IMPROVING WRITING AND READING IN ENGLISH

THROUGH THE ECLECTIC METHOD WITH FOURTH GRADE STUDENTS.

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A Master's Report Presented by

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ABSTRACT

This research project was developed in the Agustin Nieto Caballero institution which is a public school with fourth-grade students of primary school and was planned and developed by the English teacher of the morning shift. The project had as its main objective to improve the reading and writing abilities in the English language learning process of students in fourth-grade applying and using some assumptions of the constructivism approach, total physical response, and audiovisual method as an Eclectic Method based on the plan class of the second term. The research was developed over seven weeks and its results show that students were improving their reading and writing abilities through the whole intervention process. Also, it makes the teacher/researcher reflect on their teaching practice and continue developing and planning learning experiences based on the application of the Eclectic Method.

Key Words: Eclectic Method, Learning Experience, Methods, Methodologies, Reading, Writing.

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INTRODUCTION

English teaching methodologies have been evolving through the years because of the urgency to improve English acquisition in different ages learners, contexts, and needs. It has been a challenge for teachers to create and develop or put into practice activities and techniques to achieve the learning goals in the English Curriculum. Most of the methods used in the teaching and learning English process are used since 1840 starting with Grammar Translation, Total Physical Response, and Communicative Language Teaching, recognize and used by teachers in their own classrooms with their advantages and disadvantages. Therefore, those methods were well-known and effective for English learning, but due to the learners learning styles, context, and needs, they needed to change. Nowadays, it is important to recognize that English Education is even more challenging than before. That is why teachers should reflect on their teaching and learning approaches and methodologies in order to improve their teaching practice because of context and students' needs. According to the above, the implementation of the Eclectic Method that is a combination of different methods of teaching and learning approaches could be the answer to the new requirements.

In this research project, the teacher/ researcher by planning and using the class plan of the second term, based on the English standards of fourth grade: (1) Identify related words on topics that are familiar to students and (2) start to structure students' writing skills; as they are learning to read and write in their mother tongue". Along with using some assumptions of constructivism approach, total physical response and audiovisual method. As the methodological techniques to achieve the objective of improving the reading and writing abilities in the English learning process.

JUSTIFICATION

English learning teaching has been evolving through the years since teachers, students, schools, and contexts. As teachers, we know that methods, approaches, and methodologies have been the solutions to needs and situations around English Teaching and Learning process. In our classroom, we have used many of them, from Grammar-Translations, structural Method, and TLC, but each one has advantages and disadvantages. Therefore, teachers need to keep in mind the teaching purpose, language conception, didactic content, students' learning styles, and the teaching context. These are very important aspects for teachers to reflect on in order to improve students' skills and knowledge of the English Language.

In addition to the above, this research project will try to show the advantages of applying an Eclectic Method. That is a combination of different methods of teaching and learning approaches. An Eclectic Method involves the use of a variety of language learning activities that are mostly different characteristically and may be motivated by different assumptions of language teaching. The teacher should know the various methods and techniques of language teaching. And, have the ability to choose appropriately which methods and techniques to integrate into a lesson which can lead to the achievement of the learning and teaching goals.

Also, the research is going to be developed with fourth-two students from Agustin Nieto Caballero headquarters José María Vivas Balcázar school morning shift that is a public institution located in Jardin neighborhood with a population from different socioeconomic stratum. The teacher/ researcher would be in charge of pursuit the investigation in order to validate or controvert the research question. This research project will be a tool for the teacher/ researcher to define their English teaching method, to adapt some pedagogical activities in the English lesson plan for fourth grade. Finally, this research project would help the teacher/researcher as he produces theoretical knowledge. Furthermore, provide information related to the application of the Eclectic Method.

OBJECTIVES AND RESEARCH QUESTION

Research Question:

The English language in public education has many challenges and obstacles that make teaching and learning a long process to achieve. Teachers have a big responsibility because even when there are not technological and material resources in most public schools, they have to get good results in quality exams, e.g. Pruebas saber 11°.

That's why my research will be based on identifying to what extent the implementation of reading and writing activities designed from the constructivism, TPR, audiovisual method as an Eclectic Method affects fourth-graders readings and writing skills in Agustin Nieto Caballero School headquarts José María Vivas Balcázar morning shift based on two of the English standards of fourth grade during the second term?

General objective:

To identity to what extent the implementation of reading and writing activities designed from the constructivism, TPR, audiovisual method as an Eclectic Method affects fourth-graders readings and writing skills in Agustin Nieto Caballero School headquarters José María Vivas Balcázar morning shift during the second term.

Specific objectives:

- Identify students' perceptions on the approach applied by the teacher.
- Describe students' opinions about their own performance.
- Describe students' emotions during the activities applied.
- Describe students' productions based on what they did.

THEORETICAL FRAMEWORK

English language learning and teaching process is a complex and important aspect developed by language teachers. As time has passed teachers are more aware of the importance of choice and reflect on their teaching practice. That's why teachers are adapting and creating their own methodological strategies to apply in the classroom as a result of new requirements in the English language Educational System goals. Taking into account the research project's main objective related to improving the reading and writing of fourth grade students applying and using some assumptions of the communicative approach, total physical response, audiovisual method, and direct method as an Eclectic Method. In this literature review, you will find the discussion between the theory and the practice related to the Eclectic Method. And, the main concepts that will be developed in the research project. Starting with the methodological organization, language learning, and teaching process, teaching methodologies, and finally, the Eclectic method.

