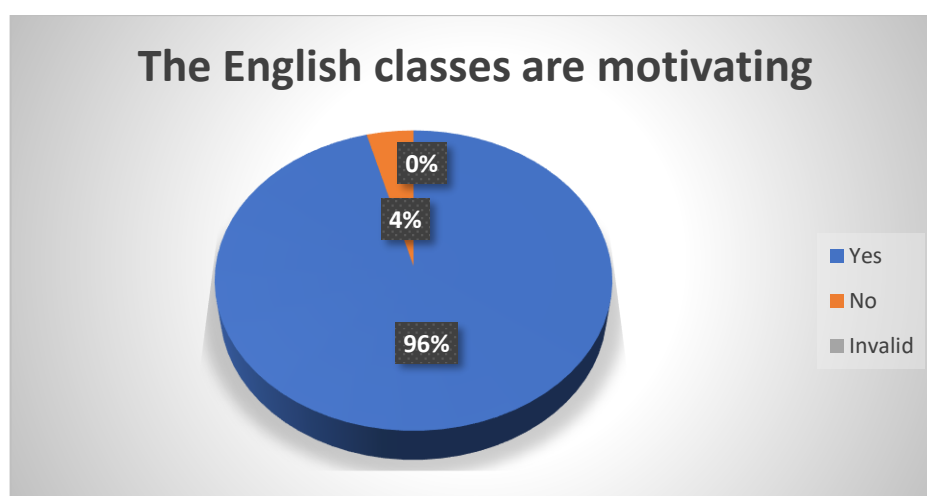
Analysis

The current English classes are considerably varied, therefore the students needed to judge them by their level of satisfaction. From the total surveyed students for example the 34% qualified the English class as fun, in the same way the other 34% qualified it as interesting, while the 19% adjudicated as boring and the 7% as tedious. Thus, the 4% qualified as dynamic, and lastly, the 2% qualified it as interactive.

6. Do you feel that English classes are motivating to learn the language?

Chart 20. The English classes are motivating

Answers	Frequency	Percentage
Yes	23	96%
No	1	4%
Invalid	0	0%
Total	24	100%



Source: Ninth level at Unidad Educativa Fiscomisional "La Inmaculada" Otavalo
Author: Erika Estrella Ruiz Arias

Analysis

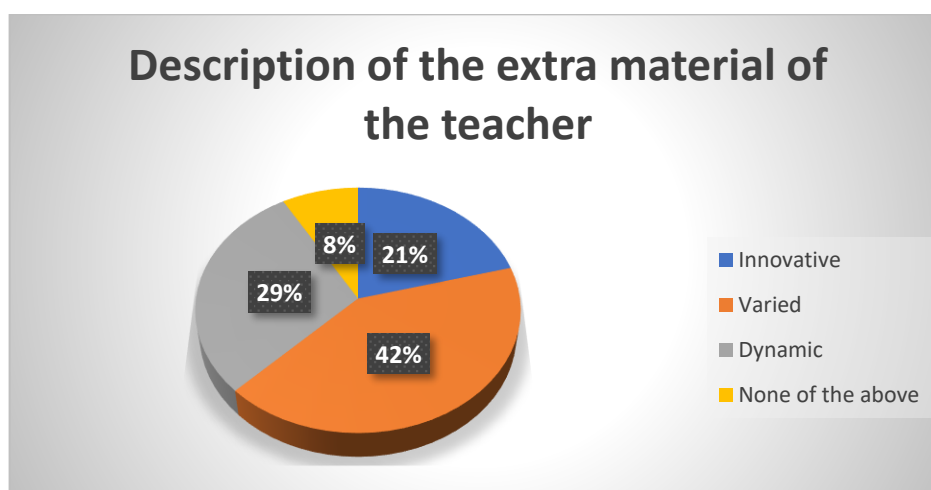
To understand better the English class development is also essential to know about the motivational aspects of the class, in other words, the motivational work that the teacher is doing to enhance her students.

According to the results obtained in the surveys applied to the students, the majority of them, in total the 96% where agree in finding the English class motivational, on the contrary the 4% was in disagreement with this fact.

7. How would you describe the extra material used by the teacher in English classes?

Chart 21. Description of the extra material of the teacher.

Answers	Frequency	Percentage
Innovative	5	21%
Varied	10	42%
Dynamic	7	29%
None of the above	2	8%
Total	24	100%



Source: Ninth level at Unidad Educativa Fiscomisional “La Inmaculada” Otavalo

Author: Erika Estrella Ruiz Arias

Analysis

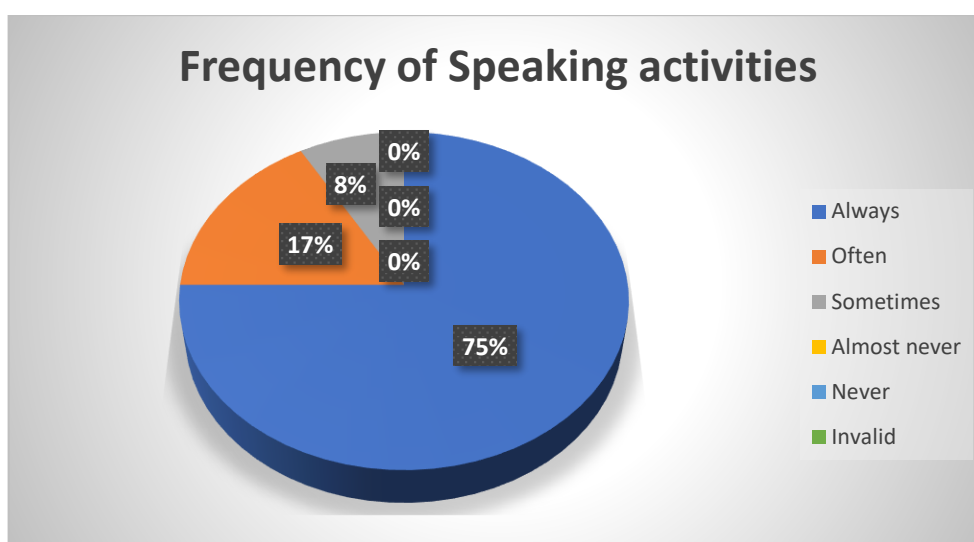
The 42% of the students found the extra material brought by the teacher as varied, the 29% found it as dynamic, the 21% found it as innovative, and lastly, the 8% mentioned as ‘none of the previously mentioned.’

The material used by the teacher in the classes are really important for the students’ development, therefore, taking into account the results, the extra materials brought by the English teacher are considerably accepted.

8. How often does the teacher perform activities that help you practice speaking?

Chart 22. Frequency of Speaking activities

Answers	Frequency	Percentage
Always	18	75%
Often	4	17%
Sometimes	2	8%
Almost never	0	0%
Never	0	0%
Invalid	0	0%
Total	24	100%



Source: Ninth level at Unidad Educativa Fiscomisional “La Inmaculada” Otavalo

Author: Erika Estrella Ruiz Arias

Analysis

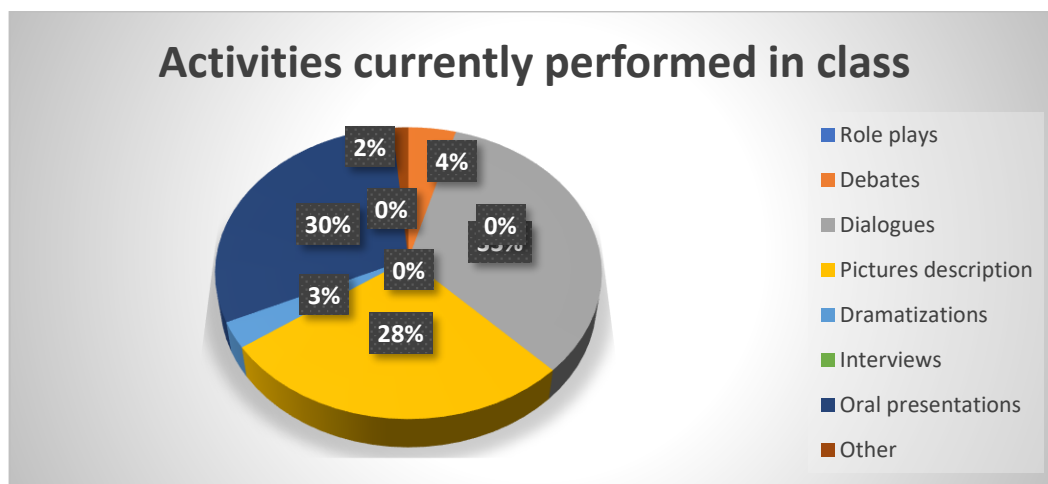
It is well known the application of speaking activities in the English class, however is important to know the frequency of this application.

According to the majority of the students, exactly the 75%, the teacher applies ‘always’ speaking activities, nevertheless, the 17% affirmed that she does ‘often’, and just the 8% affirmed she does it ‘sometimes’.

9. What are the activities that the teacher usually performs in class? (You can choose more than one option).

Chart 23. Activities currently performed in class.

