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EXTRANJEROS**

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**“ECLECTIC METHOD TO ENHANCE ORAL PRODUCTION IN
ELEMENTARY STUDENTS AT UNIDAD EDUCATIVA DANIEL
REYES, DURING THE ACADEMIC YEAR 2022-2023”**

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los idiomas nacionales y extranjeros**

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idiomas**

Autores: Brisa Sarai Merino Yépez
Fabricio Alexander Cevallos Almeida

Director (a): MSc. Amyra Gabriela Bastidas Amador

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DATOS DE CONTACTO			
CÉDULA DE IDENTIDAD:	1003216692 1755509047		
APELLIDO Y NOMBRES:	Merino Yépez Brisa Sarai Cevallos Almeida Fabricio Alexander		
DIRECCIÓN:	La Quinta, Ibarra El Olivo, Ibarra		
EMAIL:	bsmerinoy@utn.edu.ec facevallosa@utn.edu.ec		
TELÉFONO FIJO:	-	TELF. MOVIL	0964114456 0983874730

DATOS DE LA OBRA	
TÍTULO:	Eclectic Method to Enhance Oral Production in Elementary Students at Unidad Educativa Daniel Reyes, During the Academic Year 2022-2023
AUTOR (ES):	Merino Yépez Brisa Sarai Cevallos Almeida Fabricio Alexander
FECHA: AAAAMMDD	2024-02-05
SOLO PARA TRABAJOS DE GRADO	
PROGRAMA:	<input checked="" type="checkbox"/> PREGRADO <input type="checkbox"/> POSGRADO
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ASESOR /DIRECTOR:	MSc. Amyra Gabriela Bastidas Amador

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Ibarra, a los cinco días del mes de febrero de 2024.

EL AUTOR:



.....

Merino Yépez Brisa Sarai



.....

Cevallos Almeida Fabricio Alexander

CERTIFICACIÓN DEL DIRECTOR



FACULTAD DE EDUCACIÓN, CIENCIA Y TCENOLOGÍA (FECYT)

CERTIFICACIÓN DEL DIRECTOR

Ibarra, 05 de febrero del 2024

MSc. Amyra Gabriela Bastidas Amador
DIRECTOR DEL TRABAJO DE TITULACIÓN
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DIRECTOR

C.C.: 1002238499

DEDICATION

“Children are not things to be molded, but are people to be unfolded.” - Jess Lair.

This graduation work is mainly dedicated to elementary students, specifically the fourth graders of Unidad Educativa Daniel Reyes. They were the principal motivation to develop research about how to enhance oral production. By carefully observing their commitment to English learning and their low language level, we wanted to contribute to their desire to learn. Thus, they became the primary addressees of this dissertation.

In the same way, it was possible to determine the secondary addressees, who are the administrative and teaching staff of the institution, due to the identification of the lack of resources in fourth grades at Unidad Educativa Daniel Reyes. Thus, with the purpose of providing a didactic guide, this staff was one more reason to carry out this investigation since they could make use of this resource.

Finally, with the elaboration of this work, future students from the Pedagogy of National and Foreign Language at Universidad Técnica del Norte (UTN) and other universities could benefit from using it as a resource for their thesis works. For this reason, we elaborated our thesis to students interested in students' oral production improvement.

ACKNOWLEDGMENT

The words I have to thank the people who have support are insufficient to demonstrate my gratitude. Their time and support have been present throughout my academic formation, especially in this graduation work. For this reason, I would like to extend my most sincere thanks to those who have been fundamental pillars in this journey with many challenges and learning.

First, I would like to convey my heartfelt appreciation to my beloved mother, who has been my greatest inspiration. Her unconditional love, constant support, and invaluable sacrifices have led me to pursue my goals and not give up despite the adversities that may entail. She has been my greatest example of self-improvement.

Second, I would like to express my gratitude to my partner Fabricio for his collaboration, dedication, and companionship, which have significantly enriched this research process. Working together to overcome challenges, celebrating each other's achievements, and sharing unforgettable moments have been truly inspiring.

Third, I want to thank my friend Kaily, who has been one of my biggest sources of motivation. Her constant encouragement has been indispensable to keep going forward with determination and optimism. Counting on her friendship has been like a hug in my heart.

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Brisa Merino

Once this stage of my life is over, I would like to extend my most sincere thanks to the people who have given me unconditional support throughout all these years. There are not enough words to show how grateful I feel to them; however, it is vital to mention those who were with me throughout my academic formation.

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ABSTRACT

The present research aims to study the use of the eclectic method to enhance oral production in elementary students at “Unidad Educativa Daniel Reyes” in San Antonio de Ibarra, Imbabura province, during the academic period 2022 - 2023. Its main objective was to establish the most appropriate strategies based on the eclectic method to enhance oral production in elementary school students at "Unidad Educativa Daniel Reyes". Thus, the information was collected through mixed research applying qualitative and quantitative research methods, in other words, interviews were applied. One was directed towards the vice-principal in charge of the institution, another one to the coordinator and to the elementary teacher of the English area. In the same way a survey intended to students in the fourth-grade students of Educación General Básica (EGB) was conducted. Therefore, it was possible to deduce that the absence of academic resources is an influential factor in the deficient level of English foreign language speaking according to the Common European Framework of Reference for languages (CEFR), for which a didactic guide was designed with innovative strategies to motivate students to develop their speaking skills. In this way, it was concluded that students would be willing to learn and improve their language skills to reach the level set by the Ministry of Education if provided with the appropriate and attractive material they aspire to have.

Keywords: eclectic method, oral production, strategies, total physical response, suggestopedia, natural approach.

RESUMEN

La presente investigación tiene por objeto de estudio el uso del método ecléctico para potenciar la producción oral en estudiantes de primaria de la Unidad Educativa Daniel Reyes en San Antonio de Ibarra, provincia de Imbabura, durante el periodo académico 2022 – 2023. Su objetivo principal fue establecer las estrategias más apropiadas basadas en el método ecléctico para potenciar la producción oral en estudiantes de primaria en la “Unidad Educativa Daniel Reyes”. Así, la información fue recolectada mediante una investigación mixta aplicando métodos de investigación cualitativos y cuantitativos, es decir, entrevistas dirigidas hacia la vicerrectora a cargo de la institución y la coordinadora y profesora de primaria del área de inglés y una encuesta destinada a los estudiantes de cuarto de Educación General Básica (EGB). Por lo tanto, se pudo deducir que la ausencia de recursos académicos es un factor influyente en el nivel deficiente del habla de la lengua extranjera inglés de acuerdo al Marco Común Europeo de Referencia para las lenguas (MCER), para lo cual se diseñó una guía didáctica con estrategias innovadora las cuales motiven a los estudiantes a desarrollar su habilidad del habla. De esta manera, se llegó a la conclusión de que los alumnos se encontrarían dispuestos a aprender y mejora sus habilidades lingüísticas para alcanzar el nivel establecido en por el ministerio de educación si se les provee el material adecuado y llamativo que aspiran tener.

Palabras clave: método ecléctico, producción oral, estrategias, respuesta física total sugestopedia, enfoque natural.

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ACRONYMS

BGU: Bachillerato General Unificado

CLT: Communicative Language Teaching

CBLT: Competency Based Language Teaching

CEFR: Common European Framework of Reference of languages

CLL: Community Language Learning

CLIL: Content and Language Integrated Learning

EF EPI: Education First English Proficiency Index

EFL: English as a Foreign Language

ESL: English as a Second Language

TESOL: Teaching English to Speakers of Other Languages

TPR: Total Physical Response

INTRODUCTION

The English language has become one of the most spoken languages around the world. Thus, it opens many opportunities both nationally and internationally. According to Andrade et al. (2021), the significance of English as a language cannot be overstated as it finds application in various fields such as academic, professional, social, entertainment, and many more. Thus, this statement emphasizes the significance of English as a language for effective communication across different domains. In countries such as Ecuador, this foreign language is taught early in the classroom; studying English as a foreign language involves learning the four skills of speaking, listening, writing, and reading. For this reason, mastery of the language is in demand in many areas. However, of all the skills mentioned, many students find speaking a stressful skill to master, often due to factors such as traditional teaching methods, difficulty with pronunciation, or insufficient resources.

Consequently, the following research aims to use the Eclectic method to enhance the oral production of elementary students at “Unidad Educativa Daniel Reyes” school. This way, the students will feel motivated to learn and interested in producing and improving their English skills. In their work, Guevara-Betancourt, and Flores (2020) mention that oral fluency has emerged as a primary objective for both English teachers and learners, signifying its importance as a goal every EFL user aspires to achieve. Still, it is difficult for students to acquire the necessary skills to participate in class if only traditional teaching methodologies are used. In addition, factors like anxiety play an important role when they want to participate or demonstrate their knowledge to the teacher. According to (Mantilla & Guevara-Betancourt, 2019), individuals often struggle to communicate effectively under pressure, as anxiety can cause forgetfulness and hinder oral expression. Stress can result in fear of speaking, difficulty comprehending others, struggle to articulate thoughts, and fear of ridicule.

Therefore, to address challenges related to oral communication among fourth-grade students, this research proposes an innovative guide that features engaging activities from three different methods to motivate students to learn in a way that caters to their individual needs, allowing them to overcome their fear of speaking in class. At the same time, this guide can help teachers create a conducive environment to teach and encourage students to participate in class, resulting in the development of their speaking skills, which can help them meet the Ministry of Education's requirements. This will also enable students to confidently express their ideas, thoughts, and feelings with others, creating more effective communication opportunities.

BACKGROUND

English as a foreign language in Ecuador has often been difficult to acquire, as the EF EPI ranking presents, despite it being an internationally recognized language as “in global world the importance of English cannot be denied and ignored since English is the most

common language spoken everywhere” (Ilyosovna, 2020, p. 22). Hence, its teaching has proven to be essential in today's education, so its learning must be optimal, which is possible with appropriate teaching methods for the skill to be developed.

In this way, in the quest to simplify the skill development process, the eclectic method offers a range of strategies to achieve the same goal since they are meticulously selected among different methods adapted to the student's needs. It provides the more positive and convenient aspects of each method in order to strengthen specific skills since, according to Sarifa (2020), the implementation of this method affords language educators the means to proficiently instruct all pupils, despite the variance in their respective learning styles and cognitive abilities. Thus, the eclectic method is advantageous for acquiring all four language skills, particularly the most complicated, speaking skills.

Speech skills are composed of many sub-skills, among which is oral production, which is the goal of a language because it involves the ability to effectively communicate by utilizing listening and speaking skills to become a skilled speaker who can share their knowledge (Vinueza, 2023). In other words, this speaking sub-skill enables the natural development of cognitive abilities and speech production in the target language, which, with consistent practice and application, can significantly boost one's overall linguistic proficiency.

PROBLEM DESCRIPTION

English, as a language internationally known, is considered a multifaceted tool that allows global, business, and cultural communication. However, the use of English as a Foreign Language (EFL) has not obtained the expected results; as a matter of fact, according to (Education First, 2021), Ecuador ranked 90th out of 112 countries around the world and 18th out of 20 in Latin America with 440 score points in the EF English Proficiency Index within, which indicates a very low English level in the country. This problem is caused by several reasons developed in the Ecuadorian context and many of them are related to the methods, affective factors, and the learning environment.

To begin with, affective factors play a fundamental role in the development of this language. In most cases, learners lack the confidence to speak for fear of making mistakes, which causes them anxiety, anguish, or stress, and therefore they cannot develop oral production. Actually, for years, it has been confirmed that emotions such as anxiety seriously influence the learning of a language, considering Horwitz and others confirm that “anxiety appears to be the crucial factor that has a debilitating effect on the oral performance of students” (Hanifa, 2018, p. 231).

Additionally, a conducive classroom environment and its components are essential in the acquirer of a language since in accordance with Batubara et al., (2020, p. 76) “school isn't always the most exciting place for young kids to be, so teachers need to set the classroom environment in ways that stimulate the student's motivation”. That means that at least the young students require a select adaptation to the classroom to develop the teaching-learning process of the EFL.

With respect to the country's educational standards, the EFL curriculum settles that at the end of Bachillerato General Unificado (BGU) "learners will be brought up to a B1 level as identified by the Common European Framework of References (CEFR)" (Ministerio de Educación, 2019, p. 396). In this way, it could be assumed that the Ecuadorian high school exit profile should include knowledge of an independent user in a foreign language, that is, good communication in everyday situations or basic needs, as well as handling basic problems with the B1.2 level.

Nonetheless, it is not a reality we hold on to in the country since public educational units, such as the "Unidad Educativa Daniel Reyes" school, have not yet achieved this standard as a result of the non-strategic actions pursued. For instance, numerous problems associated with the teaching-learning process in EFL have been evidenced there, especially in oral production. In other words, the students at the aforementioned school have not developed the ability to speak, which is the main purpose of learning a language.

The school is located in San Antonio, Ibarra. It has a total of 1,128 students, who study from Elementary School to High School all subjects proposed by the Ecuadorian national curriculum. Nevertheless, it has been proved that students from 4th Grade do not manage well the use of EFL and, in turn, its corresponding abilities. They confront several issues when learning this language related to traditional methods and their disinterest in the subject, the absence of a strategic environment, and emotional barriers, among others. In this sense, the present research will address: What are the most suitable strategies based on the eclectic method to enhance the oral production sub-skill of elementary students? How can the eclectic method enhance oral production in elementary students at "Unidad Educativa Daniel Reyes" school?

JUSTIFICATION

The present research is essential for the development of oral production, for the reason that the learning of a language is centered on the ability to speak, as it demonstrates the mastery of the language learner when he communicates with others around the world, seeing that Srinivas (2019) states that in the present global world, communication plays a vital role in getting success in all fields and perfect communication is not possible for people without using a language. Thus, it is essential to focus on this skill, specifically the oral production sub-skill, by applying the eclectic method, which implies the natural approach, suggestopedia, and total physical response, that arouses the students' interest.

First, the intervention of the natural approach breaks with the schemes of traditional methods since it abides by the development of learning like a child. Considering that the students "should be able to make the meaning clear but not necessarily be accurate in all details of grammar" (Terrell & Krashen, 1983, p. 184). In other words, it suggests teaching a language based on the manifestation of content in actions or demonstrations, which represents a better oral production and fluency of the language, as it puts aside the fear of being wrong by proposing that the concern for grammar no longer exists.

Second, suggestopedia promotes the learning of a language throughout a propitious environment that stimulates memory and extends cognitive capacity. In this way, it is fitted with a space harmonious decorated, music that relaxes the students, and classroom conditions that make them feel confident. Indeed, a study from Indonesia proves that “there is an improvement of the students’ speaking skill after applied suggestopedia method. It is proven from the mean of the students’ scores in three tests” (Siregar, 2018, p. 55).

Third, the total physical response encourages English learning in ways that are unusual and appealing to children. It makes use of the combination of speaking and motor skills, which produce meaningful learning. Its efficiency has been verified in an article from the journal Darussalam, which mentioned: “it could be seen from the scores of post test that the experimental group that was taught speaking by using Total Physical Response technique got better score compared to the control group who was taught reading by using translation” (Mahmud, 2018, p. 252).

Consequently, the present research will contribute to the development of oral production in direct beneficiaries, who are the students from 4th Grade and the teachers of this level in “Unidad Educativa Daniel Reyes”, with the application of the eclectic method that previously has pointed to good results in the learners that experimented its effectiveness, and the provision of the necessary resources and materials, given that they are not strategies that require a lot of economic investment.

However, they are not the only beneficiaries in this research since the other English teachers from the same or other institutions, learners from Ecuador or the world, and even researchers, who are the indirect beneficiaries, will enjoy the expected results in the ability to speak, especially in oral production, which was the principal aim of the investigation. Hence, this research would become a justifiable and helpful project for the educational community.

BIOETHICAL CONSIDERATINS

Bioethical principles were an important part for the development of this research work. Since the participation of members of the institution was taken into account, it was necessary to request all the corresponding permissions from authorities and all the other participants, in this case teachers and students, of the fourth grade at “Unidad Educativa Daniel Reyes” school. Besides, thanks to the results of the research, it is possible to improve the linguistic capacity of the students because the purpose of all this is to provide material for the class that can encourage students to lose fear and build confidence to express what they feel; it should be noted that this material is not mostly grammatical and being digitized contributes to the environment as much of the activates not use sheets of paper to be developed in class.

SIGNIFICANCE OF STUDY

This research project offers a range of valuable insights and information that can benefit both English teachers and students. The primary focus is on utilizing the Eclectic method to

improve oral production skills. Moreover, the significance of this research can be broadly categorized into three areas: linguistic, academic, and affective impacts.

Linguistic Impact

Elementary students at “Unidad Educativa Daniel Reyes” school will have the opportunity to enhance their oral production skills through didactic activities facilitated by the Eclectic method. This approach will enable them to actively participate in class discussions and communicate more fluently in English with their peers and teachers alike.

Academic Impact

This research helped fourth grade students of the school "Unidad Educativa Daniel Reyes" of San Antonio-Ibarra to improve their oral production through the use of attractive strategies that favored the language learning process during their English classes by applying different activities of various methodologies in order to help students to obtain better grades and participate actively with the teacher in the class.

Affective Impact

This research has a significant affective impact, as it aims to improve elementary students' motivation to use the target language. This is achieved by employing diverse and engaging activities that enable students to overcome the fear of making mistakes and participate actively in the lesson. As a result, the research aims to reduce the emotional factors that may impede students' language development, thereby leading to a substantial increase in their knowledge.

OBJECTIVES

General Objective

Establish the most appropriate strategies based on Eclectic method to enhance oral production in elementary students at Unidad Educativa Daniel Reyes.

Specific Objectives

1. Research the theoretical basis of the Eclectic Method to enhance oral production in elementary students.
2. Determine strategies used by English teacher to enhance oral production in elementary students.
3. Design a didactic guide based on the Eclectic Method to enhance oral production in elementary students at Unidad Educativa Daniel Reyes.

CHAPTER I: THEORETICAL FRAMEWORK

The present chapter describes the theoretical basis of the research Eclectic method to enhance oral production in elementary students at Unidad Educativa Daniel Reyes, during the academic year 2022-2023. It comprises English as a Foreign Language, Oral production, and the Eclectic Method composed of Suggestopedia, Total Physical Response (TPR), and Natural Approach.

1.1. English as a Foreign Language (EFL)

Over time, English has been recognized as one of the most widely spoken languages in the world. According to Shrishthy (2023), English is the second language commonly used in several countries since nearly 400 million people speak it, and in 53 countries, it is their first language. Although it has been used mainly for communication, it has great significance in other fields, such as education, finance, and business. Thus, in the educational area, it has the function of being a subject in schools, providing the necessary tools to develop linguistic competencies. Consequently, they allow students to obtain more employment opportunities in different professional fields nationally and internationally. For this reason, English plays a fundamental role in the oral communication.

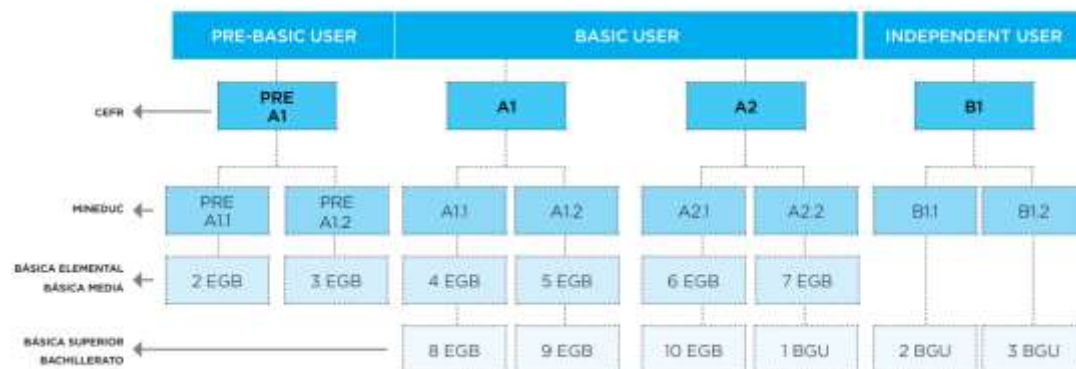
1.2. English as a Foreign Language in Ecuador

English language teaching in Ecuador has not delivered the desired results. Although it is governed by the curriculum established by the Ministry of Education, it has been difficult for the country to reach the imposed standards, as evidenced in the English abilities report ranking of countries given by the Education First English Proficiency Index (EF EPI). It shows that Ecuador ranks 82nd globally and 18th in Latin America with a low level of proficiency, as it obtained a score of 466 (Education First, 2022). Considering this, one possible cause for obtaining this position is the misdirection of the approach proposed by the Ministry of Education, as English teachers tend to focus their classes on grammar rather than communication (Acosta & Cajas, 2018).

The Ministry of Education proposes some principles for English Language Teaching. Thus, the five basic principles presented by this government body are focused on Communicative Language, the learner-centered approach, Content and Language Integrated Learning (CLIL), thinking skills, and international standards according to the Common European Framework of Reference for Languages (CEFR) (Ministry of Education, 2016). However, many of the mentioned aspects are not fully complied with, specifically in the levels students must reach each academic year due to possible socio-economic, academic, or affective factors.

The chart below shows the English proficiency levels that Ecuadorian students of different grades must reach for a correct command of the language according to their age.

Figure 1
English Proficiency Levels for Ecuadorian Students



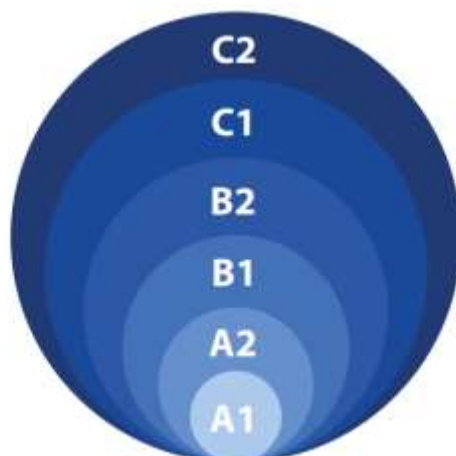
Note. The chart represents the types of users with their proficiency level according to the CEFR for Ecuadorian students from the second to the tenth grade of Educación General Básica (EGB) and the from the first to the third grade of Bachillerato General Unificado (BGU) established by the Ministry of Education. Source: (Cambridge University Press Ecuador, 2019).

