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**MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
CON MENCIÓN EN ENSEÑANZA DE INGLÉS**

**TEMA: TEACHING STRATEGIES BASED ON ECLECTIC METHOD FOR
ENHANCING STUDENTS' ORAL FLUENCY IN ENGLISH IN ELEVENTH GRADE
OF BASIC EDUCATION.**

Trabajo de Titulación previo a la obtención del título de Magíster en Pedagogía de los
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The research work has been reviewed in all its parts, and I consider that it meet necessary requirements and has acceptable merit to public presentation and evaluation by the design examining board.

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The degree work has been reviewed, approved and authorized for printing and binding, on the topic: "TEACHING STRATEGIES BASED ON ECLECTIC METHOD FOR ENHANCING STUDENTS' ORAL FLUENCY IN ENGLISH IN ELEVENTH GRADE OF BASIC EDUCATION, prior to obtaining the degree, meets the requirements of substance and form so that the student can be submitted to the support of the degree work.

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DEDICATION

To be able to write this, I have faith in what I will achieve in the future thanks to God, my efforts and patience to develop this research and continue with my academic preparation. I would have loved to dedicate this to my father, but I know that wherever he is (RIP), he knows that his son is still struggling to get ahead. Also, my little family knows that I am very proud of them, and that in every achievement, I always think of everything they have done to support me. Besides, my lovely girlfriend who has been supporting me as much as she can. Dedicated to all of you!

–Israel

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–Israel

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UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA

MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS CON MENCIÓN EN LA ENSEÑANZA DEL IDIOMA INGLÉS.

TEMA: Estrategias De Enseñanza Basadas En El Método Ecléctico Para Mejorar La Fluidez Oral En Inglés En Estudiantes De Undécimo Grado De Educación Básica.

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RESUMEN EJECUTIVO

La enseñanza de un idioma se basa en desarrollar e identificar métodos y estrategias combinadas que permitan al docente adaptar actividades variadas y mejorar la fluidez oral. Esta investigación tuvo como propósito reflexionar acerca del uso de estrategias combinadas de Flipped classroom, Audio Lingual, y Communicative language teaching a través del método ecléctico, como parte de la propuesta de implementación de las actividades se elaboró una guía didáctica con un modelo comunicativo y constructivista adaptada al nivel de los 15 estudiantes de primero de bachillerato de Montessori Unidad Educativa con una intervención de dos semanas. Para el análisis de los datos investigativos se utilizó el método mixto basado en técnicas cualitativas, cuantitativas, y análisis documental; para su intervención se puso en práctica instrumentos de recopilación de datos como el pretest, post test y una ficha de observación. Este tipo de investigación tuvo un diseño cuasi-experimental con un alcance exploratorio que permitió analizar el uso de estrategias combinadas con el método ecléctico. En el análisis de datos cuantitativos se empleó un software de Shapiro-west en JASP, obteniendo un análisis de los criterios de evaluación en base a los instrumentos aplicados. Además, se comparó con la técnica de ANOVA tomando en cuenta cada uno de los criterios de evaluación. En consecuencia, la combinación de diferentes elementos de diversas estrategias han demostrado que el método ecléctico ha tenido un efecto positivo en el mejoramiento progresivo de la habilidad de hablar en los participantes, permitiendo acceder a los distintos estilos de aprendizaje, obteniendo así un incremento en las habilidades lingüísticas principalmente la competencia oral.

Palabras claves: Métodos, Fluidez oral, Estrategias, Implementación, Combinación

UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA

FACULTY OF EDUCATION SCIENCES

MASTER IN PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

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ABSTRACT

TEACHING STRATEGIES BASED ON THE ECLECTIC METHOD TO IMPROVE ORAL FLUENCY IN ENGLISH AMONG ELEVENTH HIGH SCHOOL STUDENTS

Teaching a language is based on developing and identifying combined methods and strategies that enable teachers to adapt a variety of activities and enhance oral fluency. This research aimed to explore the use of combined strategies—Flipped Classroom, Audio Lingual, and Communicative Language Teaching—through the eclectic method. As part of the implementation proposal, a didactic guide with a communicative and constructivist model was developed, adapted to the level of 15 first-year high school students at Montessori High School, which involved a two-week intervention. For the analysis of the research data, a mixed-method approach was used, based on qualitative, quantitative, and documentary analysis techniques. Data collection instruments, such as pretests, posttests, and observation sheets, were implemented during the intervention. This type of research had a quasi-experimental design with an exploratory scope that allowed analyzing the use of combined strategies with the eclectic method. In the quantitative data analysis, the Shapiro-Wilk test was performed using JASP software, obtaining an analysis of the evaluation criteria based on the applied instruments. Additionally, it was compared with the ANOVA test, considering each evaluation criterion. Consequently, the combination of different elements from various strategies has demonstrated that the eclectic method has had a positive effect on the progressive improvement of the participants' speaking ability, allowing access to different learning styles and thus achieving an increase in linguistic skills, especially oral competence.

KEYWORDS:

combination, implementation, methods, oral fluency, strategies.



INTRODUCTION

Learning a foreign language, especially one as globally influential as English, requires more than memorizing vocabulary or grammar rules; it demands dedication, enthusiasm, and a well-structured approach to developing all language skills, particularly oral fluency. In today's increasingly interconnected world, the ability to communicate effectively in English is crucial for academic success, professional development, and active participation in global communities. However, many students face challenges in achieving proficiency, often due to traditional teaching methods that do not sufficiently engage learners or adapt to their individual needs.

In language teaching, the teacher must consider students' needs and select relevant teaching strategies, as these make up the variety of didactic resources. According to Biloan (2016) "to learn to speak a language, specifically English, the use of many activities are essential in the classroom since language is a diverse, always-changing theme and students tend to have different learning styles and needs" (p.143). Effective language teaching, therefore, must move beyond rote learning to embrace diverse, flexible, and student-centered strategies. The teacher's role becomes that of a facilitator who tailors activities to suit varied learning styles, interests, and cultural backgrounds. This highlights the importance of implementing varied pedagogical approaches that promote active participation and authentic language use.

One way to achieve this is through eclecticism, the combination of different teaching methods and strategies tailored to students' specific needs. Sarifa (2020) explains that the "Eclectic Method is a blend of different methods and approaches used to teach language based on the needs and aims of the learners," and Kumar (2022) states that it has become common in language teaching since its origin in the early 1970s. The main goal of eclecticism is to improve language skills employing an approach that contains several strategies, such as the eclectic method, which enables students to learn through various techniques.

In classroom practice, teachers who adopt an Eclectic Method select from different educational theories and teaching models, choosing strategies that best fit their students' particular profiles. In eclecticism, the teacher might prepare to be part of different fields and methodological models and approaches to determine necessary results through activities that involve the skills prior to the application where students will feel motivated and constantly open to different criteria. Gao (2011) states that “principle eclecticism challenges a teacher to ensure that every decision about learning is based on a detailed and holistic understanding of all learning theories and related pedagogical methods” (Chernusa et al., 2022, p.25). The teacher can adopt a pluralistic approach, choosing between different methods to form his combination, where he considers the particularities of each student (Mwanza , 2017). This means that the educator will develop a process that is appropriate by integrating coherently and adequately the different elements of other approaches, thus resulting in eclecticism based on principles. Similarly, the choice of the method to be implemented in the classroom is determined by the teacher, the students, the teaching and learning conditions, and even the sociocultural context in which the educational process takes place. This flexibility helps teachers design activities that motivate students, build their confidence, and develop real communication skills, especially in speaking, an area often neglected or underdeveloped in traditional classrooms.

In Ecuador, where many students struggle with oral communication skills, Ministerio de Educación del Ecuador (MinEduc) (2021) encourages teachers to analyze different methods and strategies to promote participation in activities aimed at the four fundamental skills for learning English: reading, writing, listening comprehension, and speaking. The educational curriculum states that it seeks for teachers to use a variety of methods that make classes more interactive, where they take into account the needs and learning style of each student, which is why it suggests the Content and Language Integrated Learning Method (CLIL), audio language, task-based, among others (MinEduc, 2019).

Since learning a language involves many skills and aspects, there is increasing interest in using teaching methods that combine different strategies and focus on active participation, technology, and real-life context. The eclectic method naturally includes these elements by addressing pronunciation, grammar, listening, and speaking all together. Its student-centered approach allows teachers to adjust their lessons, making language learning more meaningful, motivating, and effective.

Moreover, there is an increasing interest in promoting a method that does not limit the integration of various teaching strategies and approaches to allow for the search, expansion and growth in the development of linguistic skills. The eclectic method is a way of pluralizing the different components such as pronunciation, grammar, listening activities, etc. According to Sarifa (2020).

The application of multiple approaches and strategies makes the Eclectic Method more learner centered and helps learners to gain both accuracy and fluency. By implementing the Eclectic Method, a teacher becomes aware of which approach or method is ideal for the learners and chooses the instrumental ones to benefit the learners. Apart from being dynamic, (...) The teacher's role here is that of a facilitator and a delegator. It bridges the communication gap between the teachers and the learners (p.6).

Furthermore, the role of the teacher is to direct teaching through learning methods and approaches, which allows the use of a variety of methods, techniques and recreational activities so that students feel motivated and ensure that learning does not become a routine habit where they may not feel comfortable with the knowledge acquired during their preparation. Similarly, Antarez (2022) points out that the eclectic method is one of them, and describes it as one that combines elements from different methodologies with the aim of optimising the teaching and learning process in L2. Therefore, in this method, the most appropriate techniques and resources

are selected and adapted to each context, and according to the particular needs and potential of the students.

A study conducted by Monteverde and Acurio (2024) evidenced the deficiencies in English language learning in Ecuador's public schools. According to this study, students in these institutions have a low level of oral communication skills in English, compared to the standards established in the Common European Framework of Reference for Languages (CEFR), which measures the level of oral and written comprehension and expression in this language. This situation, the authors explain, is due, in part, to the scarcity of resources and teaching strategies, the lack of continuous training for teachers, coupled with the low motivation of students, who do not perceive this language as a useful tool for academic development or for their professional future.

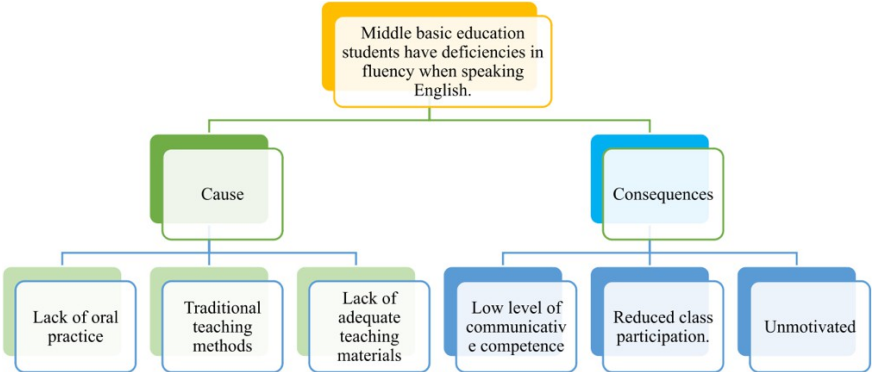


Image 1

Image N° 1: Problem Tree

Problem Statement

Teaching a foreign language presents many difficulties and challenges for both teachers and students of eleventh grade of Montessori high school because they have to struggle constantly with different types of learning and methodologies that sometimes must be focused according to the needs of the learners. It is also adequate to identify the requirements to strengthen the teaching of a language. Some students who attend secondary high school, which has some issues because of the lack of motivation to increase their oral fluency. Since they are not able to speak by themselves constantly as long as

“The teachers teach the English language not as a skill as it ought to be but merely a subject to help their students to get through the examination. Consequently, at the end of a course, students acquire little or no proficiency in linguistic skills like speaking, reading, and writing” (Kumar & Sailaja, 2015, pág. 7).

This problem requires the greatest attention to finding a method that is optimal so that students can encourage active participation in speaking in the target language and carry out conversations with native speakers to promote an environment of trust and progressiveness. According to Antarez (2022), the eclectic method in the L2 teaching and learning process provides a flexible and effective pedagogical alternative, because it allows adapting the strategies to the specific needs of each group of students, which positively impacts oral fluency. Moreover, teachers have acquired many advances and changes in their planning due to the various methods that can be combined according to the needs of the students for the development of skills through technological tools to expand new techniques for language production through the interaction.

Students find it the hardest to try to learn a new way to improve their oral fluency throughout interactions and real practice based on their situations. In this way, Derakhshan et

al., (2016) state that “Oral communication requires more than memorized vocabulary and grammatical comprehension. One of the obstacles of learning speaking is the contradiction between class materials and courses, so that most of the teachers do not facilitate situations for real practice in speaking” (p.178). Currently, technology allows teachers to connect it to education to make it more interesting and useful. Likewise, Mashelkar (2017) claims that the language English has a stable connection, which allows it to open up to other fields such as politics, technology, and economics. In addition, the acquisition of a new language is fundamental for the new generations as they have the need to get involved in new cultures, but to establish a strong relationship, technology and the English language must be more closely linked in education.

Authors Cepeda and Medina (2023) highlight that the language learning process presents several challenges. They emphasize the importance of appropriately utilizing resources, methodological strategies, and relevant technologies, as ignoring these elements can reduce student interest and create additional obstacles to understanding. Therefore, it is considered important to address these challenges by using the eclectic method, specifically Communicative Language Teaching, Flipped Classroom and Audiolingual Method, to foster a more effective and motivating learning environment that allows students to optimally develop their English language skills.

This study aims to combine methodologies and strategies to analyze the effectiveness of the eclectic method in teaching English and making combinations in different areas. The research line is based on the field of teaching English as a foreign language with the intention of improving the development of communication and oral fluency in English through the implementation of various approaches, established by the eclectic method. To address the difficulties of eleventh grade students in their oral fluency in English, the Participant Action Research (PAR) will be used to accomplish effectively, as it emphasizes collaborative inquiry,

active participation, and reflection involving both teachers and students to identify problems and develop practical solutions. According to Latorre (2019), knowledge is socially constructed and that participants have valuable knowledge and experiences that can contribute to the research process. PAR recognizes that learners and educators are not just subjects but active co-creators of knowledge, promoting a deeper understanding of the teaching and learning process and fostering meaningful change in educational practices.

For that reason, in this research the aim is to work together with students and teachers to identify the problem through a knowledge test, design strategies and plan actions that address the detected needs, as well as the final evaluation of the plan. This research aims to analyze the implementation of teaching strategies based on the eclectic method to improve oral fluency in English among eleventh grade students of basic education. The aim is to identify how these strategies, which combine various pedagogical approaches, impact both the improvement of this fluency in L2 and the motivation to overcome their deficiencies. This led to the development of the following research question: “How does the implementation of the eclectic method influence the development of oral fluency in English among tenth-grade students?”.

Beneficiaries

Eleventh grade students at the Montessori School are the direct beneficiaries of this research, because the implementation of teaching strategies based on the eclectic method has the potential to transform their passive learning experience into an active one in the English classroom. By employing a more dynamic and personalized method, students will have the opportunity to develop greater oral fluency, which will increase their ability to communicate effectively in real situations, in addition to generating in them greater confidence and motivation towards learning English. Hence, this method will allow them to interact with

diverse methodologies, thus enriching their learning process and preparing them to face future linguistic challenges.

Objective

To reflect on the use of teaching strategies based on the eclectic method to improve oral fluency in English in eleventh grade students of Basic Education in Montessori High School.

Specific Objectives

- To describe the level of the oral fluency of eleventh grade students in Montessori High School.
- To identify theoretical references about the Eclectic Method to improve oral fluency in English.
- To design the proposal on teaching strategies based on the eclectic method to improve oral fluency in English in eleventh grade students of Basic Education in Montessori High School.
- Validate the effectiveness of teaching proposals based on the eclectic method to improve the oral fluency in English of eleventh grade students of Basic Education.

CHAPTER 1: THEORETICAL FRAMEWORK

In the context of teaching English as a foreign language in lower secondary education, the development of oral fluency developing students' oral fluency is a fundamental goal of the learning process. Effective speaking skills are crucial for communication in real-life situations, academic success, and future professional opportunities. To achieve this, teachers must adopt approaches that foster active use of the language, support different learning styles, and create engaging, meaningful experiences. This study is based on different teaching and language theories that support the Eclectic Method, a flexible approach that combines many strategies to address various student needs.

Through a comprehensive review of previous studies different strategies that promote communicative practice and active language use within the eclectic method will be analyzed, considering communicative language teaching, the audio-lingual method, and flipped classroom learning. Each strategy focuses on different parts of learning a language, talking skills, grammar, and applying knowledge in real situations, to help students speak more fluently, use correct grammar, and communicate effectively. Additionally, key conceptual categories, including fluency, communicative competence, and didactic techniques, are examined as a foundation for structuring the educational interventions proposed in this study. This integral or holistic approach aims to enhance students' oral proficiency while fostering their confidence and motivation in learning English. This overall approach aims not only to improve students' speaking abilities but also to boost their confidence and motivation to learn English.

1.1 The Macro-Conceptual Framework

The macro conceptual framework refers to the theories and concepts underpinning this study (Arias, 2017). This framework helps to build the theoretical framework in which the study

variables are developed, which allows understanding the research problem, as well as possible solutions from different perspectives. For this reason, theories that are concatenated with the study are analyzed, which provide knowledge that helps to broaden the vision of the subject.

1.2 The Eclectic Method in Language Teaching

1.2.1 Definition and Principles

The Eclectic Method in language teaching is a flexible approach that combines different teaching strategies to suit the needs of each learner. Instead of using one-method approaches, teachers use a mix of techniques like communication, grammar, and direct instruction. This Eclectic Method is based on using different ways of teaching, considering students' cultures, interests, and learning styles. It also involves constant assessment, so teachers can make changes to keep lessons effective and engaging. Because it adapts to students' individual needs, the Eclectic Method is popular and useful for helping learners use language in real-life situations.

The principles of the Eclectic Method include a multimodal approach, which involves using various teaching strategies simultaneously. These strategies include the communicative method, the grammatical approach, and the direct method. Additionally, it incorporates visual elements, such as graphemic recognition (Hernández, 2021). The teaching context is also important; activities and content should align with students' cultural and social backgrounds (Cuadros & Santos, 2023). Furthermore, continuous evaluation plays a crucial role, as it promotes regular assessment of the students' progress. This ongoing process allows teachers to make necessary adjustments to the methodology and content, ensuring that instruction remains effective and responsive to learners' needs (Redondo, 2023).

The Eclectic Method in language teaching combines various methods, techniques, and strategies, and adapts flexibly to the needs, interests, and individual traits of students. This approach creates a personalized learning experience, emphasizing that it is not a rigid or fixed

method. Instead, it allows for the selection of the most effective techniques tailored to facilitate practical and functional language learning (Pazmiño, et al., 2017).

Flexibility in the selection of multi-method techniques is a core principle, based on combining methods and strategies according to students' characteristics and needs. This flexibility promotes the personalization of learning, enabling teachers to adapt their approaches to suit each learner (Altamar, 2021).

The role of learner-centered instruction aligns with this personalization, focusing on making the student the protagonist of the learning process. It takes into account their interests, learning styles, and rhythms. Consequently, it emphasizes initial diagnosis through assessments of cognitive skills, alongside analysis of learning preferences and ongoing curricular adjustments to meet individual needs (Sidabutar, 2021).

However, the application of a method is often temporary; therefore, it is important to consider how it is used and how well it functions during implementation. Understanding its performance in the classroom allows for necessary adjustments. For this reason, Kumar (2013) state that

“the eclectic method is mostly used method because every other theory has strength and limitations of its own. Learning of this method benefits from teaching. The eclectic method is a combination of different method of teaching and learning approaches. This method effectively works for any kind of learners' irrespective of age and standard. Learning is fun and innovative due to the unique nature of learning process” (p.1).

1.2.2 Advantages and Disadvantages of Eclectic Method

The eclectic approach, which involves mixing and adapting various teaching strategies, naturally presents both advantages and limitations in the context of foreign language education. One of the primary benefits of the eclectic method is its flexibility,

allowing teachers to tailor instructional strategies to the diverse needs, interests, and individual traits of students. Ruiz (2018) emphasizes that:

“the teacher needs to know about every single approach background, advantages and disadvantages; then to be able to mix up the strengths of them in a way that can have positive results in the classroom, a good teaching practice depends on the right combination of multiple activities” (p. 16)

This adaptability enables a personalized learning experience, which can improve engagement and learning outcomes. Additionally, the eclectic method helps bridge classroom activities with real-life contexts. Mwanza (2017) states that

“Also, it should be “the eclectic approach has several advantages. It connects classroom experiences to the daily life activities of the learners. This helps learners to understand new knowledge by drawing on what they already know” (Mwanza, 2017, p. 4).

Such an approach fosters confidence among students, encouraging active reading, listening, speaking, and writing through diverse methods and interactive strategies. Furthermore, because it integrates multiple modalities and strategies, the eclectic method tends to be more inclusive of different learning styles and preferences, making it suitable for a wide range of learners across age groups and proficiency levels. Its dynamic nature fosters motivation and maintains students' interest, which can lead to more sustained engagement with the language.