Answers	Frequency	Percentage
Role plays	0	0%
Debates	3	4%
Dialogues	23	33%
Pictures description	19	28%
Dramatizations	2	3%
Interviews	0	0%
Oral presentations	21	30%
Other	1	2%
Invalid	0	0%
Total		100%



Source: Ninth level at Unidad Educativa Fiscomisional “La Inmaculada” Otavalo
 Author: Erika Estrella Ruiz Arias

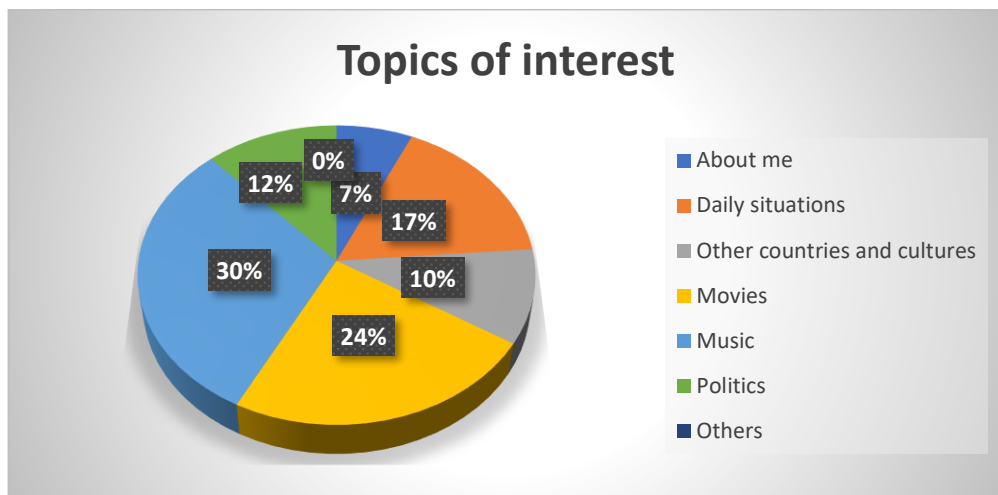
Analysis

Currently the teacher is applying some speaking activities which according to the students some are executed more frequently than others. So that, according to 33% dialogues are usually applied, followed by the 30% which were referred to oral presentations, the 28% stated to pictures descriptions, meanwhile in lower quantity, the 4% referred to debates, the 3% to dramatizations, and finally the 2% to others specifying to ‘listening recordings.

10. What are your topics of interest for a Speaking activity in English ? (You can choose more than one option.)

Chart 24. Topics of interest

Answers	Frequency	Percentage
About me	4	7%
Daily situations	10	17%
Other countries and cultures	6	10%
Movies	14	24%
Music	18	30%
Politics	7	12%
Others	0	0%
Total		100%



Source: Ninth level at Unidad Educativa Fiscomisional “La Inmaculada” Otavalo
 Author: Erika Estrella Ruiz Arias

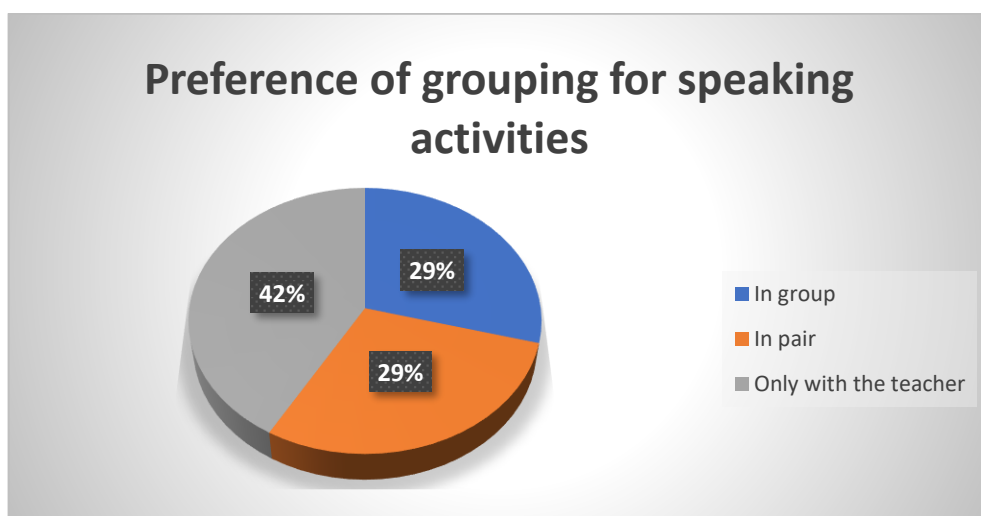
Analysis

Regarding to the preferences of the student’s topics for speaking activities, the 30% are inclined to talk about music, the 24% about movies, the 17% about daily situations, the 12% about politics, the 10% about other countries and cultures, and in lower quantity, the 7% would prefers to talk about themselves.

11. When doing oral expression activities in class, you prefer to do them ...

Chart 25. Preference of grouping for speaking activities

Answers	Frequency	Percentage
In group	7	29%
In pair	7	29%
Only with the teacher	10	42%
Total	24	100%



Source: Ninth level at Unidad Educativa Fiscomisional "La Inmaculada" Otavalo
Author: Erika Estrella Ruiz Arias

Analysis

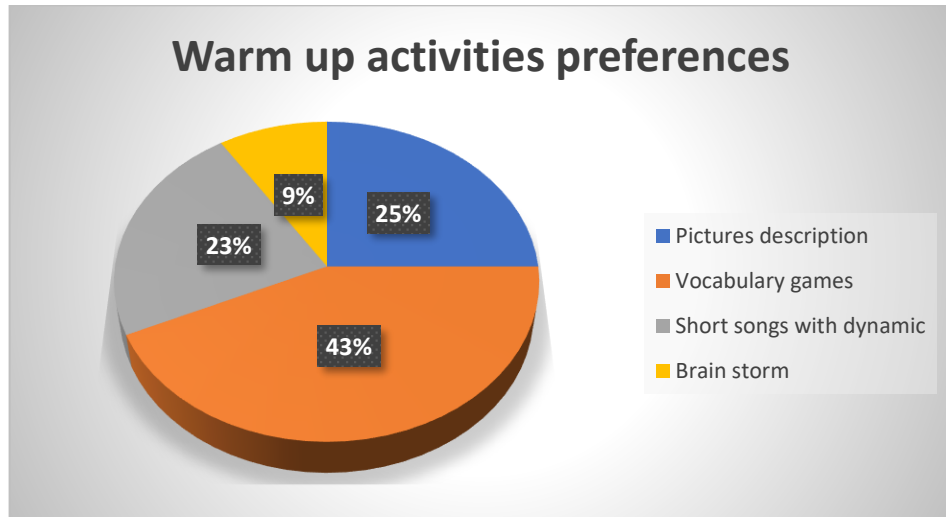
About the fact of grouping at the moment of doing speaking activities, most of the students, the 42%, have selected the option working just with the teacher, meanwhile in the same quantity, the 29% prefers to work in groups, and the other 29% prefers working in pairs.

In this sense, and according to the results, the preferences of grouping for speaking activities in this level are really divided, and students already know the type of grouping they like to work with.

12. What activities would you like to do before you start the Speaking class?
(Choose two options.)

Chart 26. Warm up activities preferences

Answers	Frequency	Percentage
Pictures description	11	25%
Vocabulary games	19	43%
Short songs with dynamic	10	23%
Brain storm	4	9%
Total		100%



Source: Ninth level at Unidad Educativa Fiscomisional “La Inmaculada” Otavalo
Author: Erika Estrella Ruiz Arias

Analysis

The 43% of the students answered that they would prefer vocabulary games as a warm up activity for speaking classes. Meanwhile, the 25% would prefer pictures descriptions, the 23% dynamics with short songs, and lastly and in lower quantity the 9% would prefer brainstorming.

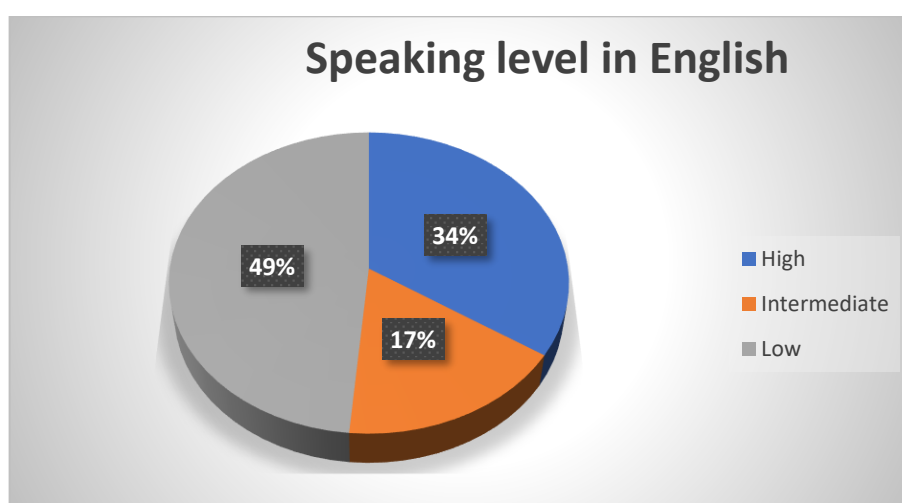
In addition, students are who prefer this type of activities, because students learn better and unconsciously through games or any other activity.