1.3. Common European Framework of Reference for Languages (CEFR)

The Common European Framework of Reference for Languages, or CEFR for short, is an international standard that organizes language proficiency in three kinds of users with two levels in each one. First, a basic user comprises levels A1 and A2, in which the user can introduce himself and communicate something in a simple manner in order to be able to talk about more specific topics (Council of Europe, 2023). Second, an independent user is composed of B1 and B2 levels, which establish that users can create texts with simple arguments for a subsequent comprehension of more challenging texts and create them and communicate with some fluency. Finally, a proficient user encompasses the C1 and C2 levels, in which the user is considered a native speaker who can create and infer many types of texts and consequently understand and produce everything without any drawbacks (Council of Europe, 2020). Thus, the CEFR sets up the different linguistic levels according to a person's command of the target language.

Figure 2

The reference level of the Common European Framework of Reference for Languages



Note. The figure shows the international standard of language levels given by the CEFR.
Source: (Council of Europe, 2020)

1.4. English Language Skills

The English language consists of four main skills: listening, reading, writing, and speaking. According to their function, they can be divided into receptive and productive, since listening and reading focus on receiving the knowledge of the language and speaking and writing on producing the language in written or spoken form. Nonetheless, each has a particular purpose for the learner, and it is essential to discuss them below.

First, listening is a skill that allows the comprehension of spoken language. It involves the ability to receive messages accurately, allowing the learner to process the language and ultimately comprehend it Saragih et al., (2022). In this sense, a comprehensive grasp of the diverse sounds and accents that can be produced in English is essential for proficiently handling the language. Hence, it provides the capability to gather information through spoken words.

Second, reading is a skill that enables the understanding of written language. Basically, it is the result of the combination of word decoding, comprehension, and word recognition that lead to the elaboration of a mental representation of words meaning (Bolaños, 2023). So, it may be possible to connect the ideas the author intends to convey between sentences or paragraphs with the contribution of these key elements. Thus, this skill is crucial for obtaining information through written words.

Third, writing is a skill that offers the opportunity to communicate in a written way. “It is the system of written symbols, representing the sounds, syllables or words of the language,

with different mechanisms-capitalization, spelling and punctuation, word form and function” (Durga & Rao, 2018, p. 1). For this reason, it implies the adequate use of grammatical structures in order to transmit a clear message with coherence and cohesion. Hence, writing is a complex process requiring some considerations for communicating using written words.

Fourth, speaking is a skill that provides the ability to communicate in a spoken way. It is the first step in developing a language, as it allows ideas to be expressed more easily than writing, as seen in early childhood when a child begins to communicate. Indeed, according to Namaziandos et al. (2019), in the present age, the aim of teaching speaking should be to enhance students' communicative skills. Therefore, it is the most important skill in English learning acquisition because it gives place to every language's goal: communication.

1.5. Oral Production

The ability to speak is an important factor in the oral communication process, which comprises several sub-skills, especially the result of the communicative process called oral production. Indeed, the need to communicate has been present since the interaction between homo sapiens, as communication has provided over a long time the possibility to transmit information as well as to understand what others wish to express. In fact, according to (Rodriguez, 2017 cited in Quilumbaquin, 2023), the skill of oral production involves effectively conveying ideas or thoughts to a specific speech community in order to achieve their goals. Thus, oral production plays a fundamental role in being understood as the final product of speech, combining fluency, accuracy, pronunciation, intonation, and vocabulary.

1.5.1. Elements Involved in Oral Production Sub-skill

- **Vocabulary**

Vocabulary acquisition represents an important part of foreign language development. According to Khan et al., (2018), students' theoretical and practical competence is necessary when learning new vocabulary is essential to improve their speaking skills. In this sense, having adequate knowledge of the meaning of words leads to a fluent way of expressing different ideas using various words, thus streamlining the communication process if the vocabulary is used correctly.

- **Pronunciation**

Another important element in the development of oral production is pronunciation. According to AbdAlgane and Idris (2020), “pronunciation is an act of producing sounds of language” (p. 193). In other words, it is the process of creating sounds to form phrases and words, which requires the proper articulation of consonants, vowels, stress, and intonation patterns. In this

manner, poor pronunciation could result in the speaker's inability to express what they want and, in certain circumstances, misunderstandings for the message receiver. Hence, this element plays a fundamental role in oral production.

- **Fluency**

Speak without constant pauses and in a spontaneous way, basically is speak fluently. In fact, Richards (2006) states that if there is a conscious and continuous interaction with enough understanding of the desired message to emit, it is possible to affirm that fluency exists. In this sense, a speaker with fluent language can produce speech naturally while maintaining uninterrupted communication with others. In addition, speaking spontaneously implies thinking in the target language without translating before performing the oral language. Therefore, it refers to speaking like a native speaker expressing clear and coherent ideas.

- **Accuracy**

The correct use of vocabulary, grammar rules, and tenses refers to accuracy, which has two kinds of measures. In 2018, the Teaching English to Speakers of Other Languages (TESOL) Encyclopedia of English language teaching considers that accuracy is the capacity for learners to carry out rules from other languages. Further, it contains specific measures centered on one kind of mistake, such as punctuation mistakes. In the same way, there are general measures focused on all mistakes, such as grammatical sentence structure (Gavin & Peter, 2018). Thus, speaking with accuracy means expressing with the fewest number of errors.

- **Intonation**

Oral production involves a variation of voice tone during a speech, which is intonation. In this manner, it becomes essential to speak since it allows one to recognize the purpose of the message. To fulfill this, it enables the identification of different types of sentences, including statements, questions, commands, and requests that facilitate the clarity of communication (Zulfugarova, 2018). Therefore, oral production considers intonation as a primordial factor in developing a language properly.

1.5.2. Techniques to Enhance Oral Production

Over the years, various techniques for teaching a second language have emerged, with special emphasis on enhancing oral production skill. Thus, several methods have proposed different techniques depending on the principles they seek to address, each with its own appreciation of language teaching. In this way, (Kouicem, 2010 cited in Ahmed & Babiker, 2023) state that to deliver an effective speech, it is critical to ensure that all parts of the speech are connected in a grammatically correct way so that the learner produces more than just monosyllabic words with accurate tone, stress, volume, and speed, as well as possessing

sufficient expressions to clarify doubts in a conversation. Therefore, although there are different techniques to strengthen oral production, their effectiveness is subjective as it depends on the perspective of the teacher and the method being used.

1.6. Eclectic Method

The eclectic method combines several methods within one that aims to simplify the teaching-learning process. The word eclectic comes from choosing, in this case, as a method to select a set of strategies and tools meticulously among the different methods best suited to the learner's needs based on the skill to be strengthened (Sarifa, 2020). In fact, choosing a specific method to teach a second language represents several constraints for teachers when developing a class with many learners and learning styles, which is a challenge for them. "In other words, methods should respond to the needs of the learners and not learners responding to the needs or demands of the methods" (Mwanza, 2019, p. 4). Thus, the eclectic method offers the facility to bring features of each method previously investigated with the development of four factors the teacher must follow to carry out this method.

As with any method, the teachers' contribution is vital in elaborating a classroom. They are people in charge of successfully carrying out the objective of the class, the appropriate instructional materials and resources, and the correct activities to satisfy the student's needs, so they are responsible for managing many elements. In the same way, in the Eclectic method, four factors the teacher carries influence learning success, which state that the teacher should be able to design lessons that are innovative and creative to ensure that students enjoy learning, they should prioritize the reality of their students over the technical aspects of teaching methodologies, they have to encourage contextual learning that aligns with the student's interests, and a positive teacher-student relationship fosters a suitable atmosphere for the student to engage actively in the teaching-learning process Wahidah et al. (2021). Thus, the teacher employs these elements when developing a classroom using the Eclectic method, which is divided into different kinds.

There are three types of Eclecticism, which are simple, complex, and continuous. To begin with, (Montufar, 2020) stated that simple eclecticism is the combination of two methods, which limits the number of activities conducted during the class because they must be related to the chosen methods. Moreover, if more than two methods are selected, it becomes a complex eclecticism as (Mwanza, 2019 cited in Montufar, 2020) quotes that the eclectic method starts at the moment when one combines two methods and becomes more complex with the increasing number of methods is increased. Finally, continuous eclecticism implies the exclusive application of one method at the beginning to add another to reinforce the possible flaws that the previous method cannot cover, as the same name indicates.

1.6.1. Methods and Approaches Used in the Eclectic Method

Although there are numerous techniques and strategies for teaching English as a second language (ESL), not all of them are effective for enhancing specific language skills. Focus on a method or approach means being limited in the variety of activities that can be developed in a class, in difference to use multiple methods and approaches, which give several possibilities of strategies or techniques to work during the class. According to (Wali, 2009, cited in Mwanza, 2019, p. 3):

There is no ideal approach in language learning. Each one has its merits and demerits. There is no royalty to certain methods. Teachers should know that they have the right to choose the best methods and techniques in any method according to learners' needs and learning situation.

In this sense, as educators, teachers have the capability to choose from a variety of methods and strategies to reach their objectives, tailored to the individual needs of their students.

1.6.2. Suggestopedia Meaning

Suggestopedia is a method derived from Suggestology, a science that proposes suggestions to reach deeper mental regions without difficulty. Considering this, the method was born with the idea of bringing its application to the educational field since its author, Georgi Lozanov, demonstrated that the principles evoked by suggestion had significant efficacy in medicine (Schiffler, 1992). Thus, the suggestopedia gains relevance as a method that promotes language learning throughout a propitious environment that stimulates memory and extends cognitive capacity. For this purpose, a good environment is composed of features associated with reducing students' affective factors, which are a harmoniously decorated space, music that relaxes the students, and classroom conditions that make them feel confident.

In order to use the suggestopedia method, it is important to promote a harmoniously decorated space. It implies the presence of elements such as posters with motivational phrases, pictures, and pictograms, among other class decorations. In turn, they could be divided into direct support materials or indirect support materials. "Materials consist of direct support materials, primarily text and tape, and indirect support materials, including classroom fixtures and music" (Richards & Rodgers, *Approaches and Methods in Language Teaching*, 2001). Direct materials are instruments presented by the teacher in order to teach the topic of a lesson, while indirect materials are aspects that can be manipulated to teach without the need to emphasize them as the lesson materials since, according to the Suggestopedia factor "double-planedness", students learn from both tools.

Furthermore, students learn better when the typical music of this method is used, which contributes to the calmness of the students, especially "classical music", as evidenced in the "concert pseudo-passiveness" factor. Based on the previously mentioned, even though there are both disturbing and soothing sounds, an appropriate workspace makes use of relaxing music

to monitor the status of students as it helps to reduce the high affective filter, which causes a blockage in those who suffer from feelings of anxiety, fear, or self-doubt and, in turn, learning difficulties. So, it encourages them to collect, process, and acquire the subject matter of the lesson for learning in a good way (Pali & Remi, 2020).

In the same way, classroom conditions related to the teacher's attitude and students' behavior are essential to developing the student's motivation in the new knowledge acquisition. Firstly, the "authority" factor involves a variety of qualities that a teacher should have: a highly positive attitude, self-confidence, acting ability, and personal distance. Secondly, "intonation" and "rhythm" factors come together to avoid the disinterest of students through a good teacher's performance during the class. Thirdly, the "infantilization" factor makes them feel confident as in a parent-child relationship while learning; in other words, it allows spontaneous and free behavior in the student. Thus, all these relevant components of the Suggestopedia method are connected for its proper functioning (Richards & Rodgers, *Approaches and Methods in Language Teaching*, 2001).

- **Techniques Used in the Suggestopedia Method**

Although there are several techniques that are used in different methods, Suggestopedia techniques aim to create a lesson that supports the student's well-being by establishing an environment conducive to suggestion. In this sense, Suyadi (2021) states that there are nine Suggestopedia techniques based on this principle of suggestion.

Table 1

Suggestopedia Techniques

Technique	Definition
Classroom set-up	The organization of a joyful class environment.
Peripheral learning	Contribution of grammatical decoration to create an exposure conducive to the topic of the class.
Positive suggestion	The teacher's influence to improve the student's self-esteem.
Choose a new identity	The interpretation of an imaginary person and his profession in the target language by the student. For example, pretend to be a doctor.
Role play	The selection and performance of a character in the target language by the student. For instance, Michael Jackson's performance.

First concert (active concert)	The induction to the lesson through the use of didactic material with a variation in the teacher's tone of voice to capture the student's attention.
Second concert (passive concert)	Creating a calm environment with a soft tone of voice while the student closes his eyes to imagine the story provided by the teacher.
Primary activation	The exposition of the dialogue with the expression of emotions such as happiness, sadness, and embarrassment, among others.
Creative adaptation	Encouraging activities related to the development of communicative ability instead of grammar in students, such as games, dancing, singing, or dramatization.

Note. This table illustrates the nine techniques of Suggestopedia. Source: (Diane, 2000, p. 113-114 cited in Suyadi, 2021).

1.6.3. Total Physical Response Meaning

In 1977, James Asher considered that children learn their mother tongue by repeating everything they hear and observe through physical responses since the ability to speak is produced by the assimilation of meaning provided to new knowledge through this stimulus-response process. Consequently, he elaborated a method called Total Physical Response (TPR) to relate physical movements and acquire a foreign language, which proposes that memorization is boosted by this association (Brown, 2000). Besides, he based on some influential learning hypotheses to facilitate the reception of a foreign language.

The first hypothesis, which is the Bio-program, implies three processes for language learning. These processes begin with a stage in which children are able to understand difficult vocabulary, even though they cannot pronounce it. In this sense, thanks to exposure to this new oral language, children improve their listening skills in order to give a motor response to a specific command (Richards & Rodgers, 2001). Thus, due to the betterment of listening comprehension, all the process concludes with the natural evolution of the speaking skill.

The second hypothesis is focus on brain lateralization and the importance of the right-hemisphere in the development of a language. It finds affirm the idea that both children and adults learn a first or second language with the emergence of the right-hemisphere. In this regard, the right-hemisphere is primarily activated to give a motor response, whereas the left hemisphere appeared after processing and producing the language. In short, while the left merely observes and learns, the right is prepared to make physical responses before the interpretation (Richards & Rodgers, 2001).

The last hypothesis, also called the reduction of stress, intervenes in the process of easy language acquisition. Indeed, Coşar y Rüstem (2019, p. 72), mention that “When there is anxiety between learning and what is to be learned, learning may become difficult.” On this basis, it is possible to accomplish the teaching-learning process with optimal conditions, that is, a space where students feel comfortable to learn. For that reason, the TPR method plays a very important role, as it helps to downscale the affective filter, which, in turn, is composed of stress and other negative factors that can affect the blooming of students’ learning during a lesson.

- **Techniques Used in the Total Physical Response**

According to James Asher, the author of the Total Physical Response method, second language acquisition is facilitated through the use of techniques that involve the active participation of learners and, in turn, awaken their interest in learning. Thus, resorting to the utilization of orders or commands in various ways and performances is the most effective path to achieve students’ learning in this method.

Table 2

TPR Techniques

Techniques	Definition	Example
Imperative Drills	Commands used out or during the class, which manage to establish a relationship between the vocabulary being taught and the movements through a physical response. ^a	Stand up or sit down.
Action Sequence	Commands that cover a whole procedure dictated by the teacher, such as writing a letter. ^b	Write a letter.
Role-play	An active speaking activity in which students play the role of another person or thing through the use of the target language. ^c	Perform a lion.
Storytelling	A story narrated by the teacher with elements that generate interest in the student, such as different tones of voice, mimes, and visual media depending on the scene.	The narration of Little Red Riding Hood by the teacher.
Realia	The use of possible objects to be found in a class, that can be utilized by the teacher to create a connection between reality and the knowledge to be acquired. ^d	The teacher's pointing to a door to refer to its meaning.

Note. This table shows five techniques of TPR. Source: ^aNuraeni (2019, p. 75). ^bLarsen-Freeman and Anderson (2011). ^cSufi and Suwarsito (2018, pp. 100-101). ^dBawa and Imam (2020, p. 54).

1.6.4. Natural Approach Meaning

“Krashen and Terrell see communication as the primary function of language, and since their approach focuses on teaching communicative abilities, they refer to the Natural Approach as an example of a communicative approach.” (Richards & Rodgers, 2001) In this sense, the Natural Approach refers to a theory that centers on the acquisition of a second language in the same way as the mother tongue is learned, that is, through spontaneous and natural interaction with the learner’s environment. It has the finality to communicate by using representative actions associated with the desired learning without the utilization of the first language. Additionally, Krashen and Terrell propose five hypotheses on which the Natural Approach is based.

One hypothesis is denominated “Acquisition-Learning”, which implies two specific forms to enhance abilities in the second language. On the one hand, acquisition can be identified as a part in which natural particularities in language development take place. For instance, activities that encourage fluency without considering grammatical rules. On the other hand, learning can be understood as the reception of necessary rules for language evolution. However, according to Krashen and Terrell (1988), “most of the classroom time is spent on activities which foster acquisition”. For this reason, this principle is based on the idea that acquisition plays a more important role in this language process.

Another is “The Natural Order Hypothesis”, which is emphasized in language learning through a non-programmed order and mistakes. Thus, certain sounds or words and sentence structures are obtained according to the ability to understand and produce these linguistic elements. In addition, the presence of errors during class results in a natural learning process for the students, as the teacher allows grammatical errors that do not affect the meaning of what the students wish to express. For example, An English teacher would not notice the use of -s at the end of a verb when the subject is in the third person (Krashen & Terrell, 1988). In this sense, the natural order implies the combination of a linguistic procedural development with errors.

“The Monitor Hypothesis” is also a principle of the Natural approach, which seeks to promote students’ self-correction with the application of three conditions. First, enough amount of time is relevant to make use of grammar rules. Second, the focus on form is applied to review the correct language output. Third, learners’ knowledge of the rules is important to perform the role of language monitor. In other words, it expresses the idea that conscious learning with time, and correct use of form and rules contributes to the monitoring and editing of learners’ linguistic production (Richards & Rodgers, 2001).

Moreover, “The Input Hypothesis” is based on the employment of comprehensible input during language acquisition in four aspects. One aspect is only associated with teaching,

but not with the requirement to produce what is learned in that time. Another aspect demanded by this hypothesis is the little increase in input difficulty. Besides, the capacity to speak emanates regardless of the time in which the information was taught. Finally, if a considerable level of comprehensible input is achieved via slow speech, repetition, or the use of yes/no statements, learners will obtain an understanding input (Richards & Rodgers, 2001). In this manner, it looks for language acquisition by way of transferring previously seen knowledge and new knowledge reinforced with contextually understandable utterances.

Finally, mentioning "The Affective Filter Hypothesis" is important because it favors the student's mood in three ways. First, to reduce the anxiety it is not required that students speak soon. Second, students' freedom to begin speaking occurs on the basis of their confidence. Third, when students feel ready to speak, their mistakes are not corrected in a direct form, since students do not have to have in mind this kind of correctness at the beginning of learning (Krashen & Terrell, 1988). So, the purpose of this principle is to avoid the alertness of the students and to keep them in a relaxed state of mind in these forms.

- **Techniques Used in the Natural Approach**

As stipulated by the Natural Approach, its principles are centered on exposing the learner to activities that promote the reception of comprehensible input. It implies that the learner does not necessarily have to produce complex responses in the foreign language until he/she feels comfortable doing so. Thus, this process entails the involvement of three early stages, which are prespeech, early production, and extended production (Krashen & Terrell, 1988). Likewise, these three stages are composed of different techniques.

Table 3

Pre-speech Stage

Technique	Definition	Example
Commands	Orders given by the teacher, which can increase their level of complexity as the student's level of familiarity with the language advances.	At first clap and then clap above your head twice.
Questions about physical characteristics:	Meanings clarified through the use of a student's description selected by the teacher in order to ask questions about the physical description taught.	Anna is selected, and the teacher mentions that she has long dark hair, brown eyes, etc., then, the teacher asks what the name of the

		classmate next to the girl with long dark hair is.
Questions with visual aids	Pictures presented and distributed to students by the teacher with the finality of introducing new vocabulary and then, asking about who has the picture with the mentioned characteristics by the teacher.	The teacher shows and gives vocabulary about school supplies using a picture and provides it to Henry, after that, the teacher asks the student's name with the picture indicated, and the class answer with his name.
Pictures with TPR	The combination of Total Physical Response with pictures in order to give commands.	If there are wild animals in the picture, clap your hands.
Point to the picture	The picture description with the repetition and slight change of statements provided by the teacher	There are three cars in the picture. One, two, three. They are new. There are three new cars. Are there three new cars? Or old? Do you think that they are new or old?

Note. This table shows six techniques of the pre-speech stage of Natural Approach. Source: Krashen and Terrell (1988, pp. 75-78).

Table 4

Early Production Stage

Technique	Definition	Example
Yes/No Questions	Simple questions in order to get yes/no answers from students.	Do you have brothers?
Either/Or Questions	Comprehension questions supplied by the teacher for the student to identify and choose the correct option by giving a short answer.	Is this man young or old? Young.
Using charts	Graphs used by the teacher to readily give information about a specific topic by introducing new vocabulary and asking for its data.	Using a table with physical characteristics to collect the physical information of students in the class.

Filling in the luggage tag	Student's data collected by another student in order to complete a luggage tag.	Using a luggage tag to fill in imaginary personal information about a classmate.
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Note. This table shows four techniques of the early production stage of Natural Approach. Source: Krashen and Terrell (1988, pp. 78-84).