Methodological Organization of Teaching Practices

First, it is important to clarify that approach according to Richards and Rogers (2001) "is a set of postulates that dealing with the nature of language teaching and learning, it describes the subject matter to be taught. It represents the sum of the philosophy about both the theory of language and the theory of learning" (p 19). In other words, an approach to language teaching describes; the nature of language, how knowledge of a language is acquired, and the conditions that promote language acquisition. Also, we can define approach as the theoretical framework that supports an instructional design. This means that the approach deals with the theory related to language acquisition and language learning that ends in a specific method and techniques to learning and teaching language.

Taking into account the above, the approach is also the theory that describes how people acquire knowledge of the language. And, the conditions to be successful in language

teaching. There are three different theoretical views of language that modify the way language is conceived. First, is the structural view that is a system of elements for decoding. Second, is the functional view as a vehicle for the expression of functional meaning. And third, is the interactional view as a vehicle for interpersonal relations and to perform in transactional situations (Richards and Rogers, 2001, p. 20-21).

This concept is important for language teachers. Bearing in mind that the teaching and learning process must be taught consciously, with clear goals of what is teaching, how the learning process is achieved, and how the language works. On the other hand, language theory complements teachers' language awareness as it includes two important aspects. First, conditions to language activate, and second, the psycho-linguistics process that involves language learning. All these principles lead teachers to develop their own teaching procedures that would be constantly reviewed and modify according to the teaching context, students' needs, and reactions to the learning-teaching process (Richards and Rogers, 2001).

The second concept to be developed is the design, definite as a teaching design based on a particular approach. According to Richards and Rogers (2001, p.24) "in order for an approach to lead a method, it's necessary to develop a design for an instructional system". Design or method is a practical implementation of an approach. A theory is put into practice at the level of a method. It includes decisions about: The particular skills to be taught, the roles of the teacher and the learner in the L2, the appropriate procedures and techniques, the content to be taught, and the order in which the content will be presented. It also involves a specific syllabus organization, of the materials that will boost learning, and the means to assess learners and evaluate teaching and learning. It is a sort of organizing plan that relies on the philosophical premises of an approach (Richards and Rogers, 2001).

The design in a Teaching method is the linguistic content, specification for the selection, and an organization of content. And, a description of some important aspects of the Teaching and Learning Process. In the design part, is necessary to explain in detail and taking into account the language theory and the language point of view. Describe the approach to define and create the design aspects looking to achieve the learning and teaching objectives.

Here is where teachers can create and conceive the methodological organization and structure to follow in their teaching practices in order to apply in the classroom (Richards and Rogers, 2001)

The third concept is a procedure that is according to Richards and Rogers "encompasses the actual moment-to-moment techniques, practices, and behaviors in teaching a language according to a particular method"(2001, p. 31). It means that is the teaching procedures that are employed with a particular method in the teaching and learning process used by teachers. Harmer describes 'procedures' as "an ordered set of techniques." They are the step-by-step measures to execute a method, a procedure is "smaller than a method and larger than a technique." (2001, p.62).

In a Teaching Method, the procedure level is where teachers put in practice the theoretical assumptions about teaching and learning around the approach. And they end as activities and tasks that are integrated into lessons that will be used in the teaching and learning language acquisition process. The procedure is not only a bunch of activities to use in the classroom. According to Rhalmi implementing a procedure necessitates certain practices and behaviors that operate in teaching a language according to a particular method. These practices and behaviors are the techniques that every procedure relies on. "Techniques, in this sense, are part and parcel of procedures. They are the actual moment-to-moment classroom steps that led to a specified outcome" Harmer, 2001. Every procedure is realized through a series of techniques. They could take the form of an exercise or just any activity that you have to do to complete a task. (Rhalmi, 2021; Harmer, 2001; Richards and Rogers, 2001).

Approach, design and procedure according to Richards and Rogers (2001) are different ways to organize teaching practices. And Harmer (2001) cited by Rajagopalan (2019), for example, suggests that there are four levels of organization at the level of methodology, namely, approach, method, procedure, and techniques. This teaching practice organization is important for teachers because Education is a big and important responsibility for educators. They need to have the tools and knowledge to tackle the teaching and learning

process of English as a Foreign Language. To teach a foreign language as English. Teachers need to have clear and reflect about: what are they going to teach, how are they going to teach it and what are they going to use to achieve the teaching-learning objectives.

Those last aspects are directly related to the teaching method that educators are supposed to use in their classes. When teachers are planning their course, they need to take them into account in order to make good planning. It is not just a matter of know the subject matter. It is precisely to reflect about theory and view of language, characteristics of the method to apply, and finally the techniques to achieve the teaching practice successfully. Professional educators are required to be people who constantly update their disciplinary and pedagogical knowledge. Also, teachers posse didactic competencies to investigate, the capacity for reflection and learning from experience, and who assume an ethical sense of social commitment in their professional practice. Educators need to combine English language knowledge and pedagogical practice experience to formulate or create a teaching English language method. In order to apply it in their classroom taking into account the student's context and needs in order to accomplish learning goals. (Rhalmi, 2021; Harmer, 2001; Richards and Rogers, 2001).