Through engaging in activities rooted in real-life contexts, students not only grasp concepts more effectively but also develop greater confidence in reading, listening, writing, and speaking using diverse methods and interactive strategies. However, it's important to recognize potential deviations, such as the excessive merging of traditional and modern methodologies, which may lead to inconsistencies if not carefully managed.

A series of skills assessments revealed that, through the use of the eclectic method, learners were able to internalize, use, and remember information more quickly because the method was adapted to their individual learning styles (Asif & Khan, 2022, p. 331). This model of teaching not only promotes understanding of the issues raised according to the planned curriculum but also is more dynamic and inclusive of each student.

The combination of different methods and strategies helps develop skills through a more effective set of activities. Students begin to notice changes in technological tools and didactic resources during lessons. This encourages adopting a more personalized and engaging approach, which can increase students' motivation, perhaps because of the materials or styles employed by the teacher to achieve new learning outcomes. It is also important to understand how this method functions when teaching students of varying ages.

Therefore, the eclectic method is widely regarded as an effective alternative for developing oral fluency in English in secondary education. As Montúfar (2020) explains, this method is characterized by integrating diverse approaches aimed at creating personalized learning experiences tailored to students' needs. Moreover, the application and performance of a method are crucial. Its effectiveness depends on how well it is implemented in the classroom. Kumar (2013) states that:

“The eclectic method is mostly used because every other theory has strengths and limitations. Learning through this method benefits teaching. The eclectic approach is a combination of different teaching and learning strategies. It works effectively for all types of learners, regardless of age or level. Learning is fun and innovative because of the unique nature of the learning process”(p. 1).

Combining various methods and strategies enhances skill development and offers a richer set of activities. Students tend to notice improvements in technological and didactic resources, which motivates them further. This approach encourages selecting personalized and

innovative learning techniques, driven by materials and styles the teacher employs to reach new learning outcomes. It is also essential to understand how this method works across different age groups to ensure its successful application.

However, the eclectic approach also presents challenges. One common issue is the potential for excessive mixing of traditional and modern methodologies, which can lead to disjointed or inconsistent instruction. As a result, some activities may lack coherence or fail to align with clear learning objectives. Moreover, implementing an eclectic approach requires teachers to have a broad knowledge of various strategies, their proper sequencing, and their contextual suitability. Without adequate training or experience, there is a risk that the method could become superficial or ineffective, undermining its potential benefits.

In summary, while the eclectic method offers considerable advantages by providing a flexible, student-centered, and contextually relevant framework, its successful application depends on the teacher's expertise in selecting and combining strategies appropriately. When well-executed, it enhances learner motivation, confidence, and competence, but requires careful planning and implementation to avoid drawbacks such as inconsistency or superficiality.

1.3 Supporting Theories for the Eclectic Method

1.3.1 Behaviorism

This emphasis on reinforcement and habit formation supports the inclusion of repetitive drills and pattern practice within the eclectic method. From the perspective Skinner quoted in (Angulo & López, 2024) radical behaviorism holds that human behavior can be explained and modified through the control of the environment by means of observable stimuli and responses, without the need to appeal to internal mental processes. This perspective is important for the eclectic method, since it justifies the use of repetitive exercises and memorization as techniques and strategies to strengthen linguistic habits and automate grammatical structures.

It also allows learners to perform repetition exercises (Drills): these are behavioral strategies applied in language teaching to reinforce the memorization of grammatical structures and vocabulary. In these exercises, the student repeats literally or with slight variations the structures proposed by the teacher, which allows the mechanical and automatic internalization of the language (Luna, 2022).

In the past, behaviorism was largely replaced by cognitive approaches. However, recent research, such as that of Guevara (2023) and Gidi (2024), suggests otherwise. These studies recognize that the principles of behaviorism remain valid in language teaching, particularly during the initial phases of learning, when repetition and memorization help establish strong linguistic habits. Moreover, behaviorism has been adapted and diversified to such an extent that it has been integrated into the Eclectic Method, contributing to the development and reinforcement of language skills. This theory helps explain why repetition and practice are useful. For instance, students repeat words or grammar rules to make them automatic. The eclectic approach uses drills and pattern exercises to help students develop good habits in speaking and grammar.

1.3.2 Cognitivism

While behaviorism emphasizes repetition and habit, cognitivism focuses on understanding and meaningful processing. This provides a foundation for activities that promote analysis and comprehension, balancing the more mechanical techniques supported by behaviorism. Cognitivism states that learning occurs when students actively process information, which they organize and structure into mental schemas that facilitate language comprehension and retention. In the eclectic method, this means choosing strategies that encourage reflection, analysis, and meaning-making, rather than just repeating information (Angulo & López, 2024). Therefore, it is affirmed that the eclectic method blends cognitivist ideas. It combines activities that build deep understanding with reasoning in context and

practical language use. It also recognizes the mental structure of cognitivism, as is clear in how the eclectic method arranges content and teaching activities. It aims to make learning meaningful and connects to what students already know. This facilitates the transfer and generalization of the language to real communication situations (Murgas & Suarez, 2024).

Cognitivism focuses on understanding and organizing information. For instance, students learn grammar rules in context or use activities like mind maps to connect new words with what they already know. The eclectic approach combines these strategies to help students understand and use the language better.

1.3.3 Socio-Constructivism

Building on individual-focused theories like behaviorism and cognitivism, socio-constructivism emphasizes the importance of social interaction and collaboration in learning, which are essential components of the eclectic approach. According to Vygotsky's theories, learning is conceived as a process intrinsically immersed in the sociocultural aspect, where interaction with the environment plays a fundamental role (González, 2020). In the educational context, the social, educational, and cultural environment provides students with both the motivation and the resources necessary for learning. This process is understood as a transformation that involves the processing of both affective and cognitive information. Vygotsky (1978) postulates that cognitive development occurs through social and cultural interactions. In line with this perspective, the eclectic method promotes teaching and learning activities that foster interaction and collaboration between students.

A central element of Vygotskian theory is the concept of the "Zone of Proximal Development" (ZPD), which represents the gap between a student's current level of development and their level of potential development, achievable through adult guidance or collaboration with more capable peers (Zaretsky, 2021). In the context of English oral fluency,

the eclectic method allows teachers to identify each student's ZPD, which facilitates the design of activities that challenge learners to reach higher levels of proficiency with appropriate support and mediation. Furthermore, the socio-constructivist theory highlights the importance of language as an essential tool for cognitive development and knowledge construction. From this perspective, the eclectic method integrates various pedagogical approaches, such as communicative language teaching, the flipped classroom, and the audiolingual method in order to improve English oral fluency. This integration encourages the use of English as a means of communication, reflection, and learning.

This theory emphasizes learning through social interaction. Activities like group discussions or role-plays allow students to practice speaking with others, learn from their peers, and stay motivated. The eclectic approach uses these social activities along with individual work to make learning more meaningful.

1.4 Developing Speaking Skills in English

According to Cruz (2021) accuracy is relevant because it helps avoid misunderstandings and ensures that the message is communicated effectively. To improve accuracy, it is necessary for learners to receive feedback and have the opportunity to practice in meaningful contexts.

Another feature is contextual appropriateness in speaking skills, because speakers must be able to adapt their language according to the situation and audience. Morales (2021) points out that awareness of social as well as cultural context influences the effectiveness of communication. Therefore, it is considered necessary to expose students to diverse communicative situations and learn to recognize the norms and expectations associated with each one.

1.4.1 Key Components

The development of effective speaking skills encompasses several interrelated components, including pronunciation, vocabulary, grammar, fluency, clarity, and coherence.

1. **Pronunciation:** Pronunciation is fundamental to oral communication, as it directly impacts intelligibility. Amaya and Bajaña (2020) highlight that clear pronunciation reduces misunderstandings and enhances the speaker's credibility. Effective pronunciation instruction involves focusing on individual phonemes, accentuation patterns, and intonation, facilitating better listener comprehension.
2. **Vocabulary:** Vocabulary refers to the repertoire of words that a speaker can correctly use in speech and writing. Pérez et al. (2022) contend that lexical knowledge is crucial for developing verbal fluency and understanding sentence structures by enabling learners to relate new words to their existing knowledge. A rich and functional vocabulary allows learners to express ideas effectively across various contexts. Chacua et al. (2024) emphasize the importance of acquiring frequently used words and phrases to facilitate communication in common situations. Vocabulary expansion involves not only learning new words but also understanding their contextual appropriateness. Activities such as context-based learning, thematic vocabulary exercises, and interactive conversations are effective strategies for internalizing vocabulary and promoting its accurate use in speech.
3. **Grammar:** Grammar involves the rules and structures that govern word formation and sentence construction, including morphology and syntax. Morales (2021) notes that basic word order, such as subject–verb–object, is essential for language comprehension and production. English, lacking grammatical gender in nouns, presents certain simplifications compared to languages with gender distinctions. However, learners often encounter difficulties with verb tense consistency and sentence structure, which

differ markedly from their L1. Cruz (2021) points out that confusion over tense usage and complexities in sentence formation can hinder accurate expression, while the absence of gender and number agreement in nouns and adjectives may cause uncertainties in grammatical usage.

4. Fluency: Fluency pertains to the ability to deliver speech smoothly, at an appropriate pace, with minimal hesitation. García et al. (2024) identify fluency as a key indicator of oral competence, emphasizing that it develops through practice. It involves speaking without excessive pauses or interruptions, thereby supporting the flow of natural and dynamic conversation.
5. Clarity: Clarity involves articulating ideas in a straightforward and comprehensible manner. Puspitasari and Dewi (2023) argue that clarity is vital for effective communication, especially in intercultural contexts where linguistic and cultural differences pose challenges. Techniques to enhance clarity include simplifying sentence structures, avoiding ambiguity, and employing pauses and emphasis strategically. For language learners, engaging in real-life scenarios such as role-plays and dialogue simulations helps improve their ability to convey ideas clearly and confidently.
6. Coherence: Coherence in oral discourse ensures that ideas are logically connected and easily followable by listeners. Zajdler (2020) emphasizes that coherence is achieved through the appropriate use of connectors and discourse markers, which structure the message and establish relationships among ideas. Maintaining relevance and logical progression within speech helps listeners understand and follow the speaker's message effectively.

1.4.2 Role and Importance in Oral Fluency

Communication is the exchange of ideas between individuals, either orally or in writing. It involves the transfer of meaning and mutual understanding. In daily life, people communicate

opinions and emotions to inform, entertain, interest, amuse, or even mislead others (Tabassum, 2018, p. 3). Effective communication, however, extends beyond simply teaching a subject or reading text; it requires activities that are carefully designed and grounded in strategic, methodological, and technological guidelines. These activities aim to enable students to engage in meaningful dialogue using the second language.

The Eclectic Method is regarded as an effective approach to developing oral fluency in English within secondary education. As Montúfar (2020) explains, this method is characterized by integrating various pedagogical approaches aimed at creating personalized learning experiences tailored to the specific needs of students. The following methods are often considered within this approach: Communicative Language Teaching (CLT), Flipped Classroom, and Audiolingual Method. Communicative Language Teaching (CLT) emphasizes the development of functional communication skills and meaningful interaction in authentic contexts, which are crucial for fostering oral fluency. It encourages the use of language in real-life, contextualized situations to promote active participation in communicative activities (Qasserras, 2023). Unlike traditional approaches that may neglect conversational practice, CLT adopts a more natural learning process where grammatical or structural review is minimal. Muñoz (2023) states that “the CLT is a method based on oral communication, where learning occurs through constant interaction among students via games, dramatizations, critical thinking, and problem-solving” (p. 10). Consequently, activities are resource-dependent, incorporating technological and didactic tools to strengthen communication skills across all English language domains. For effective implementation of CLT, especially in enhancing oral skills, it is essential to incorporate modern digital technologies. Interactive online platforms allow students to practice virtual conversations, record themselves speaking about specific topics, and participate in debates or role-plays. These activities foster active engagement, facilitate ongoing assessment of oral fluency, and help identify areas requiring improvement (Jerónimo, 2023).

Such approaches are especially relevant in high school settings, as they prepare students not only academically for university life but also socially, boosting their confidence to communicate fluently in diverse situations inside and outside the classroom.

According to Chi-Yao et al. (2022), the Flipped Classroom revolutionizes traditional teaching by shifting initial content delivery outside of class, typically through videos and readings assigned for homework. Classroom time is then dedicated to active learning activities such as discussions, problems, and collaborative projects. This model promotes deeper engagement, critical thinking, and practical application of knowledge, transforming students from passive recipients to active participants. It also fosters essential skills such as collaboration and independent learning.

The Audiolingual Method is a language-teaching approach focused on developing listening and speaking skills through repetitive drills and pattern practice. Rooted in behaviorist learning theories, it posits that language acquisition occurs through habit formation. Teachers serve as models and guides, presenting dialogues and exercises for students to repeat and memorize, with particular attention to pronunciation, intonation, and grammatical accuracy. Audio recordings and other multimedia resources reinforce learning, aiming to achieve fluency and precision in oral communication (Sidabutar, 2021). This approach allows educators to continuously evaluate students' oral proficiency and target areas needing improvement.

1.5 Strategies and Activities Based on the Eclectic Method

1.5.1 Strategies for Communicative Language Teaching

The strategies and oral skills that will be used to promote oral fluency in students, through the three proposed methods; Communicative Method Language Teaching; Inverted Classroom and the Audiolingual Method, are the following.

1. Communicative method

Strategies:

Role-Playing: students will assume different roles in real communicative situations, allowing them to practice language in meaningful contexts. Is a teaching technique that involves students in simulating real-life situations. During this activity, students take on different roles and act out specific scenarios that reflect authentic communicative contexts. This methodology not only encourages language practice, but also develops social and problem-solving skills. (Garma, 2021)

Debates and Discussions: It is a teaching strategy for the development of various skills in students, especially in the area of oral communication, critical thinking and teamwork. Debates on relevant topics will be organized, encouraging the expression of opinions and the use of arguments in English, through the use of online forums or tools such as Google Meet (Martín, 2023).

Conversation Games: Playful activities on educational platforms involving questions and quick answers to improve verbal agility.

1.5.2 Strategies for Flipped Classroom

Strategies: Videos and Multimedia Resources: where students will review content at home, allowing class time to be devoted to oral practice.

Group Discussion: group activities on educational platforms where students discuss learned content, promoting language use in collaborative contexts (Koc, 2018).

Reflections: Students write reflections on their learning, which are then discussed orally in class (Chan y Lee, 2021).

1.5.3 Strategies for the Audiolingual Method

Repetition and Drills: repetition exercises of phrases and rammatical structures to reinforce pronunciation and intonation through the use of Spotify (Sase, 2022). By listening to

and repeating authentic language input, students can internalize correct stress patterns, rhythm, and intonation, which are crucial for natural-sounding speech. Spotify offers a wide range of podcasts, songs, and spoken content that expose learners to different accents and speech models

Listening and Response: Activities where students listen to dialogues found online and then respond to questions about the content. Authentic audio materials expose learners to natural speech patterns, varied accents, and real-world vocabulary, enhancing their ability to understand spoken English in diverse contexts. By answering comprehension questions, students practice extracting key information, identifying speaker intent, and making inferences, essential components of active listening.

Dialogue Practice: pre-established dialogues to become familiar with language use in specific contexts, using YouTube videos (Bibauw et al., 2022). These dialogues expose learners to situational vocabulary, appropriate tone, and cultural nuances, making it easier to understand how language functions in everyday interactions such as ordering food, making appointments, or asking for directions. YouTube provides visual and auditory cues that reinforce comprehension, allowing students to connect spoken words with body language, facial expressions, and social context.

1.6 Research Gap

Merino & Ceballos (2024) proposed applying the eclectic method to lower-intermediate students at San Antonio School in Ibarra. 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". To achieve this, they employed a qualitative approach through observations and interviews, allowing access to interactions, experiences, and research documents.

The quantitative method was crucial for the researchers, as its implementation enabled the collection of measurable and reliable results. The selected participants were fourth-grade primary school students who faced significant difficulties in developing oral fluency due to the use of traditional methodologies and the absence of strategies suited to their proficiency level. The findings were positive showing the students' acquisition through eclectic methods, as the researchers concluded that this method allowed teachers to adapt content based on students' strengths and weaknesses, ultimately improving their oral fluency.

The proposed method is highly valuable, as the results demonstrated the effectiveness of the eclectic method in enhancing students' oral fluency. Which is considered to be related to the present research, since it seeks to obtain positive results in the improvement of students' oral expression.

Furthermore, Rhman (2023) investigated the effectiveness of the eclectic approach in learning English verbs for secondary school students in Multan, aiming to determine whether this approach would help improve verb knowledge and usage by comparing it with conventional methods. Using a pre-experimental design with before and after tests, he selected a sample of 41 ninth grade students who were taught using the eclectic approach for two weeks. The results indicated that the eclectic approach was effective where it showed a statistically significant improvement of $p < 0.05$. However, problematic areas were identified, such as the present perfect continuous tense and negative sentences in the simple past. The previously discussed study provides valuable information that helped to understand the development of teaching strategies focused on the eclectic method to improve oral fluency in English. Although the contexts differ, both studies share a common interest in exploring innovative pedagogical methods, such as the eclectic approach, to improve English proficiency in educational settings.

Additionally, Mera (2023) focused on analyzing how the eclectic approach contributes to improving linguistic production (both written and oral skills) among middle school students.

Through a literature review the study established the characteristics, features, and application of various approaches and methods for teaching English. A correlation of results was conducted using mixed-method techniques, including a student survey, a focus group session with teachers, and an interview with the school principal. The analysis revealed that students' productive skills in L2 oral fluency were deficient and needed to be developed alongside receptive skills. Additionally, teachers did not effectively manage the application of approaches and methods, which hindered educational innovation. The findings indicated that the eclectic method requires extended academic periods for its implementation and the integration of all language skills, facilitating linguistic production improvement and challenging traditional perceptions of foreign language teaching.

The implementation of new methods, especially the eclectic approach, allows to address all language skills in a comprehensive manner. However, it is essential to identify students' weaknesses and enhance their strengths in language learning. Accordingly, the authors suggest that, by developing material according to the students' learning reality, and using various methods such as the Flipped Classroom, audiolingual method, among others; students can experience greater enthusiasm for building their knowledge, especially through technological programs. The eclectic method not only improves comprehension, but also encourages oral expression in L2, facilitating more dynamic and effective learning.

Analyzing the relevance of the study proposed by Alam and Sultana (2020) raises the need to promote an innovative method in 6 colleges in Bangladesh, of which it is promoted that the application be in rural schools. Also, several strategies are developed for high school students in understanding the activities, and that teachers must have knowledge based on methodological knowledge to establish in high school students who are more participants. Finally, the respective research is carried out with qualitative data to acquire the data by interviewing the teachers through the interview and data analysis.

These previously mentioned studies are fundamental for a more optimal analysis by means of different research methods or according to the proposal. In addition, it was found that the eclectic method is applicable not only for high school children, but also for elementary school children. Evidently, technological tools are important to guarantee better performance. Therefore, this analysis allows us to know that both students and teachers will be the direct beneficiaries of implementing new teaching methods and strategies.

1.7 Conclusion

This chapter has given an overview of the theories that support using the Eclectic Method in teaching languages. By combining important approaches like communicative language teaching, the audiolingual method, and task-based learning into a complete framework, the Eclectic Method provides a flexible, student-centered, and culturally relevant way to improve speaking skills. The review of theories such as behaviorism, cognitivism, and socio-constructivism shows how language learning is multi-faceted and explains why mixing strategies that suit different learning styles and stages is effective.

Additionally, previous research shows that using the Eclectic Method has led to positive results in various educational settings, including improvements in fluency, motivation, and confidence. These studies prove that this approach can meet the complex needs of learners of different ages and backgrounds. Based on this theory and evidence, this study aims to investigate and build on those findings, focusing on eleventh-grade students at the Montessori Educational Unit, and adapting the best practices to promote meaningful language use and lasting progress in oral skills.

CHAPTER 2: METHODOLOGY

The aim of this research is to evaluate the effectiveness of the Eclectic Method in improving oral fluency in English among eleventh-grade students at the Montessori Educational Unit. It explores how various pedagogical strategies within this approach influence students' speaking skills, confidence, and motivation. This chapter presents the methodological framework designed to ensure the reliability and validity of the results. The study employs a mixed-methods approach, combining a quasi-experimental pretest-posttest design to measure changes in oral fluency, with qualitative data from teacher observations, and documentary analysis to understand participants' perceptions and attitudes. This combination provides both objective and in-depth insights into the impact of the Eclectic Method. The research adopts an action-research paradigm, promoting active participation and reflection by teachers and students to facilitate continuous pedagogical improvement and an authentic investigation of teaching and learning English through diverse strategies.

2.1 Research Design and Approach

This study employs a mixed-methods approach, integrating both quantitative and qualitative methodologies to explore the impact of the Eclectic Method on students' oral fluency in English. This approach aligns with the complex nature of the phenomenon, as it combines objective numerical data with in-depth insights into student development and teaching dynamics, providing a more comprehensive understanding.

For the quantitative aspect, a quasi-experimental pretest-posttest design was adopted. This involved administering diagnostic tests before and after the pedagogical intervention to measure changes in students' oral fluency resulting from the implementation of the eclectic strategies. Such a design allows the study to verify improvements and clearly identify modifications in students' communicative performance in English. As highlighted by Lanza et

al. (2025), this type of approach is particularly useful in educational research because it captures measurable outcomes and facilitates the interpretation of the change process over time.