Table 5

Extending Production

Technique	Definition	Example
Open-Ended Sentence	Inconclusive prefabricated sentences used by the teacher to make students give more than one answer in the gaps.	In the class there is _____.
Open Dialog	Incomplete sentences used in a conversation provided by the teacher for students to fill them with their own ideas.	<ul style="list-style-type: none"> - What's your name? - My name is _____. - How old are you? - I'm _____ years old.
Association	Prefabricated pattern statements written on the board by the teacher with the purpose of students relating some of them to their classmates' answers.	I like to eat _____ and the rest of the class remembers the classmate's answer when the teacher asks if the student likes to eat _____.

Note. This table shows four techniques of the extending production stage of Natural Approach. Source: Krashen and Terrell (1988, pp. 84-85).

To sum up, eclectic method is the combination of two or more different methods to make easier the English language teaching process because it uses the most appropriate strategies from several methodologies base on students' needs. In this sense, the use of an eclectic method compose by strategies from TPR, Suggestopedia and Natural approach is the most feasible to work and cover the different necessities of elementary students since they have strategies oriented to work with children while combine innovative and attractive ways of teach a foreign language.

CHAPTER II: METHODOLOGY

In this chapter, a comprehensive overview of the research study is provided. It includes details on the research type, methods, techniques, instruments, research questions, study site, population, and procedure employed. Therefore, it presents the most important features about the methodology used in this dissertation.

2.1. Type of Research

The application of the eclectic method for the oral production sub-skill in elemental students will be based on the mixed approach as it “is based on a pragmatic paradigm that contemplates the possibility of combining quantitative and qualitative methods to achieve complementary results” Sanchez et al. (2019, p. 375). Consequently, its use has several advantages, such as the generation of a more complete and clarified idea of the problem, the increase in the validity of the data through statistics or perspectives, and the reduction of BIAS.

2.1.1. *Qualitative research*

In the present research, the qualitative method was implemented since it allows to collect abstract information. This method provides a deeper understanding of subjective aspects such as students' perceptions, feelings, or motivations, in this case, according to the teacher's considerations for the enhancement of elementary school students' oral production. That is why, qualitative research, through observations or interviews, is ideal for accessing experiences, interactions, and documents in their natural context and in a way that accommodates the particularities of those experiences, interactions, documents, and the materials in which they are studied (Gibbs, 2012 cited in Universidad Técnica de Machala, 2018).

2.1.2. *Quantitative research*

This study involves a quantitative method due to it is fundamental to determining numerical data for its subsequent analysis. For Sharique et al., (2019) quantitative research involves the methodical collection and evaluation of numerical data from a particular group to investigate matters concerning their conduct, perspectives, and attributes. Hence, the precision of the quantitative research facilitates compiling information about the feasibility of some strategies from the Eclectic Method to be applied according to the student's preferences.

2.2. Methods

This research makes use of two kinds of methods, which are deductive and inductive. They contribute to the development of the compilation of specific and general data in the elaboration of the project aimed at enhancing the oral production of elementary students at “Unidad Educativa Daniel Reyes” school.

2.2.1. Deductive method

Starting from the most general information to arrive at concrete reasoning is known as the deductive method. This research was used to identify problems related to the teaching of English to elementary students at the "Unidad Educativa Daniel Reyes" school through a survey and, with its application, to determine feasible strategies for them. Thus, the deductive method follows a synthetic process analysis, in which concepts, principles, definitions, laws, or general norms are presented from which conclusions or consequences are drawn in which they are applied; or particular cases are examined on the basis of the general assertions presented (Leiva, 2013).

2.2.2. Inductive method

The inductive method formulates a general reasoning from concrete premises. In this sense, to arrive at the assertion that students have a deficiency in oral production, it was necessary to carry out an inductive procedure with an interview. It allowed the identification of the teacher's considerations about the existence of problems in their oral expression skills and the provision of a new point of view. In other words, the inductive method is an analytic-synthetic process, which starts from the study of cases, facts, or particular phenomena to reach the discovery of a general principle or law that governs them (Leiva, 2013).

2.3. Techniques and instruments

This section is centered on the techniques and instruments utilized in this study. Both supply the required information to comprehend the students' situation in the deficiency of oral production at "Unidad Educativa Daniel Reyes" school. Therefore, the selected instruments were a semi-structured interview directed to the teacher of elementary students and a survey directed to the students.

2.3.1. Interview

The interview is a technique to obtain data that consists of a dialogue between two people: the interviewer (researcher) and the interviewee; to obtain information from the latter, who is, a person knowledgeable in the matter of the investigation (Leiva, 2013). Further, it is semi-structured because it contributes to specific data sought by the researcher and with additional and enriching information when warranted. Whence, the interview was applied to the English elementary teacher with the finality to obtain her perception of possible setbacks that could affect the students' shortcomings in oral production. Indeed, Karla in her thesis affirms that "an interview guide was outlined beforehand to achieve coverage of specific topics while leaving space for the interviewee to feel free to tell details and understand the flow of the interview." (Mata, 2022, p. 46)

2.3.2. Survey

The survey is an instrument to collect quantitative data from a controlled group. From this perspective, the survey was used to collect the views of elementary students at "Unidad Educativa Daniel Reyes" school in reference to the headway of an English lesson during class. In fact, for Leiva (2013), surveys are valuable for gathering data by using closed-ended

dichotomous and multiple-choice questions from numerous individuals and obtaining their personal opinions that interest researchers.

2.4. Research questions

- What are the most suitable strategies based on the eclectic method to enhance the oral production sub-skill of elementary students?
- How can the eclectic method enhance oral production in elementary students at "Unidad Educativa Daniel Reyes" school?

2.5. Study Site

For the present research, the "Unidad Educativa Daniel Reyes" school was selected as the study site, which is located in San Antonio, identified as a rural area from Ecuador. AMIE code: 10H00229. It offers a regular and public type of education at the Elementary, Middle, and High School levels. This institution is made up of 1,128 students and 58 teachers in the morning, afternoon, and evening shifts of the face-to-face modality. In addition, it follows the guidelines established by the Sierra regime since it is in the province of Imbabura, Ecuador.

2.6. Population & Sample

The target population of the research was the principal, the coordinator English teacher, and the 55 fourth graders of Educación General Básica (EGB) at "Unidad Educativa Daniel Reyes" school located in San Antonio, Imbabura, Ecuador, during the 2022-2023 academic year. This study group was divided into two parallels, "A" with 29 students and "B" with 26 students, the principal, and the coordinator English teacher, for a total of 57 participants; therefore, as the selected group does not exceed the quantity of 100 participants, it was not necessary to accomplish a probabilistic formula. These students are aged between 7-8 years and their mother tongue is Spanish. They study English as a foreign language at this school. Nonetheless, these children do not handle very well speaking skills, especially oral production, due to many factors such as a high affective filter, lack of motivation, and even unfavorable socioeconomic background.

2.7. Procedures

The present investigation has a mixed approach; thus, the data collection will be qualitatively and quantitatively. First, regarding the instruments' design, the interview was previously planned with all the questions written in time. In addition, the survey was elaborated in accordance with the theoretical framework of the present research because the techniques presented were required to identify students' knowledge of its application. Then, the instruments were validated by two professors who were not concerned with the thesis to acquire an authorization letter. It was sent to the "Unidad Educativa Daniel Reyes" school with the finality of receiving an acceptance letter. Once obtained, it was presented to the English teacher

and coordinator, who is the same person. After that, it was possible to apply the instruments. The first instrument was the interview, which was realized with the elementary English teacher for approximately 25 minutes. The second was the survey, which was applied to the elementary students from “Unidad Educativa Daniel Reyes” in about 50 minutes for its explanation and completion. Finally, the results were analyzed and tabulated for their interpretation in this research.

CHAPTER III: DATA ANALYSIS AND DISCUSSION

The present chapter provides the results obtained from the research instruments used. As this is a mixed research, quantitative and qualitative instruments were employed with the objective of collecting information to determine the feasibility of strategies based on the Eclectic Method to enhance oral production in elementary students at “Unidad Educativa Daniel Reyes”. On the one hand, a survey was conducted among the school's elementary students to find out which strategies based on the Eclectic method are most appropriate for them. On the other hand, two interviews were conducted with the principal in charge and the coordinator English teacher, which led to their considerations about the use of Eclectic Method in this environment. Hence, all the information gathered was valuable for developing and subsequent socialization of the didactic guide as the proposal of the present dissertation.

3.1. Vice-Principal’s Interview

The present interview was elaborated by the researchers and directed toward the vice-principal at “Unidad Educativa Daniel Reyes” school with research purposes for the subsequent proposal elaboration. This interview aimed to identify the vice-principal's point of view on the Eclectic Method to enhance oral production in elementary school students at “Unidad Educativa Daniel Reyes” school. It comprised six questions and was conducted in Spanish since the vice-principal does not speak English. However, it has been translated into English, and its interpretation is detailed below.

3.1.1. *Vice-Principal’s Interview Translated into English*

Question 1. Regarding your point of view, do you consider that English learning is important for the students in this institution?

According to the first question, the vice-principal at “Unidad Educativa Daniel Reyes” school stated that English learning is essential in developing students' academic skills since it is a language used worldwide and issued by the Ministry of Education in the national curriculum for all educational institutions.

Question 2. According to the National Curriculum guidelines published by the Ministry of Education, the exit profile for elementary students is pre-A1, corresponding to the Common European Framework of Reference for Languages (CEFR). Do you consider that elementary students reach this level without any drawbacks?

Regarding the guidelines set by the Ministry of Education, the vice-principal mentioned that primary school students can't reach the pre-A1 level due to the scarcity of didactic resources since public institutions such as these have no support texts for teachers or students. Thus, she added that teachers work with self-made guides and material that they provide because most of the institution's student population is of limited resources.

Question 3. From your point of view, what difficulties do you think these students have in reaching the pre-A1 level?

Concerning the students' difficulties in reaching the pre-A1 level, the vice-principal reasserted that the main one is the economic factor since it is impossible to demand or require the acquisition of support materials or collaboration to create an English laboratory. In addition, she indicated that the school is waiting for the national government to provide them with an innovative technological laboratory for learning English.

Question 4. Do you think Unidad Educativa Daniel Reyes has all the necessary resources to develop oral production, better known as speaking, to reach the pre-A1 level?

According to the question, the vice-principal mentioned that the institution has the resources provided by the teachers of the subject, which are not enough to meet the learning needs of each student. Moreover, she added that the rural area where the children come from strongly influences their English pronunciation, making it difficult for them to speak English since speaking is the most complicated skill.

Question 5. English consists of four skills: reading, writing, listening, and speaking. According to experts, speaking is one of the most challenging skills to develop. So, do you consider that innovative methods would help enhance the oral production of elementary students?

Regarding the hypothesis that innovative methods help to improve the oral production of elementary school students, the vice-principal fully agreed, stating that everything that has to do with educational innovation or innovative methodologies makes a 360-degree turn in students' learning.

Question 6. As vice-principal of this school, would you agree to allow English teachers to apply a didactic guide with activities based on an Eclectic Method made up of innovative methods that improve oral production?

Under the question, the vice-principal responded that the school is always open to anything that helps benefit the teaching-learning of the children. Likewise, she mentioned that there would not be any inconvenience if the students of Técnica del Norte University needed the institution's support since they are a support for the teachers.

3.1.2. Vice principal's interview summary

During the interview, the vice-principal concurred on the Eclectic Method to enhance oral production in elementary students at Unidad Educativa Daniel Reyes since they do not reach the pre-A1 level due to some difficulties related to economic factors. Thus, she stated that children cannot get the pre-A1 level corresponding to the CEFR due to the scarcity of

resources in public and rural schools such as this one, so teachers must create their own guides and work materials since they do not have books for any of the parts. Furthermore, she mentioned that the school is waiting for the provision of an English lab from the government, which has not yet been granted. Finally, she stated that the teacher's material was insufficient, so she was asked to consider an eclectic method composed of different innovative methods that would help enhance the student's oral production, to which she fully agreed. To summarize, the vice principal agreed to allow English teachers to apply a didactic guide with activities based on an Eclectic Method composed of innovative methods that improve oral production.

3.1.3. Vice-principal's interview discussion

In the interview, the vice-principal emphasized her concern for the challenges the English teaching-learning process faces in the low-income socioeconomic context of the "Unidad Educativa Daniel Reyes" school. First, she pointed out how necessary the collaboration of the government to effectively develop the foreign language curriculum in public and rural schools such as this one, which has not occurred to date since it has not received sufficient support in terms of books or adequate spaces for optimal learning. Likewise, Du Plessis and Mestry (2019) asserted that creating a conducive learning environment plays a crucial role in student achievement, so the government must provide adequate financial and human resources to maintain this desired learning environment capable of producing quality students. Second, she mentioned that oral production is the most complex skill for these students from rural sectors. Indeed, Rao (2019) stated that English Language Learners (ELLs) must devote significant time and effort to honing their speaking skills, as these skills require consistent and deliberate practice to master. In this sense, their origin can influence their pronunciation, but this particular skill is the one that needs more dedication due to its degree of complexity, whether for the rural or urban sector. Finally, the vice-principal concurred that employing innovative methods to enhance students' oral production could bring about a significant transformation. As well, Eli (2021) concluded that innovative and interactive teaching methods respond to the needs of today's students, who are fascinated by technology and modernity, making them vital to creating an enjoyable learning experience in a favorable environment. Therefore, considering these theoretical bases, the challenges faced by the "Unidad Educativa Daniel Reyes" school could be met with an eclectic method comprised of innovative methods.

3.2. English Area Coordinator Teacher Interview

This interview was directed to the English Area Coordinator Teacher at "Unidad Educativa Daniel Reyes" school. The objective of the interview was to collect data to identify the coordinator and teacher's points of view on enhancing oral production in elementary students to develop the proposal. It contained a total of 11 questions and was conducted in English because the coordinator speaks this language as she is also an English teacher in the institution, in addition, the interview lasted 8 minutes and all the questions were clearly answered.

3.2.1. English Area Coordinator Teacher's Interview interpretation

Question 1. Do you consider that elementary students reach the Basic English level according to the Common European Framework of Reference (CEFR), which is the pre-A1?

Regarding this question related to the level of English that elementary students should have at the end of the scholar year, the English Area Coordinator Teacher mentioned that students do not have the level that they should have because at “Unidad Educativa Daniel Reyes” School, they just have three hours of English per week, and they do not have enough time to develop all of the strategies that students need, and for this reason, they do not have the opportunity to reach that level.

Question 2. From your point of view, what difficulties do you think students have in reaching the pre-A1 level?

In response to this question, which focuses on students' difficulties in reaching the required English level, the Coordinator Teacher mentioned that students should have more time to practice because time is the principal thing they do not have to waste. Moreover, the institution does not have resources and extra materials such as books from the government or something like that, and the teachers have to look for material for students.

Question 3. According to the previous questions, what are the students' limitations to develop oral production?

This question was related to students' limitations in oral production. In response, the English Area Coordinator Teacher expressed that the students are shy, do not want to talk, and sometimes believe they can commit errors or mistakes if they speak. In addition, they do not have enough vocabulary, and even though the teacher teaches them new words, they do not learn. For this reason, developing their oral production is the principal limitation.

Question 4. Do you think Unidad Educativa Daniel Reyes has all the necessary resources to develop the pre-A1 level?

In response to this question focused on English resources at “Daniel Reyes” school, the English Area Coordinator Teacher stated that the institution does not have the resources because there is no English lab, speakers, books, or printer. The teacher should look for resources for the students, and sometimes teachers ask the students to bring their copies or things like that, but they do not have money and said many excuses not to get the material.

Question 5. As coordinator of the English area, what strategies are applied in 4th grade for elementary students?

Regarding this question, the English Area Coordinator Teacher mentioned that the best method to work with 4th-grade students is to look for easy strategies for them to understand English, such as pictures, singing songs, group works, easy games, and no more strategies because as she mentioned before they do not have time, books, and materials, and the teacher only works with his material.

Question 6. What methods do you think are effective with students when you teach?

The sixth question was about the effective methods to teach English. The English Area Coordinator Teacher expressed that grouping is a good method because when students work in groups, they work better. Furthermore, another good method is working with technology, it is good for students, and although we do not have it in the school, sometimes they work with the teacher's computer, showing students some games with it, and they seem more interested in the class.

Question 7. What strategies from those methods are focused on improving oral production?

In response to the seventh question about methods mentioned by the teacher focused on improving oral production. The English Area Coordinator Teacher stated that she has used many activities to improve oral production in students, for example, repetition, such as singing songs where students have to listen first, and after that, they have to pronounce, or sometimes she says the word, and they repeat it or a phrase especially with kids it is an excellent strategy because they do not know how to write a word, but they know how to pronounce it.

Question 8. What kind of activities do you consider students like the most during the class?

This question was related to the activities used during an English class and which students liked the most. The English Area Coordinator Teacher mentioned that during a lesson, students like to see pictures and pronounce words, sing songs, or play games according to the topic in the class. She also emphasized that students usually do not want to write because they commit errors.

Question 9. Considering this, do you think the class environment contributes to the learners' engagement? Why/Why not?

Regarding this question about the class environment and its influence on students' engagement with the lesson, the English Area Coordinator expressed that the space does not contribute to it because it is small, and in the institution, there are almost 30 or 32 students per

course, and the area is small. For this reason, this environment is not adequate for learning English; on some occasions, teachers have to go out of the class or decorate this small area with pictures in English, but it is not the same as in another block in Santo Domingo where there is a space for teaching English where students go to the class and enjoy working and learning English. Still, in the principal block in San Antonio, teachers do not have an adequate space to teach English.

Question 10. In addition, do you consider that body language influences students' comprehension? Why/Why not?

In response to this question focuses on the use of body language and its influence on students' comprehension. The Coordinator Teacher expressed a positive answer, saying that as they do not understand English at all when they are learning, body language helps them to understand better because sometimes the teacher makes some movements and it helps students; in this profession, the teacher becomes a dancer or a kind of clown to make lessons more attractive and easier for students.

Question 11. As coordinator and teacher, would you consider applying a didactic guide with activities based on the Eclectic Method, which integrates Suggestopedia, Total Physical Response, and the Natural Approach, which will contribute to enhance students' oral production development?

This question focuses on implementing a didactic English guide based on an Eclectic Method to contribute to enhance students' oral production; the English Area Coordinator provided a positive reaction because she said that it is a good option and an excellent proposal to help students improve their oral production. In addition, she mentioned that Everything that other persons do will contribute to this institution, and she will apply it to students. She is sure that by using it, students will improve and get better oral communication results.

3.2.2. English Area Coordinator Teacher's Interview Summary

This interview shows results about the necessity of material for elementary students at "Unidad Educativa Daniel Reyes" school. According to the English Area Coordinator Teacher, the level target by the Ministry of Education for elementary students, which is the pre-A1 level, is not reached because the institution has some problems, and students do not understand English very well. Furthermore, the lack of material and adequate space make it difficult to teach a lesson because students do not concentrate on learning; in this sense, the coordinator mentioned that working with big groups of students is challenging. Also, she expressed that the time per week does not contribute to students' knowledge. In addition, the coordinator teacher stated that during a lesson, it is crucial for students that teachers implement adequate strategies to make the lesson less heavy, such as forming groups to discuss the class or repeating

phrases after the teacher, which are good options to improve and help students with their oral production during the lessons.

3.2.3. English Area Coordinator Teacher's Interview Discussion

During this interview, the English area coordinator teacher discussed many interesting topics related to the situation of the English subject in the institution, such as the lack of implements, materials, and space to work and the difficulties of teaching English as a foreign language and students' level in oral production. First of all, it is well known that teachers need enough implements to make a class more interesting for students, according to Nurchalis et al. (2021), language laboratory improves communication through monologues, dialogues, and group discussions. Furthermore, Bosco et al. (2020) suggest that effective classroom management, the use of audio-visual aids, and integrating technology can motivate language learners. In other words, extra supplies such as laboratories or other ways of technology are important to teach English effectively during a lesson. It is important to consider students' anxiety when they are speaking or if a teacher asks for participation during the class, in this sense, (Rajitha & Alamelu, 2020) mentioned that during English-speaking activities, students experience high levels of anxiety. This anxiety is heightened during speaking tests compared to other skills. It means that students have anxiety because they have a fear of committing an error when they speak or try to answer the teacher's questions.

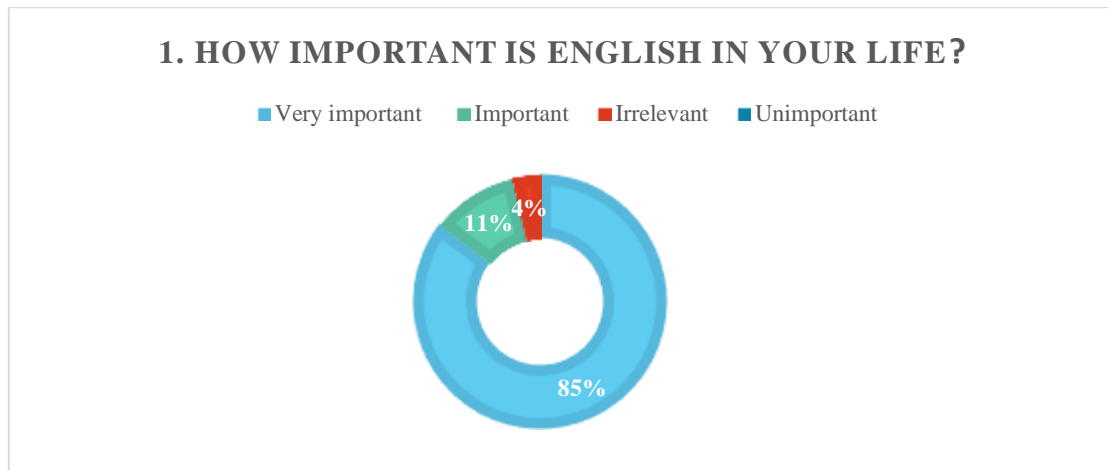
3.3. Students' Survey

The present survey was performed by the researchers and directed toward the elementary students at "Unidad Educativa Daniel Reyes" school with research purposes for the subsequent proposal elaboration. This survey aimed to determine the feasibility of strategies based on the Eclectic Method to enhance oral production in these students at "Unidad Educativa Daniel Reyes" school. The survey was guided and was comprised eight questions, it was conducted in Spanish since the students did not manage well the language. However, it has been translated into English, and its interpretation is detailed below.