3.1.2.3 Tenth level

1. What level do you think you have when speaking English?

Chart 27. Speaking level in English

Answers	Frequency	Percentage
High	12	34%
Intermediate	6	17%
Low	17	49%
Total	35	100%



Source: Tenth level at Unidad Educativa Fiscomisional "La Inmaculada" Otavalo

Author: Erika Estrella Ruiz Arias

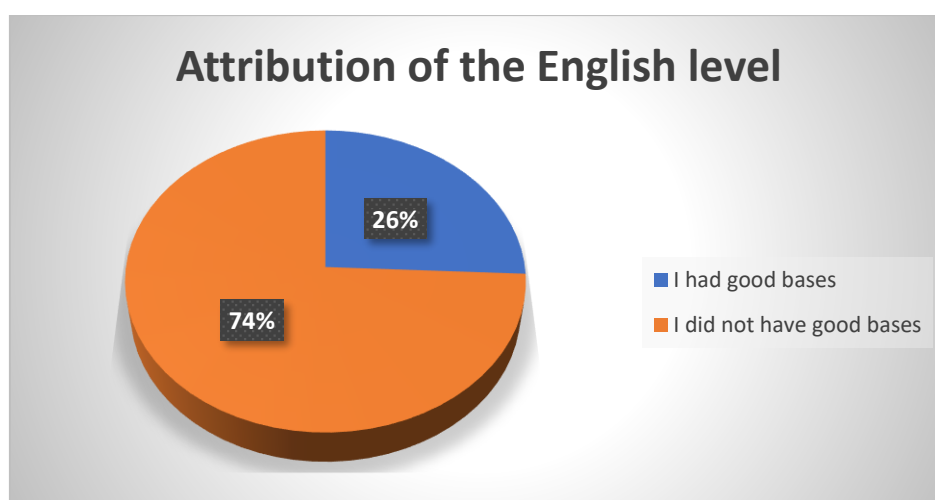
Analysis

First of all, it is important to know the tenth level student's proficiency in the speaking skill, before starting to look for the reasons of their level proficiency in the target language. As a result, the 49% of the students answered that they have a low-level proficiency in the speaking skill, while the 34% felt they have a considerably high level in the language, and the 17% considered they have an intermediate level in the language. Taking into account the mentioned results, the predominant proficiency level is the lower level, therefore the importance to give more attention to the answers in the next questions.

2. What do you attribute your level of English to?

Chart 28. Attribution of the English level

Answers	Frequency	Percentage
I had good bases	9	26%
I did not have good bases	26	74%
Total	35	100%



Source: Tenth level at Unidad Educativa Fiscomisional "La Inmaculada" Otavalo
Author: Erika Estrella Ruiz Arias

Analysis

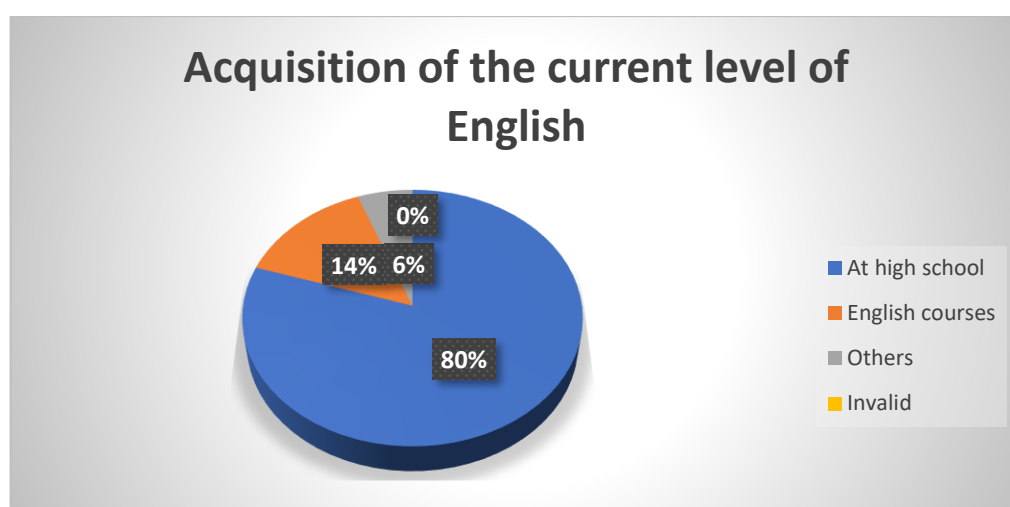
The reason of their proficiency level in the language is an important fact, which needs to be taken into account at the moment of judging their lacks in the language. In this sense, on the one hand, the 74% of the students answered that the principal reason for their deficiencies in the target language is because they did not have good bases, on the other hand, the 26% of the students specified that they had had good bases.

In consideration of the result, most of the surveyed students feel dissatisfied and disagreed with the bases they come with, and therefore they understand the fact of the present lacks nowadays.

3. How did you acquire the level of English you currently have?

Chart 29. Acquisition of the current level of English

Answers	Frequency	Percentage
At high school	28	80%
English courses	5	14%
Others	2	6%
Invalid	0	0%
Total	35	100%



Source: Tenth level at Unidad Educativa Fiscomisional "La Inmaculada" Otavalo
Author: Erika Estrella Ruiz Arias

Analysis

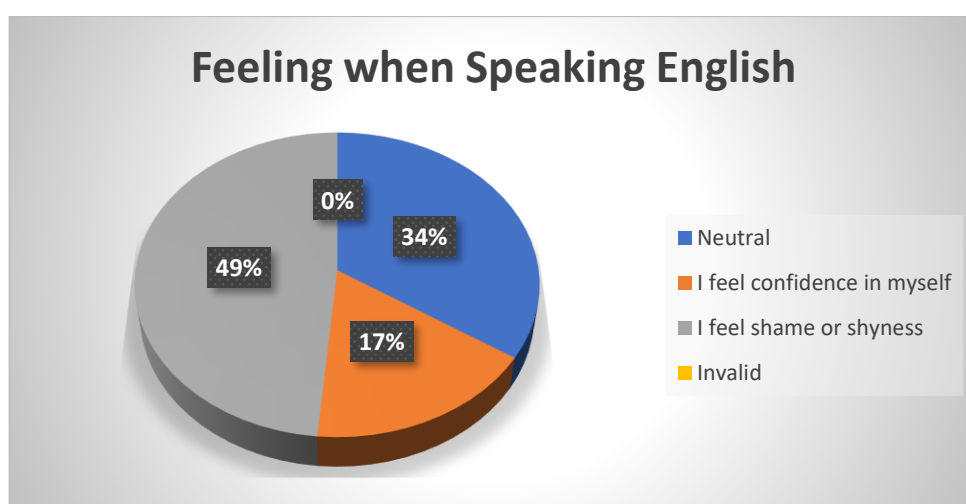
The students attributed their current proficiency level to three options. In this case, the 80% of the students inclined their proficiency in the language to the fact that everything they know, the much or the little, they had learned in the high school. Whereas, the 14% affirmed that their mastering in the language is because they had learned in English courses. While, the 6% refers to others.

As for the results obtained, it can be determined that the little that students have learned so far, is due to what they learned during their first years at high school in the institution.

4. Generally, how do you feel speaking English?

Chart 30. Feeling when Speaking English

Answers	Frequency	Percentage
Neutral	12	34%
I feel confidence in myself	6	17%
I feel shame or shyness	17	49%
Invalid	0	0%
Total	35	100%



Source: Tenth level at Unidad Educativa Fiscomisional "La Inmaculada" Otavalo
Author: Erika Estrella Ruiz Arias

Analysis

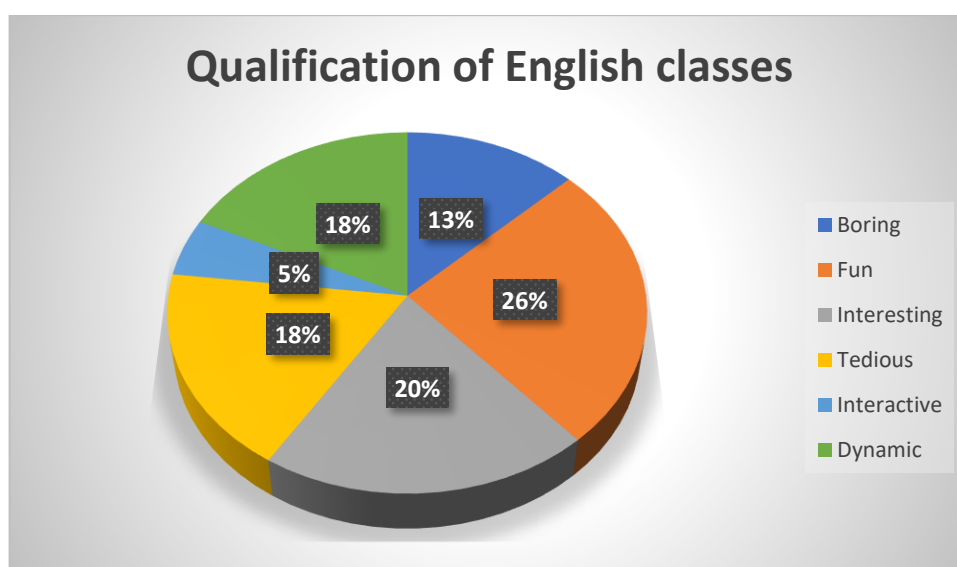
The students feeling at the moment of doing speaking activities will always be an interesting fact to take into account at the moment of planning a class, this because is important to know the students feeling with the performance of speaking activities.