Language Learning and Teaching Process

Learning and teaching a Foreign language is more complex than following some steps or just giving instructions. Learning can be defined as acquiring or getting knowledge from a subject or a skill by studying, experience or instruction. According to Bingham and Conner (2010) cited by Malamed (2017) "We define learning as the transformative process of taking in information that—when internalized and mixed with what we have experienced—changes what we know and build on what we do. It's based on input, process, and reflection. It is what changes us." Smith said (1982) "It has been suggested that the term learning defies precise definition because it is put to multiple uses. Learning is used to refer to (1) the acquisition and mastery of what is already known about something, (2) the extension and clarification of

meaning of one's experience, or (3) an organized, intentional process of testing ideas relevant to problems. In other words, it is used to describe a product, a process, or a function." (cited by Malamed, 2017).

Learning is a process that involves active, conscious focus on and acting upon events outside and inside. Also, involves some practice and perhaps reinforced practice to lead to a change of behavior in people. Taking into account the above, in order to accomplish the learning process of a foreign language. It is important for educators to be aware of how people actually learn and what are the obstacles and the conditions to promote language learning acquisition in the classroom. Understanding since psychological and linguistics theories of human learning until the latest language learning and teaching methodologies. (Rhalmi, 2021; Harmer, 2001; Richards and Rogers, 2001).

Teaching cannot be defined apart from learning. In the words of John Brubacher (1939) Cited by Rajagopalan (2019, p 5), "Teaching is arrangement and manipulation of a situation in which there are gaps or obstructions which an individual will seek to overcome and from which he will learn in the course of doing so". According to Gage (1963, p 5) Cited by Rajagopalan (2019), "Teaching is a form interpersonal influence aimed at changing the behavior potential another person". Teaching is guiding and facilitating learning, give to learners the conditions to learn in a specific environment. The understanding of how the learner learns will determine educators' philosophy of education, teaching style, approach, methods, and classroom techniques. It will vary from one teacher to another and depending on the teaching context.

A theory of teaching integrated with your understanding of the learner's needs and the subject matter to be learned. It will point the way to successful procedures and techniques to apply with learners under the various constraints of the particular context of learning. In other words, teaching theory is the learning theory, both are directly related. For example, if the teacher's language view is interactional. He will be emphasizing on prepare and put into practice more authentic oral interactions with students like role plays, conversations, debates, seminars, and so on. Rather than focusing on grammar structure and spoken grammar.

Educators need to reflect and have a strong knowledge of how to teach and how students learn according to the learning goals. For teachers must, therefore: Consider people's needs and wishes now and in the future, reflect on what might be good for all and the world in which we live, and plan their interventions accordingly. (Rajagopalan, 2019; Malamed, 2017; Richards and Rogers, 2001; Harmer, 2001).

Teaching Methodologies

Teaching Methodologies refers to the general principles, pedagogy, and management strategies used for classroom instruction. Teacher's choice of teaching method depends on what fits on their educational philosophy, classroom demographic, subject area(s), and school mission statement. Teaching theories can be organized based on two major parameters: a teacher-centered approach versus a student-centered approach. (Teach.com, 2020)

Teacher-Centered Approach to Learning

In teacher-centered education, students put all of their focus on the teacher. Teachers talk, and the students exclusively listen. During activities, students work alone, and collaboration is discouraged. "Teachers are the main authority figure in a teacher-centered instruction model. Students are viewed as ´empty vessels´ External link who passively receive knowledge from their teachers through lectures and direct instruction, with an end goal of positive results from testing and assessment" (Teach.com, 2020, para. 4). In this style, teaching and assessment are viewed as two separate entities; student learning is measured through objectively scored tests and assessments.

Student-Centered Approach to Learning

"While teachers are still authority figures in a student-centered teaching model, teachers and students play an equally active role in the learning process. The teacher's primary role is to coach and facilitate student learning and overall comprehension of the material. And to measure student learning through both formal and informal forms of

assessment, like group projects, student portfolios, and class participation. In the student-centered classroom, teaching and assessment are connected because student learning is continuously measured during the teacher's instruction" (Teach.com, 2020, para. 6). Also, instead of listening to the teacher exclusively, students and teachers interact equally. Group work is encouraged, and students learn to collaborate and communicate with one another.

Nowadays, teachers are more likely to move forward to a student-centered approach. However, some students and teachers maintain and believe that teacher-centered education is an effective strategy that shouldn't be put aside. Taking into account the above it will be better for teachers to use a combination of approaches to ensure that all student needs are met. Teachers know their classrooms better than anyone, so they are the ones who need to decide what works best for them and their students (Resilient Educator, 2021). Many teachers strive to implement a blend of teacher-centered and student-centered teaching models sometimes within the same classroom based on their own knowledge, research, and experience.

Eclectic Method

The concept of eclecticism in language teaching is nothing new. As early as 1929, eclecticism was seen as a solution to language teaching. They realized that no one teaching method could be used in a classroom where students had different learning styles. Historically, the eclectic approach developed as a response to the profusion of teaching dogmas found in the 1970s and 1980s (Demyen, 2016). According to Mwanza (2019, p. 2) "The eclectic approach was born out of the realization that each of the individual methods of language teaching had strengths and weaknesses and that no one method was responsive to the dynamic classroom context".