3.3.1. Students' Survey Interpretation

Figure 3

Question 1



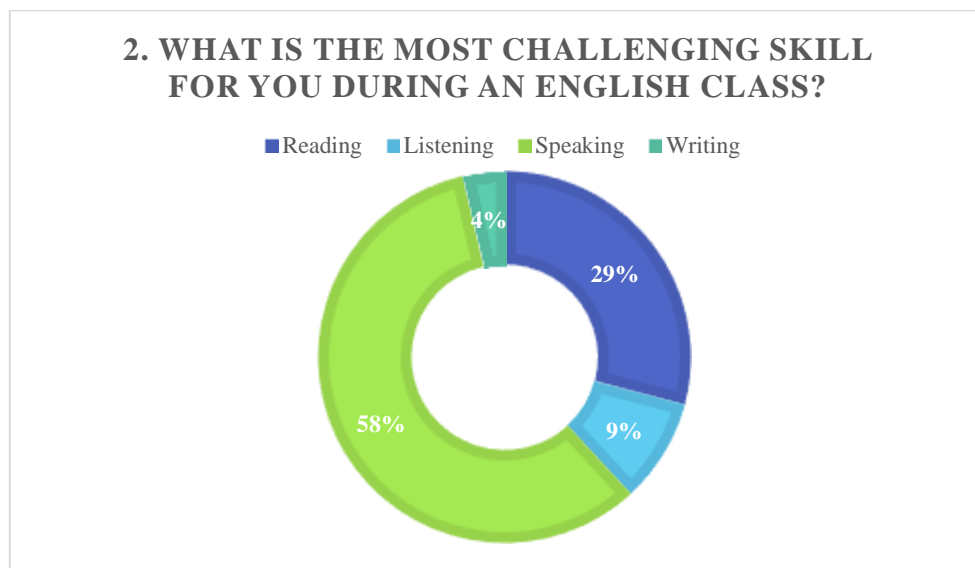
Note. Researchers' elaboration. Source: Students' survey 2023.

Interpretation

According to the first question about the importance of English in the lives of elementary students at "Unidad Educativa Daniel Reyes" school, the English language was considered important for most of them. More than half of the participants stated that it is very important, with 85%; a sizeable minority, about 11%, considered this language important; just 4% affirmed that it was irrelevant to their lives; and none of them stated it was unimportant.

Figure 4

Question 2



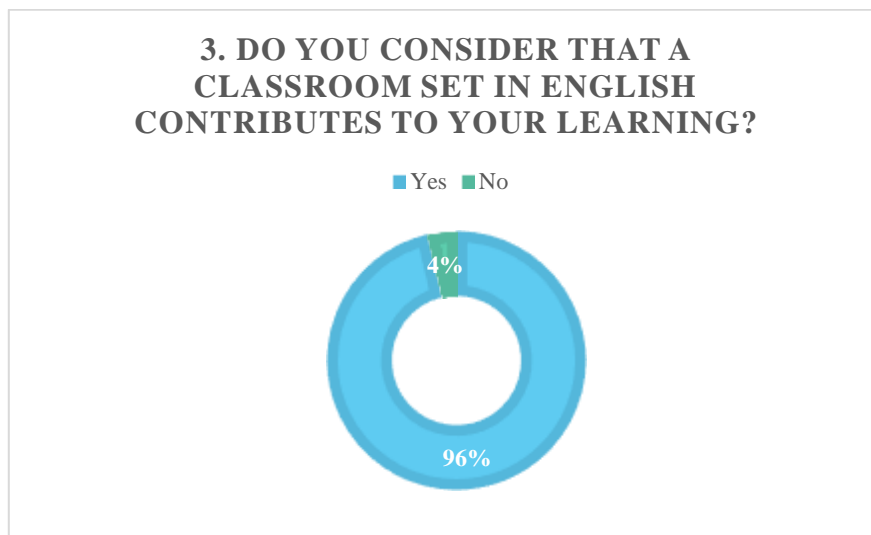
Note. Researchers' elaboration. Students' survey 2023.

Interpretation

Concerning the second question, which asks what the most challenging skill for fourth graders at "Unidad Educativa Daniel Reyes" school during an English class is, speaking skill was the most difficult for them. A significant proportion of participants, 58%, established that speaking is more complex than writing, listening, or reading, 29% indicated that reading is more complicated than the others, 9% of the students chose listening, and only 4% to writing as their most challenging option.

Figure 5

Question 3



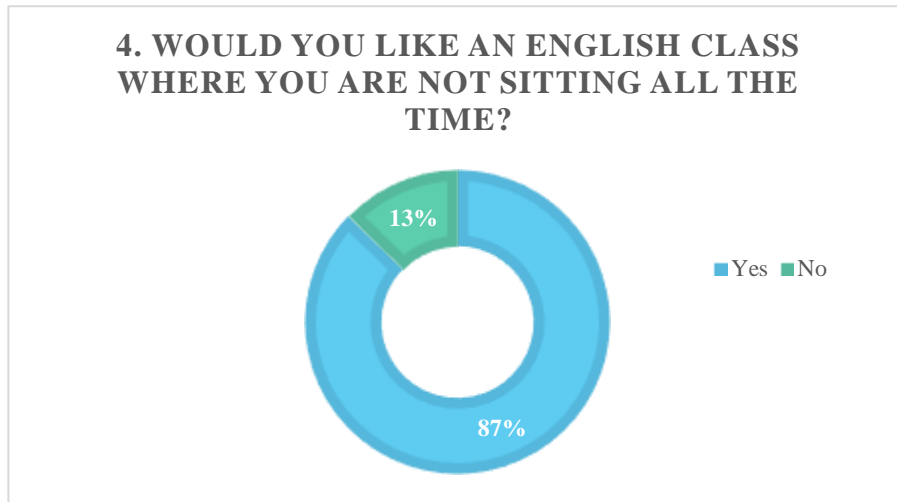
Note. Researchers' elaboration. Students' survey 2023.

Interpretation

Regarding the third question, which refers to whether a classroom set in English contributes to student learning, almost all fourth-grade students at "Unidad Educativa Daniel Reyes" school felt it would contribute positively. An overwhelming majority of the participants, i.e., 96%, chose the affirmative option, whereas only 4% opted for the negative.

Figure 6

Question 4



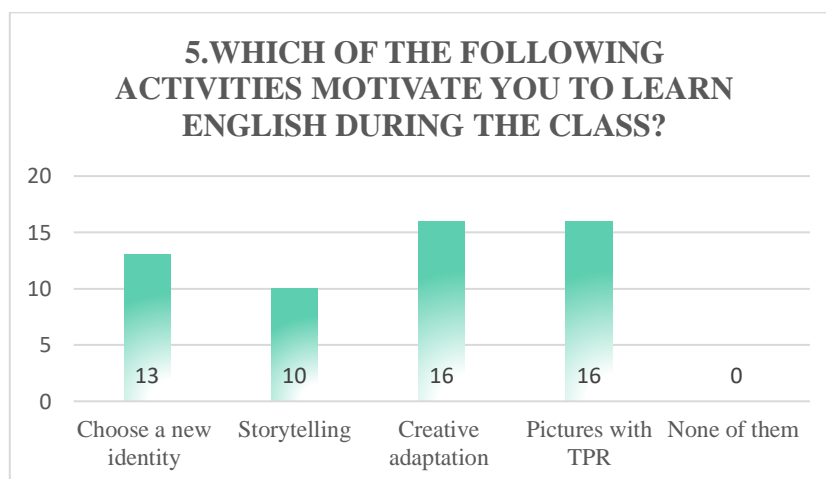
Note. Researchers' elaboration. Source: Student's survey 2023.

Interpretation

The question was related to students' sitting preferences during an English class. Figure 6 demonstrates a particular preference to avoid sitting all the time because the vast majority of fourth-grade students from Daniel Reyes school, 87% of the population, express that they are interested in being part of a class where they can move rather than sit all the time. Additionally, a small group of students, 13%, answered that they did not prefer being part of a class like this and were comfortable sitting during the lesson. In conclusion, students from fourth grades A and B tend to be more active; for this reason, maintaining them active during an English class is important to create a good atmosphere where they can learn better.

Figure 7

Question 5



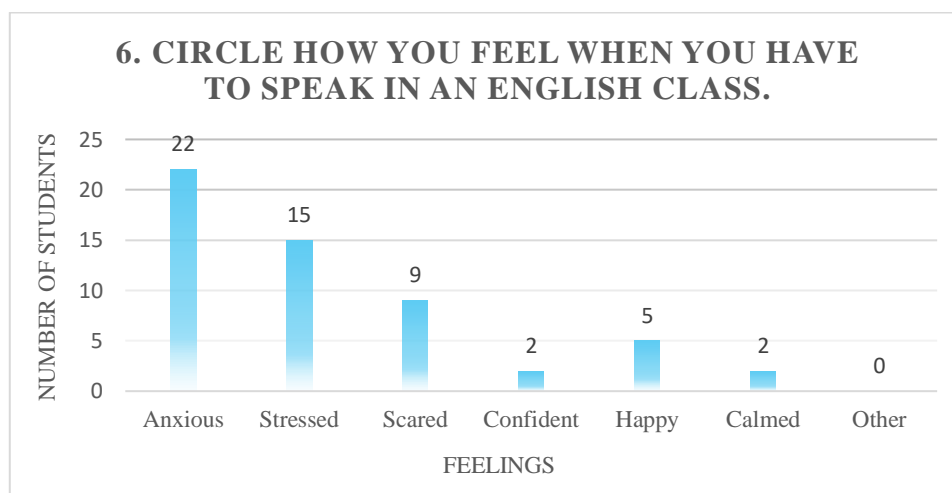
Note. Researcher elaboration. Source: Student's survey 2023.

Interpretation

Figure 7 provides information about activities from different methods and approaches that motivate students to learn English and pay attention during a lesson. Of fifty-five students surveyed, 13 mentioned that they preferred the activity “Choose a new identity,” representing 24% of people surveyed. Ten students, representing 18% of the population, selected “Storytelling” as their most interesting activity, “Questions about physical characteristics” and “Pictures with TPR” activities were tied because a total of 16 students selected each one, representing 29% each, which shows that these activities are the most interesting for the students. In this graph, each activity was selected. In other words, students consider that all of them will contribute to their motivation during an English lesson.

Figure 8

Question 6



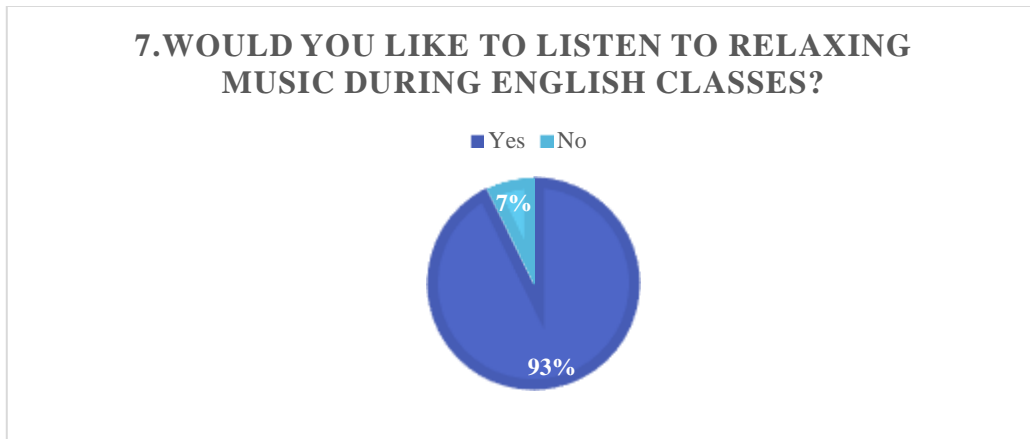
Note. Researchers' elaboration. Source: Students' survey 2023.

Interpretation

According to the sixth question on how the elementary students at "Unidad Educativa Daniel Reyes" school feel when they have to speak in English classes, most students affirmed they feel anxious. Out of the 55 participants, it was revealed that 22 of them were experiencing anxiety, while 15 expressed feelings of stress. Additionally, 9 participants reported feeling scared, while only 5 mentioned feeling happy. Interestingly, only 2 participants stated they felt confident, and another 2 indicated they felt calm.

Figure 9

Question 7



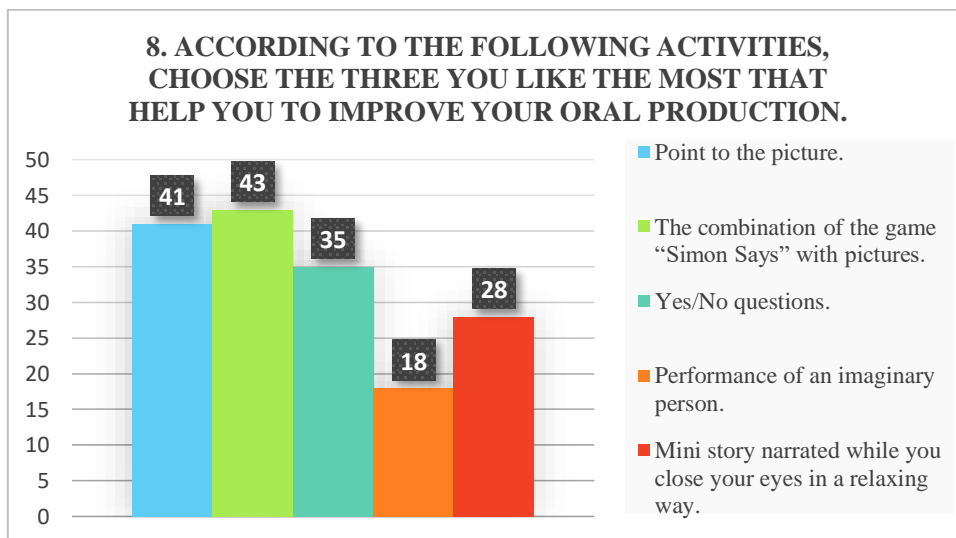
Note. Researcher elaboration. Source: Student’s survey 2023.

Interpretation

The question was related to the environment of the class. In this question, students had to select if they would be interested in listening to relaxing music during the English lessons. For this reason, figure 9 represents students’ selection for the question. On the one hand of fifty-five students, 93% mentioned that they agreed with this; in other words, 51 students chose the option that would contribute to their learning and make the class less heavy for them. On the other hand, four students represent the 7% that disagreed with this question and preferred to continue in a traditional lesson without relaxing music, having only the teacher’s voice during all the classes.

Figure 10

Question 8



Note. Researcher elaboration. Source: Student’s survey 2023.

Interpretation

This graph shows activities that help students improve their oral production during an English lesson. In this question, each student selected the three they liked the most. Of five options, forty-one students selected “Story narrated by the teacher with gestures” as one of the three activities; forty-three chose “The combination of the game Simon says with pictures” as one of their answers; thirty-five people surveyed considered “Sitting on the floor in a circle during a lesson” is an exciting activity to enhance oral production, only eighteen students thought that “Performance of an imaginary person” is an interesting activity to do during the class, and twenty-eight of fifty- five students said that “Mini story narrated while you close your eyes in a relaxing way” is an activity that will help them to improve oral production in an English lesson. This graph illustrates that of five different activities to improve oral production in students, the three most liked were the first three, with 25%, 26%, and 21%, respectively.

3.3.2. Students’ Survey Summary

The survey outcomes applied to the elementary students at “Unidad Educativa Daniel Reyes” school provided essential information on the English language in their lives and the most feasible strategies to address it based on the Eclectic method to enhance oral production. First, the fourth graders recognized that English is important to their lives, with 85% considering it very important. Second, speaking skill was the most challenging between reading, writing, and listening, with 58%. Third, 96% of the students considered that a class set in English contributes to their language learning process. Fourth, sitting not all the time in an English class was the most chosen option with 87%. Fifth, just as "Creative adaptation" was the most attractive activity for the students with 29%, "Pictures with TPR" was also preferred by them with 29%, while “Choose a new identity” was chosen by 24% and “Storytelling” by 18% of these students. Sixth, 22 students claimed to feel anxious when they have to speak English, as most of the survey respondents expressed feeling anxiety, stress, and fear. Seventh, 93% affirmed they would like to be in an English class with relaxing music in the background. Finally, in the last question, “Point to the picture”, “Simon Says with pictures” and “Yes/No Questions” activities were the three they like the most to improve oral production since approximately 41 students opted for the way in which these strategies are applied.

3.3.3. Students’ Survey Discussion

The findings obtained from the survey show important information related to the improvement of speaking skills using different strategies during the class. According to Al-Sobhi and Preece (2018), it is crucial for students to possess proficient oral communication abilities, and for educators to possess effective teaching strategies for spoken language. However, it is not easy to find the right strategies for all students to learn at a similar pace, as many of these are based on a single teaching method. Furthermore, the survey gave essential information that many of the respondents think that the strategies used with them are not attractive and need ones that are eye-catching and make the class more interesting and break

the monotony, taking into account this, Pawlak et al. (2020) stated that engagement is a complex phenomenon and a vital component of the learning process. In the same way, engagement is an important component to motivate students to learn and participate in different activities during the class in addition music plays another important role during an English lesson because it helps students to relax and concentrate in the class, according to Ejeng et al. (2020) music provides an adaptable approach for language learning that can alleviate the burden of acquiring a new language. Moreover, it can serve as an efficient method to enhance speaking, listening comprehension, vocabulary, and overall language skills.

3.4. General Discussion

Based on the previously presented data collected from quantitative and qualitative instruments carried out at “Unidad Educativa Daniel Reyes” school, it was possible to demonstrate the necessary improvement of oral production in English language teaching. The data consists of three parts: survey findings, an interview with an English area coordinator teacher, and concerns raised by a vice-principal in a low-income context. Thus, the goal was to synthesize this information and show the interconnectedness of these issues and the need for innovative approaches to address them effectively.

First, the survey conducted with the elementary students highlights the importance of using different strategies to enhance oral production during classroom instruction. It emphasizes the need for students to have proficient oral communication abilities and for educators to use effective teaching strategies since, according to (Enríquez, 2021) incorporating innovative techniques ensures that the educational experience is not solely theoretical but also hands-on to establish a favorable learning atmosphere and inspire pupils to express themselves in language proficiently. However, it also revealed the challenge of finding the right strategies that cater to the diverse needs of students. Many respondents desired more engaging teaching strategies, such as music, which was identified as a valuable tool that can help students relax, focus, and learn language more effectively.

Second, the interview with the English area coordinator revealed the challenges educators face in teaching English as a foreign language. It underscored the necessity of sufficient resources, materials, and technology to create engaging student lessons. Indeed, the Ministry of Education (2016) asserts that for effective language learning, access to physical language resources such as books, newspapers, magazines, encyclopedias, posters, CD-ROMs, and the internet is crucial since, in EFL contexts, learners have limited exposure to the language outside of the classroom. Moreover, the interview also discussed the anxiety of students during speaking activities due to different factors such as fear of making a mistake or pronouncing properly, which raise this anxiety and can hinder oral production ability. Likewise, Churuchumbi (2020) mentioned that it is widely recognized that anxiety has a significant impact on the EFL learning process, leading to forgetfulness and errors among learners, even those who already possess the requisite knowledge.

Third, the interview with the vice-principal was centered on the importance of fostering government collaboration in developing foreign language curricula for public and rural

schools. She pointed out the complexity of oral communication, which implies significant dedication and effort to acquire it, especially for students hailing from rural areas with low-income socioeconomic backgrounds because students' foreign language skills cannot be enhanced efficiently due to the insufficient effectiveness of the material content (Khairul, 2020). Therefore, employing innovative methods is crucial to improving students' oral production, a notion supported by advocates of creative and interactive teaching methods that respond to the needs of current learners.

In summary, the discussions emphasized the interconnectedness between the challenges, strategies, and potential solutions in enhancing speaking skills in English language education. To effectively address these complexities, an eclectic method that comprises innovative teaching methods is proposed. This method recognizes the importance of engagement, active learning, and a supportive learning environment. It also stands out the need to adapt teaching strategies to cater to the diverse backgrounds and needs of students.

CHAPTER IV: PROPOSAL

This chapter provides an academic guide that aims to enhance the oral production skills of elementary students enrolled at the "Unidad Educativa Daniel Reyes" school. This proposal utilizes an Eclectic method comprising strategies from different methods grounded in theoretical foundations of oral production. Moreover, the input gathered from interviews with the vice-principal and English coordinator teacher and a survey administered to the students informed the development of this proposal.

INTRODUCTION

During the English language learning process, oral production provides the opportunity to interact with others by sharing ideas, thoughts, or feelings. In other words, it facilitates communication, the primary goal of learning a language. Nonetheless, in several cases, it becomes a challenge and does not allow students to reach the pre-A1 level established by the Ministry of Education according to the CEFR due to the lack of resources. For this reason, the present teacher's guide proposes applying an Eclectic method of engaging strategies to enhance oral production as a helpful tool for the elementary teachers and students at "Unidad Educativa Daniel Reyes" school. In this manner, during the data collection phase, some strategies from the Natural Approach and the Suggestopedia and Total Physical Response methods were selected based on the student's preferences in the school. Thus, this didactic resource is composed of 4 units that include 3 lessons, each one with pre-, during, and post-stage activities in order to comply with the phases of learning and ensure successful learning. Therefore, the present proposal seeks to enhance oral production in elementary school students through an innovative Eclectic method.

JUSTIFICATION

Improving students' oral production in different schools has become increasingly challenging in today's educational landscape. In this way, it has become necessary to implement innovative strategies that go beyond traditional methods. Therefore, various creative strategies have been chosen to motivate students to learn and enhance their oral communication skills. Thus, this guide has been designed to support educators in improving their students' oral English proficiency enjoyably and engagingly, all within the allotted teaching hours.