So that, the 49% answered they feel shame or shyness when speaking in English, the 34% have showed neutral statement, and 17% specified they feel confidently when speaking in English.

5. How do you rate English classes? (You can choose more than one option).

Chart 31. Qualification of English classes

Answers	Frequency	Percentage
Boring	10	13%
Fun	20	26%
Interesting	16	20%
Tedious	14	18%
Interactive	4	5%
Dynamic	14	18%
Total		100%



Source: Tenth level at Unidad Educativa Fiscomisional "La Inmaculada" Otavalo
Author: Erika Estrella Ruiz Arias

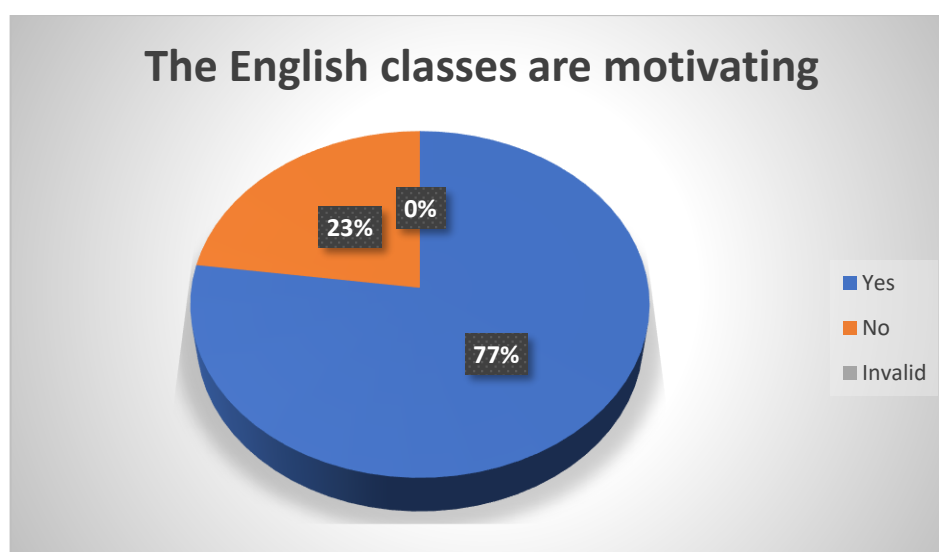
Analysis

The students of the tenth level judged the English classes based on their points of view and experiences with the teacher. In this sense, 26% of the pupils considers the classes as fun, 20% of them contemplates the classes as interesting, followed by the 18% which considers them as tedious, and the other 18% which considers them as dynamics, the 13% which considerate as boring, and lastly the 5% takes them as interactive.

6. Do you feel that English classes are motivating to learn the language?

Chart 32. The English classes are motivating

Answers	Frequency	Percentage
Yes	27	77%
No	8	23%
Invalid	0	0%
Total	35	100%



Source: Tenth level at Unidad Educativa Fiscomisional "La Inmaculada" Otavalo

Author: Erika Estrella Ruiz Arias

Analysis

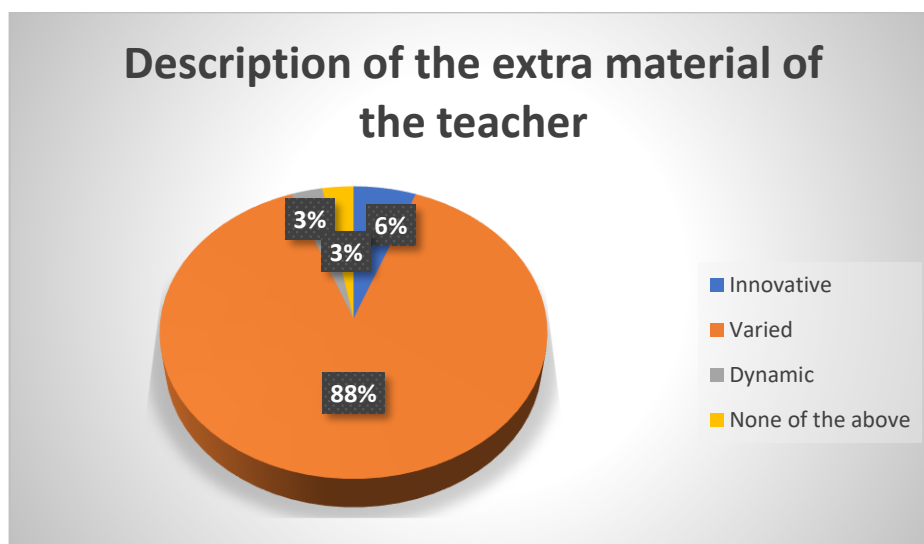
From the total surveyed students, the 77% answered that they found the English class motivating, the 23% on the contrary was in disagreement with this fact, because they do not find the English classes motivating enough.

Thus, the major part of the students considers that the English classes are motivational enough, and therefore to take into consideration that the teacher does a good job, in order to enhance the student's development in the language.

7. How would you describe the extra material used by the teacher in English classes?

Chart 33.. Description of the extra material of the teacher

Answers	Frequency	Percentage
Innovative	2	6%
Varied	31	88%
Dynamic	1	3%
None of the above	1	3%
Total	35	100%



Source: Tenth level at Unidad Educativa Fiscomisional "La Inmaculada" Otavalo

Author: Erika Estrella Ruiz Arias

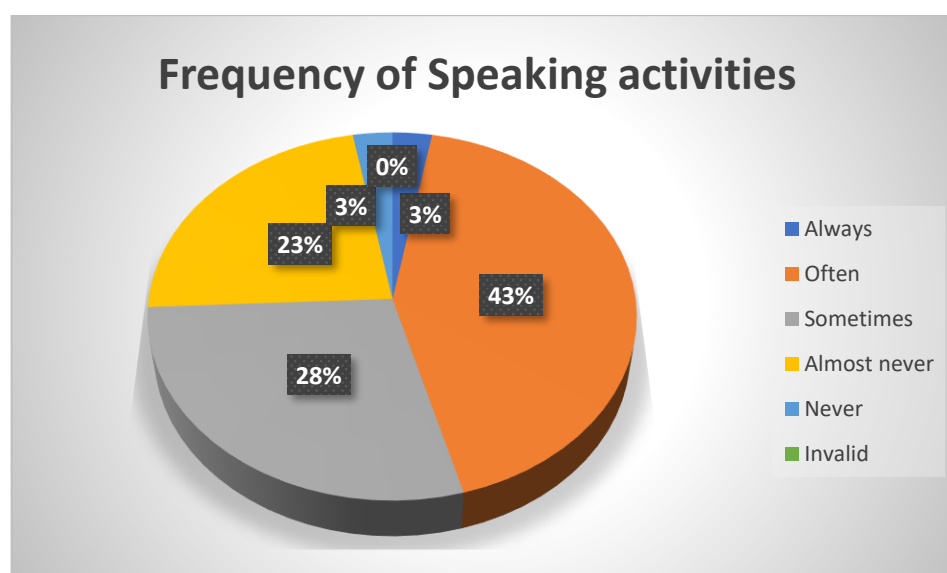
Analysis

According to the student's experience with the strategies used by the teacher to develop their skills in the language, the 88% of them considers as varied to the extra material brought by the teacher, likewise, the 6% contemplates them as innovative, the 3% find them as dynamic, and lastly the resting 3% considers them as 'none of the previously mentioned', what basically showed the material as not interesting enough to the students liking.