Complementing this, the qualitative component was developed through teacher observations using a detailed checklist. This method captures participants' emotions, attitudes, and contextual behaviors, contributing to a deeper understanding of the complexities and dynamics within the teaching-learning process. Following Amdadian et al. (2020), the integration of qualitative and quantitative methods enhances the validity of the study by offering a precise, multidimensional view of the phenomenon under investigation.

The overarching research design follows an educational action research paradigm rooted in the participatory approach, positioning the teacher-researcher as an active participant rather than an external observer. This involves engaging in reflective dialogue with students and colleagues to promote practical, contextually relevant improvements in pedagogical practices (Poth & Onwuegbuzie, 2016). Such an approach fosters continuous development, ensuring the intervention remains tailored to the specific educational environment.

The combined use of a mixed-methods framework and participatory action research offers a coherent, rigorous, and adaptable structure for evaluating the influence of the Eclectic Method on student oral fluency. This integration guarantees both scientific credibility and practical applicability, supporting meaningful pedagogical enhancements.

2.2 Type of Study

The choice of a mixed-methods design reflects the need to balance objectivity with depth of understanding. Quantitative data provide measurable evidence of progress, while qualitative insights offer nuanced perspectives on student confidence, motivation, and

engagement. This approach is particularly suited to applied educational research aiming to implement and refine instructional strategies in real classroom settings.

The methodology was designed as mixed-method research, incorporating a quasi-experimental design and a descriptive-exploratory approach to objectively examine the effects of using the Eclectic Method as a teaching strategy. This methodological classification made it possible to address two key aspects of the study: first, to measure the quantifiable changes in students' oral fluency; and second, to explore the changes in confidence of students.

2.3 Data Collection Techniques

Data were collected using two primary methods: pre- and posttests and teacher observations. Following a quantitative approach, diagnostic tests were conducted before and after the implementation of the Eclectic Method to assess students' oral fluency levels. This pretest-posttest design enabled the identification of significant changes in students' communicative performance following the implementation of the eclectic strategies. The evaluation was developed in accordance with MinEduc (2012) guidelines, focusing on aspects such as pronunciation, coherence, grammar, and vocabulary. It included various speaking activities that evaluated students' fluency, clarity, pronunciation, and smoothness of speech, ensuring there were no pauses or interruptions.

Results from these assessments were analyzed through descriptive and comparative statistical techniques within the quasi-experimental framework, providing an objective measure of students' progress in language skills. As supported by Zakiyyah et al. (2024), this approach is effective for quantifying language development, especially with small samples.

Complementing the assessments, systematic teacher observations were carried out using a behavior checklist. During each phase of the pedagogical process, teachers recorded indicators such as vocabulary usage, coherence, participation, and confidence during communicative

activities. These observations were recorded via flashcards and linked to the test scores and survey responses, allowing for triangulation and correlation of data. According to Edwards (2017), checklists in systematic observation are valuable tools for collecting reliable data in applied educational research.

This study employed mixed-methods data collection, combining quantitative results from standardized tools with qualitative insights obtained through teacher observation and reflection. This comprehensive approach facilitated a deeper understanding of the influence of the eclectic strategies on students' oral fluency.

2.3.1 Instruments

Among the techniques discussed above, two main instruments were used for data collection: the grading form for the pre- and posttests (see Annex 3 and 4) and the teacher observation form (see Annex 5). The assessments were validated by experts to ensure content validity and adherence to educational standards. During data collection, all assessments were administered under standardized conditions to guarantee consistency across participants.

For qualitative data, observation records were used to enhance the trustworthiness and credibility of the research. These records included detailed field notes and checklists, which were documented systematically to ensure accuracy. 2, following best practices outlined by Braun and Clarke (2021) and Urhahne and Wijnia (2023). To further strengthen the reliability, coding procedures were documented, and any discrepancies were resolved through consensus meetings. Data were securely stored and anonymized to protect participant confidentiality throughout the research process.

Study Category

Study Category

Definition

Subcategories

Definition of

Subcategories

Eclectic Method
It refers to a teaching approach that combines elements from different methodologies to create a flexible and personalized learning experience.

- Communicative Language Teaching (CLT)
- Flipped Classroom
- Audiolingual Method

- CLT: Focuses on interaction and communication as both the means and the goal of learning.
- Flipped Classroom: Shifts instruction to outside the classroom, maximizing practice time in class.
- Audiolingual Method: Emphasizes repetition and drills to teach language structures.
- Pronunciation: Accuracy in producing sounds and stress patterns.
- Vocabulary: Use of a varied and context-appropriate lexicon.
- Grammar: Correct use of sentence structures.

Oral Fluency
It refers to the learner's ability to

speaking smoothly and coherently, maintaining an appropriate pace and minimizing hesitation.

- Pronunciation
- Vocabulary
- Grammar
- Clarity
- Coherence

- Clarity: Speech is understandable and free of ambiguity.
- Coherence: Logical flow and organization of ideas.

Table N° 1: Study Category

Made by: Israel Rivadeneira

Source: Bibliographic research

2.3.2 Validation of Instruments and Procedures

To ensure the validity and reliability of the data collection instruments, such as the pre- and posttest assessment rubrics and observation rubrics, a validation process was conducted prior to application. This process includes review and validation by English language teachers and educational research to verify the accuracy of the instruments in reflecting the construct of oral fluency and the objectives of the eclectic method. Additionally, a pilot test was carried out with a small group of students similar to the study participants to identify potential ambiguities and ensure clarity and appropriateness of the instruments. Based on the feedback from these experts in combination with the pilot test, necessary adjustments were made to refine the instruments.

Furthermore, the overall research procedures, including data collection and analysis methods, were validated through peer review within the research team and preliminary feedback from the supervisor to confirm appropriateness and feasibility. This process aligns with the validation strategies outlined in the ‘Manual de estilo’ of the Universidad Tecnológica Indoamérica and ensures the methodological rigor of the study, ensuring that the data collected

are valid and reliable for evaluating the effectiveness of the eclectic method in enhancing students' oral fluency.

The structure and contents of the learning guide developed for this study were reviewed and validated by three subject-matter experts specializing in language teaching and curriculum design. The validation process entailed an initial evaluation in which the experts assessed the pedagogical coherence, relevance and alignment of the guide with the specified learning objectives. They provided constructive feedback aimed at improving the organization of activities, clarity of instructions, and the integration of assessment tools.

Following this, the researcher incorporated the experts' suggestions and revised the guide accordingly. The revised version was then resubmitted for a final review, resulting in the unanimous validation of the learning guide by all three experts. They awarded a satisfactory rating, thereby confirming the guide's quality, appropriateness, and potential effectiveness in supporting students' oral fluency development. This validation process contributed to ensuring the pedagogical soundness and reliability of the instructional materials used in the intervention.

2.3.3 Documentary Analysis

The qualitative approach was used for the documentary analysis, which mainly aimed to gather theoretical and empirical background about the Eclectic Method and support the development of the study's instruments. For this, articles, theses, technical reports, and curricula related to teaching English as a foreign language were reviewed.

This technique helped to place the study in its educational context and to create categories for coding the qualitative data, as suggested by Valledor et al. (2023). Reviewing these documents provided a better understanding of the educational setting and helped inform the researcher's decisions.

Additionally, this method supplied more material to explain the relationship between the strategies proposed and the latest trends in language teaching, as Poth and Onwuegbuzie (2016) recommend regarding the use of mixed methods in education.

2.4 Participants and Sampling

The study involved 15 eleventh-grade students from the Montessori Educational Unit, selected through convenience sampling based on regular attendance, voluntary participation, and prior engagement in English classes. Small samples are appropriate for detailed, follow-up research, allowing intensive observation and analysis (Hernández et al., 2014; Ahmadian et al., 2020). The participants' characteristics were documented to contextualize the results and ensure they represent the target population. The population consisted of Basic Education students from the "Montessori" educational unit in an urban area in Ecuador. Participants, around 15 years old, were studying at a level prior to the Baccalaureate cycle, with the goal of assessing their level of oral fluency to evaluate the impact of the eclectic method on early linguistic development.

Participants were chosen via non-probabilistic convenience sampling, as the methodology required accessible subjects who met specific criteria, including enrollment in the relevant levels, minimum attendance, and availability for all sessions. This sampling method is commonly used in educational research involving intensive observation (Hernández et al., 2014). This research adhered to ethical standards by obtaining informed consent from all participants and ensuring data confidentiality. Participants were informed of their right to withdraw at any time without repercussions. Moreover, since the participants are minors, informed consent was also obtained from their parents and/or legal guardians. This was done by signing an informed consent form (see Annex 7).

The strategies employed were adapted based on each student's level of interaction, enabling the collection of relevant quantitative and qualitative data from classroom experiences. This sample size supported the exploratory-descriptive nature of the study, which, aligned with recent research, suggests smaller samples facilitate in-depth understanding through techniques such as interviews and direct observations (Ahmadian et al., 2020).

2.5 Analysis of the Results

Quantitative data from pre- and post-assessments were analyzed using descriptive statistics (means, standard deviations, graphs) in JASP, enabling comparison of students' oral fluency levels over time. The analysis revealed significant improvements across key components, such as pronunciation, vocabulary, coherence, and overall fluency.

Qualitative data from teacher observational notes were examined through thematic analysis, using open coding to identify recurring patterns and categories related to students' perceptions, challenges, and progress. The combination of quantitative and qualitative results, following triangulation principles, strengthened the credibility of the findings. By cross-verifying results from assessments and observations, the study achieved a more comprehensive understanding of the impact of the Eclectic Method on students' oral fluency. Systematic comparison of data from different sources allowed for the identification of discrepancies and nuanced insights into teacher-student interactions and the effectiveness of the intervention (Hernández et al., 2014).

To enhance internal validity, assessment instruments analyzed, and standardized procedures were strictly followed during the data collection process. The reliability of qualitative data was reinforced through independent coding by two evaluators, with inter-rater agreement measured and discrepancies resolved through discussion. Moreover, ethical approval

was obtained from the relevant institution before data collection began. This was done using an informed consent form (see Annex 6).

While the methodology provides a robust framework for evaluating the intervention, certain limitations are acknowledged. The small sample size restricts the generalizability of findings, and the absence of a control group limits causal inferences. Additionally, observer bias may influence observational data; however, the use of standardized checklists and multiple raters helped mitigate this risk. The data collection process was structured into three main phases:

- Pre-intervention assessment: initial diagnostic tests and baseline observations.
- Implementation period: conducting the eclectic strategies over approximately eight weeks.
- Post-intervention assessment: final diagnostic tests, surveys, and observations to measure progress.

This phased approach allowed for systematic tracking of student development and facilitated adjustments to teaching strategies as needed.

For data analysis, a mixed-methods strategy was employed, combining quantitative and qualitative techniques. Quantitative data from the assessments were organized into analysis matrices and processed with descriptive statistics in JASP. The results included means, grades, and standard deviations, with comparisons before and after the intervention to identify improvements in pronunciation, vocabulary, coherence, and fluency. This analytical approach is supported by recent educational studies as effective for small-sample evaluations (Zakiyyah et al., 2024).

Qualitative data from teacher observation records were analyzed through open coding, identifying categories related to perceptions of learning, participation, challenges, satisfaction, and self-assessment. The triangulation of these data sources was essential in validating the findings, increasing the reliability and credibility of the study as recommended by Hernández et al. (2014).

2.6 Reliability

Within the research, various strategies were employed to ensure the reliability of the data and the integrity of the analysis. In mixed methods research, reliability plays a crucial role because it provides confidence in both quantitative and qualitative procedures.

In the quantitative phase, structured instruments such as pretests and posttests of oral fluency were administered. These tools were designed following the guidelines of MinEduc (2012) and validated through expert judgment. This process helped verify that the evaluated elements accurately reflected the study's objectives, thereby reducing potential errors. Additionally, the administration of these instruments was carried out under standardized conditions, ensuring consistency across all participants.

In the qualitative phase, the triangulation technique was used as a method of source validation to enhance the credibility of the findings. This involved comparing and verifying results obtained from different sources, such as diagnostic test scores and observation sheets of classroom practices. According to Braun and Clarke (2021), triangulation facilitates the identification of common issues across perspectives and helps mitigate bias, which is especially important in subjective research. Furthermore, in the qualitative analysis, coders independently reviewed students' responses and then reached a consensus on the categories identified. Urhahne and Wijnia (2023) recommend this approach to strengthen the credibility of qualitative analysis, ensuring that interpretations are not solely dependent on one analyst's viewpoint.

Methodologically, these strategies collectively ensured that the results remained stable and consistent from both statistical and interpretative perspectives. This rigor enhanced the internal validity of the study and increased the overall reliability of the findings.

RESULTS

This chapter presents the findings of the research, which aimed to evaluate the impact of the Eclectic Method on enhancing oral fluency in English among eleventh-grade students. The results include both quantitative data from diagnostic tests and qualitative results from surveys and observations. Together, these findings offer a comprehensive understanding of how the implemented strategies influenced students' speaking skills, confidence, and motivation, providing valuable evidence on the effectiveness of the Eclectic Method in the classroom.

Diagnostic Test

Initially, students' grades on the pretest ranged from 4.0 to 8.7, with a mean of 6.78 (SD = 1.367). After the implementation of the eclectic method, the scores improved, ranging from 7.5 to 10.0, with a mean of 8.633 (SD = 0.719), indicating an overall enhancement in students' grades.

Descriptive Statistics ▼		
	Pretest_grade	Posttest_grade
Valid	15	15
Missing	0	0
Mean	6.780	8.633
Std. Deviation	1.367	0.719
Skewness	-0.554	0.127
Std. Error of Skewness	0.580	0.580
Shapiro-Wilk	0.953	0.951
P-value of Shapiro-Wilk	0.568	0.536
Minimum	4.000	7.500
Maximum	8.700	10.000

Table N° 2: Descriptive Statistics pre- and posttest

Made by: Israel Rivadeneira

Source: JASP Software

Before conducting the inferential analysis, the normality of the pre- and post-intervention scores was assessed using the Shapiro-Wilk test in JASP. The results indicated that the data significantly deviates from a normal distribution, with the pretest ($p = 0.568$, $\alpha = 0.05$) and the posttest ($p = 0.536$, $\alpha = 0.05$). However, due to the small sample size ($n=15$) of this

study, normality tests might be less reliable, therefore not only the Shapiro-Wilk test was utilized in JASP, the normality of the pretest and posttest was also assessed using histograms and Q-Q plots. This revealed that the data deviates from a normal distribution and thus violates the assumption of normality. Therefore, the Wilcoxon signed-rank test was employed to evaluate differences in students' scores on the pretest and the posttest. The Wilcoxon test revealed a significant increase in scores after the intervention, $z = -3.408$, $p = <0.001$. The negative z-value reflects an upward shift in scores, suggesting that students' results improved significantly following the implementation of the eclectic method.

Measure 1	Measure 2	t	df	p	Cohen's d	SE Cohen's d	95% CI for Cohen's d	
							Lower	Upper
Pretest_grade	- Posttest_grade	-9.149	14	< .001	-2.362	0.224	-3.354	-1.349

Note. Student's t-test.

Table N° 3: Paired Samples T-Test

Made by: Israel Rivadeneira

Source: JASP Software

Consequently, a paired samples t-test was performed to examine differences in students' grades, following the implementation of the eclectic method. The analysis revealed a statistically significant increase following the implementation of the eclectic method, $t(14) = -9.149$, $p < 0.001$, with a large effect size (Cohen's $d = -2.362$). The mean difference was 1.853 points, with a 95% confidence interval ranging from -3.354 to -1.349, indicating a substantial improvement in scores between the pretest and posttest. Specifically, the mean score increased from 6.780 (SD = 1.367) on the pretest to 8.633 (SD = 0.719) on the posttest, reflecting a significant enhancement in students' oral fluency.

When analyzing the results of the students on the pretest and posttest, students were assessed using criteria on a grading form (see Annex 4 and 5). To determine which criteria of the grading form showed the greatest improvement following the implementation of the eclectic

method, a repeated measures ANOVA was conducted with ‘criteria’ (Fluency, Vocabulary, Grammar, etc.) as the within-subject factor, comparing scores from the pretest and posttest.

The data were tested for assumptions, and revealed that sphericity was met, as expected, since the analysis only involved two levels (pretest and posttest). Normality of the difference scores was assessed using Shapiro-Wilk tests, which indicated that the assumption of normality was reasonably satisfied for most criteria. Additionally, no significant violations of homogeneity of variances were detected. The repeated measures ANOVA showed a significant interaction between time and criteria, ($F(1, 14) = 83.705, p < .001$), indicating that the degree of improvement differed across the various skills. Post-hoc analyses revealed that skills such as fluency, vocabulary, and grammar experienced the greatest increases, while other skills showed smaller but still significant improvements. These findings suggest that the eclectic method had a differential impact on students' language development across multiple criteria.

To examine whether the improvement of the students between the pretest and the posttest varied across different criteria, a repeated measures ANOVA was conducted with 'time' (pretest vs. posttest) as the within-subject factor and ‘criteria’ as the level factor. The analysis revealed a significant interaction between time and criteria, ($F(1,14) = 83.705, p < .001$), indicating that the extent of improvement differed across the different skills.

Within Subjects Effects					
Cases	Sum of Squares	df	Mean Square	F	p
Tijd	25.761	1	25.761	83.705	< .001
Residuals	4.309	14	0.308		

Note. Type III Sum of Squares

Table N° 4: Repeated Measures ANOVA

Made by: Israel Rivadeneira

Source: JASP Software

Post-hoc pairwise comparisons showed that fluency, vocabulary, and grammar scores showed the greatest increases, with mean differences of -1.000, -1.000, and -0.933 respectively

(all $p < .001$). Meanwhile, skills such as coherence and participation showed smaller but still significant improvements, with mean differences of -0.800 and -0.867 respectively (both $p = .001$). Overall, these results suggest that the intervention had a differential effect on the various language skills, with fluency, vocabulary, and grammar benefiting the most.

Post Hoc Tests

Post Hoc Comparisons - Tijd					
		Mean Difference	SE	t	P _{bonf}
Pretest	Posttest	-1.853	0.203	-9.149	< .001

Table N° 5: Post Hoc Test

Made by: Israel Rivadeneira

Source: JASP Software

Lastly, the internal consistency of the assessment was examined using Cronbach's alpha. The pretest scale revealed an alpha coefficient of 0.696, indicating acceptable reliability. However, the posttest scale revealed an alpha of 0.363, suggesting that the items may not reliably measure the same construct at this time.

Teacher Observation

The teacher's observations of the students were conducted during a speaking activity focused on increasing their oral fluency to give some feedback during the class and try to improve throughout the application. The aim of this observation is to look at the students during the individual and group speaking activity and make an observation using a checklist which focused on 10 indicators such as getting an active participation, communicate using the target language, speaking without hesitation, pronounce clearly, use an appropriate vocabulary, construct sentences clearly during the speaking, maintain coherent and organize conversations, shows motivation during the practice, accepts and make adjustments from the teacher, and

demonstrate confidence during the speaking. This analysis based on checking their range about making role plays, imitations, and substitution drills during their performance.

The primary purpose was to gather feedback during the class to inform instructional adjustments and support ongoing improvement throughout the activity. This observation focused on assessing students' performance during both individual and group speaking tasks through a structured checklist centered on 10 key indicators (see Annex 5). These indicators included: active participation, speaking without hesitation, clear pronunciation, appropriate vocabulary use, sentence construction, coherence and organization of conversations, motivation during practice, acceptance and adjustment of feedback from the teacher, and demonstration of confidence during speaking.

The observations also considered their engagement in varied exercises such as role plays, imitations, and substitution drills. Each indicator was rated on a Likert scale from 1 to 5, where 1 indicated 'never,' and 5 indicated 'always.' These ratings enabled a systematic analysis of students' oral performance over the course of the activity.

The results of the observation, based on the collected data, reveal several noteworthy aspects of students' oral language development. For instance, initial assessments showed that many students' activities were constantly adapted to be part of the new way of learning and communication. The participation in the classroom focused on learning through video activities, audios, role play, and using didactic material as well as 15 participants were able to discern a new learning style which was limited in work activities, with an average score of 3.6, indicating that they rarely engaged actively during the initial stages. Over time, however, there was an improvement, with the average score rising to 4.3 and 4.1 in the observation criteria about enjoying real time activities and confidence speaking activities, reflecting increased active involvement and greater confidence in using the target language.

Additionally, students initially displayed hesitation, with an average rating of 3.2, which decreased as they gained more practice, indicated by a final score of 4.3 demonstrating enhanced fluency and reduced anxiety. Pronunciation accuracy, which started at 2.9, improved to 4.1, showing progress in clarity and intelligibility. Similar trends can be observed across other indicators such as vocabulary appropriateness initially about 3.9 and later 4.4, sentence construction initially 3.2, later 3.9, and coherence in conversations initially 2.9, and later 4.0.

The systematic analysis indicates that students showed notable growth in areas such as enjoying activities in real time with highest score about 4.3, confidences to speak about 4.07 highlighting their increasing engagement and willingness to communicate. Nonetheless, there remain challenges in working in groups. The learner achieved about 3.7 in work groups, which means it is higher than half pass, it is not a low result, but the students have some negative coexistence with their students.