Based on the weaknesses of the current methods, Brown (2002) cited by Mwanza (2019) argued that eclecticism provides the solution because the approach allows the teacher to select what works within their own dynamic contexts. Gilliland, James, and Bowman

(1994) cited by Mwanza (2019) stated that the justification for the eclectic approach lies in the weaknesses of the single approach. A single method has a narrow theoretical basis and has a delimited set of activities and is, therefore inflexible. Taking into account the above the eclectic method was born because of teachers' and students' needs due to language teaching and learning changes through years.

By definition, Kumar (2013, p.1) noted that "the eclectic method is a combination of different methods of teaching and learning approaches". Since eclecticism is context-sensitive, learning is fun and innovative and the approach works for every type of learner regardless of their social-economic background and preferences. Li (2012) cited by Sevy (2016) explains how there is no single method or technique which functions to teach all skills and to the specific needs of the students. Therefore, it is necessary as a teacher to take an Eclectic approach, which uses many activities involving various skills to motivate student learning. The eclectic method is a combination of different approaches, activities, techniques, and methodologies. That tries to overcome the shortcomings of the popular and most used methods by teachers in language teaching. (Kumar, 2013; Sevy, 2016; Demyen, 2016).

"Eclecticism is defined as a type of methodology that makes use of the different language learning approaches instead of sticking to one standard approach" (AL Hamash 1985 cited by Saleh & Ali, 2019). "The eclectic method is the label given to a teacher's use of techniques and activities from a range of language teaching approaches and methodologies. The teacher decides what methodology or approach to use depending on the aims of the lesson and the learners in the group". (Saleh & Ali. 2019, p. 84).

Mwanza (2019) points out that for the eclectic approach to be meaningful to the teacher and student. The teacher should know the different methods and techniques of language teaching and have the ability to choose appropriately which methods and techniques to integrate into a lesson. Which can lead to the achievement of the learning and teaching goals. This is very important because if a teacher who is supposed to apply the eclectic approach in the classroom is not aware of the approach, he may struggle to come up with a blend that may be helpful in the achievement of the lesson objectives. It can, therefore,

remark that applying the eclectic approach requires teachers' understanding of the approach. Further, the teacher must not only understand the approach but also needs to know how it can be applied in different teaching and learning contexts.

According to Billah (2015) in the Eclectic approach, "Teachers must know the various methods and approaches to be able to connect the methods in a form that functions in the classroom. Therefore, it is believed putting the approaches, methods, and models together randomly may not provide the necessary results an English language teacher is looking for. The teacher must have sufficient prior knowledge of various methodologies to properly use the Eclectic Method". (Billah, 2015, para. 6). In agreement with Irwandi "The eclectic method appears as a result of the awareness that each method has weaknesses and strengths. Accordingly, the eclectic method has emerged as a mediator among various methods in English language teaching. As a combination of different methods of teaching, this method can be employed effectively for any kind of learner irrespective of age and standard. Moreover, the principle of eclecticism emphasizes that teachers must be able to make decisions. About teaching based on a holistic understanding of language learning methods, the needs of learners, learning material, and the theory of language learning" (2020, p. 34-35).

Ali (1981) cited by Mwanza listed the following principles of eclecticism: (a) "Teachers are given a chance to choose different kinds of teaching techniques in each class period to reach the aims of the lesson; (b) There is flexibility in choosing any aspect or method that teachers think suitable for teaching inside the classroom; (c) Learners can see different kinds of teaching techniques. Through using different kinds of teaching aids that help make lessons much more stimulating and ensures a better understanding of the material on the other hand; (d) Solving difficulties that may emerge from the presentation of the textbook materials; and (e) Finally, it saves both time and effort in the presentation of language activities" (2019, p. 6).

> Since the eclectic approach is constructed by the teacher individually according to the learning and teaching context, it can also be said that another characteristic of the approach is that it is subjective. This means that what may

be called eclectic is dependent on what the teacher will come up with depending on the factors affecting his classroom. Teachers have the freedom to choose consciously what works for them and decide how and what can be integrated into the learning process. For that reason, the subjectivity of the Eclectic method refers to how teachers will approach it. However, what makes it ideal is the fact that the goal and basis of eclectic teaching are that different types of students should achieve the learning with fewer difficulties. (Mwanza, 2019, p. 7).

The Eclectic Method has several advantages like learners have a clear vision of what they are learning. Multiple tasks, high interaction, lively learning, objective correlative, and fast results are the salient features of this method. The purpose of the eclectic method is to connect life experiences to the ideas presented in learning the language. The types of learning activities teachers select are often directly related to their experiences in the real world. (Kumar, 2013).

According to Demyen (2016, p. 4), The strength of the Eclectic Method lies in its flexibility to be adaptable in any classroom; however, the challenge is to be able to develop a lesson that reflects its strengths and not be a focus on one method or technique. Whereby learners could become confused in the lesson. To successfully achieve this goal, teachers need to develop a coherent, pluralistic approach to teaching or principled eclecticism (Kumar, 2013) where eclecticism incorporates a variety of language learning activities through selection, categorizing, and ordering of teaching objectives.