8. How often does the teacher perform activities that help you practice speaking?

Chart 34. Frequency of Speaking activities

Answers	Frequency	Percentage
Always	1	3%
Often	15	43%
Sometimes	10	28%
Almost never	8	23%
Never	1	3%
Invalid	0	0%
Total	35	100%



Source: Tenth level at Unidad Educativa Fiscomisional "La Inmaculada" Otavalo
Author: Erika Estrella Ruiz Arias

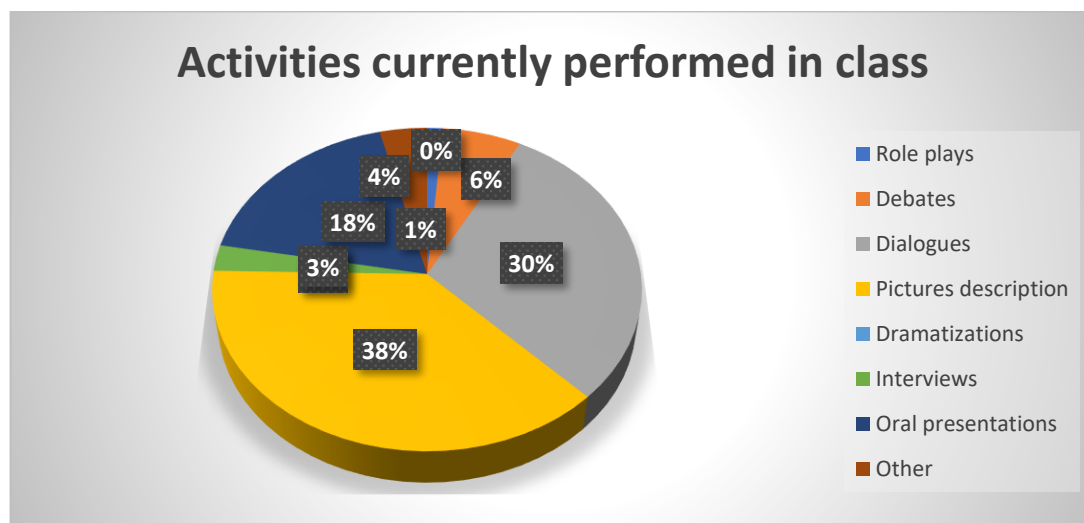
Analysis

The students judged the appliance of speaking activities with the frequency they have been executed in the English classes. In this sense, 43% of the pupils affirmed the teacher's employment of the activities as 'often', the 28 % answered that 'sometimes', the 23% stated that 'rarely', meanwhile just the 3% affirmed that 'always' and the rest 3% declared that 'never'.

9. What are the activities that the teacher usually performs in class? (You can choose more than one option).

Chart 35. Activities currently performed in class

Answers	Frequency	Percentage
Role plays	1	1%
Debates	5	6%
Dialogues	23	30%
Pictures description	29	38%
Dramatizations	0	0%
Interviews	2	3%
Oral presentations	14	18%
Other	3	4%
Invalid	0	0%
Total		100%



Source: Tenth level at Unidad Educativa Fiscomisional “La Inmaculada” Otavalo

Author: Erika Estrella Ruiz Arias

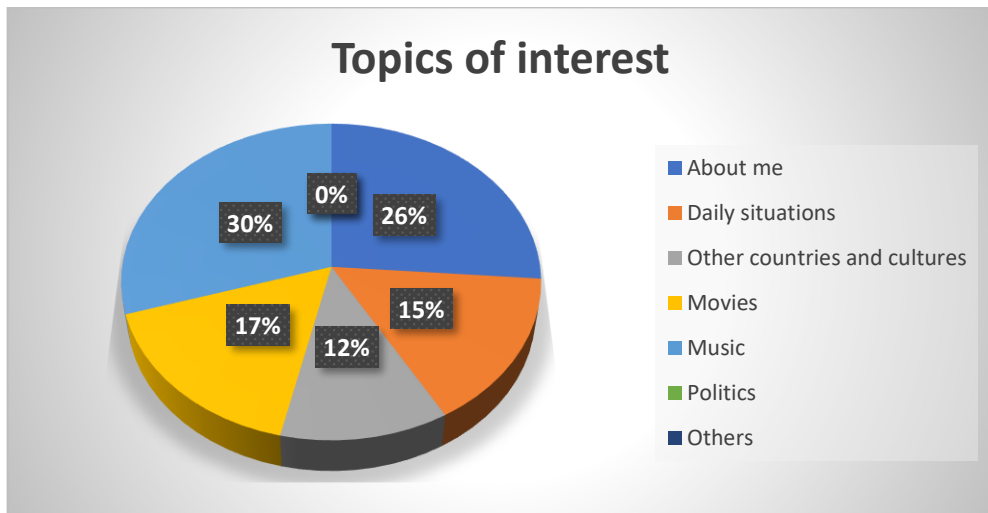
Analysis

The 38% of the students answered that pictures description is the most usual speaking activity executed in the English classroom, followed by the 30% that refers to dialogues, the 18% to oral presentations, and in lower quantity, the 6% refers to debates, the 4% refers to others as ‘jokes’, the 3% to interviews, and lastly the 1% to role plays.

10. What are your topics of interest for a Speaking activity in English? (You can choose more than one option.)

Chart 36. Topics of interest

Answers	Frequency	Percentage
About me	22	26%
Daily situations	13	15%
Other countries and cultures	10	12%
Movies	14	17%
Music	25	30%
Politics	0	0%
Others	0	0%
Total		100%



Source: Tenth level at Unidad Educativa Fiscomisional “La Inmaculada” Otavalo
 Author: Erika Estrella Ruiz Arias

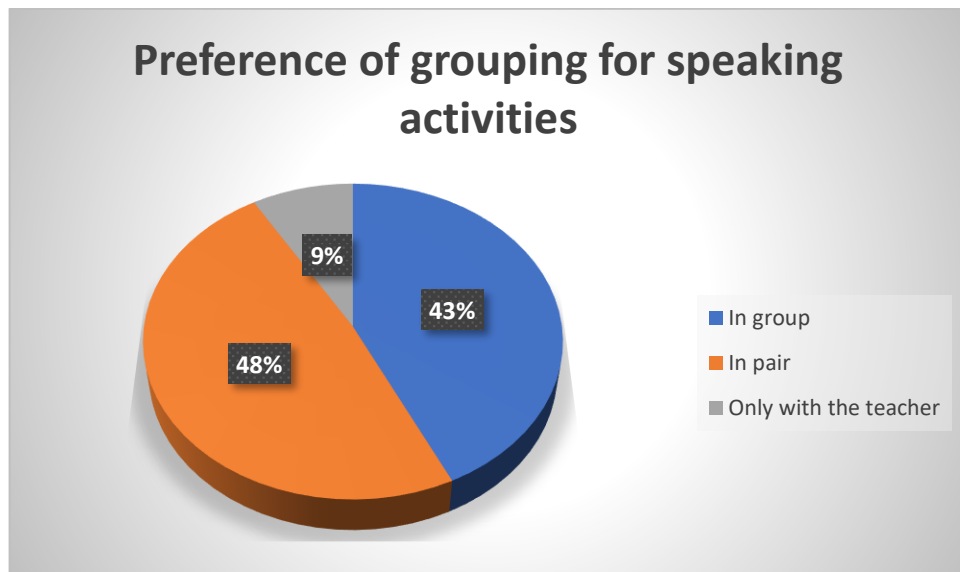
Analysis

According to the students answers the 30% of the pupils prefers ‘music’ as a topic to talk about, followed by the 26% who prefers to talk about themselves, while the 17% prefers about movies, the 15% about daily situations, and the 12% who choses other countries and cultures. In terms of results, it can be determined that students have a greater preference for two topics, the ones with they could feel more comfortable talking about.

11. When doing oral expression activities in class, you prefer to do them ...

Chart 37. Preference of grouping for speaking activities

Answers	Frequency	Percentage
In group	15	43%
In pair	17	48%
Only with the teacher	3	9%
Total	35	100%



Source: Tenth level at Unidad Educativa Fiscomisional "La Inmaculada" Otavalo

Author: Erika Estrella Ruiz Arias

Analysis

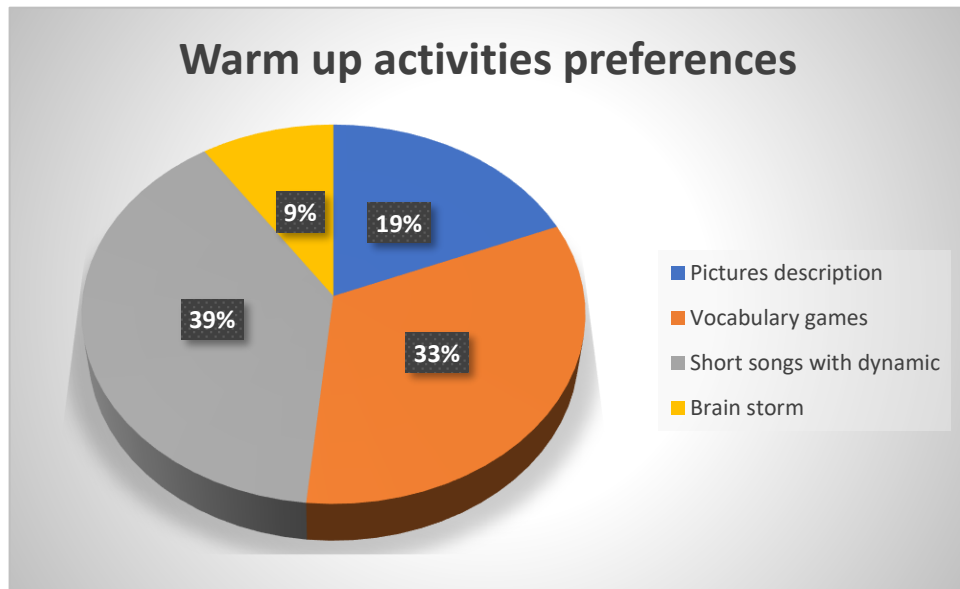
Grouping aspect does not show a great problem to deal with, with this level, because according to the results, the majority of the students feel comfortable working in pairs or groups, with few exceptions.