Work in groups, suggesting areas where further instructional focus might be needed.

Furthermore, the data suggest that integrating role plays, imitation, and substitution drills positively influenced students' oral performance, as reflected in higher ratings during such activities compared to more static speaking tasks. These findings support the effectiveness of interactive and communicative activities in developing oral fluency.

DISCUSSION

The results of this study provide strong evidence that implementing the eclectic method significantly improves students' oral fluency in English. In particular, students' average scores increased from 6.78 to 8.64, indicating notable progress in key areas of speaking ability. These findings align with previous research, such as Zakiyyah et al. (2024), which also reported meaningful gains in language performance when using similar multimodal approaches.

Furthermore, the repeated measures ANOVA revealed that the level of improvement varied across different language skills. The greatest progress was seen in fluency, vocabulary, and grammar, while coherence and participation also improved, though to a lesser and more modest yet still significant extent. This variation supports the idea that a flexible, multimodal approach can target specific aspects of language learning more effectively. For example, drills and role-plays focused on fluency and vocabulary resulted in the most significant gains in those areas. The detailed analysis confirmed this, showing that skills improved most when directly addressed with techniques from communicative language teaching, the audiolingual method, and flipped classroom activities. These outcomes reinforce the notion that combining different strategies not only leads to measurable improvements but also fosters deeper engagement, increases confidence, and boosts students' motivation.

However, a concern arises from the fact that the reliability of the assessment scale decreased after the intervention, dropping from a good Cronbach's alpha of 0.696 to only 0.363. This suggests that the measurement tools may not have effectively captured students' skills post-intervention, possibly due to the wide range of skills tested or inconsistencies in scoring. Future research should focus on refining these assessment tools by developing clearer, more targeted rubrics that reliably measure specific language skills over time.

Despite the overall positive results, some students still faced challenges with certain skills, particularly coherence and maintaining fluency. This highlights the necessity of ongoing, individualized support tailored to each learner's needs, originally discussed by Puntambekar & Kolodner (1998). Additionally, successfully implementing the eclectic approach requires careful planning, adequate teacher training, and continuous adjustments to ensure it effectively meets the needs of diverse learners.

The qualitative data, derived from teacher observation, showed that the students obtained an average of 3.6, which is an acceptable average to organize activities fairly and carry out more activities where the activities are more dynamic. However, the participants also pause a small percentage, but this allows to differentiate that most of the group is improving and learning to maintain an oral discourse giving relevance to improve their pronunciation skills, which 3.9, equivalent to more than half and almost all of them were developing constant practices which helped them to improve the way of reading, speaking, and listening to each of the words mentioned.

In addition, the eclectic method allows the application of varied activities based on activities within a real environment. Likewise, Antarez (2022) mentioned the positive impact of this method, which is broad in the inclusion of activities and strategies to improve students' fluency. The author Derakhshan et al. (2016) mentioned in one of his findings that it is better to differentiate the activities in a course and in a class, which should include activities that allow the inclusion of technological tools because the flipped classroom method influences the creation of imitations and development of skills.

Limitations

A significant limitation of this study is the small sample size, comprising only 15 students, which limits the statistical power and the ability to generalize the findings to a broader

student population. Small samples can also increase the margin of error and make the results more susceptible to outliers or individual differences. Additionally, the absence of a control group prevents the researcher from being sure that the improvements are solely due to the eclectic method. Other factors, like students' previous experience with English or their motivation, might have also affected the results.

Secondly, the intervention was carried out over a relatively short period of 2 weeks, which may not be sufficient to produce long-lasting or substantial changes in students' oral fluency. Longer-term studies could better assess retention and transferability of skills developed through the eclectic approach. Moreover, the reliance on subjective data collection tools such as teacher observations, and checklists introduces potential biases, such as social desirability, Hawthorne effect, or observer bias. Given that the researcher was involved in both implementing and evaluating the activities, there is a risk that confirmation bias influenced the interpretation of the data.

Another limitation involves the specific educational and cultural context where the study was conducted (i.e., the Montessori Educational Unit in Ecuador). Variations in classroom resources, teacher training, and students' familiarity with technological tools could influence the applicability of the findings in different settings. Moreover, the dependency on digital platforms and devices presupposes (e.g., reliable internet access, technological literacy, availability of devices), which might not be feasible in underserved or rural schools, limiting scalability.

Furthermore, the study only measures immediate post-intervention outcomes, so it remains uncertain whether the improvements in oral fluency are durable over time. External factors, such as ongoing practice or exposure outside the classroom, might significantly influence long-term retention, which was not examined in this research.

Implications

The findings, while promising, should be interpreted within the context of the study's limitations. For broader applicability, future research should involve larger, more diverse samples across different regions, schools, and educational levels. Including participants from varied backgrounds would provide a more comprehensive understanding of how well the eclectic method can improve oral fluency in different contexts.

Given the absence of a control group, the causal relationship between the Eclectic Method and observed improvements cannot be definitively established. Future studies should adopt experimental or quasi-experimental designs with control groups, enabling researchers to better isolate the specific effects of the Eclectic Method and compare its efficacy against traditional methodologies.

The short duration of the intervention suggests the necessity of long-term investigations to determine the sustainability of gains in oral fluency. Extended timelines could reveal whether these improvements are maintained, enhanced, or diminished over time, information crucial for curriculum planning and pedagogical decision-making.

The reliance on subjective assessment tools underscores the need for incorporating more objective measurement instruments such as recorded oral performances evaluated by external raters, speech analysis software, or standardized speaking tests. These methods would improve reliability and validity, minimizing personal bias and providing clearer evidence of progress.

The contextual limitations of this study, both cultural and educational, highlight the importance of replication in diverse settings. Implementing the Eclectic Method in different countries, with varied cultural norms and curriculum requirements, would help researchers evaluate its universal applicability and identify necessary adaptations.

Finally, as technological tools form a core component of this approach, future research should examine issues related to, amongst others, digital equity, access to devices, digital literacy, and infrastructural support. Addressing these factors is vital to ensure the equitable implementation of innovative pedagogies across socio-economic strata.

Moreover, the study focused primarily on short-term results; therefore, subsequent research should explore the long-term impacts on students' oral fluency, motivation, and confidence. Investigating how these skills translate into authentic communicative contexts outside the classroom, such as conversations with native speakers or participation in real-life settings, would provide a more comprehensive picture of the efficacy of the eclectic approach in developing practical language competence.

CHAPTER 3: PROPOSAL

Linguistic Bridges: Eclectic Method to Transform Oral Fluency in English

3.1 Definition of the Type of Product / Type of Product

Here, a concrete definition with an author regarding the type of innovative proposal needs to be used. The type of proposal is based on the eclectic method, which is characterized by the integration of various teaching methods and techniques, allowing educators to adapt their practice to the specific needs of students. According to Montúfar (2020), it is characterized by combining elements from different teaching methods, which produces a flexibility that helps improve the oral production of the English language.

In the context of this proposal, its design is aimed at improving the oral fluency in English of eleventh-grade students. Therefore, through the use of the eclectic method, the goal is to facilitate the acquisition of linguistic competencies, as well as to foster a dynamic and participatory learning environment. This is achieved through the implementation of various methods: Communicative Language Teaching Method, Flipped Classroom, and Audiolingual Method, with conversation activities and exercises tailored to the different learning styles of the students.

3.2 Objective

To improve the oral fluency in English of eleventh-grade basic education students through the implementation of teaching strategies based on the eclectic method.

3.3 Structure of the Proposal

The structure of the proposal is based on three parts: the first part is the Communicative Method, the second part is the Flipped Classroom Method, and the third part is the Audiolingual Method. Each of these employs technology. Below is the format of the structure:

Part 1: Communicative Method

Activity 1: Role-Playing

Objective: To encourage the practice of everyday situations in English through video conferencing platforms, improving students' ability to communicate effectively in real contexts.

Activity 2: Group Debates Using Collaboration Tools.

Objective: To develop argumentative and oral expression skills through the use of online forums, allowing students to practice the use of the language in structured discussions.

Strategies: Role-Playing; Debates and Discussions; Conversation Games: Playful activities on educational platforms involving quick questions and answers to improve verbal agility.

Part 2: Flipped Classroom

Activity 1: Interactive Video Introduction to Specific Topics

Objective: To provide students with interactive audiovisual resources (such as EducaPlay or Edpuzzle) that allow them to familiarize themselves with vocabulary and grammatical structures before class, facilitating a more active learning experience during class discussions.

Activity 2: Online Discussion Forums on Educational Platforms

Objective: To promote interaction and the exchange of ideas among students through platforms like Google Classroom, allowing them to practice their written expression and prepare arguments for oral discussion in class.

Strategies: Videos and Multimedia Resources; Group Discussion; Reflections.

Part 3: Audiolingual Method

Activity 1: Drills Through Learning Apps.

Objective: To practice pronunciation and fluency using applications like Duolingo that offer controlled repetition exercises for grammatical structures and vocabulary.

Activity 2: Active Listening of Dialogues on Streaming Platforms.

Objective: To develop listening comprehension and quick response ability in English conversations through platforms like YouTube or Spotify, helping students become familiar with different accents and rhythms of the language.

Strategies: Repetition and Drills; Listening and Response; Dialogues.

3.4 Evaluation of the Proposal

The evaluation of the proposal is carried out through various instruments designed to measure students' progress in their oral fluency in English. The components of the evaluation are outlined below

1. Continuous Assessment

Class Observation: Systematic observations need to be conducted during class activities, recording students' performance in communicative situations and their active participation. This will occur at each stage of the proposal, as three distinct methods are employed: Communicative Language Teaching Method, Flipped Classroom, and Audiolingual Method.

Immediate Feedback: Immediate feedback must be provided during activities, allowing students to identify areas for improvement and receive guidance on how to enhance their fluency.

Learning Portfolio: Students have to create a portfolio that includes recordings of their oral activities, reflections on their learning, and examples of their work. This portfolio will be evaluated to measure their progress throughout the program.

The valuation of the proposal was conducted by three experts in the field of education, specifically in English. The experts assigned a score from 1 to 5 for each criterion under each method, in addition to providing their opinion at the end of the evaluation. The scores were summed to obtain a general evaluation of the proposal.

3.5 Validation of the Proposal

Based on the “Manual de estilo” provided by the Universidad Tecnológica Indoamérica, one of the methods for evaluating a proposal is “Evaluation by users.” Also, this validation will be evaluated by the authorities of the institution and the representatives of the eleventh grade students of the Montessori School, La Mana for its correct presentation and application. In addition, this group of participants will obtain changes through learning with eclectic strategies and they use a didactic guide to be clear what is going to happen before starting learning. Moreover, the proposed activities for students, a diagnostic test, is evaluated by using a rubric structure in terms of performance and improvement of their skills and abilities.



ECLECTIC METHOD TO TRANSFORM ORAL FLUENCY IN ENGLISH

GENERAL OBJECTIVE:

TO HELP ELEVENTH-GRADE STUDENTS ASSEMBLE THEIR COMMUNICATION SKILLS WITH A FOCUS ON **ORAL** FLUENCY THROUGH PRACTICE ACTIVITIES USING THE ECLECTIC METHOD.

BENEFICIARIES:

ELEVENTH-GRADE STUDENTS

ECLECTIC METHOD:

- COMMUNICATIVE LANGUAGE TEACHING
- FLIPPED CLASSROOM
- AUDIOLINGUAL METHOD

Israel Rivadeneira
English teacher



DIDACTIC SPEAKING GUIDE

Introduction

Learning a new language enables learners to stay competitive and adapt to social and global changes. It opens up new possibilities for innovation and continuous improvement. Therefore, creating a comprehensive guide for teachers is essential. This guide helps educators identify and adapt learning strategies to meet students' individual needs. The methods used here aim to boost performance and enhance activities. By incorporating these methods, the approaches help participants engage in authentic learning within real-world environments.

In the context of this research, the didactic speaking guide consists of a series of activities designed to develop oral fluency among eleventh-grade students, primarily at a pre-intermediate level. The proposal emphasized strengthening communicative skills through structured activities focused on the Communicative Language Teaching (CLT) method, Audio-lingual method, and Flipped Classroom. These methodologies encourage students to move beyond memorizing vocabulary or grammar rules, promoting active, spontaneous participation in authentic contexts.

The researcher chose the eclectic method due to its variety of techniques and didactic strategies, which support the development of language skills such as listening, speaking, reading, and writing. The guide also includes a specific model outlining the process and sequence of activities to facilitate effective lesson planning.

This learning guide proposes engaging, practical activities designed to make language learning more practical and enjoyable. Students explore diverse content types that encourage active participation. The activities are organized into subtopics, each targeting specific language skills, with a particular focus on enhancing oral fluency. At the end of each module, student progress is reviewed to ensure the acquisition of new knowledge and a broader understanding

of English. Additionally, the instructions provided help teachers follow a clear, structured sequence to maximize the effectiveness of each lesson.

Theme:

Speaking about me and the world

General purpose:

- To provide eleventh-grade students strengthen their communication skills with a focus on oral fluency through autonomous activities using the eclectic method.
- To perform a planned oral interaction activities in real situations or everyday events through strategies and in combination with different methods that compose the eclectic method.
- To encourage student participation through activities based on the development of oral fluency through recordings, videos, audio, and role-plays.

Content Objectives:

Students will:

- **Recognize** vocabulary and expressions commonly used in everyday oral interactions.
- **Practice** oral fluency through role-plays, simulations, and interactive tasks that reflect real-life situations.
- **Apply** descriptive and narrative structures to express ideas and experiences with clarity and coherence.
- To inspire confidence in language use with practice activities using audio and video.

Themes:

- Lesson 1: Daily routines and eating habits
- Lesson 2: At the restaurant / ordering food
- Lesson 3: Healthy and unhealthy food
- Lesson 4: Shopping for groceries
- Lesson 5: Describing meals and ingredients
- Lesson 6: Favorite dishes and recipes
- Lesson 7: Comparing food from different cultures
- Lesson 8: Expressing preferences and opinions
- Lesson 9: Making arrangements
- Lesson 10: My future plans and dreams.

Key vocabulary:

- **Daily bread:** Fruits, vegetables, snacks, dessert, chows, beverages.
- **Meal's time:** menu, breakfast, coffee shops, lunches, dinners, main course, second course.
- **Containers and Quantities:** a piece of, a bunch of, a glass of, a box of, a bag of...
- **Verbs:** likes, dislikes, cook, eat, prefer, order, do, work, be
- **Adjectives:** full, empty, salty, sweet, healthy, fresh, sour, spicy, cheap, expensive
- **Expressions:** Would you like to..., I prefer to, I want to, Be going to

Methodology

Eclectic Method:

- Communicative Language Teaching
- Flipped Classroom
- Audiolingual method

Speaking strategies:

- Repetition and drills (audiolingual method)
- Conversations and discussion (CLT)

- Recording and feedback (Flipped classroom)
- Use of authentic material
- Making informal conversation (CLT)
- Making presentation (Flipped classroom + CLT)
- Self-correction in pronunciation (Audiolingual method)
- Language immersion (Flipped Classroom)
- Improvisation techniques
- Technological tools (Flipped Classroom)

Resources: Videos, lessons, audios, flashcards, papers

Activities:

Lesson 1: Write some sentences describing your daily routine and share them with a partner using a poster.

Lesson 2: Role-play → some students are customers and others are waiters with simple dialogues for ordering in a restaurant.

Lesson 3: Quick comparison → “Which food is healthier than the other?”

Lesson 4: Market simulation → a mini market with flashcards and objects is set up in class

Lesson 5: Food presentation → students tell the characteristics of a typical dish using adjectives (salty, spicy, sweet, etc.).

Lesson 6: Recipe talk → Each student orally explains their favorite dish using simple steps.

Lesson 7: Pair work → students compare Ecuadorian food with other international foods (e.g., ceviche vs. pizza).

Lesson 8: Survey class → each student asks 5 classmates: “Do you like ____? Why/why not?”

Lesson 9: Dialogue creation → In pairs, plan an outing to eat and present the conversation.

Lesson 10: Short speeches → each student speaks for 1 minute about their future plans.

Assessment: Formative, Summative & Rubrics

Daily routines and eating habits

Objective:

- Use the vocabulary to describe their own daily routines and eating habits.
- Identify healthy and unhealthy food.
- Talk in pairs about their poster “My healthy day” using routines and foods.

Speaking Strategies:

Audiolingual Method: Repetition and exercises (habit substitution drills), pronunciation self-correction (by listening to and repeating the audio).

CLT: Conversations and discussions (paired interviews), informal conversations (initial questions about routines), improvisation techniques (spontaneous responses).

Flipped Classroom: Recording and feedback (recorded responses), presentations (posters in pairs), language immersion (videos and activities in English), technological tools (use of videos, audios, and a projector).

Transversal: Use of authentic materials (videos, audios, food charts).

Content Vocabulary: daily routines, time expressions, frequency adverbs, healthy and unhealthy food

Materials:

- Flashcards, videos or visual things.
- Worksheet to complete the chart
- Paper for poster

Assessment:

- Formative: Complete the grammar worksheets and interview chart.
- Summative: Presentation about the poster using a speaking rubric.

Warm up

Activate prior knowledge: Write the topic about daily routines and eating habits on the board, following up with the question "What do you do in the morning?" and what do you eat for breakfast / lunch / dinner (discussing). In this case, you should answer the question with a brief explanation. Respond by saying: Really?--I do the same--You are right-- so interesting--or you should say so.

Say (student's name) and ask about his/her routines in the morning. Then, make the students think about their own lifestyle.

Play a short video about eating habits and routines. Say you are going to listen and repeat what you've heard.

Ask several students: what is your father's /mother's routine like? Write on the board "My father_____ at 6:30 am. Have them practice between them.

Present:

Present a list of vocabulary either in video or pictures and grammatical structure, including actions in the present tense and adding adverbials of frequency. Ask students to listen and repeat the words according to their pronunciation. Say "I usually wake up at ____". There are ways to explain about what you mean for the habits.

Say the students: Listen to the audio about eating habits. Supply prompts such as how their routine could be involved in good or bad eating habits.

Practice

Direct students to look at the picture and fill in the sentences such as following "I _____(wake up) at 7:00. She_____ (never/drinks) soda. Say "Now complete the sentences based on pictures." Tell them to read and remember the vocabulary. Explain that there's a more possible answer according to the picture. Then, students have to do the task individually.

Make the student do an interview using a chart such as questions and a partner's answer. Have the students gotten information using questions like What time do you wake up? How often do you drink soda? Do you eat vegetables every day? What do you eat for lunch?

Apply

Have the students create a poster with the title "My healthy day." Say let's work in pairs to have ideas about their real life and mention their preferences and real activities. Both can make 1 poster in pairs, and divide Student A and Student B in different sides.

Say take turns to expose your habits and interact with their classmates. Also, explain step by step what they do during the day.

Wrap up

Game: find someone who...

Make the students to have a short checklist such as the following:

___ Drink coffee every day. _____

___ Eat vegetables for dinner. _____

___ Get up at 6:30 am. _____

___ Almost eat fast food. _____

___ Always have breakfast. _____

___ Sometimes have breakfast. _____

Ask the student to walk around and try to find information asking their partners, and have (student's names) mention how many of them like doing the actions and how different habits we could have. Then students have to tell in front of the class who is the most frequent routine or eating has their partner's like a little bit more.

Name: _____ Class: _____

Daily Routines

Introduction: Read and answer these questions:

What do you do in the morning?
 what do you eat for breakfast/ lunch/ dinner?

Videos: Daily routine & Eating habits

Link: <https://www.youtube.com/watch?v=62zv7cJfstB>

Look at the pictures and underline your habits

5 Food Groups Chart

Fruits



Apples Oranges Bananas Strawberries Grapes

Vegetables



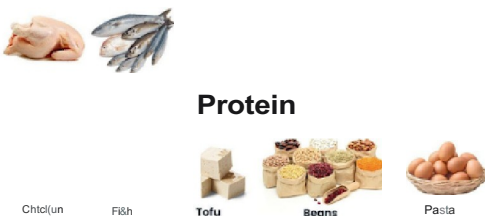
Spinach Broccoli Carrots Bell Peppers

Grains



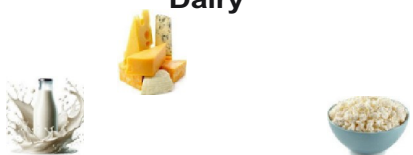
Rice Oats Quinoa Tomatoes

Protein



Chicken Fish Tofu Beans Pasta

Dairy



Milk Cheese Yogurt Cottage Cheese

Self-Care Ideas

- Spend Time in Nature
- Watch a Feel-Good Movie
- Listen to Music
- Yoga
- Read
- Take a Nap
- At-Home Spa Day
- Eat Your Favorite Snack
- Bubble Bath
- Play with your pet
- Get Restful Sleep

Deep Breathing Get Creative Go for a Hike

Relax with a cup of tea Mindfulness Meditate Organize or Declutter

Digital Detox Massage Discover inspiring content Get Cozy

Join a Board YOLO Connect with friends

Create a Vision Affirmations Volunteer
 Attend a Local Festival Walk Learn something new Practice Gratitude

Made by: Israel Rivadeneira

Source

e

: Pinterest

Audio: Let's pay attention an audio about Daniel and Hanna's eating habit

<https://ello.org/english/1401/1450-Hana-Daniel-Cooking.htrn>

Reading questions: Answer the Daniel and Hanna's interview

Answer the following questions about the interview.