OBJECTIVES

GENERAL OBJECTIVE

- Enhance oral production in elementary students through the application of an Eclectic Method.

SPECIFIC OBJECTIVES

- Establish the most appropriate strategies to improve oral production.
- Use strategies from the Natural Approach, Suggestopedia, and Total Physical Response Methods.
- Motivate students to produce the spoken language in an enjoyable way.

CONTENTS

UNIT 1: HELLO EVERYONE!

Lesson 1: Let's meet!

Lesson 2: Our school.

Lesson 3: Let's do it!

UNIT 2: IT IS TIME TO EAT

Lesson 1: Let's eat!

Lesson 2: Rice or potatoes.

Lesson 3: I always eat carrots!

UNIT 3: MARIMBA

Lesson 1: Amazing instruments.

Lesson 2: I can!

Lesson 3: I like to play the Piano.

UNIT 4: OCCUPATIONS

Lesson 1: Occupations.

Lesson 2: My family jobs.

Lesson 3: My future job.

UNIT 1:



HELLO EVERYONE!



Learning Objectives

At the end of the unit, students will be able to :

- Use the verb to be (am, is, are).
- Use prepositions of place.
- Recognize basic adjectives to describe people.

Description of CEFR

**BASIC
USERS
A1**

Can introduce him/herself and others can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has.

LESSON 1:

let's meet!



Teacher strategies:

- Commands -> Natural Approach
- Imperative drills - > TPR
- Role play -> Suggestopedia Method

TEACHER AND STUDENT'S ROLES

Teacher:

- Facilitator
- Guidance
- Support
- Provide Feedback

Student:

- Self-Direct Learning
- Responsible
- Active participant
- Receive Feedback

Learning Objective:

- At the end of the lesson, students will be able to use the verb to be (am, is, are) to identify people in different activities during the class.

DESIRABLE RESULTS

Students will be able to:

- Respond to "Who is he?"
- Use correctly the different forms of the verb to be (am - is - are)

Resources:

- Flashcards
- Board
- Markers

UNIT 1:

HELLO EVERYONE!

LESSON 1:

Let's meet!



CLASS PROCEDURE

BEFORE: CONTROLLED

Teacher: Show some flashcards of people that students could find in the school.

Students: Look at the pictures and guess who is the people in the flashcards.



DURING: SEMI-CONTROLLED

Teacher: Encourage students to start speaking.

Students: Start speaking by themselves.

AFTER: FREE

Teacher: Show flashcards of different people in the school, then ask "Who is he/she?"

Students: Answer the questions saying "He/she is a"

UNIT 1:

HELLO EVERYONE!



BEFORE

Activity 1.- Observe the pictures and repeat after your teacher.



He is a teacher.



She is a teacher.



He is a principal.



She is a principal.



They are doctors.



We are classmates.



Teacher: Modelate students' pronunciation.



DURING

Activity 2.- Read and speak. Read the sentences below.

He is a teacher.

Mary is a doctor.

We are friends.

They are my classmates.

I am a student.



Teacher: Check students' pronunciations.

Activity 3.- Match each sentence with a picture.



She is a teacher.



He is a doctor.



We are friends.



They are my classmates.



I am a student.



AFTER

Activity 6.- Speaking time! Listen to your teacher and answer the question.



Teacher: Point to each picture and ask, "Who is she/he?"



He is a
She is a
They are
We are



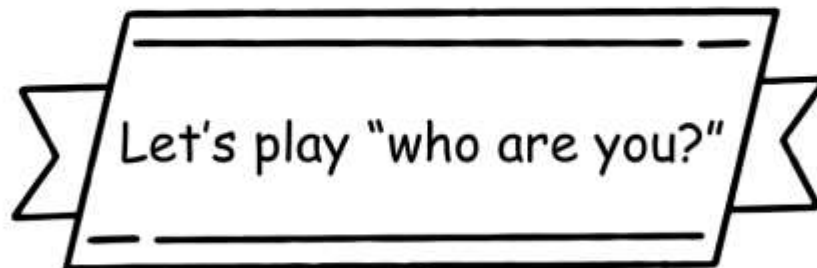
Activity 7.- Let's play "who are you?"

- Choose a flashcard of the people you learned about during the class.
- Be careful; don't look at it.
- Stand in front of the class.
- Place the flashcard in front of your classmates so they can tell you who you are!

* Use the phrase: He... is or She is....



EVALUATION RUBRIC



Indicators	Excellent (2.5)	Good (2)	Regular (1.5)	More Practice (1)
Vocabulary	Excellent language control with a few mistakes or non-existent but do not affect comprehension, as the lexicon is extensive.	Good language control with mistakes present which may affect meaning but not comprehension.	Weak language control and basic vocabulary selection, with some words noticeably absent that can affect comprehension.	Poor language control with significant mistakes that considerably hinder comprehension.
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Score				



LESSON 2:

Our school.



Teacher strategies:

- Commands -> Natural Approach
- Realia - > TPR
- Role play -> Suggestopedia Method

TEACHER AND STUDENT'S ROLES

Teacher:

- Facilitator
- Guidance
- Support
- Provide Feedback

Student:

- Self-Direct Learning
- Responsible
- Active participant
- Receive Feedback

Objective:

- At the end of the lesson, students will be able to use prepositions of place to describe different places in the school.

DESIRABLE RESULTS

Students will be able to:

- Describe their school using prepositions of place such as between, next to, in front of, above, and behind.

Resources:

- Flashcards
- Board
- Markers

UNIT 1:

HELLO EVERYONE!

LESSON 2:



Our school.

CLASS PROCEDURE

BEFORE: CONTROLLED

Teacher: Use soft background music, arrange the chairs in a semi-circle to encourage a sense of community, and distribute colorful pictures or flashcards depicting different parts or rooms of a school.

Students: Share their thoughts and feelings about each image without worrying about accuracy.



DURING: SEMI-CONTROLLED

Teacher: Confidently and engagingly, models the correct usage of prepositions in describing different school locations. Use gestures, intonation, and movement to make the language memorable and enjoyable.

Students: Practice learned vocabulary.

AFTER: FREE

Teacher: Assign a creative task, such as creating a simple skit or drawing a map of the school with labels and prepositions.

Students: Use the learned vocabulary.

UNIT 1:

HELLO EVERYONE!

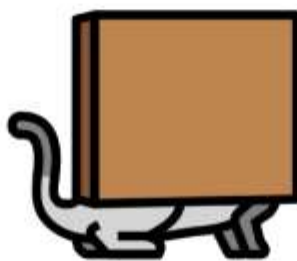
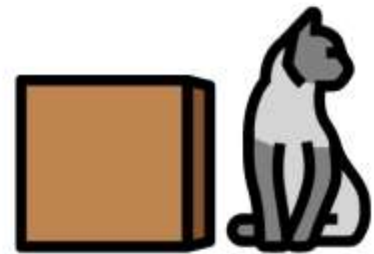
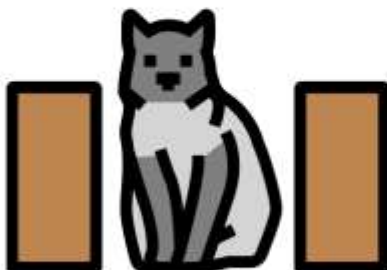
**BEFORE**

Activity 1.- Watch the video and repeat each preposition of place.

<https://www.youtube.com/watch?v=niPyVnC6W5g>



Activity 2.- Look at the images and repeat after your teacher!

**BEHIND****UNDER****NEXT TO****BETWEEN****ABOVE**



Activity 3.- Look at the pictures and match them with the names on the box.



Playground - Teachers' lounge - Bathroom -
Classroom - Principal's Office - Library.





DURING

Activity 4. - Observe the map, then answer the questions. Use the prepositions of place in activity 2.



- Where is the cafeteria?
- Where is the Mrs Jone's room?
- Where is the gym?
- Where is the bathroom?

**AFTER**

Activity 5.- Let's answer! Answer to your teacher questions about the school on the map. Be ready to respond.



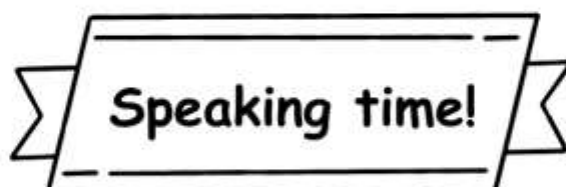
Teacher: Where is the bathroom?

Activity 6.- Speaking time! Draw your school. Then, describe your drawing to the class using the prepositions of place you learned.





EVALUATION RUBRIC



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Score				



LESSON 3:

Let's do it!



Teacher strategies:

- Listen and do -> TPR
- Storytelling -> TPR
- Creative adaptation -> Suggestopedia Method

TEACHER AND STUDENT'S ROLES

Teacher:

- Facilitator
- Guidance
- Support
- Provide Feedback

Student:

- Self-Direct Learning
- Responsible
- Active participant
- Receive Feedback

Objective:

- At the end of the lesson, students will be able to use basic adjectives such as happy, sad or angry to describe people.

DESIRABLE RESULTS

Students will be able to:

- Use the vocabulary of emotions.
- Answer the question, "How are you feeling today?"

Resources:

- Flashcards
- Board
- Markers

UNIT 1:

HELLO EVERYONE!

LESSON 3:

Let's do it!



CLASS PROCEDURE

BEFORE: SEMI-CONTROLLED

Teacher: Introduce the topic of feelings and emotions in a friendly way.

Students: Discussion about everyday emotions.



DURING: CONTROLLED

Teacher: Conduct a "concert session" where the teacher models the pronunciation, intonation, and expression associated with different feelings and emotions. Use gestures, facial expressions, and body language to enhance understanding.

Students: Practice the learned vocabulary.

AFTER: FREE

Teacher: Assign a creative task where students express their feelings through art, writing, or a short performance.

Students: Use the learned vocabulary.

UNIT 1:

HELLO EVERYONE!

**BEFORE**

Activity 1.- Watch the video and sing with your classmates.

<https://www.youtube.com/watch?v=a1NIWCrOR-k>



Activity 2.- Match each emoji with an adjective.

**Surprised****Sad****Angry****Happy**

**DURING**

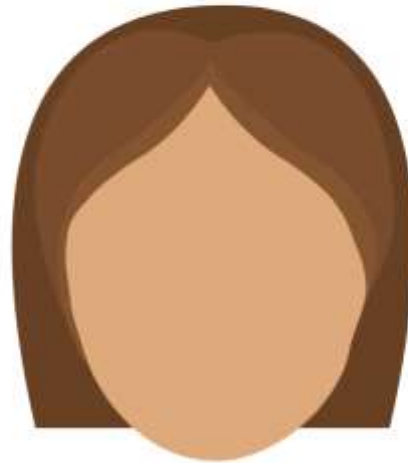
Activity 3. - Listen to the story about Mr. Peppe Rabbit and underline all the adjectives you know.



Once upon a time, Mr. Peppe Rabbit lived in a cozy burrow. Every day, he was a happy rabbit, hopping around the green meadow. One sunny morning, he found a big, juicy carrot that made him even happier. But later, a strong wind blew away his favorite hat, and he felt sad. Just as he thought he had lost it forever, a kind squirrel found it and returned it to him, making Mr. Peppe Rabbit very surprised and happy again. However, he felt a bit angry when he saw naughty little bunnies munching on his carrot. Despite all the ups and downs, Mr. Peppe Rabbit's day ended with a smile on his face.



Activity 4.- Listen and do! Draw the adjective that you hear.





EVALUATION RUBRIC



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Score				



UNIT 2:



IT IS TIME TO EAT.



Learning Objectives

At the end of the unit, students will be able to :

- Understand “this is a vs. this is an”
- Likes and dislikes.
- Recognize adverbs of frequency (usually, always, sometimes).

Description of CEFR

**BASIC
USERS**
A1

Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

LESSON 1:

let's eat!



Teacher strategies:

- Point to -> Natural Approach
- Commands -> TPR
- Creative adaptation -> Suggestopedia Method

TEACHER AND STUDENT'S ROLES

Teacher:

- Facilitator
- Guidance
- Support
- Provide Feedback

Student:

- Self-Direct Learning
- Responsible
- Active participant
- Receive Feedback

Objective:

- At the end of the lesson, students will be able to use "this is a" and "this is an" to describe a picture of food.

DESIRABLE RESULTS

Students will be able to:

- Use there is and there are properly.
- Recognize food vocabulary.

Resources:

- Flashcards
- Board
- Markers

UNIT 2:

It is time to eat!

LESSON 1:

let's eat!



CLASS PROCEDURE

BEFORE: CONTROLLED

Teacher: Introduce the topic of food casually, pointing to images or realia of different food items. Employ commands to introduce new food-related vocabulary. For example, "Point to the apple" or "Show me where the bananas are."

Students: Students respond with the appropriate gestures or actions.



DURING: SEMI-CONTROLLED

Teacher: Engage students in a group activity using relaxing music where they point to different food items in response to commands.

Students: Use the learned vocabulary.

AFTER: FREE

Teacher: Have students work in pairs to create a dialogue using "there is" and "there are" in the context of a restaurant or kitchen scenario.

Students: Use the learned vocabulary.

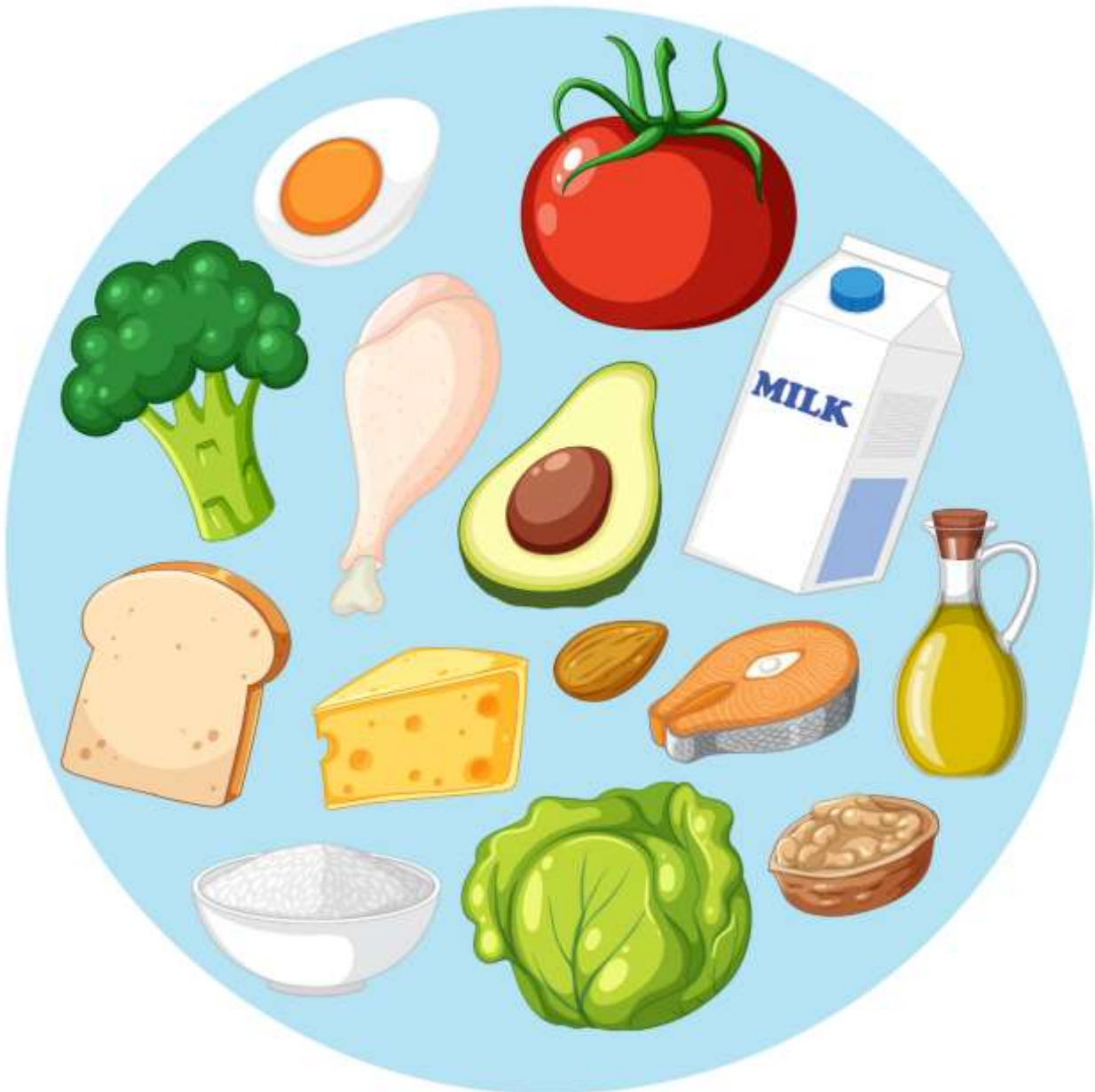
UNIT 2:

It is time to eat!



BEFORE

Activity 1.- Look at the pictures and describe the food you know using "there is a, and there is an."



This is a
This is an



Activity 2.- Match the pictures with the sentences.



There are four eggs.



There are some loaves of bread.



There is a piece of bacon.



There is a bowl of cereal.



There is a can of milk.



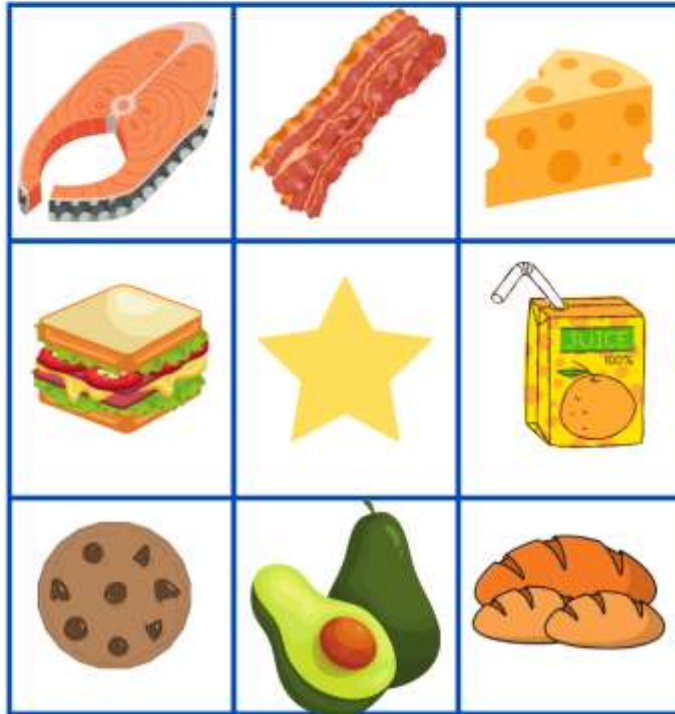
There is a glass of juice.



DURING

Activity 3.- Let's play food BINGO.