"The advantages of the Eclectic Method lay in general understanding aspects. Firstly, with this theory, it becomes easier and more possible for the learners to understand the language in the context of culture. Secondly, it blends the practices of listening, speaking, reading, and writing into an organic whole. Anyone method does not serve the right purpose of teaching English. This is how teaching English by a combination of various methods and approaches will help the teacher to teach English effectively. Teaching English

should be made easy by bringing into realistic situations, the best way of teaching English is creating situations. The situation makes the language easily comprehensible. It connects a closer link between an expression and its usage by coordinating meaning. It is also important that creating situations should be appropriate to students' level and their context of culture". (Kumar, 2013, p. 3).

The Eclectic method leads learners to have learning experiences that are connected between what it is learned in the classroom, and the real conditions in their lives. This also helps students to understand new knowledge through their prior knowledge. The eclectic method emphasizes the need to connect life experiences with the ideas presented in language learning. The types of learning activities that teachers choose are often directly related to learners' experience in the real world. Irwandi (2020). According to the above, the Eclectic Method focuses on a compound of real context strategies or activities. That is directly related to their real lives to take students to be motivated and engaged in their learning process.

A teacher must break away from the bonds of certain methods. Since students are different and have different learning styles, it is helpful to use an eclectic method to respond to the diversity that usually exists in the classroom. Consequently, effective teaching English is teaching flexibility through the use of an eclectic method. (Irwandi 2020, p. 35). To learn to speak a language, specifically English the use of many activities is essential in the classroom since language is a diverse and always-changing theme and students tend to have different learning styles and needs. As a consequence, one of the teachers' roles is to provide assorted strategies to address all of the skills, grammar, and vocabulary. That is necessary to develop the students' language learning in the class and give them the tools to use English independently. If the teacher does not include diverse activities to develop students learning styles individually taking into account students' needs like preferences, context and abilities, they may not feel confident to practice or feel motivated to learn. These are important factors and reasons for applying many different strategies and activities in an English language classroom. (Li, 2012 cited by Sevy 2016).

Finally, it is important to add that, English teaching and learning process depends on several factors that are going to affect directly students learning. Most of those factors depend on teachers' planning, reflection, and knowledge about methods, methodologies, and approaches used in the classroom. According to the above and as the literature review has pointed out, the eclectic method is a possibility for teachers to implement in their classrooms. However, it is necessary to take into account that teachers need to know students' needs, the context and planning. And, most important needs to organize, create and develop sort of different strategies to put into practice in the classroom with clearly learning purposes and real-life experiences so students could be motivated in their English language learning process.

METHODS

Socio-Academic Context

This research took place in Agustín Nieto Caballero educational institution that is an official educational entity that provides services for the citizens of commune 11, an urban area of Cali; offering education at the levels of: Preschool, Basic Primary, Secondary and Middle; in the institutional calendar A. The institution has four locations; the central headquarters "Agustín Nieto Caballero" that works the morning and afternoon sessions only for the secondary and middle school levels, which is located in the El Jardín neighborhood with address Carrera 37 # 26C-51; the "José María Vivas Balcázar" headquarters, which works morning and afternoon only for preschool and elementary school, which is located in the El Jardín neighborhood with address Carrera 36 # 26; the "Marino Rengifo Salcedo" headquarters that works for the primary, secondary and middle school levels, which is located in the Villa del Sur neighborhood with address Carrera 44 # 26B; and the "Antonio Ricaurte" headquarters that works preschool and basic primary, which is located in the Villa del Sur neighborhood with address Carrera 46C # 26B-00. Currently the I. E. is under the direction of Orlando Londoño.

Research Design

This research project will be developed by following the concept of the Action Research. According to Watts (1985) action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research. It is based on the following assumptions: "Teachers work best on problems they have identified for themselves. Teachers become more effective when encouraged to examine and assess their own work and then consider ways of working differently." (Watts, 1985, p. 118). From its origin, Action Research has been configuring fundamentally as a methodology for the study of social reality, in fact its creator Kurt Lewin, described it as a form of research

that could link the experimental approach to science and in order for both to respond to social problems. (Colmenares et al, 2008)

Methodology

The research project will have the following steps: first, establish the problem situation, possible reasons, and objectives. Second, planning elaboration (Didactic Unit). Third, plan execution and data collection and, finally, data collection analysis, reflection, and conclusions. In addition, in this research project, the teacher/ researcher is going to use different kinds of tools in order to obtained the data, e.g. interviews, surveys, checklists, class observations, field diaries. On the basis of the above, the data collected will analyze as quantitative or qualitative data. Also, it is essential to follow the timetable that shows how the research is going to be carried out by the teacher/researcher. Finally, it is important to say that throughout the research process, the modifications, changes, corrections that may be necessary will be made to satisfactorily conclude the research project.

Participants

The research was developed with fourth-two grade students from the headquarters José María Vivas Balcázar in the morning shift. It is a group of 34 students between eight and eleven years old, they are 18 girls and 16 boys. Most of them live in communes 11, 13, and 15. Students have different kinds of family-like nuclear, extended, single-parent, and reconstituted families. Students' parents are most of them working people as employees or independent workers. According to Agustin Nieto Caballero's PEI, the English subject has three hours per week in each grade. However, primary teachers don't know English for that reason students don't have a good performance in the L2.

Procedure

The research was done by following the fourth-grade lesson plan of the second term in the following steps: First step: The teacher plan the activities previous to the English class. The teacher follows the lesson plan by applying the Eclectic method and using several strategies like matching, coloring, readings, drawings, etc., explaining and interacting with students in each class. Students organize by groups and try to complete the activities, or workshops in the classroom. The teacher monitors students' work and finally makes closure by asking some questions to the students or only listening to their opinions of the class.