So that, the 48% of the pupils is agree with the fact of working in pairs, meanwhile the 43% is fine working in groups, and in lower level just the 9% stated that would feel better working alone with the teacher.

12. What activities would you like to do before you start the Speaking class?
(Choose two options.)

Chart 38. Warm up activities preferences

Answers	Frequency	Percentage
Pictures description	12	19%
Vocabulary games	21	33%
Short songs with dynamic	25	39%
Brain storm	6	9%
Total		100%



Source: Tenth level at Unidad Educativa Fiscomisional "La Inmaculada" Otavalo

Author: Erika Estrella Ruiz Arias

Analysis

The answers showed in this question, demonstrated the students' preferences for warm up activities. In this sense, the 39% of the students stated that they would prefer dynamics with short songs, likewise, the 33% affirmed that would prefer vocabulary games. In lower quantities, on the one hand, the 19% prefers picture descriptions, while the 9% prefers brainstorm. According to the established results, it is evident that students prefer more innovative, dynamic and interactive activities.

3.1.3 Interview applied to the English teacher in charged of the eighth, ninth and tenth level at Unidad Educativa Fiscomisional “La Inmaculada” Otavalo

Interviewee name: María Rebeca Chirau Remache

Age: 32 years

Professional experience.: 8 years

Working time in the institution: 5 years

Date: March 15th, 2018

Location of the interview: Unidad Educativa Fiscomisional “La Inmaculada” Otavalo

- 1. ¿Qué nivel de inglés considera usted que los estudiantes de octavo, noveno y décimo año poseen?**

Indicó que los estudiantes tienen entre un nivel A1 o A2, especialmente los estudiantes del octavo año quienes en su mayoría vienen de sectores rurales, por quienes debe empezar desde cosas básicas. Esto debido a sugerencias por parte de las autoridades anteriores, quienes le pedían que no avance demasiado con la materia. Por lo que consideró iniciar con todos hasta nivelarlos en lo posible, por otro lado, para los estudiantes que tienen un nivel superior intenta trabajar con videos, canciones, o actividades que les llame la atención, para evitar que se aburran.

- 2. ¿A qué atribuye el nivel que ellos tienen?**

Señaló que los estudiantes que tienen un nivel bajo son aquellos que vienen de sectores rurales, o que por otro lado no tuvieron buenas bases en la escuela. También comentó que los estudiantes atribuyen su falta de conocimiento a la metodología usada por el profesor encargado en la sección de la escuela.

- 3. ¿Implementa usted actividades que desarrollen el speaking de los estudiantes, sí o no por qué?**

Sí, porque cree que los estudiantes no deben tener un conocimiento meramente de vocabulario, si no que en base a preguntas y respuestas que se les enseña, a posterior puedan realizar diálogos por su cuenta.

4. ¿Cómo es su estructura de clase habitualmente?

Mencionó que realiza un ‘lesson plan’ semanal o por mes. Mientras que, para la clase, por lo general inicia con una dinámica (de verbos, Simon says, bingo), si es que cuenta con dos horas, mientras que cuando tiene una hora omite la dinámica, por cuestiones de tiempo. Seguidamente, presenta el tema, va a la práctica y al finalizar concluye con una actividad de speaking o alguna otra destreza.

5. ¿Motiva usted a los estudiantes para que aprendan el idioma?

Señaló que ‘bastante’, pues explica a sus estudiantes que sin importar que carrera sigan, o que otros conocimientos posean, lo primordial es saber inglés, pues en su mayoría instructivos y demás vienen en inglés.

6. ¿Utiliza usted material extra para desarrollar las clases, cuáles?

Indicó que usa flashcards, pedacitos de papel , pedacitos de hojas impresas, o recortes en papel bond o cartulina, pirámides o cuadrados, con el fin de que hagan oraciones por su cuenta, y no se aburran al solo leer una página entera solo de texto.

7. ¿Qué metodología o metodologías aplica usted en clase?

Mencionó el empleo de translation, vocabulary y key words. En general, el uso de estrategias fáciles que ayuden al estudiante a entender mejor las cosas.

8. ¿Cómo realiza la selección de la metodología o metodologías a aplicar en cada clase?

Por lo general, busca estrategias fáciles para que los estudiantes entiendan, de otra manera solo les complicará más. Por esto que hace uso de flashcards video activities, songs, o actividades con verbos.

9. ¿Cómo calificaría de la escala del 1 al 10 los resultados que ha tenido la metodología aplicada en clase?

Supo manifestar que el puntaje es de 8, pues considera que sí se ha trabajado, y actualmente los estudiantes tienen un buen conocimiento de vocabulario.

10. ¿Considera que las metodologías aplicadas en clase pueden beneficiar o perjudicar el aprendizaje del segundo idioma?

Desde su punto de vista, las metodologías aplicadas no pueden afectar el desarrollo del estudiante en el idioma. Pues en muchos casos, los estudiantes al traducir, también están aprendiendo, pues están realizando un contraste con su lengua madre.

11. ¿Cuál es la mayor dificultad que tiene en su rol de docente para lograr el aprendizaje en sus estudiantes?

Indicó que el peor problema es que a los estudiantes no les gusta el inglés, muchos de ellos lo toman como una obligación. Sin embargo, ella intenta motivar a los estudiantes y cambiar su mentalidad negativa frente al idioma, para que de esta manera puedan desarrollarse en el futuro.

12. ¿Qué papel desempeña el ambiente en el aula para despertar el interés de los estudiantes en el inglés?

Señaló que esto ayuda a motivarles, pues como ella manifiesta el empleo de flashcards, canciones, o imágenes incentivan a los estudiantes a aprender el idioma, sin embargo, esto lamentablemente no se puede aplicar, porque no hay delicadeza por cuidar las cosas por parte de los estudiantes.

13. ¿Qué cambios implementaría de acuerdo a las necesidades de los estudiantes y usted como docente para lograr un mejor aprendizaje del idioma inglés especialmente del Speaking?

Argumentó que el primer cambio sería solicitar a las autoridades, se le asigne un aula únicamente para la materia de inglés. Donde se pueda colocar imágenes, y demás, pues el inglés como cualquier otra lengua se aprende a través de imágenes, básicamente, como se aprende la lengua materna. De manera metafórica se refirió al inglés como un ‘bebé’, se empieza primero por palabras y luego las estructuras.

14. ¿Utilizaría una metodología que compile varios enfoques de enseñanza de inglés como lengua extranjera a la hora de desarrollar la destreza de Speaking?

Mencionó que primero que nada es importante entender que no se puede tener solo un enfoque al speaking en sí, si no que al desarrollar la destreza del speaking también lo está conjugando con el listening, reading, o writing. De esta manera, se desarrolla estrategias que primero desarrollen listening, y luego otra que desarrolle el speaking.

15. ¿Es importante la actitud del profesor al impartir la clase?

Desde su punto de vista, sí es importante usar lenguaje corporal, motivarlos y hacerlos reír, pues considera que no se debe permitir que se aburran, y sobre todo que para controlar un aula primero se debe empezar por ser amigo del estudiante y así se puede mantener una buena relación con ellos, sin que sientan presión como con otros docentes.

Analysis

The interview made to María Rebeca Chirau Remache, the English teacher of the three levels mentioned in the research, has showed that she has been working for 5 years with these students and knows their strengths and lacks in the target language. Based on the teacher's answers, students had already arrived with strong lacks in the language, therefore she had to apply as many strategies as she can in order to enhance their development, but in many cases, she has no response from the students. In the same way, to develop her classes, she has found many obstacles, referring to the institution administration, the limitations of the English classroom, and most importantly the student attitude toward the subject, which represents the strongest problem to deal with. In resume, the problematic about the students lacks in speaking is not solely the methodology or the teacher's pedagogy fault, but the student's acceptance and the response to the strategies used by the teacher.

3.2 Discussion

After analyzing the results of the collected data, the researcher could deliberate some concepts in relation with the first ideas planted at the beginning of the project. In the same way, the concepts included some differentiations and similarities noted at each level, therefore, the researcher found important to make this discussion respecting the three universes.

In the first place, the observation made in the eighth level showed that the emotional competence of the teacher is not the problem, but there are some lacks on her pedagogical and methodological competence, in these aspects her principal failures are that she does not provide with enough material to the students, and the few things she does do not have students' response. Therefore, the necessity of applying more strategies and varied activities with them. Another issue is that the teacher translates everything for her students, fact that, according to the Eclectic Method principles explained in the project's State of Art chapter, is not supported. About the surveys, the speaking proficiency ranges from intermediate and low levels, the students assume their statement of deficit in speaking English, deficit that they attribute to the lack of good bases before entering to the eighth level, answer that also sustain the argument told by the teacher during the interview. In addition, about the judge the students have about the English classes, mostly found it fun, interesting and motivating, they also found the material varied, and in relation to speaking, they affirmed that the teacher implements speaking activities as much as she can. Then, after studying these results the researcher stated that the problematic rounded between the student's disinterest with the language and the lack of more interactive and dynamic activities that increase the students' participation, therefore the urgent execution of more interactive and varied activities which could enhance the student's development.