FOOD BINGO

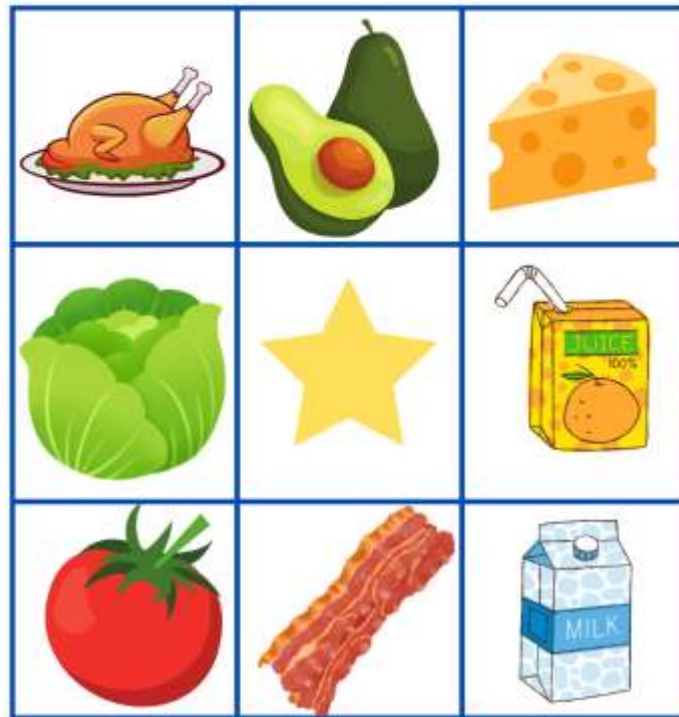


FOOD BINGO

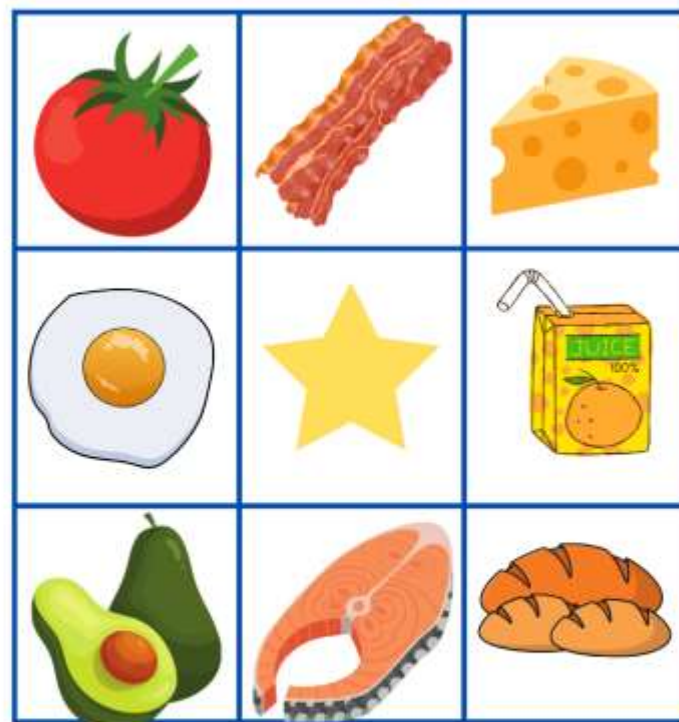




FOOD BINGO

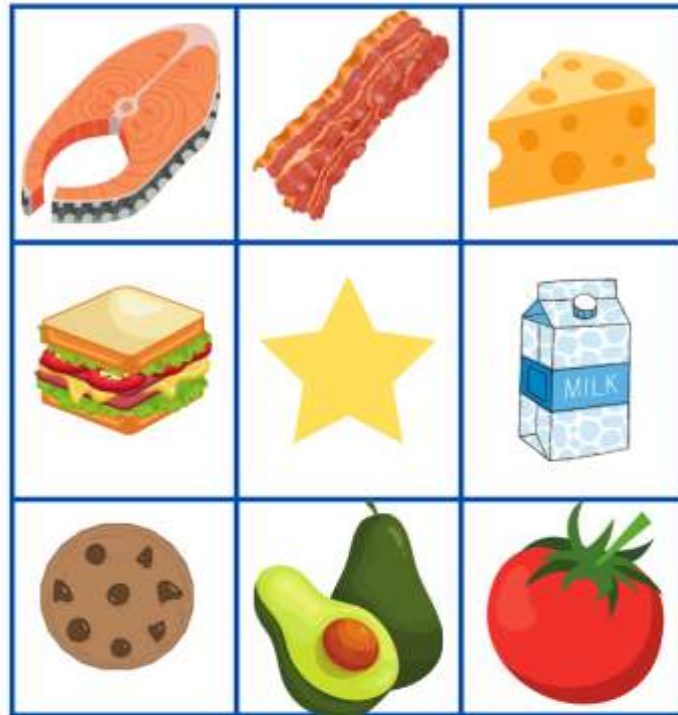


FOOD BINGO

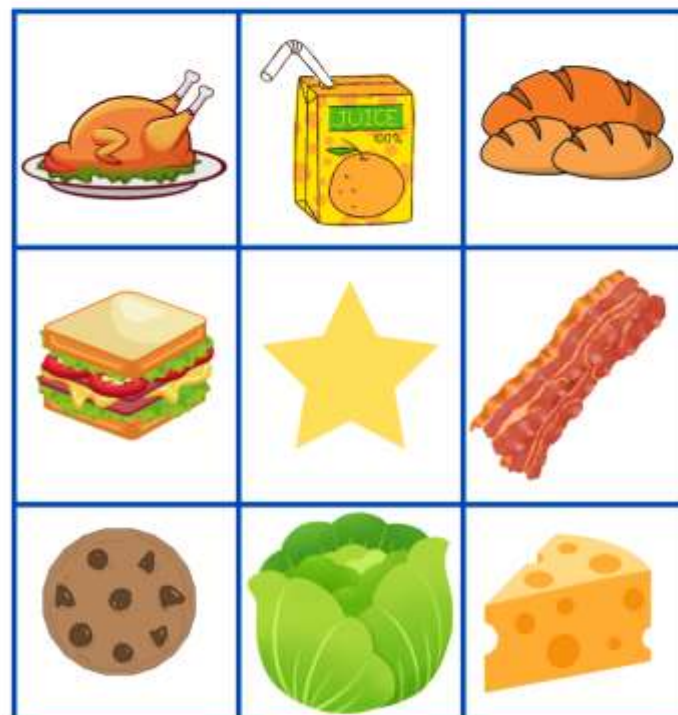




FOOD BINGO



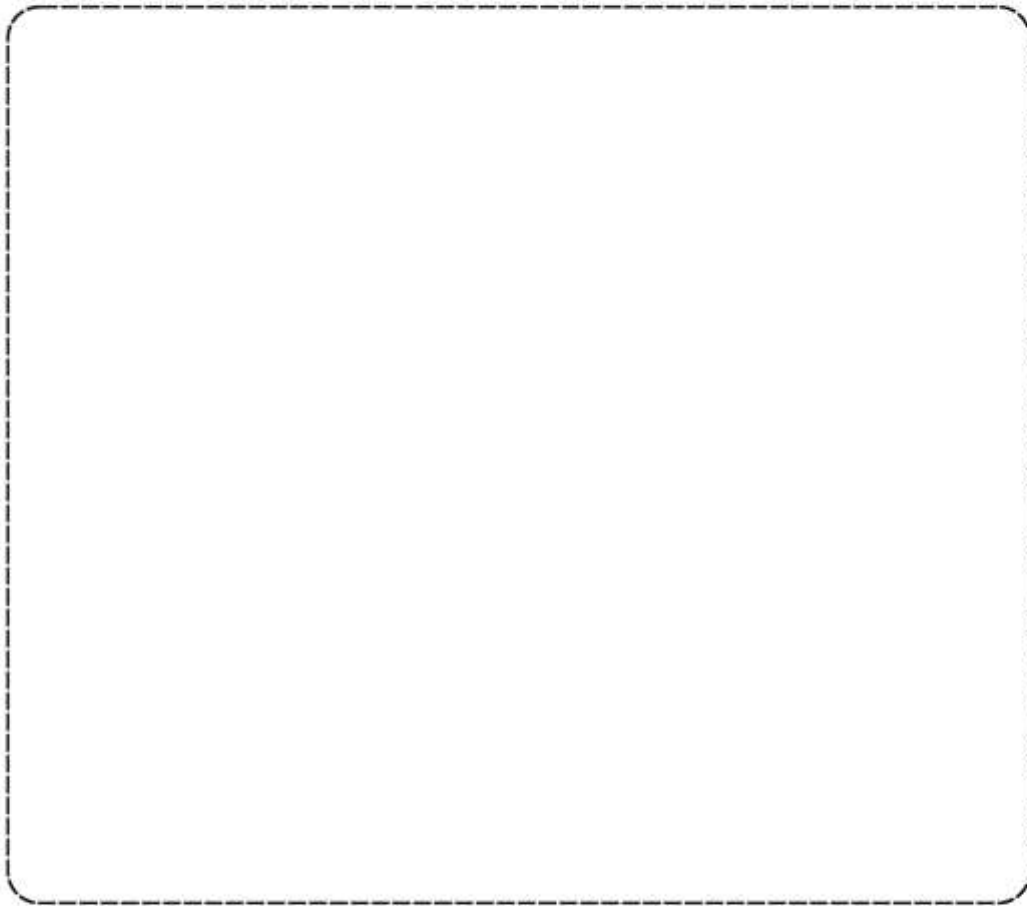
FOOD BINGO





AFTER

Activity 4.- Draw your favorite dish.

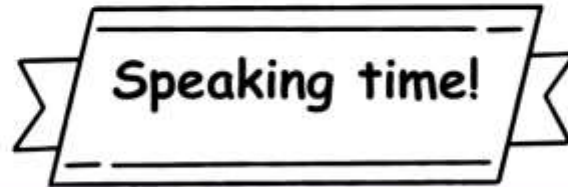


Activity 5.- Speaking time! Stand up and describe your draw to your classmates.





EVALUATION RUBRIC



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Score				



LESSON 2:



Rice or potatoes?

Teacher strategies:

- Point to -> Natural Approach
- Commands -> TPR
- Time to sing -> Suggestopedia Method

TEACHER AND STUDENT'S ROLES

Teacher:

- Facilitator
- Guidance
- Support
- Provide Feedback

Student:

- Self-Direct Learning
- Responsible
- Active participant
- Receive Feedback

Objective:

- At the end of the lesson, students will be able to express their likes and dislikes in a short conversation.

DESIRABLE RESULTS

Students will be able to:

- Demonstrate like and dislike.
- Use phrases to express likes such as I like, I'm a big fan of.
- Use phrases to express dislikes such as I do not like, I can't stand.

Resources:

- Flashcards
- Board
- Markers

UNIT 2:

It is time to eat!

LESSON 2: VS

Rice or potatoes?

CLASS PROCEDURE

BEFORE: CONTROLLED

Teacher: Use pointing to introduce food-related vocabulary. For example, point to pictures or realia of different foods and elicit student responses.

Encourage students to repeat the names of the foods after you and express their initial preferences.

Students: Students respond with the appropriate gestures or actions.



DURING: SEMI-CONTROLLED

Teacher: While background music plays, engage students in role-play activities where they express likes and dislikes about different types of food.

Students: Use the learned vocabulary.

AFTER: FREE

Teacher: Facilitate a group discussion about students' favorite foods and dislikes using open-ended questions.

Students: Use the learned vocabulary.

UNIT 2:

It is time to eat!



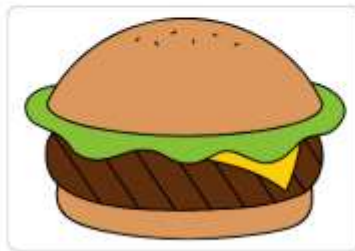
BEFORE

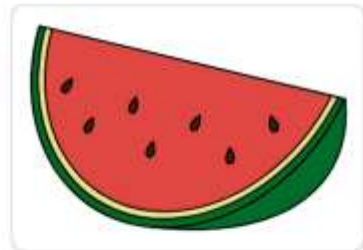
Activity 1.- Watch and understand the video and sing the song with your classmates!

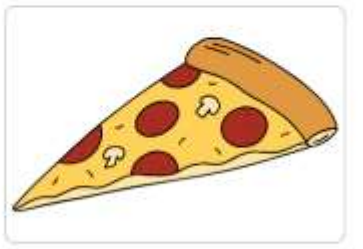
<https://www.youtube.com/watch?v=ddDN30evKPc>



Activity 2. Write the name of the food, and say which one you like.









DURING













Activity 3.- Choose four classmates and complete the following worksheet.

DO YOU LIKE... ?

- Ask your classmates, "Do you like...?" and circle the square. What is their favorite food?



Names

-----	 YES NO	 YES NO	 YES NO
-----	 YES NO	 YES NO	 YES NO
-----	 YES NO	 YES NO	 YES NO
-----	 YES NO	 YES NO	 YES NO



AFTER

Activity 4.- Speaking time! Work in pairs. Ask questions about Daniel and Jane's likes and dislikes. Draw happy or sad faces according to your friend's answers.

- Work with a friend.
- Ask questions about Daniel and Jane's likes and dislikes.
- Draw happy or sad faces according to your friend's answers.

Student A



 apples	 cheese	 ice cream	 pizza
 bananas	 cherries	 peas	 lemonade
 burger	 milk	 chocolate	 pasta



 apples	 cheese	 ice cream	 pizza
 bananas	 cherries	 peas	 lemonade
 burger	 milk	 chocolate	 pasta



Likes/Dislikes

Student B

- Work with a friend.
- Ask questions about Daniel and Jane's likes and dislikes.
- Draw happy or sad faces according to your friend's answers.

 Daniel	 apples	 cheese	 ice cream	 pizza
	 bananas	 cherries	 peas	 lemonade
	 burger	 milk	 chocolate	 pasta

 Jane	 😊	 😊	 😊	 😞
	 😞	 😞	 😊	 😞
	 😊	 😊	 😊	 😞

Activity 5.- Speaking time! Share your findings with the rest of the class.



EVALUATION RUBRIC



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Score				

LESSON 3:

I always eat carrots!



Teacher strategies:

- Point to -> Natural Approach
- Imperative drills -> TPR
- Creative adaptation -> Suggestopedia Method

TEACHER AND STUDENT'S ROLES

Teacher:

- Facilitator
- Guidance
- Support
- Provide Feedback

Student:

- Self-Direct Learning
- Responsible
- Active participant
- Receive Feedback

Objective:

- At the end of the lesson, students will be able to use adverbs of frequency, such as (always, sometimes, often, rarely, and never) to express how often they eat different types of food.

DESIRABLE RESULTS

Students will be able to:

- Use different adverbs of frequency.

Resources:

- Flashcards
- Board
- Markers

UNIT 2:

It is time to eat!

LESSON 3:

I always eat carrots!



CLASS PROCEDURE

BEFORE: CONTROLLED

Teacher: Set up the classroom in a relaxed, comfortable manner to reduce stress and anxiety. Present and explain adverbs of frequency using visual aids, flashcards, and gestures. Model the pronunciation and have students repeat after you.

Students: Students respond with the appropriate gestures or actions.



DURING: SEMI-CONTROLLED

Teacher: Conduct a vocabulary drill using call-and-response techniques. Have students practice saying sentences using adverbs of frequency in pairs or small groups.

Students: Use the learned vocabulary.

AFTER: FREE

Teacher: Engage in a quick review of adverbs of frequency through a game or interactive discussion.

Encourage students to share what they've learned and ask any questions they may have.

Students: Use the learned vocabulary.

UNIT 2:

It is time to eat!

UNIT 2

LESSON 3



BEFORE

Activity 1.- Complete the crossword using the words on the box.








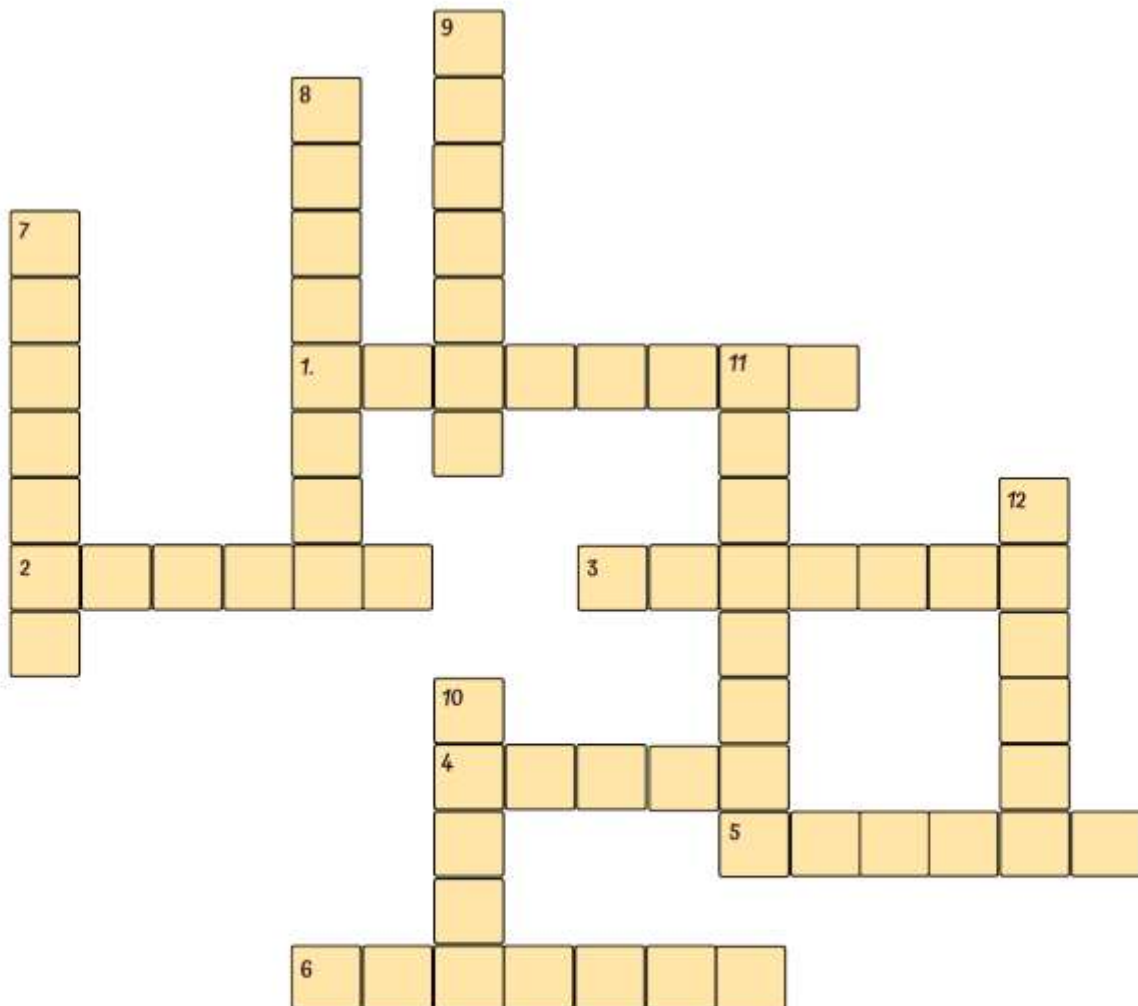
tomato - carrot - garlic - eggplant - onion - cucumber - broccoli - cabbage - potato - spinach - peppers - lettuce

Across :

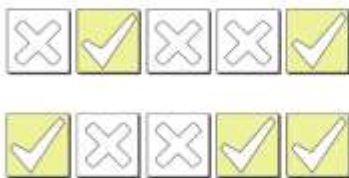
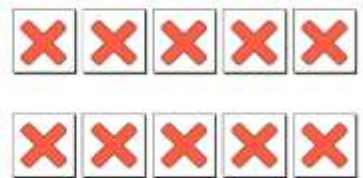
- 1.  _____
- 2.  _____
- 3.  _____
- 4.  _____
- 5.  _____
- 6.  _____

Down :

- 7.  _____
- 8.  _____
- 9.  _____
- 10.  _____
- 11.  _____
- 12.  _____



Activity 2. - Practice your pronunciation!
Look at the flashcards of your teacher and repeat.

ALWAYS**100%****USUALLY****90%****OFTEN****70%****SOMETIMES****50%****RARELY****30%****NEVER****0%**

DURING

Activity 3.- Watch and understand the video and sing a song about adverbs of frequency with your teacher.

<https://www.youtube.com/watch?v=2KtY13x7-PA>

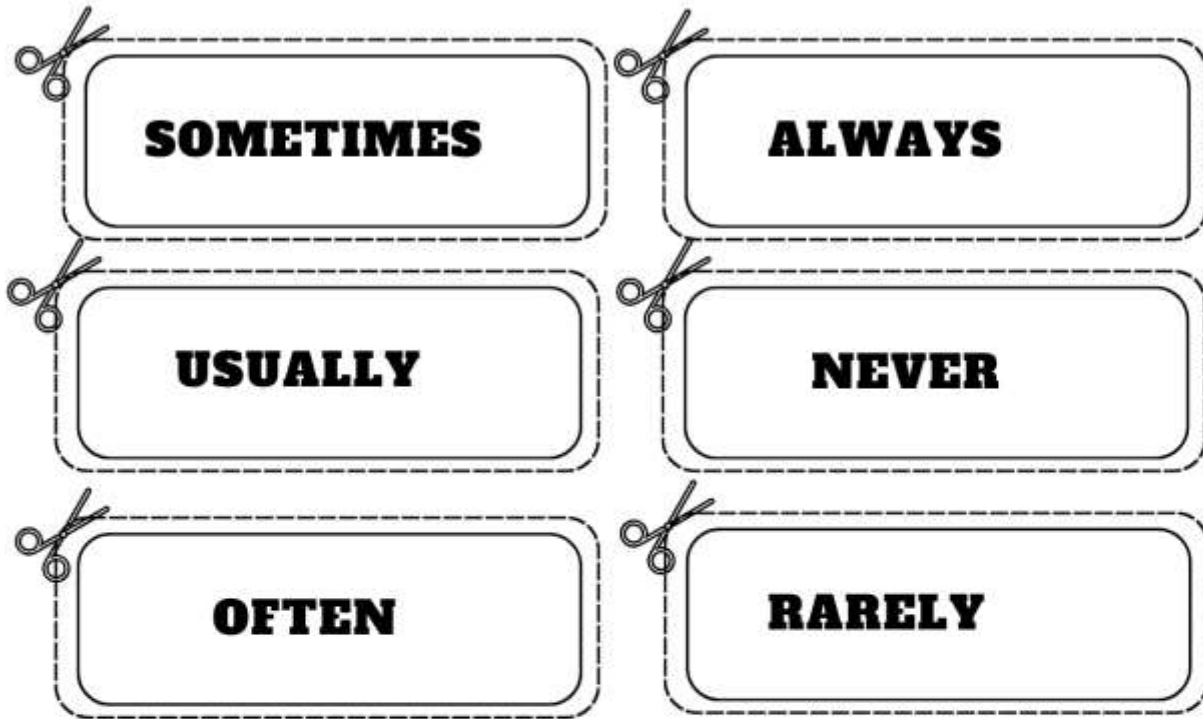


Activity 4.- Reorder the words to discover the adverbs of frequency.

- ofen -----
- ualyus -----
- lwayas -----
- timesomes -----
- evrne -----
- arlyre -----

**AFTER**

Activity 5.- Cut and decorate your own adverb of frequency flashcards.



Activity 6.- Use your created flashcards to answer your teacher's questions. For example, "How often do you eat chicken?"

Activity 7.- Speaking time! Practice with a partner. Use "How often do you eat....?" and the vocabulary you learned in activity 1.





EVALUATION RUBRIC



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Score				

UNIT 3:



MARIMBA!



Learning Objectives

At the end of the unit, students will be able to :

- Use wh-words to ask for information.
- Use there is, and there are.
- Recognize can and cannot

Description of CEFR

**BASIC
USERS**
A1

Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.

LESSON 1:



Amazing instruments!

Teacher strategies:

- Filling in the luggage -> Natural Approach
- Questions -> Natural Approach
- The second concert suggest -> Suggestopedia Method

TEACHER AND STUDENT'S ROLES

Teacher:

- Facilitator
- Guidance
- Support
- Provide Feedback

Student:

- Self-Direct Learning
- Responsible
- Active participant
- Receive Feedback

Objective:

- At the end of the lesson, students will be able to use wh-words to make questions in a short interview.

DESIRABLE RESULTS

Students will be able to:

- Use wh-words such as what, where, when to make questions.

Resources:

- Flashcards
- Board
- Markers

UNIT 3:

Marimba!

LESSON 1:

Amazing instruments!



CLASS PROCEDURE

BEFORE: CONTROLLED

Teacher: Create a positive and relaxed atmosphere by incorporating music and movement. Introduce the theme of the lesson by displaying pictures or real instruments in the classroom.