Second step: A week before finishing the intervention teacher applies the checklist to all students. On week seven, the teacher applies the survey to all the students to know how they felt during the intervention. And the class observation was done by the teacher each week after completing the class. Third step: Finally, the teacher analyzed the information gather from the checklist, survey, and class observation on charts and choose the information more relevant to the research to make the analysis.

Analysis

With the information gathered, the teacher/ researcher organized each question of the survey and each statement of the checklist on charts to find out which ones are more useful to the research from students' answers. Those answers or statements were highlighted, then the information was presented on bar graphs. The most important information is related to students' feelings or emotions in the English class, students' perceptions of their performance, students' opinions of the English class and teacher's perceptions while doing the intervention.

Instruments

Chart 1. Instruments

TOOLS	DEFINITION
1. Class Observation	Observation offers the researcher a distinct way of collecting data. It does not rely on what people say they do, or what they say they think. It is more direct than that. Instead, it draws on the direct evidence of the eye to witness events firsthand. It is a more natural way of gathering data. Whenever direct observation is possible it is the preferable method to use. The observation method is a technique in which the behavior of research subjects is watched and recorded without any direct contact. Gorman and Clayton said, "It involves the systematic recording of observable phenomena or behavior in a natural setting". (2005, p. 40) (as cited in Baker 2006, p. 173). Class observation is a tool for teachers to do insights about their own work or others teachers' work in the classroom. It is used to gather information in order to make changes, adapted methodologies, and to verified if they work or not in the classroom. And, for the research will help the teacher gather information relates to students' performance in the class, the teacher's methodology, and students' assessment, in order to make changes and verify or contrast with the research question.
2. Survey	Closed research instrument designed to test attitudes and perceptions on current product offerings or clearly defined future offerings. Can include quantitative and qualitative data. Survey will help to gather information related to students' perceptions and emotions during the research.
3. Checklist	A checklist is a type of informational job aid used to reduce failure by compensating for potential limits of human memory and attention. It helps ensure consistency and completeness in carrying out a task. A basic example is a 'to-do list'. A more advanced checklist layout tasks to be done according to time of day or other factors. The checklist consists of a list of items with a place to check or mark yes or no. The checklist will help determine what students perceive about the English class, how they feel doing the activities, and how they see their performance in the class. For the teacher, this checklist provided her data related to students' performance to contrast with the methodology applied in order to check the research question proposed.
4. Didactic unit	A didactic unit is a kind of lesson plan. Teacher details and describes each lesson of the course. In order to guide class instructions, the teacher will develop this didactic unit, regarding skills, competences, time managing and the explanations given to the students.

RESULTS AND DISCUSSION

During the intervention part of the project were applied a checklist, a survey, and class observations. The analysis of this information will provide arguments in favor or in contra related to the research question: identifying to what extent the implementation of reading and writing activities designed from the constructivism, TPR, audiovisual method as an Eclectic Method affects fourth-graders readings and writing skills in Agustin Nieto Caballero School headquarters José María Vivas Balcázar morning shift based on two of the English standards of fourth grade during the second term?

Data instrument: Checklist

The first instrument applied was a checklist, it was answered for 30 students from 4th grade. The checklist was about 13 closed questions where students choose between, yes, no, or sometimes, relating to the English class.

Chart 2. Checklist

Statement:	Yes	No	Sometimes
1. Do you participate in the classes?	8	9	13
2. Do you understand teachers' instructions?	**19**	0	11
3. Do you do your activities?	**25**	0	5
4. Do you like team group works?	**19**	2	9
5. Do you like to work individually?	6	**13**	10
6. Do you think you understood what you worked on during the classes?	**19**	1	10
7. Do you use your previous knowledge to do your activities?	**18**	1	11
8. Do you look for help When there is something you don't understand?	**25**	0	5
9. Do you consider that you are able to read and understand English activities?	8	7	**15**
10. Do you understand most English words used in class?	10	2	**18**

|			
11. Do you like materials used in class? (images, worksheets, music, draws, mimic, etc.)	**28**	0	2
12. Do you consider that you have a better understanding of English than before?	**20**	7	3
13. Do you like English class?	**23**	1	6