In the second place, in the ninth level the situation varied in a certain way, during the observation the class was executed in the right way fulfilling in a high grade all of the competences, the teacher could apply the planned activities with the active participation of

the students without the necessity of translating. In the same way, the results of the surveys showed quite similar answers, even if the students have a good level of English most of them considerate their proficiency at an intermediate level, which shows particularly honesty and their feeling of improvement in the language. In terms of their judge of the English class, they also considerate it as fun, interesting and motivating, but apart from the eighth level they consider the material brought by the teacher as varied and dynamic, and they also affirmed the same fact of applying speaking activities 'always'. In terms of this results, the researcher found important the appliance of more interactive and dynamic activities to increase the students' development in the language.

Thirdly, in the tenth level the results were more varied, the observation showed that the teacher had a good level at her pedagogical, methodological and emotional competences, even though the execution of the class depended on the students' participation, sometimes they were able to participate and sometimes not. In respect of the survey's results, the students' proficiency in speaking ranges from low, high and intermediate, which at first sight shows marked unstable ranges to work with. As the teacher mentioned during the interview, for these cases she needs to prepare activities for the different levels in order to keep interested the higher levels. In the same way, about their statement of the subject, they have different points of view they considered the class as fun, interesting and dynamic, but also tedious. In the same way, a quarter of the students do not contemplate the class as motivating, even though the majority considers the material as varied. Another point is that, the students think that the teacher applies speaking activities often, sometimes or rarely, which for sure does not support the speaking development.

Consequently, there are lacks in the students speaking proficiency even though is not totally because of the teachers applied methodology as was mentioned above in the project, it is also because of the student's disinterest in the language. Because according to the results, in most of the levels, the teacher actually applies some strategies in order to improve the students speaking but she does not get a positive answer from them. The reason for the student's poor answers might be because she is not applying enough dynamic strategies,




material and a feasible methodology that can keep student's attention, and in some specific cases like at the tenth level because she is not applying speaking activities so often.

The ideas that the researcher found were based on the results, together with the theoretical background information presented in the State of Art. In this sense, the designing of the module with innovative teaching strategies and techniques based on Eclectic Method will definitely help teachers as a tool for the English classes. The researcher's aim is to provide a module for foreign language teachers that serves as a guide when it comes to develop speaking skills. The module has been named ITSTEM, which stands for Innovative Teaching Strategies and Techniques Based on Eclectic Method, and will be designed following the class structure of opening, development and closure, each part of the class will contain 5 activities samples based on the Eclectic Method idea, as "the combination of different methods and approaches which works effectively with any kind of learners, because it transforms learning in an innovative and enjoyable learning process for the students" (Kumar, 2013); each activity will include the name, a detailed description, aims to show the teacher how effectively Speaking can be taught in meaningful contexts, so that students learn how to understand and respond to real-life uses of English, engaging them in meaningful communicative tasks, because as Gower, Phillips, & Walters (2005) state, the teacher should give them a good reason for speaking, so they can realize their need for language; and it also will include an specification of the methodologies involved in the activity. In this sense the activities presented will respect the principles and every characteristic of the Eclectic Method, together with the general recommendations given to enhance the teaching of Speaking in a class, but also respecting the students' preferences according to the results of the surveys.

The ITSTEM module will have a cover, followed by a presentation, an index, the module overview which will include the objectives, the structure, and the introduction. Then, advices for teachers, followed by a sample of lesson plan for the three different levels, and the content which will contain the activities for each level and for each part of the class. Furthermore, the headline assessment will specify the type of evaluation recommended for these activities.

And finally, the module at the end will comprise all of the references and resources that help the creation of said module.

In reference to the content of the ITSTEM module, it will be possible to appreciate the following structure and logos.

_____	LEVEL
	OPENING Name of the warm up: Description: Resources: Aims: Methodologies:
	DEVELOPMENT Activity name: Description: Resources: Aims: Methodologies:
	CLOSURE Activity name: Description: Resources: Aims: Methodologies:

Each of the activities were selected and adequate to the students' preferences, based on the results showed in the surveys, following the Eclectic Method principles and the strategies for teaching Speaking, and presented in a lesson plan sample executed for 1-hour class.

Thus, the eighth level activities include warm ups like "Name Ten", "Heads up!", "The last letter!", "Believe it or not!" and "Morning song!". These were selected based on the results of the number 12 question of the survey, referring to "warm up activities preferences" to which the students answered to vocabulary games and short songs with dynamics. For instance, "The last letter!" is an activity that increase the students' vocabulary, enhance their participation in Speaking activities, and moreover, embrace the Natural approach, Direct method and Audiolingual method at the same time. About the development activity, the researcher suggests activities related the option that students have selected in question 10 about "topics of interest", as movies, music and other countries and cultures. The type of

activities for this part were also selected focusing on the students answer in question 9 about “activities currently performed in class”, therefore, the activities vary from dramatizations and oral presentations to role plays. “Let’s do a movie!” for example is a clear illustration of it, the topic is about movies, the type of activity is a dramatization which until now was not a really usual type of activity for them; and it also involves the Direct method, TPR, CLT, Natural approach, Audiolingual method, Silent way and Task based learning. Similarly, the closure activities, are focus in keeping the students Speaking until the end of the class, as “Say the word!” which embraces Audiolingual method, Direct method, Community language learning and Natural approach. together. This activity allows the students to speak as much as they can while they enjoy doing it. This procedure supports the Eclectic Method principles referred to “make the class innovative, understainable and enjoyable for the students” Al-khuli M. Ali (quoted in Wali, 2009, p.39).

The warm up activities chosen for the ninth level includes vocabulary games and short songs with dynamic, this based on the results of the question number 12 of the survey, referring to “warm up activities preferences”. “Juju Morning song!” is a short song dynamic which involves TPR, Audiolingual method, Direct method, and Natural approach methodologies. This activity is executed based on the TEFL classroom idea. As it has been quoted from Freeman, Freeman & Ramirez, “teachers modify the traditional curriculum and include interesting activities in the class to develop their creativity” (Cevallos’s, 2017, p.3). Then, at respect of development activities, these were selected founded on the answers of question 9 about “activities currently performed in class” and question 10 about “topics of interest”, “This song means...” is an activity that comprises Natural approach, Direct method, Task based learning and Audiolingual method, it was chosen based on the students’ topic preference for music, and because is a different way to learn the language without forcing the students. This activity complies with the Eclectic method conception about learners do not feel pressure while learning (Kumar,2013, p.2). Furthermore, the closure activities have the purpose of gather the content of the class, while maintain the students’ attention until the bell rigs, “Beach ball!” is a good example of it, it embraces Audiolingual method, Direct method, Community Language Learning, CLT and Natural approach. This activity fulfills Rubin’s idea about EFL learners ought to be active participants in the learning process,

always monitoring speech and trying to communicate, and also being accurate guessers (Nurhayati, Supriyanti, & Triastuti, 2008)

Finally, the tenth level activities have warm ups like “Hacky Zac”, “Pictionary”, “Hangman”, “The alphabet” and “Describe the word”, these were selected derived on the results of the question number 12 of the survey, referring to “warm up activities preferences”. “Hacky Zac” for example is a short song with dynamic that allows the students have fun while they learn the language indirectly, this activity complies with the Eclectic Method, “a type of methodology that makes use of the different language learning approaches instead of sticking to one standard approach” (p.37), as quoted by AL Hamash, (cited in Wali, 2009). This because this activity executes different methodologies as TPR, Direct method and Natural approach. together at the same time. About the development activities, these were chosen founded on the results of question 9 about “activities currently performed in class” and question 10 about “topics of interest”, “The billboards!” is a clear example of it, it is a role play activity about music, which embraces many methodologies like Direct method, Audiolingual method, Natural approach, Content based instruction, CLT and Silent way. Moreover, this activity complies with Ulit, et al. principle (1995): “learning has to be meaningful and actual”, because it is an interesting topic for current generations. Equally, with closure activities like “Bingo”, students can easily be involved in the class while they put in practice some methodologies in just one activity, such as Direct method and Natural approach.

In a nutshell, after analyzing the results of the research and reviewing the theoretical background of the project, a module with innovative teaching strategies and techniques based on Eclectic Method has been designed, as a tool to help foreign language teachers to enhance speaking in their students. The ITSTEM module is a sample made by the academic, which presents some options for Speaking activities to teachers, following the line of the Eclectic Method as a combination of multiple methodologies selected according to the teachers and students’ necessities. The prototype of the ITSTEM module could work as an

instrument to develop furthermore the students' skills in the target language, specifically the Speaking.