Students: Students respond with the appropriate gestures or actions.



DURING: SEMI-CONTROLLED

Teacher: Introduce wh-words (who, what, where, when, why) in a playful manner, associating each with a specific action or gesture. Engage in a guided questioning activity where students take turns asking and answering wh-questions about instruments in pairs or small groups.

Students: Use the learned vocabulary.

AFTER: FREE

Teacher: Conduct a brief review of wh-words and their usage in questions about instruments. Encourage students to share their favorite questions or exciting information they learned about instruments during the lesson.

Students: Use the learned vocabulary.

UNIT 3:

Marimba!



BEFORE

Activity 1.- Observe the pictures of instruments and answer: Have you ever played any of them?



Guitar



Drums



Piano



Violin



Maracas



Trumpet

Activity 2.- *Guess what!* Close your eyes, listen to the sound of the instrument, and try to guess what it is, then number them in the order they sounded.





DURING

Activity 3.- Look at the pictures and repeat the WH-words after your teacher.

SIMPLE WH QUESTIONS



Activity 4.- Match the WH-words with the image.

What



Where



When



Who





Activity 5. - Answer the following questions.

1. What is your favorite instrument?
2. Can you play the violin?
3. Where is the guitar in the image?
4. What is it?



AFTER

Activity 6. - **Speaking time!** Interview your classmates and complete the following table.

What is
your name?

What is your
favorite instrument?

Activity 7. - **Speaking time!** Present your table in front of the class.



EVALUATION RUBRIC



Indicators	Excellent (2.5)	Good (2)	Regular (1.5)	More Practice (1)
Vocabulary	Excellent language control with a few mistakes or non-existent but do not affect comprehension, as the lexicon is extensive.	Good language control with mistakes present which may affect meaning but not comprehension.	Weak language control and basic vocabulary selection, with some words noticeably absent that can affect comprehension.	Poor language control with significant mistakes that considerably hinder comprehension.
Pronunciation	There are no unexpected errors, as the pronunciation is sharp.	There are expected and some unexpected errors, but they do not affect the understanding of the message.	There are a considerable number of unexpected errors that can affect word comprehension.	There are significant mistakes that make the message difficult to understand and may include Spanish pronunciation.
Intonation	The student use appropriate intonation, emphasizing key points and expressing enthusiasm, to effectively captivate the audience.	The student demonstrates a generally correct intonation while slightly varying its pitch.	The student has intonation problems in some parts of speech, does not change tonalities when speaking.	The student does not use proper intonation, speaks too softly and therefore cannot be heard.
Fluency	The student initiates and maintains a fluent speech, with occasional faltering that does not reduce the language produced.	The student attempts to initiate and maintain a speech but may occasionally need input; however, faltering slightly decreases the quantity of language produced.	The student attempts to maintain speech but needs frequent indications; many unexpected or long pauses and faltering somewhat dull the speech.	The learner is dependent on the teacher to initiate and maintain speech; many non-natural halting and faltering hinder the conversation meaningfully.
Score				



LESSON 2:

I can!!



Teacher strategies:

- Commands - > TPR
- Creative adaptation -> Suggestopedia Method
- Roleplay -> Suggestopedia

TEACHER AND STUDENT'S ROLES

Teacher:

- Facilitator
- Guidance
- Support
- Provide Feedback

Student:

- Self-Direct Learning
- Responsible
- Active participant
- Receive Feedback

Objective:

- At the end of the lesson, students will be able to use can and cannot to express their abilities and limitations.

DESIRABLE RESULTS

Students will be able to:

- Express their abilities and limitations.
- Use can and cannot

Resources:

- Flashcards
- Board
- Markers

UNIT 3:

Marimba!

LESSON 2:

I can!!

CLASS PROCEDURE



BEFORE: SEMI-CONTROLLED

Teacher: Create a relaxed atmosphere by dimming the lights slightly and playing soft background music. Arrange the students in a comfortable seating arrangement.

Share a brief, positive story or scenario about children discovering their musical abilities.

Students: Students respond with the appropriate gestures or actions.



DURING: CONTROLLED

Teacher: Engage in a brief review through a fun game or discussion, reinforcing the use of "can" and "cannot" to instruments.

Students: Use the learned vocabulary.

AFTER: FREE

Teacher: Introduce role-playing scenarios, such as pretending to be a music teacher or a famous musician, to encourage creative use of language.

Students: Use the learned vocabulary.

UNIT 3:

Marimba!



BEFORE

Activity 1.- Can you find the words in the puzzle?



PIANO

GUITAR

TRUMPET

SAXOPHONE

FLUTE

DRUMS

MARACAS

VIOLIN

Activity 2.- Check your answers and repeat the words after your teacher.

REPEAT





DURING

Activity 3.- Let's play BINGO!

CAN VS CANNOT BINGO



CAN VS CANNOT BINGO





CAN VS CANNOT BINGO



CAN VS CANNOT BINGO





CAN VS CANNOT BINGO



CAN VS CANNOT BINGO

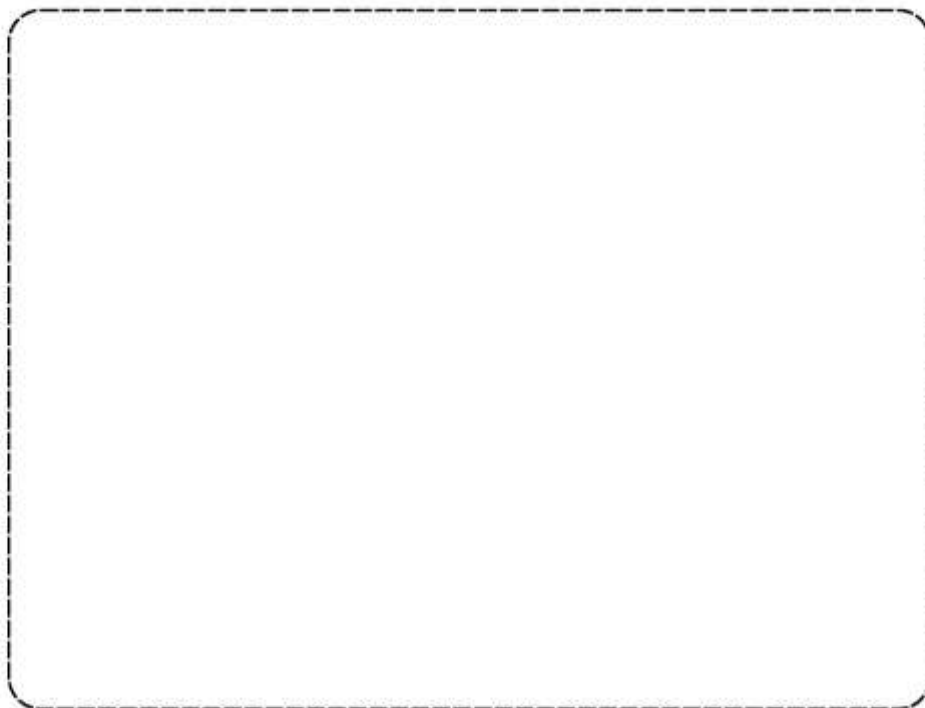


**AFTER**

Activity 4. - Role play time! Imagine you are a rock star. Use the names of the instruments you learned in class and try to act as if you were playing them so your classmates can guess their names.



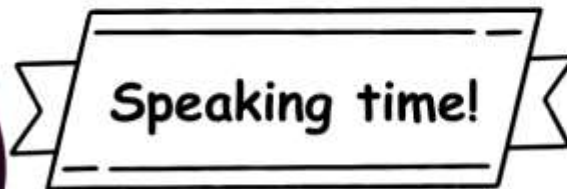
Activity 5. - Speaking time! Draw the instrument you want to learn to play and explain why you chose that instrument in front of the class.





EVALUATION RUBRIC

Hello!



Indicators	Excellent (2.5)	Good (2)	Regular (1.5)	More Practice (1)
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Score				

LESSON 3:



I'd like to play piano.

Teacher strategies:

- Creative adaptation -> Suggestopedia Method
- Time to sing -> Suggestopedia

TEACHER AND STUDENT'S ROLES

Teacher:

- Facilitator
- Guidance
- Support
- Provide Feedback

Student:

- Self-Direct Learning
- Responsible
- Active participant
- Receive Feedback

Objective:

- At the end of the lesson, students will be able to use there is, and there are to describe a picture with musical instruments.

DESIRABLE RESULTS

Students will be able to:

- Use there is and there are
- Describe a picture

Resources:

- Flashcards
- Board
- Markers

UNIT 3:

Marimba!

LESSON 3:

I'd like to play piano.



CLASS PROCEDURE

BEFORE: SEMI-CONTROLLED

Teacher: Begin the class with a lively and rhythmic activity related to music, such as a clapping or tapping game. Display colorful pictures or posters of musical instruments around the classroom to create a visually stimulating environment.

Students: Students respond with the appropriate gestures or actions.



DURING: FREE

Teacher: Provide art supplies for a drawing or collage activity where children create their own music room.

Instruct them to include various instruments and use "there is" and "there are" to describe what is in their artistic creation.

Students: Use the learned vocabulary.

AFTER: FREE

Teacher: Assign a simple homework task, such as describing a picture at home using "there is" and "there are."

Students: Use the learned vocabulary.

UNIT 3:

Marimba!

**DURING**

Activity 3.- Draw a classroom surrounded by different musical instruments. Use the picture from activity 2 as a guide.

A large, empty rectangular box with a dashed border, intended for the student to draw a classroom surrounded by musical instruments.

**AFTER**

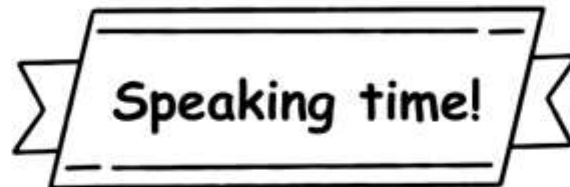
Activity 4.- Exchange your drawing with a partner and describe his or her creation. Write simple sentences using there is, and there are.

Activity 5.- **Speaking time!** Describe the drawing of your classmate in front of the class.





EVALUATION RUBRIC



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Pronunciation	There are no unexpected errors, as the pronunciation is sharp.	There are expected and some unexpected errors, but they do not affect the understanding of the message.	There are a considerable number of unexpected errors that can affect word comprehension.	There are significant mistakes that make the message difficult to understand and may include Spanish pronunciation.
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Score				



UNIT 4:

Occupations!



Learning Objectives

At the end of the unit, students will be able to :

- Recognize occupations.
- Recognize family members
- Use “going to”.

Description of CEFR

**BASIC
USERS**
A1

Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.

LESSON 1:

Occupations!



Teacher strategies:

- Imperative drills -> Natural Approach
- Roley play - > TPR
- The second concert suggest -> Suggestopedia Method

TEACHER AND STUDENT'S ROLES

Teacher:

- Facilitator
- Guidance
- Support
- Provide Feedback

Student:

- Self-Direct Learning
- Responsible
- Active participant
- Receive Feedback

Objective:

- At the end of the lesson, students will be able to recognize pictures of different occupations during the class to complete some activities.

DESIRABLE RESULTS

Students will be able to:

- Recognize occupations

Resources:

- Flashcards
- Board
- Markers

UNIT 4:

Occupations.

LESSON 1:

Occupations!



CLASS PROCEDURE

BEFORE: CONTROLLED

Teacher: Display colorful images or posters of families engaged in different occupations around the classroom.

Students: Students respond with the appropriate gestures or actions.



DURING: SEMI-CONTROLLED

Teacher: Organize a role-playing activity inspired by "The Second Concert" method. Play games that involve recognizing and moving to different musical cues related to occupations. Integrate language learning by associating specific actions with occupations (e.g., marching like a soldier, tiptoeing like a ballet dancer).

Students: Use the learned vocabulary.

AFTER: FREE

Teacher: Assign a simple creative writing task where students write about an occupation. Encourage them to share their dialogues with the class, fostering a positive and supportive environment.

Students: Use the learned vocabulary.

UNIT 4:

Occupations.

Activity 1. - Observe the pictures, then look around your class and go to them when your teacher says one of them.

**Nurse****Chef****Teacher****Artist****Doctor****Postman**

**DURING**

Activity 3.- Let's play stop-and-start.
Students freeze when the music stops and continue moving when it starts.

<https://www.youtube.com/watch?v=ckKQclquAXU>



Activity 4.- Guess the occupation! Work in groups of four people. Choose a flashcard and describe your occupation to your classmates for them to guess.

**AFTER**

Activity 6.- Work with a partner, discuss the following questions:

1. How many occupations can you list?
2. What do you want to be when you grow up?

Activity 7.- Complete the dialogue.

Hello, My name is _____, a student at

_____.

When I grow up, I want to be a/an

_____.

love helping people with

_____ and it's super

fun.

Activity 8.- Speaking time! Read the text in Activity 6 in front of the class.





EVALUATION RUBRIC



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Score				



LESSON 2:

My family jobs!



Teacher strategies:

- Point to -> Natural Approach
- Role play -> TPR
- Second concert -> Suggestopedia Method

TEACHER AND STUDENT'S ROLE

Teacher:

- Facilitator
- Guidance
- Support
- Provide Feedback

Student:

- Self-Direct Learning
- Responsible
- Active participant
- Receive Feedback

Objective:

- At the end of the lesson, students will be able to recognize family member and their occupations to describe pictures.

DESIRABLE RESULTS

Students will be able to:

- Recognize occupations
- Recognize family members

Resources:

- Flashcards
- Board
- Markers

UNIT 4:

Occupations.

LESSON 2:

My family jobs!



CLASS PROCEDURE

BEFORE: CONTROLLED

Teacher: Display colorful images or posters of families engaged in different occupations around the classroom.

Students: Students respond with the appropriate gestures or actions.



DURING: SEMI-CONTROLLED

Teacher: Set up a "Family Member Interview" activity where each student represents a different family member. Other students take turns approaching "family members" for brief interviews.

Students: Use the learned vocabulary.

AFTER: FREE

Teacher: Organize a role-playing activity inspired by the Suggestopedia method. Students take on the roles of family members and engage in short dialogues.

Students: Use the learned vocabulary.

UNIT 4:

Occupations.



BEFORE

Activity 1.- Look at a family picture and repeat the names of its members after your teacher.





Activity 2.- Find the different family members in the letter soup.

Find and circle the words.

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

- sister
- father
- family
- mother
- son
- aunt
- uncle
- cousin
- brother
- daughter
- grandfather
- grandmother

**DURING**

Activity 3.- Interview time! Create small groups of four students. Each group member must say a different family member and their job.

What is your name?	Can you tell me the name of a member of your family?	What is his or her occupation?



**AFTER**

Activity 4.- Roleplay! Create simple dialogues using phrases associated with family relationships and occupations.

Example:

Hello, I'm your **grandmother**. I am a **doctor**.

Complete:

Hello, I'm your _____. I am a _____.

Activity 5.- Speaking time! Describe the work of three members of your family.



You can say:

- My mom is a doctor.
- My father is a policeman.
- My brother is a dentist.



EVALUATION RUBRIC



Indicators	Excellent (2.5)	Good (2)	Regular (1.5)	More Practice (1)
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Score				

LESSON 3:

My future job.



Teacher strategies:

- Command -> Natural Approach
- Imperative drills - > TPR
- Role play -> Suggestopedia Method

TEACHER AND STUDENT'S ROLES

Teacher:

- Facilitator
- Guidance
- Support
- Provide Feedback

Student:

- Self-Direct Learning
- Responsible
- Active participant
- Receive Feedback

Objective:

- At the end of the lesson, students will be able to use "be going to" to talk about their future dream job.

DESIRABLE RESULTS

Students will be able to:

- Use "be going to"
- Recall occupations

Resources:

- Flashcards
- Board
- Markers

UNIT 4:

Occupations.

LESSON 3:

My future job.



CLASS PROCEDURE

BEFORE: SEMI-CONTROLLED

Teacher: Start the class with a short, lively musical performance related to future aspirations and jobs. Use recorded music or perform a simple song with gestures. Display colorful images or posters related to different jobs around the classroom.

Students: Students respond with the appropriate gestures or actions.



DURING: SEMI-CONTROLLED

Teacher: Start with commands related to future jobs. For example, "Stand up if you want to be a doctor" or "Point to the picture of the job you are going to do in the future." Use imperative drills by giving commands like "Repeat after me: I am going to be a firefighter." Encourage students to use correct pronunciation and intonation.

Students: Students respond with the appropriate gestures or actions.

AFTER: FREE

Teacher: Assign a simple creative writing task where students write or dictate a short paragraph about their future job. Encourage them to use the future form "be going to" in their writing. Provide an opportunity for students to share their paragraphs with the class, fostering a positive and supportive environment.

Students: Use the learned vocabulary.

UNIT 4:

Occupations.



BEFORE

Activity 1.- Match the picture with the words in the box and say what profession you like the most.

farmer - engineer - soldier - teacher -
artist - firefighter - doctor - police officer



**BEFORE**

Activity 2.- Complete the occupation word.
Use the vocabulary of the activity 1.



I am going to be a

fi_ema_



I am going to be a

d_ct_r



I am going to be a

te_ch_r



I am going to be a

l_wy_r



I am going to be a

P_lic_
off_cer

**Activity 3.- Let's play Simon says!**

The teacher will say phrases like "Stand up if you are going to be a Doctor", "Sit down if you are going to be a teacher" and so on. But remember you only have to perform the actions if you hear "Simon says" at the beginning of the phrase.

AFTER

Activity 4.- Speaking time! Complete the information below and then speak in front of the class.

Name: _____

Age: _____

Dream Job: _____

Description of the Job:

Example:

In the future, I am going to be a [dream job]. I can imagine myself wearing [uniform or specific attire] and helping [who or what you'll be helping].



EVALUATION RUBRIC



Speaking time!

Indicators	Excellent (2.5)	Good (2)	Regular (1.5)	More Practice (1)
Vocabulary	Excellent language control with a few mistakes or non-existent but do not affect comprehension, as the lexicon is extensive.	Good language control with mistakes present which may affect meaning but not comprehension.	Weak language control and basic vocabulary selection, with some words noticeably absent that can affect comprehension.	Poor language control with significant mistakes that considerably hinder comprehension.
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Score				

CONCLUSION

This guide provides a comprehensive set of strategies based on the Eclectic Method aimed at enhancing the oral production of elementary students in English. The primary objective of this guide is to equip educators with innovative techniques derived from three distinct teaching methods, which will motivate students to speak a foreign language confidently. It is noteworthy that these activities can be easily tailored to fit any topic the educator has in mind.

CHAPTER V: CONCLUSIONS AND RECOMENDATIONS

This chapter presents the conclusions obtained from the elaboration of this research. Likewise, it exposes recommendations for future research. All this is based on the objectives established at the beginning of this dissertation.

5.1. Conclusions

After conducting the present academic research, it was possible to conclude that the Eclectic method would be an optimal option to enhance oral production in elementary students at the "Unidad Educativa Daniel Reyes" school. Based on the theoretical foundation, the Eclectic Method has proven to be a highly effective method of teaching a second language since it offers a range of benefits to both the teacher and the students involved, making it a precious choice in language education.

On the one hand, the method encompasses a multitude of instructional strategies, which can be especially useful to enhance oral production when dealing with large groups of students with diverse learning styles. Additionally, it offers what is most required today, which is to prioritize adapting the way of teaching to the needs of the students, as opposed to expecting students to conform to a standardized teaching method. Likewise, it increases students' engagement with the subject, facilitated by the intrinsic motivation that arises from participating in activities that students can enjoy, comprehend, and find meaningful. Thus, the eclectic method composed of the Natural Approach, Suggestopedia, and TPR methods proposed in the present research asserts itself as an effective means of improving oral production stemming from speaking skills.

On the other hand, the strategies used by English teachers to improve oral production in elementary students are based on the Suggestopedia, TPR methods, and the natural approach. Concerning suggestopedia, many strategies to strengthen speaking skills suggest providing a safe environment for students with various positive stimuli that contribute to their comfort and confidence in practicing the language. Regarding TPR, it is predicated on the notion of enhancing muscle memory through the association of linguistic expressions with physical actions. Which, in turn, leads to superior oral production capabilities for learners. With respect to the natural approach, the learner is intended to acquire a language as they have acquired their native language. To this end, language acquisition is focused on communication rather than perfecting grammar in a predominant way, resulting in an approach centered on fostering speaking skills.

Finally, the proposal presented as a didactic guide for enhancing oral production could benefit the fourth-grade students at "Unidad Educativa Daniel Reyes," as well as anyone who would find it convenient. It is structured into four units, each containing multiple strategies derived from an Eclectic method of the natural approach, TPR methods, and suggestopedia, which facilitate the development of speaking skills while mitigating negative affective factors.

5.2. Recommendations

First, it is recommended to incorporate innovative methodologies such as the eclectic method into English classes to enhance the oral production development of different students. Methodologies like this represent a transformative approach to education, creating a dynamic and engaging learning environment that promotes experiential and holistic language learning. For instance, methods such as suggestopedia that incorporate music and relaxation techniques to promote accelerated learning are an effective way to teach without obstacles and a good option for teaching a foreign language. Thus, by applying reliable strategies that focus on the needs of different students, students will feel more comfortable and be able to participate more in class, and their oral production will improve.

Second, after investigating the different strategies used by the teachers in the institution and having evidenced that the most common is to use methodologies where only the blackboard is used as the main instrument due to the lack of academic material, it is advisable to change this methodology since many of the students do not learn adequately in this way. In this sense, strategies such as pointing a couple of times in a class or keeping students in the same place during quiet hours do not motivate learning, so changing these teaching methodologies will improve students' English level. Besides, they will feel motivated to learn and actively participate in the lessons. In other words, by implementing such methodologies, English classes can cater to various learning styles and foster a more intuitive and enjoyable language acquisition process.