1) When does he usually cook?

- a) Every night
- b) Weekdays
- c) Weekends

2) What does she usually do?

- a) Buy dinner
- b) Cook dinner
- c) Eat at work

3) When does she eat out?

- a) Every night
- b) Weekends
- c) Never

4) Who does she cook for?

- a) Family
- b) Friends
- c) Both of them

5) How often does he cook for friends?

- a) Often
- b) Sometimes
- c) Never

Substitution drills : Complete the information using adverbs about your family's eating habit

_____ eat _____ for breakfast.

My mom _____ drinks _____ during lunch.

We _____ eat _____ after school.

My dad _____ adds _____ to his meals.

They _____ have _____ for dinner.

I _____ eat _____ when I'm hungry.

My sister _____ eats _____ as a snack.

We _____ include _____ in our salads.

My uncle _____ eats _____ at night.

My family _____ drinks _____ in the morning.

Chart: You have to ask your partner the following questions

Question	Your Partner's Answer
What time do you wake up?	
How often do you drink soda?	
Do you eat vegetables every day?	
What do you eat for lunch?	
Do you usually eat breakfast?	
How many glasses of water do you drink a day?	
What is your favorite healthy food?	

Presentation: Create a poster drawing about your personal eatings habits in pairs. Ex:

- What do you eat for breakfast/lunch/dinner?
- What is your routine Saturday morning?
- What are your friend's routines?



Made by: Israel Rivadeneira
Source: Pinterest

ECCLECTIC SPEAKING RUBRIC-DAILY ROUTINE

HIGH SCHOOL: Montessori Educational Unit

GRADE: 1st Baccalaureate

LEVEL: A2-B1

OBJECTIVE: Students will be able to describe their daily routines and eating habits, identify healthy and unhealthy foods, and talk in pairs about their “My Healthy Day” poster using target vocabulary.

N °	STUDENT'S NAME	OBSERVATIONS	Pronunciation (ALM) (2 points)	Grammatical Form (ALM) (2 points)	Fluency (CLT) (2 points)	Interaction (CLT) (2 points)	Preparation (Flipped Classroom) (2 points)	SCORE
			Can clearly pronounce daily routine and food-related vocabulary (e.g., <i>wake up, breakfast, vegetables</i>).	Correct use of present simple in questions and answers about routines and eating habits (e.g., <i>He eats... / Do you</i>	Speaks smoothly without long pauses or hesitation; uses short, complete sentences about routines and foods.	Can ask and answer at least 3 simple questions about daily routines and healthy/unhealthy foods during the pair discussion.	Shows evidence of preparation by using vocabulary and expressions related to routines, eating habits, and food categories in their “My	

				<i>eat...?).</i>)			Healthy Day” poster discussio n.	
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Table N° 6: Daily Routine Rubric

Made by: Israel Rivadeneira

Source: Word document

At the restaurant / ordering food

Objective:

Asking for food and drinks at a restaurant based on appropriate expressions, words, and improving their conversational skills in real-life situations.

Speaking Strategies:

- Work in pair or group (dialogue or role play)
- Gap activities (menus, ordering)
- Pre-class video
- Intonation drill and pronunciation

Content Vocabulary:

- **Food and drinks:** chicken, soup, fries, steak, vegetables, cocktails, wine
- **Restaurant options:** customer service, menu, table, knife, napkin fork
- **Expressions:** I would like, I want to, can I get, here it is, cash or credit card.

Resources:

- Audio track based on restaurant dialogue
- Cards to make role play
- Real menu based on real restaurants in their own area.

Materials:

- Poster about fancy restaurant
- Chart
- Projector
- Worksheets

Assessment:

- Formative: Complete the grammar worksheets and interview chart.
- Summative: Create a menu and record a video in pairs making a role play. To use a speaking rubric to check about pronunciation, fluency, grammar and vocabulary.

Warm up

Ask the students the following: Look at these flashcards (menu, food, juice and dessert) and answer the questions.

- What food do you like?
- Do you go to restaurants? What do you order?
- Do you like desserts? Which one / ones do you like?

Then, they students have an idea about “ I like_____”. Say, choose one/ones options from the flashcards. Doing the same with the next questions.

They start saying their own preferences and respond with simple phrases. Such as I like___, I just eat_____, My favorite is_____.

Present

Play an audio track or act out a short dialogue in a restaurant such as student A and Student B. Also, write main phrases which come from the audio:

- Can I help you? _____
- I'd like a _____
- Would you like to eat _____?
- Here you have
- Here it is

Say you have to listen and repeat the key phrase you've have heard. Also, make them improve their listening and speaking skills.

Practice

Provided sentences or short phrases with empty parts- *Say you have to fill in the missing words based on this menu.*

Waiter: What can I get for you?

Costumer: I would like to _____

Make them be sure to put the words in the right position.

Apply

Put everything in real scenery. *Say you have to be distributed in order to encourage your character.* Teachers provide a group of menu items such as drinks, desserts, family restaurant, and main course.

Students act out like customers or waiters. Also, they could also make a group of 3 or 4. So, at that point, they act out as naturally as they know. Asking about food, preferences, or how they could pay the bill. **Extend** It is about promoting creativity and real life situations. Say you are going to create a poster which you have to include the following steps: Name's restaurant and menu

Name: _____ Class: _____

At the restaurant

Link: <https://surl.li/lscikP->

Introduction: Let's answer these questions from the previous video.

- "What do you usually order as a main course?"
- "Do you leave a tip in restaurants in your country?"
- "What's your favorite dessert?"
- "Have you ever made a reservation? Where?"

Look at the flashcards about food and restaurant vocabulary (Digitally).



Made by: Israel Rivadeneira
Source: liveworsheet

Game: Virtual vocabulary game

Link: <https://www.baamboozle.com/classic/83116/1>












Ask a few of these oral questions for interaction:

- "What do you usually order as a main course?"
- "Do you leave a tip in restaurants in your country?"
- "Do you pay in cash or with a card?"
- "What is your favorite beverage?"

How much is it?: Identify what type of food is and write the right prices.
 Read about the prices and food together.

At the restaurant

How much is it?

			
			
			
11	11		

**PICADILLY CAFE
SPECIAL LUNCH**

Main course

Spaghetti.....	8, 50\$
Pizza	6, 25\$
Fish & salad.....	15, 00\$
Cesar salad	6, 50\$

Desserts


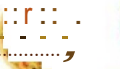









Cherry cake.....	2, 20\$
Cheese	1, 90\$
Ice-cream	2, 50\$

Beverages

Beer	3, 20\$
Soda.....	1, 90\$
Lemonade	2, 50\$
Tee.....	1, 00\$

At the restaurant

How much is it?

			
			
			
iSLCollective.com			

**PICADILLY CAFE
SPECIAL LUNCH**

Main course

Vegetable soup	8, 50\$
Shrimp salad	12, 00\$
Chicken & rice	13, 00\$
Burger & fries.....	6, 50\$

Desserts

Pudding.....	3, 40\$
Pancakes	2, 20\$
Fruil salad.....	1, 50\$

Beverages

Red wine (glass).....	8, 00\$
Mineral water.....	1, 90\$
Orange juice.....	2, 50\$
Espresso	3, 50\$

Made by: Israel Rivadeneira
 Source: ISLCollective

Fill in the dialogue: Use words from the menu to complete and read with your partner.

! Waiter: Hello! Welcome to Francois Mindo. Are you ready to order?
 Customer: Yes, thank you.
Can I get the _____ with _____, please?
 (Main dish+ side dish or combo)
 !, : Waiter: Of course. Would you like something to drink?
 Customer: Yes.
I'd like a _____, please.
 (Drink from the menu)
 ! • Waiter: Great! Would you like any dessert?
 - Customer: Hmm..
Could I have _____, please?
 (If listed or they can invent a typical dessert)
 1 • Waiter: Excellent choice! Anything else?
 - - Customer: No, that's all for now.
 Thanks!
 ! . Waiter: You're welcome! I'll bring your order in a few minutes.

Role play: First. create your own menu and organize in groups like breakfast, lunch, dinner, drinks. desserts, and snack. Then. write a dialogue using your menu and phrases at ordering food in a restaurant.

Waiter	<input type="text"/>
Customer	<input type="text"/>
Waiter	<input type="text"/>
Customer	<input type="text"/>
Waiter	<input type="text"/>
Customer	<input type="text"/>
Waiter	<input type="text"/>
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Waiter	<input type="text"/>
Customer	<input type="text"/>
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Customer	<input type="text"/>
Waiter	<input type="text"/>

Made by: Israel Rivadeneira
 Source: Liveworksteeh

ECLETIC SPEAKING RUBRIC-ORDERING FOOD

HIGH SCHOOL: Montessori Educational Unit

GRADE: 1st Baccaulaureate

LEVEL: A2-B1

OBJECTIVE: Students will be able to ask for food and drinks at a restaurant based on appropriate expressions, words, and improving their conversational skills in real-life situations.

N °	STUDE NT'S NAME	OBSERV ATIONS	Pronun ciation (ALM) (2 points)	Gramm atical Form (ALM) (2 points)	Fluency (CLT) (2 points)	Interacti on (CLT) (2 points)	Preparat ion (Flipped Classroom) (2 points)	SCO RE
			Can clearly pronounce common restaurant vocabulary (e.g., <i>menu, dessert, water</i>) and polite expressions (<i>please,</i>	Uses correct question and answer forms in a restaurant context (e.g., <i>Can I have...? / Would you like...?</i>)	Speaks with minimal hesitation; uses complete, natural-sounding sentences to place or take orders.	Can ask for and respond to at least 3 restaurant-related questions (e.g., ordering, asking about the menu, or giving feedback).	Shows clear preparation by using relevant expressions (e.g., <i>I'd like, Can I get, What do you recommend?</i>) and participating in a restaurant	

			<i>thank you).</i>				t role- play.	
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Table N° 7: Ordering Food Rubric

Made by: Israel Rivadeneira

Source: Word document

Healthy and unhealthy food

Objective:

- Identify healthy and unhealthy food and explain what their preferences are.
- Classify the visual aids and key phrases based on healthy food and unhealthy food in order to guide interview and role play.

Speaking Strategies:

- Role play based on nutritionist's ideas
- Repetitions drills
- Interview
- Practices dialogue of having best preferences.

Content Vocabulary:

- **Healthy food:** grains, carrots, yogurt, water, vegetables, milk.
- **Unhealthy food:** cake, chocolate, candies, ice cream
- **Useful expressions:** I think ___ is unhealthy food because, this food has a little/ a lot of ____, I ____ (sometimes/never/always) eat ____. What is your favorite ___ (snack, dessert, vegetable?)

Resources:

- Short video about healthy and unhealthy food.
- Food pyramids
- Flashcards
- Audio recording

Materials:

- Chart and worksheet
- Poster paper
- Sticky notes
- Interview chart

Assessment:

- **Formative:** classification Worksheet (health and unhealthy food) participation in drills conversations.
- **Summative:** poster presentation (rubric)

Warm up:**Visual prompts: Flashcard about types of food.**

Write on the board *which ones are healthy? and which ones are unhealthy?* Then, the teacher writes his own answer as an example. They have to watch the pictures to answer the question based on each picture.

Choose randomly or ask for volunteers to participate answering the questions.

Present:

Say: *let's watch / listen to the short video.* All of the students have to listen carefully and write in the sticky notes the key words and highlight the new words or phrases for them. When the students are finished, call on pairs to complete the dialogue. After that, ask them *“what phrase did you use to fill in the empty spaces?”*

Some of them may have a wrong answer, but at that point, the teacher makes a comparison to rewrite well.

Practices:

Ask the student to get their partner to work in pairs. Then, they have to classify either healthy or unhealthy food.

Tell them to use words from the classification and fill in the blanks in the dialogue. Say, read each sentence first and ask yourself.

Apply:

Have the students cut out the cards. In a group of 3 or 4, and then, look at the picture, phrases and what occupation they have to imitate (doctor, nutritionist, patient).

The group has to take turns until all the cards have been used in order to have a fair participation.

Every group exposes in front of the class about their own role. Before doing that, ask them to interact and provide assistance according to their progress.

Extend:

Using the learnt vocabulary to create a menu. They have to simulate how they would like to find a menu when they go to eat out at the restaurant.

Say let's create a real menu and then you could write the price, types of food and drinks.

Have them look at the menu between the whole class to express their ideas or opinions in the real environment.

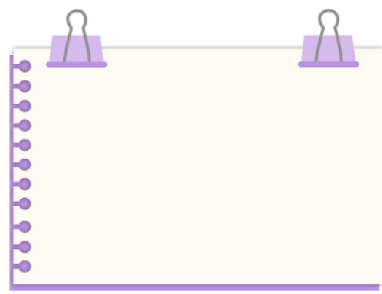
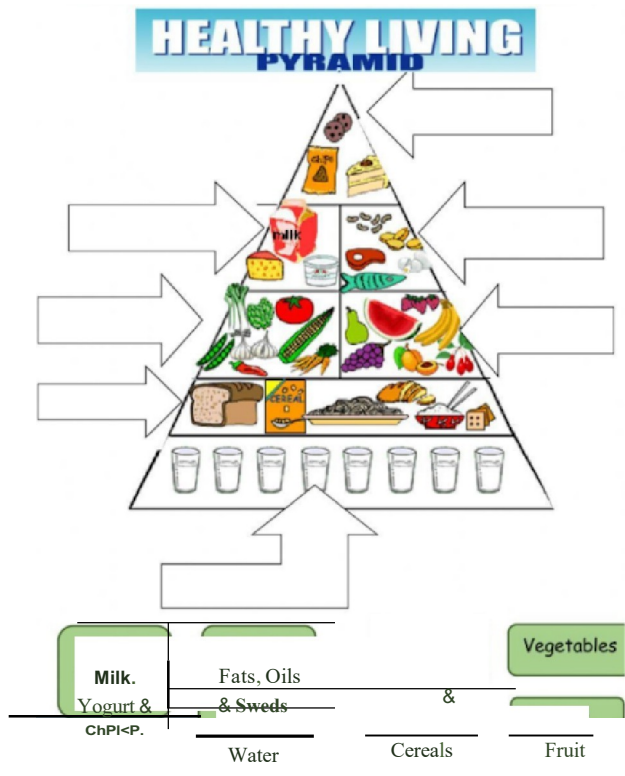
Name: _____ Class: _____

Link <http://www.tlw.ie/healthy-food>

Introduction: Let's answer these questions from the previous video.

- What food do you like most? Do you think is health or unhealthy?
- What food would you like to try it?

Look at pyramid about healthy and unhealthy food, and complete with its name.



Made by: Israel Rivadeneira
Source: Pinterest

Made by: Israel Rivadeneira
Source: Canva

Read and fill in the answer his questions using



Shopping List

FOOD	CONTAINERS
a _____ of olive oil	can
a _____ of bananas	bunch
a _____ of mustard	
a _____ of coca cola	bottle
a _____ of eggs	
a _____ of popcorn	jar
a _____ of water	
a _____ of wine	container
a _____ of tea	bar
a _____ of jam	
a _____ of sugar	carton
a _____ of grapes	
a _____ of orange juice	loaf
a _____ of yoghurt	bag
a _____ of ketchup	
a _____ of frozen peas	box
a _____ of cereal	
a _____ of cheese	slice
a _____ of bread	
a _____ of pizza	

Made by: Israel Rivadeneira
Source: Pinterest

Look at the picture and complete either much or many and there 1s/are using the food. Do not forget to use collective nouns according to the food.

How much food is there?



1. How _____ rice is there?
2. How _____ ds of fruit or • there?
3. How _____ bread is there?
4. How _____ boncu, as ore there?
5. How _____ bottles of oil ore there?
6. How _____ pototoes ore th re?
7. How ---bous ofceNtol ore the e?
8. How _____ water is there?

1. There _____ rice.
2. There _____!rinds offruit.
3. Th re _____ bread.
4. There _____ bona.nos.
5. There _____ oil.
6. Th r _____ pototo s,
7. There _____ cereo.l.
8. Th•r• _____ water.



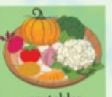






Made by: Israel Rivadeneira
Source: IA ChatGPT

Make a list of healthy and unhealthy food you would like and use the collective nouns to simulate if you were buying food.








Healthy rood	Unhealthy food

Speaking time: Work in pair. Imagine you are buying something and have to see the items. Choose

Examples:

	 fruit	 vegetables
 sprouts	 bread	 milk products
 fish	 eggs	 nuts

Examples:

 French fries	 ice cream
 sugary drinks	 donuts
 processed meat	 potato chips
	 cookies

I would like to buy a/some.
Can I have a/ some...?
I want a / an / some... I
am buying a/some
I need a/some..

Made by: Israel Rivadeneira
Source: Pinterest

ECLETIC SPEAKING RUBRIC-HEALTHY AND UNHEALTHY FOOD

HIGH SCHOOL: Montessori Educational Unit

GRADE: 1st Baccalaureate

LEVEL: A2-B1

OBJECTIVE: Students will be able to identify and classify healthy and unhealthy foods using visual aids and key phrases, and express food preferences through guided interviews and role plays."

N °	STUDENT'S NAME	OBSERVATIONS	Pronunciation (ALM) (2 points)	Grammatical Form (ALM) (2 points)	Vocabulary (2 points)	Interaction (CLT) (2 points)	Preparation (Flipped Classroom) (2 points)	SCORE
			Can clearly pronounce food items, meals, and related vocabulary (e.g., carrots, fried chicken, snack,	Uses correct verb forms and sentence structures to describe food preferences and categories (e.g.,	Appropriately uses a variety of words and expressions to describe healthy/unhealthy foods and meals (e.g., low-fat, junk food, balanced diet)	Can ask and respond to at least 3 relevant questions about food habits/preferences (e.g., What do you usually eat for lunch? Do	Shows clear preparation: brings visual aids (e.g., poster, chart), uses food categories, and shares personal	

			drink, etc.)	I prefer fruit because ..., She eats vegetab les every day)		you like soda?) and role plays naturally in discussio ns.	eating habits during presentat ions.	
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Table N° 8: Healthy and Unhealthy Food Rubric

Made by: Israel Rivadeneira

Source: Word document

Shopping for groceries

Objective:

To use the new phrase and vocabulary about groceries in the shopping through role play in real-scenarios.

Speaking Strategies:

- Repetition and drills (audiolingual method)
- Conversations and discussion (CLT)
- Recording and feedback (Flipped classroom)
- Use of authentic material
- Making informal conversation (CLT)
- Making presentation (Flipped classroom + CLT)
- Self-correction in pronunciation (Audiolingual method)

Content Vocabulary:

- **Grocery items:** vegetables, plastics, fast food, fruits.
- **Containers/ Quantities:** a kilo of, a pound of, a carton of.
- **Expressions:** How many, how much, how much is it?

Resources:

- Audios
- Videos
- Platforms
- Websites to record voice

Materials:

- Worksheets
- Flashcards
- Dialogue
- Label groceries

Assessment:

- **Formative:** Oral participation, target expressions, role play
- **Summative:** Final dialogue conversations (written and spoken)

Warm up:**Active prior knowledge:**

When you say “grocery store” what things or products come to your mind. They could say, oranges, cookies, candies among others. Say another question, guess what your mother or friend needs to buy in the grocery store?

Make the students listen to the following model: I think potatoes are healthier than candies. Then, write a structure like this: I think that _____ is better than because __. You might be right, but what about _____? Choose a random student to complete them.

Present:

Tell the students before the class starts, we are going to talk about the previous video that you checked at home about the grocery store.

Ask “did you remember this phrase/ word from the video? Can you type on the board a list of the words you found in the video, please? Later, play an audio or video about a brief conversation in the store. Was the customer asking for information? What did he buy?”

Write key phrases on the board: Can I have? How much does it cost?

Practice:

Students try to repeat the sentence. In this case, the teacher shows some pictures with the sentences and then has them pronounce and replace the information with others. Ex: The cucumber is _____ (comparative adjective) than __.

Give the students some scripts based on conversation or dialogue. Then, imitate the character.

Apply:

Students will pretend to be a shopkeeper and the others will be customers. Create a shopping list where they will fill in the missing words from the vocabulary exposed at the beginning of the class. Students have to imitate and use expressions to simulate shopping.

Extend:

Students will write a short dialogue in pairs and then record and upload it as extra practice.

Name: _____ Class: _____


Link: <http-s://youtu.be/i4ZVUG6xqcI>

Link: <http-s://surli.cc/segkdj>

Look at the previous video and repeat the words and phrasal in a grocery store.

ShoP-P-ing for groceries

Comparatives Game (Sheet 2)

 the Sun	 a candle	brighter than
 strawberries	 french fries	healthier than
 a mountain	 a tree	taller than
 dolphins	 sharks	friendlier than

.. ISL VAULT

<https://slvault.com>

Made by: Israel Rivadeneira
Source: Liveworksheet

Look at the video and repeat the words and phrasal and vocabulary in a grocery store.