Reaffirming the idea of the creation of a tool that can help foreign language teachers with innovative teaching strategies and techniques based on Eclectic Method to develop students speaking skill, it can be said that the ITSTEM module has been fulfilled compiling activities rigorously selected from trustworthy resources and has been adequated to the students' necessities and preferences, based on the data collected during the research and the Eclectic Method concepts. The ITSTEM module, because of its structure and content, impress one to look for varied and dynamic activities in order to improve the speaking skill in the students and indirectly enhance students to learn and practice the target language. Furthermore, the ITSTEM module is presented as a complete module because it also includes a sample of lesson plan for speaking classes, which gives it a higher level of applicability. For a complete ITSTEM module view, check the annexes of the project.

CONCLUSIONS

- It has been evidenced in the data collected during the research that the students of the EFL classrooms in the eighth, ninth and tenth level at Unidad Educativa Fiscomisional “La Inmaculada” Otavalo have deficient proficiency of the speaking skill in the target language, so, it was realized the necessity of enforcing the practice of varied innovative strategies and techniques in order to increase their development in the language.
- Based on the results obtained from the surveys, the observation sheets and the interview, the EFL classrooms at this institution does not apply totally a traditional methodology, nevertheless the few strategies implemented by the English teacher does not seem enough to keep the students’ attention and interest in the foreign language, because, as showed, currently the students do not their speaking skill, nor an oral communicative competence, and they even feel totally comfortable with the English classes, they found it not enough interactive and dynamic, thus, the proposal to implement innovative strategies founded on the Eclectic method to further their Speaking skills in the classroom and contribute to make them feel pleased with the English class.
- The observation and the interview made in the institution showed the teachers’ lack of knowledge about EFL teaching methodologies, therefore, this project will contribute to provide teachers with a compilation of innovative strategies and techniques based on Eclectic method, enshrined in the ISTEM module, with the purpose of facilitate to the teacher with enough material to do lesson plans for Speaking classes. This will help the teachers during the teaching process and moreover the acquisition of the foreign language by the students.

RECOMMENDATIONS

Due to the current interest present on EFL classroom methodologies it is expected that this project constitutes the basis for future investigations made in undergraduated or postgraduate degree, in any field related to the teaching branch.

- Because this project institutes a theoretical proposal about innovative strategies and techniques to enhance Speaking skill based on Eclectic method (planted in a module), it is recommended for future projects to be able to implement the module activities in a real context developing new observation sheets, surveys and interviews to endorse the students' acceptance of this new method. In order to enforce the experimental aspect of the project.
- It is suggested for future investigations to implement the establishment of motivational environment to enhance students' skills in the EFL classroom following the Eclectic method principles. And, promoting the gradual institution's adoption of the project as part of their curriculum.
- It is proposed to develop future compilations of innovative strategies and techniques based on the Eclectic Method linked to all the language skills, with the aim of achieving a higher development in the skills in question.
- The researcher advices to apply more observations to the context where the problematic was found, to have better results with respect to current reality, namely the observation made to the English classes, without interrupting the normal schedule of the institution as possible.

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ANNEX

STUDENTS SURVEYS



Pontificia Universidad
Católica del Ecuador

ESCUELA DE LENGUAS Y LINGÜÍSTICA

Objetivo: la presente encuesta va dirigida a los estudiantes y tiene como objetivo diagnosticar el empleo de diferentes metodologías en los cursos de octavo, noveno y décimo año de educación General Básica de la Unidad Educativa Fiscomisional “La Inmaculada” Otavalo, con el fin de desarrollar la destreza de *Speaking* o expresión oral en inglés

Lea atentamente cada una de las preguntas, revise las opciones, y marque en un círculo la opción más conveniente a su caso.

1. ¿Qué nivel consideras que tienes a la hora de hablar inglés?

- a) Alto b) Medio c) Bajo

2. ¿A qué atribuyes tu nivel de inglés?

- a) Tuve buenas bases
b) No tuve buenas bases

3. ¿Cómo adquiriste el nivel de inglés que ahora posees?

- a) En el colegio
b) Cursos de inglés
c) Otros _____

4. Generalmente, ¿cómo te sientes al hablar inglés?

- a) Neutro
b) Siento confianza en mí mismo
c) Siento vergüenza o timidez

5. ¿Cómo calificas a las clases de inglés? (Puedes escoger más de una opción).

- a) Aburridas b) Divertidas c) Interesantes d) Tediosas e) Interactivas f) Dinámicas

6. ¿Sientes que las clases de inglés son motivantes para aprender el idioma?

- a) Sí b) No

7. ¿Cómo describirías el material extra usado por el docente en las clases de inglés?

a) Innovador

b) Variado

c) Dinámico

d) Ninguno de los anteriores

8. ¿Con qué frecuencia realiza el profesor actividades que te ayuden a practicar el speaking?

- a) Siempre b) A menudo c) A veces d) Casi nunca e) Nunca

9. ¿Cuáles son las actividades que el profesor realiza usualmente en clase? (Puedes escoger más de una opción).

- Juego de roles
- Debates
- Diálogos
- Descripciones de imágenes
- Dramatizaciones
- Entrevistas
- Exposiciones orales
- Otra _____

10. ¿Cuáles son tus temas de interés para una actividad de hablar en inglés (speaking)? (Puedes escoger más de una opción.)

- Sobre mí (hobbies, gustos, preferencias en comida y vestuario, etc...)
- Situaciones diarias
- Otros países y culturas

- Películas
- Música
- Política
- Otros _____

11. A la hora de realizar actividades de expresión oral en clase, prefieres hacerlas...

- a) En grupo
- b) En pareja
- c) Solo con el profesor

12. ¿Qué actividades te gustaría realizar antes de empezar la clase de *Speaking*?

(Escoge dos opciones.)

- a) Descripción de imágenes
- b) Juegos con el vocabulario de la lección
- c) Canciones cortas con dinámica
- d) Lluvia de ideas

TEACHER INTERVIEW



ESCUELA DE LENGUAS Y LINGÜÍSTICA

ENTREVISTA A PROFESOR DEL ÁREA DE INGLÉS

1. ¿Qué nivel de inglés considera usted que los estudiantes de octavo, noveno y décimo año poseen?
2. ¿A qué atribuye el nivel que ellos tienen?
3. ¿Implementa usted actividades que desarrollen el *speaking* de los estudiantes, sí o no por qué?
4. ¿Cómo es su estructura de clase habitualmente?
5. ¿Motiva usted a los estudiantes para que aprendan el idioma?
6. ¿Utiliza usted material extra para desarrollar las clases, cuáles?
7. ¿Qué metodología o metodologías aplica usted en clase?
8. ¿Cómo realiza la selección de la metodología o metodologías a aplicar en cada clase?
9. ¿Cómo calificaría de la escala del 1 al 10 los resultados que ha tenido la metodología aplicada en clase?
10. ¿Considera que las metodologías aplicadas en clase pueden beneficiar o perjudicar el aprendizaje del segundo idioma?
11. ¿Cuál es la mayor dificultad que tiene en su rol de docente para lograr el aprendizaje en sus estudiantes?
12. ¿Qué papel desempeña el ambiente en el aula para despertar el interés de los estudiantes en el inglés?
13. ¿Qué cambios implementaría de acuerdo a las necesidades de los estudiantes y usted como docente para lograr un mejor aprendizaje del idioma inglés especialmente del *Speaking*?
14. ¿Utilizaría una metodología que compile varios enfoques de enseñanza de inglés como lengua extranjera a la hora de desarrollar la destreza de *Speaking*?

OBSERVATION SHEET



Pontificia Universidad
Católica del Ecuador

ESCUELA DE LENGUAS Y LINGÜÍSTICA

FICHA DE OBSERVACIÓN DE CLASE DE INGLÉS						
Institución:						
Asignatura:						
Fecha:						
Curso:				Hora:		
Valoración:						
5=Excelente 4=Muy bien 3= Bien 2=Regular 1=Mal						
ASPECTOS	VALORACIÓN					OBSERVACIONES
	1	2	3	4	5	
DOCENTE						
Competencia pedagógica						
Mantiene el enfoque al desarrollo del speaking						
Transmite sus conocimientos con claridad						
Afianza los conocimientos con ejemplos actuales que sean concretos y prácticos						
Competencia metodológica						
Demuestra que ha estructurado la clase y utiliza materiales						

Creatividad para impartir la clase						
Crea el clima propicio, dirige eficazmente el curso						
Permite y motiva que el alumno participe activamente						
Despierta y mantiene el interés de los alumnos						
Logra comunicación con la clase						
Propone actividades variadas						
Utiliza recursos didácticos adecuados e interesantes						
Adopta distintas estrategias metodológicas en función de la necesidad.						
Mantiene interacción del idioma con los alumnos						
Competencia emocional						
Seguro, entusiasta, práctico						
Acoge de buen agrado opiniones y sugerencias.						
Trata a los estudiantes con cortesía y respeto						
ESTUDIANTES						
Participan activamente en las actividades propuestas						
Desarrollan la destreza de speaking en cada clase						
TOTAL						

OBSERVACIÓN GENERAL

RESEARCH PICTURES





ITSTEM PROTOTYPE