In the checklist, questions 3, 4, 6, 7, and 12 were directly related to the teachers' methodology implemented in the English class. It shows that students are aware of their progress in the English classroom. Also, it is the result of what the teacher has been doing in the classroom according to the Eclectic method implementation in class. Taking into account questions 2, 9, 10, and 11 and students' answers, it demonstrates that using and designing a didactic unit with activities where students can actually put into practice reading and writing are necessary to improve their skills at those abilities. Students' answers show that they are aware of their improvement by recognizing that now they can understand better than before. Also, it is evidence that the teacher is using good tools such as methodologies, worksheets and creating an environment where students are confident and can participate without feeling any pressure.
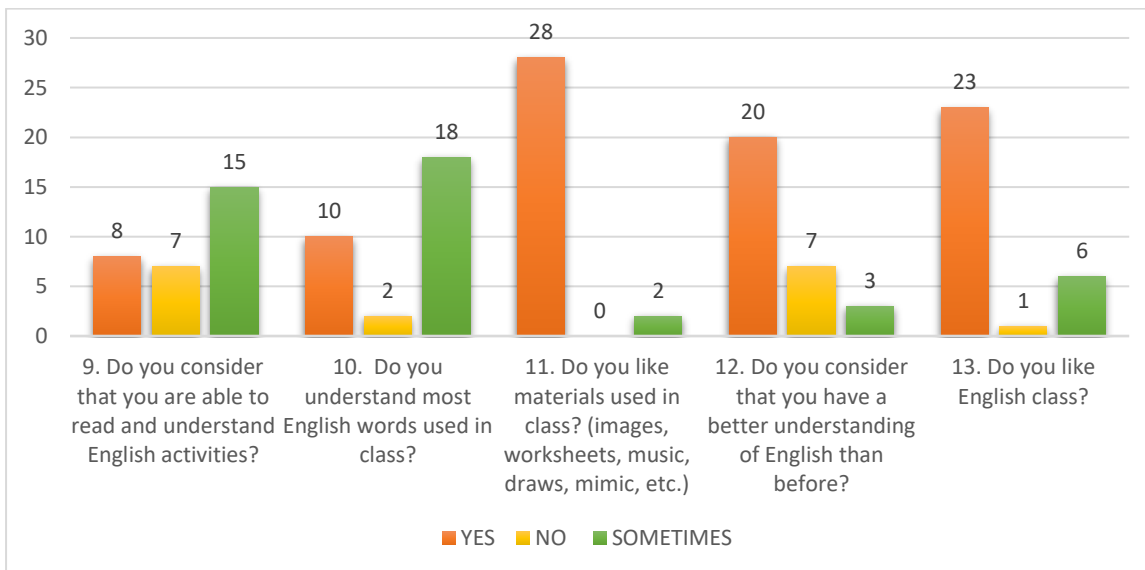
Graph 1. *Checklist: Questions 1- 4*
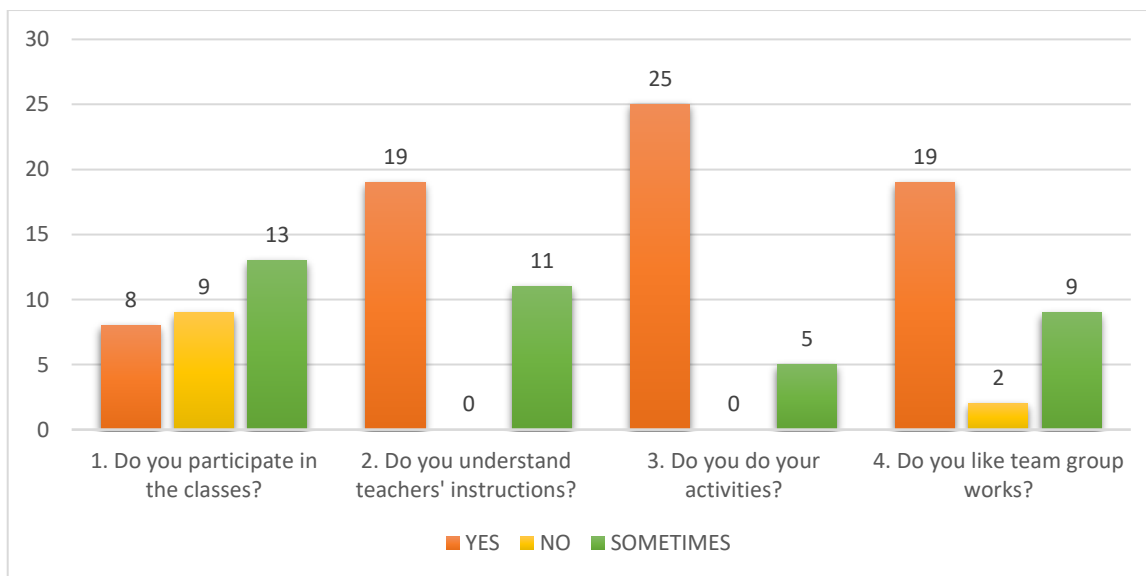
Graph 2 *Checklist: Questions 5 - 8*
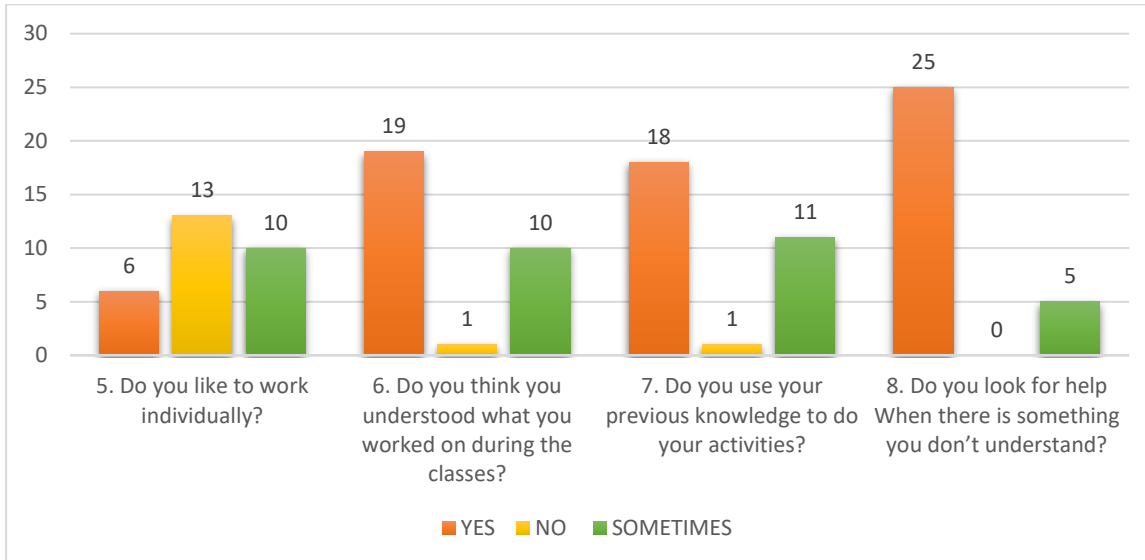
Graph 3. *Checklist: Questions 9 - 13*