Links: <https://youtu.be/9dVoa-oXZec> <https://youtu.be/QGhfCk8Qubs>
https://www.youtube.com/watch?v=9dVoa-oXZec&ab_channel=EnglishPanda

Look at the words and match about the vocabulary

card machine / wallet / clothes hanger / credit card
cashier / changing room / shopping bag / shopping cart
cash register/ weighing scale / shopping basket / price tag



Made by: Israel Rivadeneira
Source: Pinterest

How much/many: Think about the quantity of these products.



1. _____ milk is in the bottle?

2. _____ time do they have left?



3. _____ eggs for breakfast?

4. _____ is that T-shirt?



5. _____ students are there in your class?

6. _____ friends do you have?



7. _____ ore those jackets?

Use the words a little, a few, a little.

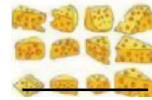
C.) CHOOSE THE CORRECT ANSWER!

21.) THERE IS ----- CHEESE



22.) THERE IS

CHEESE



23.) THERE ARE (

FRENCH FRIES



24.) THERE ARE (

FRENCH FRIES



25.) THERE IS (

JUICE

26.) THERE IS (

JUICE



27.) THERE ARE (

POTATOS



28.) THERE ARE (

POTATOES



Made by: Israel Rivadeneira
Source: liveworksheet

ECLETIC SPEAKING RUBRIC- SHOPPING FOR GROCERIES

HIGH SCHOOL: Montessori Educational Unit

GRADE: 1st Baccaulaureate

LEVEL: A2-B1

OBJECTIVE: Students will be able to use the new phrase and vocabulary about groceries in the shopping through role play in real-scenarios.

N °	STUDENT'S NAME	OBSERVATIONS	Pronunciation (ALM) (2 points)	Grammatical Form (ALM) (2 points)	Vocabulary (2 points)	Interaction (CLT) (2 points)	Preparation (Flipped Classroom) (2 points)	SCORE
			Pronouns clearly and accurately (e.g., <i>fruits, cashier, receipt, vegetables</i>).	Uses correct sentence structures for shopping situations (e.g., <i>I'd like..., How much is..., Do you</i>	Uses appropriate and specific vocabulary for grocery items, quantities, and containers (e.g., <i>a loaf of bread, a bottle of milk</i>).	Successfully engages in a shopping role play by asking and answering at least 3 relevant questions.	Shows evidence of preparation by engaging in a shopping for groceries by asking and answering.	

				<i>have...?</i>).				
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Table N° 9: Shopping Rubric

Made by: Israel Rivadeneira

Source: Word document

Describing meals and ingredients

Objective:

To describe typical meals and ingredients based on national or international food in order to learn about cultures all over the world in collaborative activities.

Speaking Strategies:

- Repetition and drills (audiolingual)
- Listening & pronunciation practice (audiolingual)
- Pair work / conversation (CLT)
- Role-play description (CLT)
- Watching videos before class (flipped classroom)
- Collaborative creation of food lists (flipped classroom)
- Recording and feedback (flipped classroom)

Content Vocabulary:

Meals: breakfast, snack, dinner.

Ingredients: onions, butter, chicken, roast chicken.

Adjectives: spicy, crunchy, soar, healthy

Resources:

- Short video, record a dialogue, audios

Materials:

- Flashcards
- Dialogue models
- Speakers
- Worksheet
- Video clip
- Websides

Assessment:

Formative:

- Work in pairs
- Participate in drill activities.

Summative:

- Written short role play
- Group presentation

Warm up:

Active prior knowledge Say When you want to cook something and you need something, What food can you cook? Say, perhaps you cook roast chicken, beef, stew— Also, what ingredients do you need? How do you like your food to taste?

Students have to answer. Maybe they could say I like chicken soup. The ingredients are chicken, potatoes. I like salty food.

Present:

Have students explain the following: What foods do you remember from the video above. Then, play a video of a person describing the food.

Students have to listen and repeat based on what they hear in the audio. In the audio they will learn how to describe with adjectives.

Practice:

Ask the students to check flashcards and say “can you see this picture and sentences? It is a model where you can have a drill. Check the sentences and repeat in pairs. Then, have them replace the information using their own. Example:

Model and drill: This food has potatoes and onions.

Substitution: This food has rice and roast beef.


Apply:

Have the students cut some cards and make a poker game, Also, make a group of four and choose a random card. Say the card that you choose is about food and you have to guess the ingredients.

Students have to say this is a _____ (name of the food). It contains _____(ingredients). It is a _____(taste of food).

Extend:

Ask students to create a dialogue using the words and phrases during class. Let's say you have to work in a group of 3. Let's pretend you are customers and the other has a small restaurant.



At that point, they have to show their dialogue and expose in front of the class. Finally, teachers have to do some feedback according to their mistakes.

Listen and repeat the verbs



Bake



Boil



Fry



Stir



Whisk



Weigh



Peel



Chop



Grate



Measure



Pour



Serve

Made by: Israel Rivadeneira
Source: Pinterest

Let's think in one food you would like to prepare and make a list about the ingredients and write sentences about the process.

My list:

- 0
- 0
- 0
- 0
- 0
- 0
- 0
- 0
- 0
- 0

You must

You have to

You have to

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- 0
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- 0
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- 0

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Made by: Israel Rivadeneira
Source: liveworksheet

Work in pairs. You have to look at the picture on the board and describe the food based on its group.

<p>TOUCH Rotten, greasy, crunchy, crispy, mushy, ripe, sticky, grubby, melted, slimy, soft, hard, prickly</p>	<p>SHAPE round, square, straight, triangular, oval, sleek, blobby, flat, elliptical, crooked, wavy</p>	<p>COLOUR pink, fl, d, r, u, p, bl, lawl h, blu, d, irll, er n, p, r, le, te, 1nr11, browri</p>	<p>TASTE flavour, fit, iour, JPICV, ju, hot, mild</p>
--	---	--	--



Diagram 1: A simple rectangular shape with a hatched border and two small circles on the top edge.

Diagram 2: A rounded rectangular shape with a hatched border and two small circles on the top edge.

Diagram 3: A rectangular shape with a hatched border and two small circles on the top edge.

Diagram 4: A rectangular shape with a hatched border and two small circles on the top edge.

Diagram 5: A rectangular shape with a hatched border and two small circles on the top edge.

Diagram 6: A rectangular shape with a hatched border and two small circles on the top edge.

Diagram 7: A rectangular shape with a hatched border and two small circles on the top edge.

Diagram 8: A rectangular shape with a hatched border and two small circles on the top edge.

Made by: Israel Rivadeneira
Source: liveworksheet

SPEAKING: Look at the board and choose one card about food. Then, describe the ingredients you could see and how it tastes. Do you like? Why? Why not?

Card 1



Card 2



Cake3



Made by: Israel Rivadeneira
Source: IA ChatGPT

ECLECTIC SPEAKING RUBRIC- DESCRIBING MEALS AND INGREDIENTS

HIGH SCHOOL: Montessori Educational Unit

GRADE: 1st Baccalaureate

LEVEL: A2-B1

OBJECTIVE: Students will be able to describe typical meals and ingredients based on national or international food in order to learn about cultures all over the world in collaborative activities.

N °	STUDENT'S NAME	OBSERVATIONS	Pronunciation (ALM) (2 points)	Grammatical Form (ALM) (2 points)	Vocabulary (2 points)	Interaction (CLT) (2 points)	Preparation (Flipped Classroom) (2 points)	SCORE
			Pronounces food names and ingredients from different cultures clearly and understandably..	Uses correct sentence structures to describe meals and ingredients (e.g., <i>It is made with...</i> , <i>This dish includes...</i> , <i>We usually eat it with...</i> , <i>This dish</i>	Uses correct sentence structures to describe meals and their ingredients (e.g., <i>It is made with...</i> , <i>This dish includes...</i> , <i>We usually eat it with...</i>).	Uses correct sentence structures to describe meals and their ingredients (e.g., <i>It is made with...</i> , <i>This dish includes..</i> , <i>We usually</i>	Shows preparation through visual aids or materials (e.g., recipe cards, pictures, posters) that reflect the cultural backgro	

				<i>include s..., We usually eat it with...).</i>		<i>eat it with...).</i>	und of the meal.	
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Table N° 10: Meals and Ingredients Rubric

Made by: Israel Rivadeneira

Source: Word document

Favorite dishes and recipes

Objective:

To describe the types of dishes using key vocabulary through making their favorite recipes in an oral presentation.

Speaking Strategies:

- Repetition and drills (audiolingual method)
- Conversations and discussion (CLT)
- Recording and feedback (Flipped classroom)
- Use of authentic material
- Making informal conversation (CLT)
- Making presentation (Flipped classroom + CLT)
- Self-correction in pronunciation (Audiolingual method)

Content Vocabulary:

- Cooking verbs: bake, grill, boil
- Quantity: a little, a lot of, a box of
- Connectors: then, first, second
- Ingredients: eggs, oil, sugar, salt.

Resources:

- Videos
- Audios
- Slides
- Websites

Materials:

- Printed vocabulary
- Kitchen items
- worksheet

Formative: Pair work

Summative: Vocabulary quiz

Warm up:

Before starting the class, write on the board What is your favorite dish/es? They could say “my favorite dish is_____”. Then, display three mystery recipe boxes.

Students should be in groups of 3 and come up to choose the box and inside you will find ingredients and they will have to guess what the dish is.

Present:

Apart from that, say “let’s watch a short video and then answer the questions. What were the words and phrases you found on the video?. Then, show pictures or flashcards about ingredients and ask students to read and describe them.

Students have a worksheet and fill in the missing ingredients. Also, they have to use useful structures.

Practice:

Have the students drill key phrases chorally or individually. “to make ____ (dish), you need to _____. First, chops _____, Second _____.

Students have to repeat using substitution and pictures. Also, they have to write and read about their favorite dish.

Apply:

Based on the activities, say to the students *let’s draw and make a poster* related to the best dishes and they have to describe it. This task has to make groups of three.

Students have to include: name of the dish, ingredients, connectors, personal opinion on their poster.

Later, have them expose everything they have done during the classes.

Extend:

Say *let’s interchange our recipes and see how the process is*. Then, write questions on the board like “how long does it take to make it? How many minutes does it take to cook it?”

Name: _____ Class: _____

Favorite dishes and recipes
















































Let's watch the videos about dishes and recipes and cooking verbs

Links:

<https://youtu.be/Wxdj970RM7M>

<https://youtu.be/9VK8P-3nFKB4>

Underlined the food you found in the video and practices with your partner about what food is your favorite.

					Ci)
Bacon	Butter	Cereal	Crackers	Croissant	Hot Sauce
					
Bagel	Cheese	French Toast	Ketchup	Milk	Ice Cream
					
<u>Mayonnaise</u>	<u>Oatmeal</u>	Onion rings	Pancakes	Pitas	Frozen custard
					
Cream Cheese	Pretzels	Thick burger	Smetana	Soy Sauce	Yogurt
					
<u>Tuna Mix</u>	Sour Cream	Granacheese	Granola Bars	Popcorn	Potato Chips
					
Tuna steak	Salad	S smoothie	Spaghetti	Mozzarella	Sushi
					
el	<u>Steak</u>	Rice	Pizza	Donuts	Taco
					
Steak	<u>Pasta</u>	Noodle	Quesadilla	Patty	Jam
					
Muffin	Kebab	Hummus	Hamburger	Ghee	Egg

Made by: Israel Rivadeneira
Source: Pinterest

Complete the sentences using cooking verbs. Use the best for each action at looking the picture



1. some
apples from the tree.

Q

2. me
to like the green lettuce.



3. the
apple.



4. me
bread for breakfast.



5. some
delicious food for
dinner.



6. the
food.



7. the
milk in a kettle.



8. some
cheese on the
spaghetti.



9. some
bread for birds.



10. some
ingredients for the salad.



11. some
bread to be roasted.



12. to
boil for tea in my
kettle.



13. the
potatoes up.



14. some
potatoes for chips.



15. an
egg for omelets.



16. me
to buy the milk.

Made by: Israel Rivadeneira
Source: liveworksheet

You have to choose a card and then write the recipe about the food you like cooking and how is the process.



To show the order of steps:

First
Then
Next
After that
Finally

To talk about time:

While
When
Before
After

Made by: Israel Rivadeneira
Source: allrecipes (website)

Speaking: Divide the students about the favorite recipes like soup, rice, desserts, or drinks. Then, each group it is going to play the rulet



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Personalizado para Elecciones al Azar**

Gira la rueda o MULTIPLES ruedas al mismo tiempo.
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inthewheel.io

ECLETIC SPEAKING RUBRIC- FAVORITE DISHES AND RECIPES

HIGH SCHOOL: Montessori Educational Unit

GRADE: 1st Baccalaureate

LEVEL: A2-B1

OBJECTIVE: Students will be able to describe the types of dishes using key vocabulary through making their favorite recipes in an oral presentation.

N °	STUDENT'S NAME	OBSERVATIONS	Pronunciation (ALM) (2 points)	Grammatical Form (ALM) (2 points)	Vocabulary (2 points)	Interaction (CLT) (2 points)	Preparation (Flipped Classroom) (2 points)	SCORE
			Pronounces ingredients, cooking terms, and dish names clearly and correctly.	Uses correct structures to explain a recipe (e.g., <i>First, chop the onions. Then add the tomatoe s...</i>).	Uses specific and varied vocabulary related to food, ingredients, and cooking actions (e.g., <i>boil, stir, bake, spicy, creamy</i>).	Organizes ideas clearly and presents confidently with logical steps and transitions.	Shows evidence of preparation with visuals or props (e.g., recipe cards, pictures, sample ingredients, or slides).	
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Table N° 11: Shopping Rubric

Made by: Israel Rivadeneira

Source: Word document

Comparing food from different cultures

Objective:

To compare the variety of food in different parts of the world by using comparatives and superlatives in short role plays.

Speaking Strategies:

- Repetition and drills (audiolingual method)
- Conversations and discussion (CLT)
- Recording and feedback (Flipped classroom)
- Use of authentic material
- Making informal conversation (CLT)
- Making presentation (Flipped classroom + CLT)
- Self-correction in pronunciation (Audiolingual method)
- Language immersion (Flipped Classroom)
- Improvisation techniques

Content Vocabulary:

- **Food variety:** Tacos, pizza, spaghetti, dumplings.
- **Ingredients:** sauces, meat, sausages, cheese.
- **Comparative and superlative:** more delicious, saltier, less expensive.
- **Connectors:** however, next, first, in addition.

Resources:

- Videos about the food in the world.
- Audio–dialogue
- World map

Materials:

- Flashcards
- Chart of comparison

Assessment:

Formative:

- Completed chart

Summative:

- Write a paragraph about a variety of food.

Warm up:

Active prior knowledge: Have a game in virtual rule. Ask them to participate as a volunteer in the activity. Say “Who wants to spin the roulette wheel?”

The student has to answer the question. What country do people make this food? Where do you think this food is from? (tacos). They could guess and say something, maybe a city or country.

Use prompt to mention some phrases like: I think this is from____, it tastes like____

Present:

Show a video where they could see the different names of the food in the world. Say, let’s watch this short video. At the end of the video, ask *what dishes do you remember?*

Present simple phrases using pictures about how to compare the food with others. Then, give them a worksheet to practice comparison.

Practice:

Students should work in pairs and read what they have done individually and replace the sentences with their actual ideas. For example: Tacos are more popular than Pizza.

Have them to base on the model and they can use the flashcards to compare and practice orally their sentences.

Apply:

Students should conduct an interview with a foreign language teacher. Have them ask: What is your favorite dish? What are the ingredients? Do you like _____(write the name of the food about the country)

Extend:

Cut out the cards of the different foods and main dishes of the world and discuss with your partner the following:

Which food do you like the most?

Which food would you like to eat?

Name: _____ Class: _____

Comparing food from different cultures

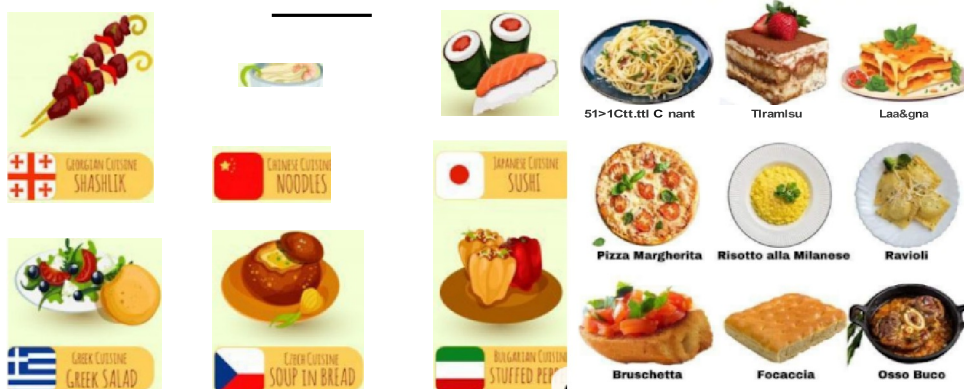
Let's guess what food belong to each countries. Then, write the its name and match the food and flags

	<u>Rice</u>	<u>Cheese</u>	<u>amb</u>	<u>Chili pepper</u>
	Burger	Fish	<u>Pizza</u>	Omelette
 ITALY				_____
 FRANCE				_____
 USA				_____
 CHINA				_____
 SPAIN				_____
 UK				_____
 MOROCCO				_____
 MEXICO				_____

Made by: Israel Rivadeneira
Source: liveworksheet

FOOD	ADJECTIVES

Choose six flashcards and compare them with your partner using comparative and superlative forms. Write your comparison using adjectives and quantity (the most/the least)



Made by: Israel Rivadeneira
Source: liveworksheet

Fill in the gaps with information based on food or country names using adjectives.

A: Hey! I'm really hungry! Let's talk about food. What's the most delicious food you've ever eaten?

B: Mmm .. I think _____ pizza is the most d_____.! It's the cheesiest and the most _____ dish I've tried.

A: Really? I think sushi is the h _____ and the freshest food in the world.

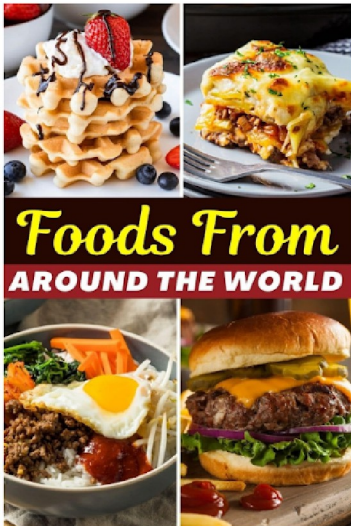
B: Yes. sushi is great. but Mexican _____are the spiciest!

A: Oh yes! And maybe Indian curry is the _____ of all.

B: Truel But have you ever tried Ecuadorian ceviche? It's the most _____ dish for summer.

A: That sounds amazing' I think food from around the world is the best

Speaking: What is your favorite dish? What are the ingredients? Do you like _____(say the food about the country)



- What is your favorite international dish?
- What country is that food from?
- What ingredients does it have?
- Which country do you think has the healthiest food? Why?
- Have you ever tried food from another country? What did you eat?

Made by: Israel Rivadeneira
Source: Pinterest

ECLECTIC SPEAKING RUBRIC- COMPARING FOOD AND CULTURE

HIGH SCHOOL: Montessori Educational Unit

GRADE: 1st Baccaulaureate

LEVEL: A2-B1

OBJECTIVE: Students will be able to compare the variety of food in different parts of the world by using comparatives and superlatives in short role plays.

N °	STUDENT'S NAME	OBSERVATIONS	Pronunciation (ALM) (2 points)	Grammatical Form (ALM) (2 points)	Vocabulary (2 points)	Interaction (CLT) (2 points)	Preparation (Flipped Classroom) (2 points)	SCORE
			Pronounces international food names and expressions clearly and understandably.	Uses comparatives and superlatives accurately in context (e.g., <i>spicier than, the most delicious,</i>	Uses a variety of food and culture-related vocabulary (e.g., <i>traditional dish, ingredients, flavor, cuisine, spicy, sweet, sour</i>).	Participates actively in comparing dishes or food habits in short dialogues; asks and answers relevant questions during	Demonstrates preparation by using visual aids or props (e.g., food photos, flags, maps, comparison charts)..	

				<i>healthier than).</i>		the role play.		
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Table N° 12: Comparing Food and Culture Rubric

Made by: Israel Rivadeneira

Source: Word document

Expressing preferences and opinions

Objective:

To express preferences and opinions about how people's life in order to interact in agreement or disagree politely.

Speaking Strategies:

- **Audiolingual Method:** Repetition of key phrases (e.g., *In my opinion... / I agree / I don't think so*), guided dialogue practice.
- **CLT:** Pair interviews, discussions, and expressing agreement/disagreement on real topics (food, music, fashion).
- **Flipped Classroom:** Use of videos and digital games to introduce expressions, collaborative report writing, and recording with feedback.

Content Vocabulary:

Themes: music, food, traditions, clothes, music.

Structures: I think it is _____, In my opinion, I like _____, I love _____

Questions: What do you think about _____? Do you agree or disagree?