Finally, in light of the limited resources available to the institution, it is recommended that English teachers, especially those teaching fourth graders, use alternative sources such as teaching guides with engaging and innovative activities. Such strategies can be found in combination with the implementation of an eclectic approach, which is helpful when seeking to teach in different ways to different learning styles. This will increase students' motivation during English lessons and contribute to developing their language skills. In this way, teachers can create an inspiring, enjoyable, and engaging learning environment for their students.

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ANNEXES

Annex 1. Instrument Validation



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT
PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Ibarra, 30 de mayo de 2023

Magister

José Obando

Docente de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se dignen validar el/los Cuestionario de Investigación del Proyecto "ELECTIC METHOD TO ENHANCE ORAL PRODUCTION IN ELEMENTARY STUDENTS AT UNIDAD EDUCATIVA DANIEL REYES, DURING THE ACADEMIC YEAR 2022-2023" Previo a la obtención del título de Licenciatura en pedagogía de los idiomas nacionales y extranjeros para lo cual, se dignará encontrar adjunto el/los Cuestionario y los instrumentos de validación.

Por la atención que se sirva dar al presente, le anticipo mis debidos agradecimientos.

Atentamente,

A handwritten signature in blue ink, appearing to read 'Cevallos Almeida Fabricio Alexander'.

Cevallos Almeida Fabricio Alexander

A handwritten signature in blue ink, appearing to read 'Merino Yépez Brisa Sarai'.

Merino Yépez Brisa Sarai





UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT
PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

INSTRUMENTOS

PROYECTO: “ECLECTIC METHOD TO ENHANCE ORAL PRODUCTION IN ELEMENTARY STUDENTS AT UNIDAD EDUCATIVA DANIEL REYES, DURING THE ACADEMIC YEAR 2022-2023”

Objetivo: Establish the most appropriate strategies based on Eclectic method to enhance oral production in elementary students at Unidad Educativa Daniel Reyes.

INTERVIEW 1

<p>REPUBLICA DEL ECUADOR</p>  <p>UNIVERSIDAD TÉCNICA DEL NORTE Acreditada Resolución Nro. 173-SE-33-CACES-2020 FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS</p> 
<p>Eclectic Method to enhance oral production in elementary students at Unidad Educativa Daniel Reyes, during the academic year 2022-2023.</p>
<p>Interview Date:</p>
<p>Interviewed: Lic. Irene del Carmen Ortiz Arias</p>
<p>Position: Rector – “Unidad Educativa Daniel Reyes” School</p>
<p>Objective: Collect data to identify the rector's point of view on enhancing oral production in elementary students.</p>
<p>Questions:</p> <ol style="list-style-type: none">1. Regarding your point of view, do you consider that English learning is important for the students in this institution?2. According to the National Curriculum guidelines published by the Ministry of Education, the exit profile for elementary students is pre-A1 corresponding to the Common European Framework of Reference for Languages (CEFR). Do you consider that elementary students reach this level without any drawbacks?

3. From your point of view, what difficulties do you think these students have to reach the pre-A1 level?
4. Do you think Unidad Educativa Daniel Reyes has all the necessary resources to develop oral production, better known as speaking, to reach the Pre – A1 level?
5. English consists of four skills: reading, writing, listening, and speaking. According to experts, speaking is one of the most challenging skills to develop. So, do you consider that innovative methods would help enhance the oral production of elementary students?
6. As rector of this school, would you agree to allow English teachers apply a didactic guide with activities based on an Eclectic Method composed of innovative methods that improve oral production?

Thank you for your collaboration!

Fecha de envío para la evaluación del experto:	30 de mayo de 2023
Fecha de revisión del experto:	30/05/2023



En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	CRITERIOS DE EVALUACIÓN		
	MUCHO	POCO	NADA
Instrucción breve, clara y completa.	/		
Formulación clara de cada pregunta.	/		
Comprensión de cada pregunta.	/		
Coherencia de las preguntas en relación con el objetivo.	/		

Relevancia del contenido	/		
Orden y secuencia de las preguntas	/		
Número de preguntas óptimo	/		

Observaciones:

INTERVIEW

<p>REPÚBLICA DEL ECUADOR</p>  <p>UNIVERSIDAD TÉCNICA DEL NORTE Acreditada Resolución Nro. 173-SE-33-CACES-2020 FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS</p> 
<p>Eclectic Method to enhance oral production in elementary students at Unidad Educativa Daniel Reyes, during the academic year 2022-2023.</p>
<p>Interview Date:</p>
<p>Interviewed: MSc. Victoria Teanga</p>
<p>Position: Coordinator of English Area and Classroom English Teacher – Elementary-level interview</p>
<p>Objective: Collect data through a structured interview to identify the coordinator and teacher's point of view on the Eclectic Method to enhance oral production in elementary students at Unidad Educativa Daniel Reyes.</p>
<p>Questions:</p> <ol style="list-style-type: none">1. Do you consider that elementary students reach the Basic English level according to the Common European Framework of Reference (CEFR), which is the pre-A1?2. From your point of view, what difficulties do you think students have in reaching the pre-A1 level?3. According to the previous questions, what are the students' limitations to develop oral production?4. Do you think Unidad Educativa Daniel Reyes has all the necessary resources to develop the pre-A1 level?5. As coordinator of the English area, what strategies are applied in 4th grade for elementary students?

6. What methods do you think are effective with students when you teach?
7. What strategies from those methods are focused on improving oral production?
8. What kind of activities do you consider students like the most during the class?
9. Considering this, do you think the class environment contributes to the learners' engagement? Why/Why not?
10. In addition, do you consider that body language influences students' comprehension? Why/Why not?
11. As coordinator and teacher, would you consider applying a didactic guide with activities based on the Eclectic Method, which integrates Suggestopedia, Total Physical Response, and the Natural Approach, which will contribute to enhance students' oral production development?

Thank you for your collaboration!

Fecha de envío para la evaluación del experto:	30 de mayo de 2023
Fecha de revisión del experto:	30 / 05 / 2023

En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	CRITERIOS DE EVALUACIÓN		
	MUCHO	POCO	NADA
Instrucción breve, clara y completa.	/		
Formulación clara de cada pregunta.	/		
Comprensión de cada pregunta.	/		
Coherencia de las preguntas en relación con el objetivo.	/		
Relevancia del contenido	/		
Orden y secuencia de las preguntas	/		
Número de preguntas óptimo	/		

Observaciones:

SURVEY



UNIVERSIDAD TÉCNICA DEL NORTE
Acreditada Resolución Nro. 173-SE-33-CACES-2020
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS



Instrument for elementary students at Unidad Educativa Daniel Reyes in San Antonio

GRADUATION WORK: "Eclectic Method to enhance oral Production in elementary students at Unidad Educativa Daniel Reyes, during the academic year 2022-2023"

Date:

Objective: Collect data from elementary school students through a survey to determine the feasibility of strategies based on the Eclectic Method to enhance oral production in elementary students at Unidad Educativa Daniel Reyes.

Instructions:

- According to each question, select the option you consider true.
- If you have any doubts, please ask the surveyor.

Questions:

1. **How important is English in your life?**
 - a. Very important
 - b. Important
 - c. Irrelevant
 - d. Unimportant
2. **What is the most challenging skill for you during an English class?**
 - a. Reading
 - b. Listening
 - c. Speaking
 - d. Writing

3. Do you consider that a classroom set in English would contribute to your learning?

- a. Yes
- b. No

4. Would you like an English class where you are not sitting all the time?

- a. Yes
- b. No

5. Which of the following activities would motivate you to learn English during the class?

- a. Choose a new identity
- b. Storytelling
- c. Questions about physical characteristics
- d. Pictures with TPR
- e. None of them

6. Circle how do you feel when you have to speak in an English class?

- a. Anxious 😬
- b. Stressed 😩
- c. Scared 😨
- d. Confident 😎
- e. Happy 😊
- f. Calmed 😌
- g. Other _____

7. Would you like to listen to relaxing music during English classes?

- a. Yes
- b. No

8. According to the following activities, choose the three that you would most like to help improve your oral production.

- a) Story narrated by the teacher with gestures.

- b) The combination of the game "Simon Says" with pictures.
- c) Sitting on the floor in a circle during a lesson.
- d) Performance of an imaginary person.
- e) Mini story narrated while you close your eyes in a relaxing way.

Fecha de envío para la evaluación del experto:	30 de mayo de 2023
Fecha de revisión del experto:	30/05/2023

Observaciones:

A continuación, marque con una X en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como Item. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				OBSERVACIONES
Ítem	Dejar	Modificar	Eliminar	
1	/			
2	/			
3	/			
4	/			
5	/			
6	/			
7	/			
8	/			



Firma del Evaluador

C.C.: 100151204-3

Apellidos y nombres completos	Obando Arroyo José Miguel
Título académico	Magíster
Institución de Educación Superior	Universidad Técnica Del Norte
Correo electrónico	jmobando@utn.edu.ec
Teléfono	0983865110

Annex 2. Research Instruments Approbation

REPÚBLICA DEL ECUADOR



UNIVERSIDAD TÉCNICA DEL NORTE
Acreditada Resolución Nro. 173-SE-33-CACES-2020
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
DECANATO



Oficio nro. UTN-FECYT-D-2023-0078-O
Ibarra, 19 de mayo de 2023

ASUNTO: TRABAJO DE INTEGRACIÓN CURRICULAR SRES: MERINO YÉPEZ BRISA SARAI y CEVALLOS ALMEIDA FABRICIO ALEXANDER

Licenciada
Irene Ortiz
RECTORA (e)
UNIDAD EDUCATIVA DANIEL REYES
San Antonio

De mi consideración:

A nombre de la Facultad de Educación, Ciencia y Tecnología, reciba un cordial saludo, a la vez que le auguro el mejor de los éxitos en las funciones que viene desempeñando.

Por medio del presente me dirijo a usted con el fin de solicitar de la manera más comedida, autorice que, se brinde las facilidades del caso, para que los señores: MERINO YÉPEZ BRISA SARAI, portadora de la cédula de ciudadanía 1003216692 y CEVALLOS ALMEIDA FABRICIO ALEXANDER, portador de la cédula de ciudadanía 1755509047, estudiantes de la carrera de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, obtenga información y aplique los instrumentos de investigación que se requieren para el desarrollo del trabajo de integración curricular con el tema: "ECLECTIC METHOD TO ENHANCE ORAL PRODUCTION IN ELEMENTARY STUDENTS AT UNIDAD EDUCATIVA DANIEL REYES, DURING THE ACADEMIC YEAR 2022-2023"

Por la favorable atención le agradezco.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

JOSE
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MSc. José Revelo Ruiz
DECANO
CC: 1002072179
Celular: 0993944457
Correo Electrónico: jrrevelo@utn.edu.ec

JRR/M. Báez.

UNIDAD EDUCATIVA DANIEL REYES
REVELO RUIZ
05-06-2023

Annex 3. Consent letter

“Unidad Educativa Daniel Reyes” School



**UNIDAD EDUCATIVA
DANIEL REYES**

Av. Sucre 2-72 y Camilo Pompeyo
San Antonio de Ibarra Ec.

danielreyeseducacion@gmail.com
tel. 06 293 2423 / 06 293 2884

Código AMIE:10H00229

San Antonio de Ibarra a 22 -05-2023
N° 291

Magister

José Luciano Revelo

DECANO DE LA FACULTAD DE EDUCACION, CIENCIA Y TECNOLOGIA DE LA
UTN

En calidad de Rector de la U. E. en Artes Plásticas Daniel Reyes, me permito poner en su conocimiento, que las estudiantes de la carrera de Pedagogía de los idiomas Nacionales y Extranjeros de la UTN: MERINO YEPEZ BRISA SARAI y CEVALLOS ALMEIDA FABRICIO ALEXANDER han sido aceptadas en la Institución para, la aplicación de los instrumentos de investigación que se requiere para el desarrollo del trabajo de Integración Curricular con el tema, “ECLECTIC METHOD TO ENHANCE ORAL PRODUCTION IN ELEMENTARY STUDENTS AT UNIDAD DANIEL REYES, DURING THE ACADEMIC YEAR 2022 – 2023”

Les damos la bienvenida y les auguramos éxitos.

Atentamente,

Elic. Irene Ortiz
RECTORA (e)



76 años al servicio de la educación en la ciencia el arte y la cultura

Pintura, Cerámica •
Escultura, Arte Gráfico •
Diseño Gráfico •

Rector in charge



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Acepto participar voluntariamente en esta investigación, conducida por **Cevallos Almeida Fabricio Alexander y Merino Yépez Brisa Sarai**: estudiantes de la carrera de **Pedagogía de los Idiomas Nacionales y Extranjeros** de la Universidad Técnica del Norte. He sido informado (a) de que la meta de este estudio es **“Establish the most appropriate strategies based on Eclectic method to enhance oral production in elementary students at Unidad Educativa Daniel Reyes.”**

Me han indicado también que tendré que responder cuestionarios y preguntas en una entrevista, lo cual tomará aproximadamente de 12 minutos.

Reconozco que la información que yo provea en el curso de esta investigación es estrictamente confidencial y no será usada para ningún otro propósito fuera de los de este estudio sin mi consentimiento. He sido informado de que puedo hacer preguntas sobre el proyecto en cualquier momento y que puedo retirarme del mismo cuando así lo decida, sin que esto acarree perjuicio alguno para mi persona.

Entiendo que una copia de esta ficha de consentimiento me será entregado, y que puedo pedir información sobre los resultados de este estudio cuando éste haya concluido.

Nombre del participante:

Lic. Irene del Carmen Ortiz Arias

Rectora (e)

Firma del participante

Nombre del investigador :

Cevallos Almeida Fabricio Alexander

Firma del investigador

Merino Yépez Brisa Sarai

Firma del investigador

English Area Coordinator Teacher



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Acepto participar voluntariamente en esta investigación, conducida por **Cevallos Almeida Fabricio Alexander** y **Merino Yépez Brisa Sarai**: estudiantes de la carrera de **Pedagogía de los Idiomas Nacionales y Extranjeros** de la Universidad Técnica del Norte. He sido informado (a) de que la meta de este estudio es **"Establish the most appropriate strategies based on Eclectic method to enhance oral production in elementary students at Unidad Educativa Daniel Reyes."**

Me han indicado también que tendré que responder cuestionarios y preguntas en una entrevista, lo cual tomará aproximadamente de 20 minutos.

Reconozco que la información que yo provea en el curso de esta investigación es estrictamente confidencial y no será usada para ningún otro propósito fuera de los de este estudio sin mi consentimiento. He sido informado de que puedo hacer preguntas sobre el proyecto en cualquier momento y que puedo retirarme del mismo cuando así lo decida, sin que esto acarree perjuicio alguno para mí persona.

Entiendo que una copia de esta ficha de consentimiento me será entregado, y que puedo pedir información sobre los resultados de este estudio cuando éste haya concluido.

Nombre del participante:

MSc. Estefanía Victoria Teanga Aguilar

Coordinadora del área de Inglés

Firma del participante

Nombre del investigador:

Cevallos Almeida Fabricio Alexander



Firma del investigador

Merino Yépez Brisa Sarai

Firma del investigador

Annex 4. Instruments

Rector in Charge Interview

<p>REPÚBLICA DEL ECUADOR</p>  <p>UNIVERSIDAD TÉCNICA DEL NORTE Acreditada Resolución Nro. 173-SE-33-CACES-2020 FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS</p> 
<p>Eclectic Method to enhance oral production in elementary students at Unidad Educativa Daniel Reyes, during the academic year 2022-2023</p>
<p>INTERVIEW FOR THE PRINCIPAL</p>
<p>Objective: Collect data through a structured interview to identify the principal's point of view on the Eclectic Method to enhance oral production in elementary students at Unidad Educativa Daniel Reyes.</p>
<p>Direction:</p> <ul style="list-style-type: none">• The interview will be recorded for academic purposes, so feel free to answer honestly and at length.
<p>Questions:</p> <ol style="list-style-type: none">1. Regarding your point of view, do you consider that English learning is important for the students in this institution?2. According to the National Curriculum guidelines published by the Ministry of Education, the exit profile for elementary students is pre-A1 corresponding to the Common European Framework of Reference for Languages (CEFR). Do you consider that elementary students reach this level without any drawbacks?3. From your point of view, what difficulties do you think these students have to reach the pre-A1 level?



4. Do you think Unidad Educativa Daniel Reyes has all the necessary resources to develop oral production, better known as speaking, to reach the Pre – A1 level?

5. English consists of four skills: reading, writing, listening, and speaking. According to experts, speaking is one of the most challenging skills to develop. So, do you consider that innovative methods would help enhance the oral production of elementary students?

6. As principal of this school, would you agree to allow that English teachers apply a didactic guide with activities based on an Eclectic Method incorporated by innovative methods that improve oral production?

Thank you for your collaboration!

Englis Area Coordinator Teacher Interview

<p>REPÚBLICA DEL ECUADOR</p> 	<p>UNIVERSIDAD TÉCNICA DEL NORTE Acreditada Resolución Nro. 173-SE-33-CACES-2020 FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS</p>	
<p>Eclectic Method to enhance oral production in elementary students at Unidad Educativa Daniel Reyes, during the academic year 2022-2023</p>		
<p>INTERVIEW FOR THE ENGLISH COORDINATOR</p>		
<p>Objective: Collect data through a structured interview to identify the coordinator and teacher's point of view on the Eclectic Method to enhance oral production in elementary students at Unidad Educativa Daniel Reyes.</p>		
<p>Direction:</p> <ul style="list-style-type: none">• The interview will be recorded for academic purposes, so feel free to answer honestly and at length.		
<p>Questions:</p> <ol style="list-style-type: none">1. Do you consider that elementary students reach the Basic English level according to the Common European Framework of Reference (CEFR), which is the pre-A1?2. From your point of view, what difficulties do you think students have in reaching the pre-A1 level?3. According to the previous questions, what are the students' limitations to develop oral production?4. Do you think Unidad Educativa Daniel Reyes has all the necessary resources to develop the pre-A1 level?		

5. As coordinator of the English area, what strategies are applied in 4th grade for elementary students?
6. What methods do you think are effective with students when you teach?
7. What strategies from those methods are focused on improving oral production?
8. What kind of activities do you consider students like the most during the class?
9. Considering this, do you think the class environment contributes to the learners' engagement? Why/Why not?
10. In addition, do you consider that body language influences students' comprehension? Why/Why not?
11. As coordinator and teacher, would you consider applying a didactic guide with activities based on the Eclectic Method, which integrates Suggestopedia, Total Physical Response, and the Natural Approach, which will contribute to enhance students' oral production development?

Thank you for your collaboration!

Elementary students' interview

Eclectic Method to enhance oral production in elementary students at Unidad Educativa Daniel Reyes, during the academic year 2022-2023

SURVEY FOR ELEMENTARY STUDENTS

Objective: Collect data from elementary school students through a survey to determine the feasibility of strategies based on the Eclectic Method to enhance oral production in elementary students at Unidad Educativa Daniel Reyes.

Directions:

- Circle the options you think are valid for you.
- If in doubt, ask the interviewer.
- The survey is anonymous, so please answer honestly.

Questions:

1. How important is English in your life?

- a. Very important
- b. Important
- c. Irrelevant
- d. Unimportant

2. What is the most challenging skill for you during an English class?

- a. Reading
- b. Listening
- c. Speaking
- d. Writing

3. Do you consider that a classroom set in English contributes to your learning?

- a. Yes
- b. No







4. Would you like an English class where you are not sitting all the time?

- a. Yes
- b. No

5. Which of the following activities would motivate you to learn English during the class?

- a. Choose a new identity
- b. Storytelling
- c. Questions about physical characteristics
- d. Pictures with TPR
- e. None of them

6. Circle how you feel when you have to speak in an English class.

- a. Anxious 
- b. Stressed 
- c. Scared 
- d. Confident 
- e. Happy 
- f. Calmed 
- g. Other _____

7. Would you like to listen to relaxing music during English classes?

- a. Yes
- b. No

8. According to the following activities, choose the three you would like the most to help you improve your oral production.

- a) Story narrated by the teacher with gestures.
- b) The combination of the game “Simon Says” with pictures.
- c) Sitting on the floor in a circle during a lesson.
- d) Performance of an imaginary person.
- e) Mini story narrated while you close your eyes in a relaxing way.

Thank you for your collaboration!

**Annex 5. Interview with the Rector in Charge and English Area Coordinator
Teacher**

Rector in Charge



English Area Coordinator Teacher



Annex 6. Survey application to fourth grade students

Parallel A



Parallel B



Annex 7. Socialization of the didactic guide at “Unidad Educativa Daniel Reyes” school



UNIVERSIDAD TÉCNICA DEL NORTE
Acreditada Resolución Nro. 173-SE-33-CACES-2020
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
DECANATO



Oficio nro. UTN-FECYT-D-2024-0029-O
Ibarra, 29 de enero de 2024

PARA: MSc. Guillermo Collahuazo
RECTOR DE LA UNIDAD EDUCATIVA DANIEL REYES

ASUNTO: Trabajo de Integración Curricular Sres: Brisa Merino y Alexander Cevallos

A nombre de la Facultad de Educación, Ciencia y Tecnología, reciba un cordial saludo, a la vez que le auguro el mejor de los éxitos en las funciones que viene desempeñando.

Me dirijo a Usted con la finalidad de solicitarle de la manera más comedida, autorice el ingreso de los señores MERINO YÉPEZ BRISA SARAI y CEVALLOS ALMEIDA FABRICIO ALEXANDER, estudiantes de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, para que socialicen la propuesta perteneciente al trabajo de integración curricular con el tema: "ECLECTIC METHOD TO ENHANCE ORAL PRODUCTION IN ELEMENTARY STUDENTS AT UNIDAD EDUCATIVA DANIEL REYES, DURING THE ACADEMIC YEAR 2022 - 2023".

Por su favorable atención, le agradezco.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

JOSE
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REVELO RUIZ
MSc. José Revele Ruiz
DECANO

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UNIDAD EDUCATIVA
DANIEL REYES
San Antonio de Ibarra
RECTORADO
31/01/2024

JRR/M. Báez.