Resources:

- Video
- Audio
- Printed slides

Materials:

- Colors card
- Rubrics
- Worksheets

Assessment:

- **Formative:** A matching task is going to be carried out to check comprehension of vocabulary and expressions.
- **Summative:** Students are going to write sentences applying the structures they have worked on, which will be assessed using a rubric based on fluency, coherence, and use of vocabulary.
- Written sentences

Warm up:

Have students look at 3 boxes and ask Who would like to be the first participant? In the boxes is the question “Would you rather____?”, and below of that, write I would rather_____

Inside the box the student must take a word. The first box is marked by topics they could discuss, then the second box has verbs, the third box contains phrases to express opinions.

Present:

Tell students, we are going to review the video that was sent out the previous class about people's preferences, such as food, clothes, hobbies. Ask: what expressions did you hear?

Students can write on the board expressions such as I like, I enjoy, in my opinion, I think.

Practice:

Say to the students: Let’s read and fill in the blanks with your own information (verbs, or nouns)

Pairs works: They have to complete the sentences and create their short dialogues.

Apply:

They have to present their views and observations in pairs. That is, one student will use the questions from the previous information, and will be a reporter while the other will be the interviewee.

Ask them to organize and do a simulation in the school playground with their partner about a specific topic and express their opinion.

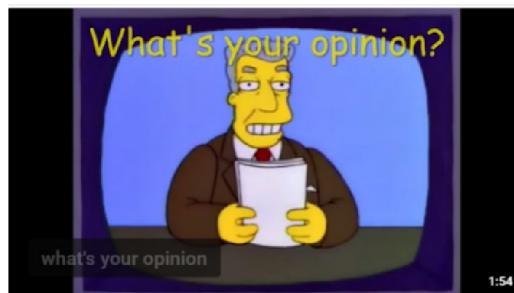
Extend:

Tell your students to either seek out another student from another course and interview him or her or talk to a teacher and ask what his or her opinion is on the subject. Also, it is more acceptable if they turn to other English teachers.

Name: _____ Class: _____

Expressing preferences and Opinions

Let's watch the video about preferences and opinions. Listen and repeat.



Made by: Israel Rivadeneira
Source: Youtube

Look at the screenshot and have to organize and choose true or falso.

(

(

Link:

<https://www.wordwall.net/es/resource/21300213/english/expressing-opinions>

Link:

<https://url-shortener.me/4UQ3>

Made by: Israel Rivadeneira

Source: Wordwall

Write the phrases you found during the video and game

Agreement	Disagreement	Asking for opinions

Complete the space with information according to the suggestions

Talking About Food

- A: Hey! I'm really hungry. Let's talk about food. What's the most delicious food you've ever eaten?
 8: Mmm... I think _____ (food+ country) is the most _____ (adjective).
 It's the _____ (adjective - e.g., cheesiest/spiciest/sweetest) and the most _____ dish I've tried!
 A: Really? I think _____ is the _____ (adjective - healthiest/freshest/tastiest) food in the world.
 8: Yes, but I prefer _____ (country) food. It's the _____¹
 A: Interesting. What do you think about _____ (another traditional dish)?
 8: I like it, but it's too _____ (adjective - e.g., salty/hot/greasy) for me.
 A: That's true. In my opinion, food from around the world is amazing.

Let's create a report to interview someone. Use the phrases to make an opinion based on music, fast food, and fashion style



Speak about



Clothes and Fashion

Made by: Israel Rivadeneira
 Source: Pinterest & Liveworksheet

Student A/B

Blank writing area for Student A/B with five horizontal lines and orange circular markers on the left side.

Blank writing area for Student A/B with five horizontal lines and orange circular markers on the left side.

Made by: Israel Rivadeneira
 Source: Canva

Speaking: Interview in your your classroom



ECLECTIC SPEAKING RUBRIC- EXPRESSING PREFERENCES AND OPINIONS

HIGH SCHOOL: Montessori Educational Unit

GRADE: 1st Baccalaureate

LEVEL: A2-B1

OBJECTIVE: Students will be able to express preferences and opinions about how people's life in order to interact in agreement or disagree politely.

N °	STUDENT'S NAME	OBSERVATIONS	Pronunciation (ALM) (2 points)	Grammar Form (ALM) (2 points)	Vocabulary (2 points)	Interaction (CLT) (2 points)	Preparation (Flipped Classroom) (2 points)	SCOR E
			Pronouns key opinion and preference expressions clearly (e.g., <i>prefer,</i> <i>agree,</i> <i>lifestyle</i> , <i>modern,</i>	Uses correct sentence structures for expressing opinions and preferences (e.g., <i>I think...</i> , <i>I prefer..</i> , <i>I</i>	Uses appropriate vocabulary related to lifestyle, opinions, and preferences (e.g., <i>urban life, healthy routine, comfortable, risky</i>).	Engages in respectful dialogue using polite expressions to agree or disagree (e.g., <i>That's a good point,</i> <i>but I think..., I</i>	Demonstrates preparation with notes, prompts, or examples that support opinions during interaction.	

			<i>traditio nal).</i>	<i>don't agree becaus e...)</i>		<i>see your point, however. ..).</i>		
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Table N° 13: Comparing Food and Culture Rubric

Made by: Israel Rivadeneira

Source: Word document

Making arrangements

Objective:

Students will be able to organize their activities, suggest and reject social events in order to improve their expressions and opinions in a real environment.

Speaking Strategies:

- **Audiolingual Method:** Repetition of key expressions (*Would you like to...? / How about...? / Let's meet at...*), listening and completing dialogues.
- **CLT:** Pair role plays to plan activities, asking and answering about availability, and practicing real-life conversations.
- **Flipped Classroom:** Watching videos about making plans before class, using flashcards and dialogues

Content Vocabulary:

- **Activities:** have a birthday party, wedding party, go to the cinema.
- **Time expressions:** next week, today, next Friday, in the afternoon.
- **Phrases of arrangements:** would you like to ___? How about _____?

Resources:

- Calendar template
- Audio
- Video

Materials:

- Flashcards
- Role play cards
- Worksheet (listening)

Assessment: The formative part will observe students' participation in listening and comprehension tasks, while the summative part will assess performance in a role play using a rubric, evaluating fluency, pronunciation, vocabulary, and coherence.

Warm up:

Have the students participate in the following game: Say they have to find someone who _____?

The student receives a worksheet where they have a chart to write down the following questions: Find someone who is free on Friday? They should walk around and ask 5 partners.

Present:

Ask students about the video they had to review prior to class and ask: what was the topic of the video? What phrases could you hear?

The student receives a worksheet with images and phrases from the video and fills in the possible words that the teacher writes on the board.

Ask them to check the vocabulary previously read in a short story.

Practice:

Have students read a short reading, underline some phrases seen in the video, and then answer the reading questions.

Also, they have to check the vocabulary during the reading.

Apply:

Say “you have to take the main phrases from the reading and create a role play with that. Have the students be involved in the conversation and use the previous vocabulary.

Extend:

Students receive a calendar with dates for the next week and they will write down possible arrangements and possible events that they are going to do.

The teacher tells them to write down their own personal or family events or programs that they are going to do.

Name: _____ Class: _____

Making arrangements

Introduction: What plan would you like to organize/have? Why?



be born



start school



make friends



graduate



get a job



fall in love



get married

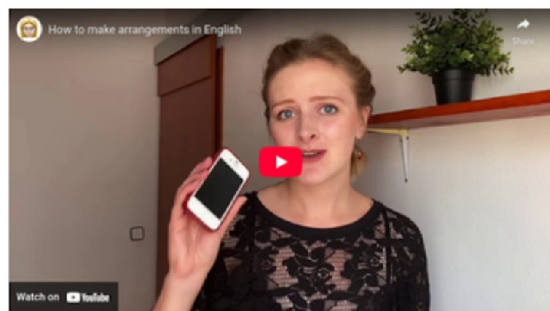
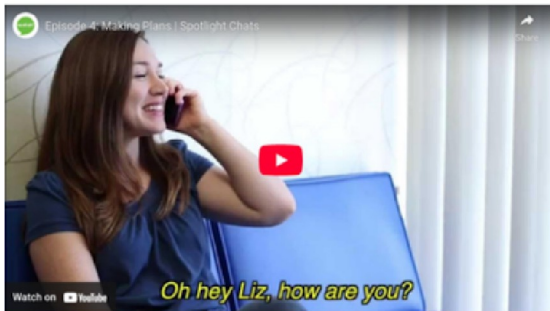


have a baby



wedding

Let's watch the video about phrasal and vocabulary. Listen and repeat.



Read the dialogue and complete with the words from the picture.

Activities:

- have a birthday party
- wedding party
- go to the cinema

Time expressions:

- next week
- today
- next Friday
- in the afternoon

Phrases of arrangements:

- Would you like to...?
- How about...?

Alicia: Hi! _____

go to the cinema?

Bruno: Sounds good! When?

Alicia: _____?

Bruno: I can't. I have to _____ with my family.

Alicia: Oh, no! What about _____?

Bruno: That's perfect. Let's meet

Alicia: Great! See you then.

Read and listen the audio about planning on Thursday- Then. answer the questions.

Are you busy next Thursday?



Tom: Hi Lucas. Are you busy next Thursday?
Lucas: No. Why?
Tom: I've got tickets for a basketball match. It's the Coventry Cats against the Kempton Kings. Would you like to come?
Lucas: That sounds great. I'd love to come. What time does it start?
Tom: At half past six.
Lucas: Great. Where shall we meet?
Tom: Let's meet outside the Arena at six o'clock.
Lucas: Cool. See you then. Come on the Kings!
Tom: The Kings? But don't you support the Cats?
Lucas: No, I support the Kings.
Tom: Oh, no!

• **Answer the questions**

1. Has Tom got tickets for a football match?
 2. Is he busy next Thursday?
 3. What time does the match start?
- Are the boys really going to meet there?

1. Has Tom got tickets for a football match?
 2. Is he busy next Thursday?
 3. What time does the match start?
 Are the boys really going to meet there?

Made by: Israel Rivadeneira
 Source: Liveworksheet

Work in pairs and make a role play about your secret plan.

2. Role-play Cards: Secret Plan!

Objective: Practice expressions like "Are you free on...?", "Let's meet at...", "I can't, but..."

Activity: Hand out cards with a secret agenda:

- You're free on Monday and Wednesday.
- You're busy on Friday (you have dentist appointment).
- You're meeting your cousin on Tuesday

Instructions:

A: "Are you free on Thursday?"

B: Sorry, I'm visiting my grandma.
How about Wednesday?

A: Perfect! Let's meet at 5 p.m.



Made by: Israel Rivadeneira
Source: IA ChatGPT

Use the flascards to create your role play.



Made by: Israel Rivadeneira
Source: IA ChatGPT

ECLETIC SPEAKING RUBRIC- MAKING ARRANGEMENTS

HIGH SCHOOL: Montessori Educational Unit

GRADE: 1st Baccalaureate

LEVEL: A2-B1

OBJECTIVE: Students will be able to organize their activities, suggest and reject social events in order to improve their expressions and opinions in a real environment.

N °	STUDENT'S NAME	OBSERVATIONS	Pronunciation (ALM) (2 points)	Grammar Form (ALM) (2 points)	Vocabulary (2 points)	Interaction (CLT) (2 points)	Preparation (Flipped Classroom) (2 points)	SCORE
			Pronouns expressions related to invitations and plans clearly (e.g., <i>party, meet up, movie night, let's go</i>).	Uses appropriate structures to make, accept, or reject arrangements (e.g., <i>Shall we...? Do you want to...? I'm sorry, I can't</i>	Uses relevant vocabulary to discuss events, activities, and schedules (e.g., <i>plans, appointments, free time, reschedule</i>).	Engages in realistic conversation using polite phrases to suggest, accept, or refuse plans (e.g., <i>That sounds great!, Maybe another time.,</i>	Shows preparation with written notes, visual schedules, or conversation prompts that reflect real-life situations.	

				<i>because</i> <i>e...).</i>		<i>Let's</i> <i>meet</i> <i>at...).</i>		
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Table N° 14: Comparing Food and Culture Rubric

Made by: Israel Rivadeneira

Source: Word document

Future plans and Dreams

Objective:

Talk about future plans and dreams using a vision board in order to express them orally using will and be going to.

Speaking Strategies:

- **Audiolingual Method:** Repetition of future expressions (*I'm going to... / I will... / In the near future...*), drills with sentence frames, and pronunciation practice.
- **CLT:** Pair work with interviews about future dreams, role play using flashcards, and collaborative “vision wall” presentation.
- **Flipped Classroom:** Watching videos on future expressions before class, using online games (Wordwall) to introduce the topic, and recording short presentations about personal future plans for feedback.

Content Vocabulary: Students express their future plans and dreams using “will” and “going to,” supported by dialogues, role-playing, videos, and a vision board.

Future areas: family, jobs, trips, adventures, house.

Verbs: become, travel, visit, study, work

Time expressions: next year, next Friday, after_____

Resources:

- Vision Board (physical or digital)
- Digital tools (canva, kahoot)
- Audio & Video

Materials:

- Flashcards
- Digital materials
- Rubric

Assessment:

Formative: the observation of the involvement in dialogues and debates, pairing tasks, and the immediate feedback.

Summative: Creating oral and written sentences, short presentations, and recordings that are assessed through a rubric (fluency, pronunciation, coherence, and vocabulary).

Warm up:

Present a physical or digital roulette wheel and ask students to participate voluntarily. Have them spin the wheel and wait for the options. In the middle of the spinner are 2 sentences that say “one day I will ____ & I am going to__”.

On the board, there are 2 questions like: What will you do___? and What/where are you going to___.

Students should look at the options the roulette wheel gives them either verbs or phrases to complete and say what their future plans will be.

Present:

Present the vocabulary and then show a video. Then, they have to remember the previous sentences that they saw on the platform.

Ask the students to receive a temple dialogue and complete the missing words from the audio/video.

Practice:

Students should present the complete sentences and read them in pairs as A and B students. Then have them change their perception with other ideas and different vocabulary.

Then, the teacher gives them a chart, which they should ask their classmates about their dreams and plans for the future.

Apply:

The teacher should give the students some flashcards or images on which they will create a “Vision Wall”. They will be in groups of 4 and will project ideas and sentences through the images. The sentences should be something like this:

I will____ (dream)

I am going to ____ (plan)

Extend:

Present the dashboard they made to all partners and mention their dreams and plans.

Name: _____ Class: _____

MY. future P-lans and dreams

Let's play the rulet and answer about your future plans and dreams

Link: <https://wordwall.net/es/resource/10676921/angielski/what-are-they-going-to-do>



LINK:

<https://wordwall.net/es/resource/10303388/angielski/are-you-going-to-do-it>

Made by: Israel Rivadeneira
Source: Worldwall

Let's watch the video about future expressions

LINK: <https://youtu.be/OIvYF6USu00>

Write down the future expressions in the following table:

a:()

Let's complete the options

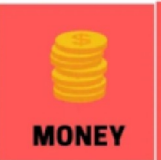
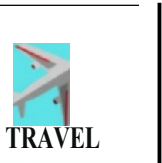
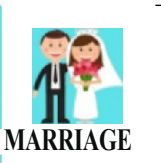
A Match the words with the pictures



- a. be a famous pianist
- b. buy a car
- c. live in a big city
- d. run my own business
- e. adopt a pet
- f. graduate from university
- g. travel around the world
- h. get married
- i. have a children
- j. be retired

Made by: Israel Rivadeneira
Source: Liveworksheet

Work in pairs. Choose one of the options and use the phrasal to include it in your future plans.



Made by: Israel Rivadeneira
Source: IA ChatGPT

- "In the near future, I want to learn more about _____.
- I will buy a _____ in a few years' time.
- Before too long, I hope to get a _____.
- I'm going to study more about _____ later this month.
- In a month's time, I will talk about _____ in class.
- I will start saving for a _____ the week after next.
- In six months' time, I hope to visit a place where I can enjoy _____.
- I will prepare a short speech about _____ in two days' time.

You have to choose a flascard and you are going to create a "vision wall" and write and discuss with your partner using the question "Will you _____? Are you going to _____?"

<p>What are you missing at the weekend?</p> 	<p>Are you going to learn to drive? When? If ...it, why not?</p> 	<p>Do you think you will be married? Why, why ...it?</p> 	<p>Are you going to live abroad? If so, which country? Would you live?</p> 
<p>Are you going on holiday this/next summer?</p> 	<p>Are you going to learn another foreign language? Which one?</p> 	<p>Are you planning to go to university?</p> 	<p>What do you think the weather will be like tomorrow?</p> 
<p>Are you having any tests this/next week?</p> 	<p>Are you watching any films today? Have you got any plans? What to do?</p> 	<p>Do you think you'll live in a house or in a flat in the future?</p> 	<p>Do you think you will have children, in the future? How many children would you like to have?</p> 
<p>Are you going to the cinema in the next few days? Which one? How often do you go?</p> 	<p>Do you think you will try an extreme sport in the future? Which one would you like to try?</p> 	<p>Will you be able to do after his lesson?</p> 	<p>Do you think aliens exist?</p> 

Made by: Israel Rivadeneira
Source: Pinterest

ECLETIC SPEAKING RUBRIC- MY FUTURE PLANS AND DREAMS

HIGH SCHOOL: Montessori Educational Unit

GRADE: 1st Baccalaureate

LEVEL: A2-B1

OBJECTIVE: Students will be able to talk about future plans and dreams using a vision board in order to express them orally using will and be going to.

N °	STUDENT'S NAME	OBSERVATIONS	Pronunciation (ALM) (2 points)	Grammar I Form (ALM) (2 points)	Vocabulary (2 points)	Interaction (CLT) (2 points)	Preparation (Flipped Classroom) (2 points)	SCORE
			Pronounces future-related vocabulary and verbs clearly (e.g., <i>travel, university, career, dream job, I will, I'm</i>	Uses will and be going to accurately to describe future intentions (e.g., <i>I will study medicine. I'm going</i>	Uses a variety of vocabulary related to future goals and aspirations (e.g., <i>achieve, become, plan, dream, hope, goal</i>).	Presents ideas clearly and confidently, expressing goals in a logical and engaging manner.	Shows evidence of preparation by sharing future actions after school.	

			<i>going to).</i>	<i>to move abroad .)</i>				
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Table N° 15: My Future Plan Rubric

Made by: Israel Rivadeneira

Source: Word document

CONCLUSIONS

This study shows that the eclectic method, a flexible, combined approach using communication activities, technology, and repetition, can effectively help eleventh-grade students improve their oral fluency. The results, supported by both test results and teacher observation, show that a variety of teaching strategies can lead to significant improvements in speaking skills, motivation, and confidence.

The findings highlight that no single method is enough to improve all parts of speaking skills. Instead, the eclectic approach allows teachers to adapt lessons to meet each student's needs, making learning more relevant and interesting. This approach not only helps students develop language skills but also encourages independence, enthusiasm, and resilience.

The study also emphasizes the importance of regular assessments and feedback to help students progress and teachers to improve their methods. Using different activities creates a lively, motivating learning environment that reduces anxiety and encourages students to participate.

In conclusion, the Eclectic Method provides a practical and effective way to improve oral fluency in English. When used thoughtfully, it can help students become better communicators, succeed academically, and have more opportunities in the future. Ultimately, embracing a flexible, student-centered pedagogy is key to unlocking every learner's full potential and transforming language education into a truly engaging and inclusive experience.

Recommendations

The results obtained are favorable and allow the use of the eclectic method because it helped to improve oral fluency progressively in the participants. In addition, teachers could adapt their activities with total freedom when choosing the appropriate strategy and combine them to obtain different results through the mix.

Likewise, the findings show that the application can be used with students of all ages, and it is necessary to innovate with the use of varied methods and strategies in the activities, since teachers should carry out their classes in a better way, and make students more autonomous when carrying out the activities.

In addition, it is suggested to induce them in constant practice and follow them up through evaluation, or peer assessments, since students will be able to reflect and value the criteria and knowledge of others, promoting oral production.

Finally, it is proposed to design activities that motivate an effective sequence before their application, and to organize a specific order so that the activity model is not lost. Therefore, the strategies generated by each method should be analyzed and prioritized according to the activities and skills to be developed, in this case, the speaking skill.

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APPENDICES

Appendix 1. Lesson Plans

https://drive.google.com/drive/folders/1QpWdmc-k2_6hP3z_qHha7vldOXI9zI3g?usp=sharing

Appendix 2. Diagnostic pre-test & post-test

Test 1	
Part 1 (3-4 minutes)	PERSONAL INFORMATION & EVERYDAY LIFE
<i>Phase 1</i>	
Interlocutor	
<i>To both candidates</i>	<p>Good morning / afternoon / evening. Can I have your mark sheets, please?</p> <p><i>Hand over the mark sheets to the Assessor.</i></p> <p>I'm, and this is</p>
<i>To Candidate A</i>	What's your name?
<i>To Candidate B</i>	And what's your name?
	Back-up prompts
B , do you work or are you a student?	Do you work? Do you study? Are you a student?
Where do you live?	Do you live in ... (name of district / town etc.)?
Thank you.	
A , do you work or are you a student?	Do you work? Do you study? Are you a student?
Where do you live?	Do you live in ... (name of district / town etc.)?
Thank you.	

Test 1

Part 2 (5-6 minutes)

Phase 1
Interlocutor
© 3-4 minutes

Now, in this part of the test you are going to talk together.

Place Part 2 booklet, open at Task 2a, in front of candidates.

Here are some pictures that show different places to eat.

Interlocutor
/Candidates

A: Do you like eating in the park like in the first picture? Why or why not?

B: Have you ever had a barbecue like in the second picture? What did you eat?

Interlocutor
/Candidates

A: What food do you usually eat at home with your family?

B: Do you like eating with your family, like in the last picture? Why?

Interlocutor
/Candidates

A: Do you enjoy going to restaurants like in the third picture? Why?

B: What kind of food are they eating?

Interlocutor
/Candidates

A: Where do you eat lunch at school or work? What is the food like?

B: Do you like eating with friends at school or work, like in the cafeteria? Why or why not?

Interlocutor
/Candidates

A: Which place do you like best to eat: at home, in the park, or in a restaurant? Why?

B: Would you like to have a picnic with your friends? Why?

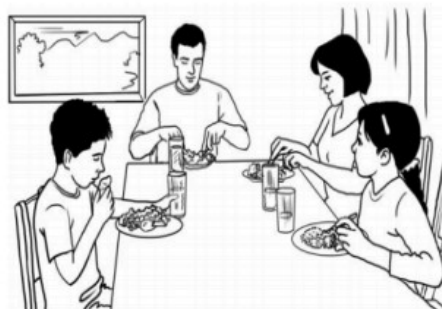
Interlocutor

So, **A**, which of these places to eat do you like best?
And you, **B**, which of these places do you like best?

Thank you. That is the end of the test.

PICTURES:

Do you like these different places to eat?



Appendix 3. Oral fluency assessment rubric (Pretest–Postest)

ORAL FLUENCY ASSESSMENT RUBRIC

Student Name: _____

Date: _____

Grade: Eleventh Grade

Evaluator: Israel Rivadeneira

Evaluated Activity: Cambridge Speaking Assessment

Rating Scale:

Score	Performance Level	Brief Description
5	Excellent	Outstanding, consistent, and autonomous performance.
4	Good	Meets the criteria adequately.
3	Satisfactory	Partially meets the criteria; needs improvement.
2	Limited	Meets the criteria to a limited extent; needs support.
1	Poor	Does not demonstrate the evaluated skill.

Criterion	Description	Score (1–5)
1. Fluency	Speaks with continuity, without long pauses or hesitation.	<input type="checkbox"/> 3
2. Pronunciation	Pronounces words clearly and is easily understood.	<input type="checkbox"/> 2

3. Vocabulary	Uses a varied and appropriate vocabulary for the topic.	<input type="checkbox"/> 3
4. Grammar	Applies correct grammatical structures in speech.	<input type="checkbox"/> 1
5. Coherence	Maintains logical and comprehensible speech.	<input type="checkbox"/> 3
6. Participation	Actively engages in oral interactions.	<input type="checkbox"/> 3
7. Listening comprehension	Responds appropriately to questions or peer interventions.	<input type="checkbox"/> 2
8. Confidence	Speaks naturally and without fear in front of the group.	<input type="checkbox"/> 2
9. Use of English (without translation)	Avoids using Spanish during oral activities.	<input type="checkbox"/> 3
10. Incorporation of feedback	Applies previous corrections to improve performance.	<input type="checkbox"/> 2

Total Score: 21 / 50

Overall Performance Level:

- 41–50 points → Excellent
- 31–40 points → Good
- 21–30 points → Satisfactory
- 11–20 points → Limited
- 0–10 points → Poor

Comments of the evaluator:

Appendix 4. Oral fluency assessment rubric (Posttest)

ORAL FLUENCY ASSESSMENT RUBRIC (Posttest)

Student Name: _____

Date: _____

Grade: Eleventh Grade

Evaluator: Israel Rivadeneira

Evaluated Activity: Cambridge Speaking Assessment

Rating Scale:

Score	Performance Level	Brief Description
5	Excellent	Outstanding, consistent, and autonomous performance.
4	Good	Meets the criteria adequately.
3	Satisfactory	Partially meets the criteria; needs improvement.
2	Limited	Meets the criteria to a limited extent; needs support.
1	Poor	Does not demonstrate the evaluated skill.

Criterion	Description	Score (1–5)
1. Fluency	Speaks with continuity, without long pauses or hesitation.	<input type="checkbox"/> 4
2. Pronunciation	Pronounces words clearly and is easily understood.	<input type="checkbox"/> 4

3. Vocabulary	Uses a varied and appropriate vocabulary for the topic.	<input type="checkbox"/> 4
4. Grammar	Applies correct grammatical structures in speech.	<input type="checkbox"/> 4
5. Coherence	Maintains logical and comprehensible speech.	<input type="checkbox"/> 3
6. Participation	Actively engages in oral interactions.	<input type="checkbox"/> 5
7. Listening comprehension	Responds appropriately to questions or peer interventions.	<input type="checkbox"/> 4
8. Confidence	Speaks naturally and without fear in front of the group.	<input type="checkbox"/> 5
9. Use of English (without translation)	Avoids using Spanish during oral activities.	<input type="checkbox"/> 3
10. Incorporation of feedback	Applies previous corrections to improve performance.	<input type="checkbox"/> 4

Total Score: 40 / 50

Overall Performance Level:

- 41–50 points → Excellent
- 31–40 points → Good
- 21–30 points → Satisfactory
- 11–20 points → Limited
- 0–10 points → Poor

Comments of the evaluator:

Appendix 5. Teacher Observation

TEACHER OBSERVATION

Name of the student: Alexander

Date: 24-Junio-2025

Course: Eleventh

Observer/a: Israel Rivadeneira

Observed activity: Speaking task based on describing meals and ingredients

Instructions for the observer:

Observe the student's behavior and performance during the English class, especially in oral activities (role-playing, debates, discussions, dramatizations, etc.). Mark with an "X" the corresponding level on the Likert scale for each criterion evaluated.

Rating scale:

1 = Never

2 = Rarely

3 = Sometimes

4 = Frequently

5 = Always

Observation Criteria:

#	Indicator	1	2	3	4	5
1	Actively participates in oral activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
2	Communicates in English without reverting to the native language (L1).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>

3	Speaks clearly, without long pauses or excessive hesitation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
4	Pronounces words clearly and intelligibly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
5	Enjoy real time activities in context-appropriate vocabulary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x
6	Constructs grammatically correct sentences when speaking.	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
7	Maintains coherent and organized conversations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
8	Shows motivation and enthusiasm when speaking English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
9	Evidence of a good organization at working in groups or peers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x
10	Demonstrates increased confidence when speaking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x

1. Oral activities, 2. Communication without long pauses, 3. Speak clearly, 4. Pronounce without hesitation, 5. Enjoy real time activities, 6. Correct oral structure, 7. Involved in practice video, 8. Shows motivation, 9. Work in groups, 10 Confidence in speaking
- 2.

Additional teacher comments:

Usage Guidelines:

- Apply during each significant oral class activity.
- Complete one checklist per student.
- Use the results to track progress over time (pre/post comparison).
- Combine with rubrics, surveys, and portfolios for comprehensive assessment.

Appendix 6. Expert Validation Form



UNIVERSIDAD TECNOLÓGICA
INDOAMÉRICA

EXPERT VALIDATION FORM

Research instrument data:

Author: Lic. Jorge Israel Rivadeneira Cepeda

Instrument: Didactic Guide

Objective: To reflect on the use of teaching strategies based on the eclectic method to improve oral fluency in English in eleventh-grade students of Basic Education at Montessori High School.

Evaluator Identification

Names and surnames of the evaluator: Jose Ignacio Andrade

ID number or identity: 0503101040

Fourth level or Postgraduate: Magister en la enseñanza del idioma Inglés como lengua extranjera

Current institution of the workplace (Position and Institution):

Docente de la Universidad Técnica de Cotopaxi

Phones: 0982513078

Email: jose.andradem@utc.edu.ec

Evaluation

Instruction: In the answers of the Likert-type scales, please mark with an X the answer chosen from among the five options presented below:

1 = Strongly Disagree 2 = Disagree 3 = Neither agree nor disagree 4 = Agree 5 = Strongly Agree

Criteria	1	2	3	4	5	Observation
Content						
a) The guide presents data clearly and consistently its content to the student to its intended purpose.					X	
b) The proposed strategies are clear, consistent, and purposeful language learning activities.						
c) The integration of different methods or instructional pedagogical approaches to the guide.					X	
d) The guide is engaging and encourages active participation and autonomy from the student.					X	
Structure						
e) The guide is well-structured and aligned with the objectives.					X	
Organization						
The guide is organized in a way that allows for understanding and usability by teachers and students.						
Feasibility						
f) The guide is not effective, implementation of the method in diverse classroom contexts.					X	

Mentimeter

Communicative Method						
Contextualization: Use of real and relevant situations for practice.					X	
Variety of Activities: Diversity in the proposed activities.					X	
Flipped Classroom						
Prior Preparation: Effectiveness of resources provided before class.					X	
Active Participation: Degree of involvement of students in the discussion.					X	
Audiolingual Method						
Repetition and Practice: Effectiveness of repetition exercises in improving fluency.					X	
Pronunciation: Improves students' pronunciation and intonation.					X	

4. Comments and recommendations for the author:

This didactic guide is such a meaningful resource to those english language learners to improve their language skills.



MSc. Ignacio Andrade

Evaluator Signature

0503101040



UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA

EXPERT VALIDATION FORM

Research instrument data:

Author: Lic. Jorge Israel Rivadeneira Cepeda

Instrument: Didactic Guide

Objective: To reflect on the use of teaching strategies based on the eclectic method to improve oral fluency in English in eleventh-grade students of Basic Education at Montessori High School.

Evaluator Identification

Names and surnames of the evaluator: Victor Hugo Romero García

ID number or identity: 1803027935

Fourth level or postgraduate: Doctor dentro del programa de doctorado en lenguas y culturas

Current institution of the workplace (Position and Institution):

Docente de la Universidad Técnica de Cotopaxi

Phones: 0982513078

Email: victor.romero@utc.edu.ec

Evaluation

Instruction: In the answers of the Likert-type scales, please mark with an X the answer chosen from among the five options presented below:

1 = Strongly Disagree 2 = Disagree 3 = Neither agree nor disagree 4 = Agree 5 = Strongly Agree

Criteria	1	2	3	4	5	Observation
Content						
a) The guide presents clarity and consistency in its content to respond to its intended purpose.				X		The guide is clear and coherent overall. The objectives and instructions are well-defined, which makes it easier for both teachers and students to understand the purpose of each activity.
b) The proposed strategies allow for clear, consistent, and purposeful language learning experiences.					X	The strategies are varied and practical, promoting meaningful communication and opportunities for students to develop oral fluency in real-life contexts.
c) The integration of different methods adds originality and pedagogical value to the guide.					X	Combining methods such as communicative activities, role-plays, and structured grammar tasks contributes to an innovative and engaging approach that meets diverse learning needs.
d) The guide is engaging and encourages active participation and autonomy from the students.				X		Most activities are interactive and motivating. They successfully encourage students to take an active role and feel more confident expressing themselves in English.
Structure						
e) The learning activities are well-structured and aligned with the objectives.				X		The activities are logically sequenced and clearly linked to the objectives, supporting progressive development of oral fluency skills. Overall, I believe the eclectic approach reflected in this guide is effective and appropriate for fostering oral communication in eleventh-grade students.
Organization						

t) The guide is designed in a user-friendly way for the teacher and student.						The guide follows a clear structure that is easy to navigate. Instructions and objectives are presented logically which helps both teachers and student apply the activities with confidence.
Flexibility						
g) The guide promotes effective implementation of the direct method in diverse classroom settings.						The guide offers practical suggestions and adaptable strategies that can be applied in different learning environments and with students of varying levels and backgrounds.
Methods						
Communicative Method						
Contextualization: Use of real and relevant situations for practice.					X	The activities are well-constructed, focusing on authentic scenarios that motivate students to learn meaningfully.
Variety of activities: Diversify in the proposed activities...					X	Immersion is a good means of tasks (dialogue, role-play), discussions, high call to (different learning styles).
Flipped Classroom						
Prior Preparation: Effective use of resources provided before class.						The Flipped Classroom is arranged and help students come prepared although some additional multimedia resources could further enhance preparation.
Active Participation: Direct involvement of student in the discussion.					X	The flipped classroom fosters a high level of student engagement and encourages them to take ownership of their learning.
Audiovisual Aids						

Repetition and Practice: Effectiveness of repetition exercises in improving fluency.				X	Repetition activities are effective in reinforcing patterns and building confidence in speaking.
Pronunciation: Improves students' pronunciation and intonation.				X	The exercises contribute to clearer pronunciation and better intonation, which are essential for oral fluency.

4. Comments and recommendations for the author:

1. **Consider adding more multimedia resources** (videos, podcasts, interactive platforms) to support the flipped classroom approach and provide additional exposure to authentic language.
2. **Include clear guidelines for differentiation** to address varying proficiency levels within the same group, ensuring that all students can participate confidently.
3. **Provide examples of assessment tools** or rubrics to evaluate oral fluency progress consistently across activities.
4. **Offer suggestions for time management** when implementing the eclectic strategies, to help teachers balance the different methods effectively within limited class periods.
5. **Incorporate more opportunities for peer feedback** and self-assessment, which can further promote learner autonomy and reflection on progress.
6. **Clarify connections between activities and objectives** by including short explanations or rationale sections after each strategy, reinforcing the purpose behind each task.
7. **Consider adding cultural components** to enrich contextualization and motivate students by linking language practice with topics relevant to their interests and backgrounds.

1803027935 Firmado digitalmente por
VICTOR HUGO ROMERO HUGO ROMERO GARCIA
ROMERO GARCIA Fecha: 2025.07.10 12:39:00 -05'00'

Ph. D. Victor Hugo Romero
Evaluator Signature
1803027935



**UNIVERSIDAD TECNOLÓGICA
INDOAMÉRICA**

EXPERT VALIDATION FORM

Research instrument data:

Author: Lic. Jorge Israel Rivadeneira Cepeda

Instrument: Didactic Guide

Objective: To reflect on the use of teaching strategies based on the eclectic method to improve oral fluency in English in eleventh-grade students of Basic Education at Montessori High School.

Evaluator Identification

Names and surnames of the evaluator: Sonia Jimena Castro Bungacho

ID number or identity: 0501974729

Fourth level or Postgraduate degree: Magister en docencia universitaria y administracion educativa

Current institution of the workplace (Position and Institution):

Docente de la Universidad tecnica de Cotopaxi

Phones: 0982513078

Email: sonia.castro@utc.edu.ec

Evaluation

Instruction: In the answers of the Likert-type scales, please mark with an X the answer chosen from among the five options presented below:

1 = Strongly Disagree 2 = Disagree 3 = Neither agree nor disagree 4 = Agree 5 = Strongly Agree

Contextualization: Use of real and relevant situations for practice.					X	
Variety of Activities: Diversity in the proposed activities.					X	
Flipped Classroom						
Prior Preparation: Effectiveness of resources provided before class.					X	
Active Participation: Degree of involvement of students in the discussion.					X	
Audiolingual Method						
Repetition and Practice: Effectiveness of repetition exercises in improving fluency.					X	
Pronunciation: Improves students' pronunciation and intonation.					X	

4. Comments and recommendations for the author:

In some activities, such as playing audio or watching a video, and so on. You need to show the link in these kinds of activities.



Sonia Jimena Castro
Bungacho

MSc. Sonia Jimena Castro Bungacho

Evaluator Signature

0501974729

Appendix 7. Informed Consent Form (School)



Montessori
UNIDAD EDUCATIVA

"MONTESSORI UNIDAD EDUCATIVA"

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La Mana, 20 de jllnio del 2025

Presente.-

Mediante la presente, yo, MSc. Gabriela Jimenez, Vicerrectora de Montessori Unidad Educativa, autoriz6 al Lie. Rivadeneira Cepeda Jorge Israel, estudiante de la **Maestria** en Pedagogia de los Idiomas Nacionales y Extranjero con menci6n en Enseii.anza de Ingles, a llevar a cabo la aplicaci6n de su propuesta de investigaci6n en Los estudiantes de Primer Afi6 de Bachillerato General Unificado de nuestra instituci6n.

El trabajo de tesis titulado "**Estrategias de enseiianza basadas en et metodo edectivo para mejorar la fluidez oral en iogle n estudiantes de primer grado de educacion bbica.**" tiene como finalidad cootribuir al desarrollo academicd de Jos estudiantes, por lo que col1sideramos pertinente su ejecuci6n en beneficio del proceso educativo.

Con esta autorizaci6n se permite la aplicaci6n de Los instrumentos de recolecci6n de datos e intervenci6n planificada segun lo establecido en la propuesta presentada.

Sin otro particular, extendiendo este documento para los fines pertinentes.

Atentamente,

MSc. Gabriela Jimenez
VICERRECTORA
Montessori Unidad Educativa



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Appendix 8. Informed Consent Form (Parents)

FORMULARIO DE AUTORIZACIÓN PARA PARTICIPACIÓN EN INVESTIGACIÓN EDUCATIVA

Título del estudio:

Estrategias de enseñanza basadas en el método ecléctico para mejorar la fluidez oral en inglés de los estudiantes de primero de bachillerato.

Investigador responsable:

Lic. Rivadeneira Cepeda Jorge Israel

Correo electrónico: israel.rivadeneira2000@gmail.com

Teléfono: 0969174367

DATOS DEL ESTUDIANTE

- Nombre completo del estudiante: _____
- Curso: _____

DATOS DEL REPRESENTANTE LEGAL

- Nombre completo del representante: _____
- Cédula de identidad: _____
- Teléfono de contacto: _____

AUTORIZACIÓN INFORMADA

- He leído y comprendido el contenido de la solicitud presentada por el investigador.
- Entiendo que mi hijo/a participará en una actividad pedagógica que forma parte de una investigación académica.
- Comprendo que esta participación **no afectará su rendimiento académico** y que toda la información será **tratada de manera confidencial** y únicamente con fines educativos.
- Autorizo** voluntariamente la participación de mi representado/a en esta investigación.

Firma del representante: _____

Fecha: ____ / ____ / 2025

Appendix 9. Criterion Indicator Results

Participants	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Criteria															
fluency (pretest)	3	2	3	3	3	2	4	3	4	2	1	3	3	4	2
fluency (posttest)	4	4	5	4	4	3	5	4	4	3	3	4	4	5	3
pronunciation (pretest)	2	2	2	4	3	3	2	3	3	2	2	2	3	4	3
pronunciation (posttest)	3	4	4	5	4	4	4	4	4	4	3	3	4	5	4
vocabulary (pretest)	1	3	3	3	3	2	3	2	3	3	3	3	2	4	2
vocabulary (posttest)	3	4	4	4	4	3	4	3	4	5	4	4	5	5	3
grammar (pretest)	2	3	3	4	4	2	3	2	4	3	3	3	2	3	2
grammar (posttest)	3	4	4	4	4	3	4	4	4	4	4	4	4	4	4
coherence (pretest)	2	3	2	2	2	3	3	3	2	4	2	3	2	3	2
coherence (posttest)	4	4	3	3	3	4	4	5	4	4	3	4	3	4	3
Participation (pre)	4	3	2	2	2	3	3	2	4	4	3	3	2	3	2
Participation (post)	4	4	3	3	3	4	4	3	4	4	3	4	4	4	3
Listening (pre)	3	3	1	2	3	3	3	2	3	3	2	3	3	3	2
Listening (post)	3	4	2	3	4	3	4	4	4	4	3	4	4	4	4
Confidence (pre)	4	3	2	2	3	3	3	2	3	3	2	3	3	3	3
Confidence (post)	4	4	3	4	4	4	3	3	4	4	3	4	4	4	4
use of English (post)	4	4	4	4	4	4	4	5	4	3	4	3	3	4	4
use of English (pre)	3	3	3	3	2	3	2	4	2	3	2	2	2	3	2
Feedback (pre)	3	3	2	3	2	2	3	2	3	3	2	3	3	3	2
Feedback (post)	4	4	3	4	4	4	4	4	4	4	4	4	3	4	4

Appendix 10. Results Teacher Observation

Observation Criteria (participants)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Average
1. Oral activities	4	3	4	5	3	3	4	5	5	4	5	4	3	4	3	3.8
2. Communication without long pauses	3	4	3	5	3	5	4	4	3	3	5	4	5	5	4	4.0
3. Speak clearly	4	3	3	5	5	4	4	3	5	4	3	5	5	3	4	3.9
4. Pronounce without hesitation	3	2	4	5	4	3	5	5	4	5	5	4	4	5	4	3.9
5. Enjoy real time activities	5	5	5	4	4	3	5	4	5	4	3	5	4	5	4	4.3
6. Correct oral structure	4	3	3	3	4	5	4	3	2	3	4	3	4	5	5	3.7
7. Involved in practice video	4	5	5	4	5	5	4	5	4	5	4	5	3	2	4	4.0
8. Shows motivation	4	3	3	4	3	3	4	5	5	4	3	5	4	5	5	3.7
9. Work in groups	4	3	2	4	4	5	3	5	3	5	4	3	3	4	5	3.7
10. Confidence in speaking	3	5	4	5	3	4	4	5	3	3	3	4	5	5	4	4.07