In my opinion, it is important that teachers can implement classroom learning experiences where students are able to put into practice what it has been taught. However,

more importantly, is that students are able to think and realize that they are learning and improving even in low levels and, it is not impossible to achieve it.

Data instrument: Survey

Second instrument applied was a survey, it has as objective to know how fourth-grade students feels in the English class. It was answered for 31 students.

Chart 3. Survey: Question 1

1. From the activities carried out in class, mark which are the most interesting and understandable for you.	
Reading comprehension.	**16**
Drawing	**28**
Group work	**27**
Workshops	**26**
Socialize the work done	**15**
Homework	**22**
Oral presentation	11
Another: play music	2
Another: coloring	1

In question 1, students marked which activities are the most interesting and understandable for them. Their answers show that reading comprehension, drawing, group work, workshops, and homework are the most interesting for them. It implies that students like to work with their peers. Workshops used by the teacher are written and their objective is to improve the reading and writing abilities of the students. If students like these activities mean that they are able to understand and comprehend what they should do. Also, by drawing students are practicing vocabulary and enriching English knowledge when they are able to associate images with words. They are working long-term memory.

Graph 4. *Survey Question #1*

1. From the activities carried out in class, mark which are the most interesting and understandable for you.

- ■ Reading comprehension. ■ Drawing ■ Group work
- ■ Workshops ■ Socialize the work done ■ Homework
- ■ Exposition ■ Play music ■ Coloring

Chart 4. *Survey: Question 2*

2. Do you understand when the teacher explains the activities or topics in English? How do you feel?	
When the teacher explains I can understand most of the words that she uses, and I feel good because I can do the activities while I am learning.	19
When the teacher explains I feel nervous and I understand more or less.	11
I don't understand.	1

In question 2, students were asked to write how they feel when the teacher explains the activities. Most of the students answered that they feel good about the teacher's explanations and that they were able to understand her. And, for them was a way to prove

they are learning to write and read in English. During classes, students work in groups in their workshops only using the teacher's first explanation to complete their tasks.
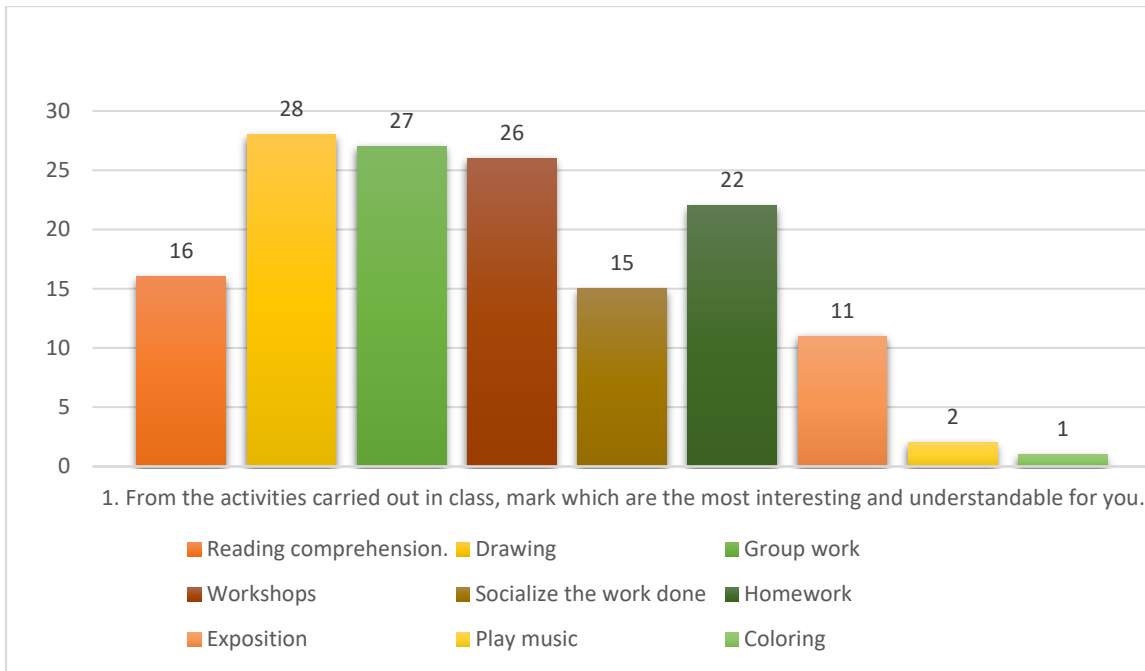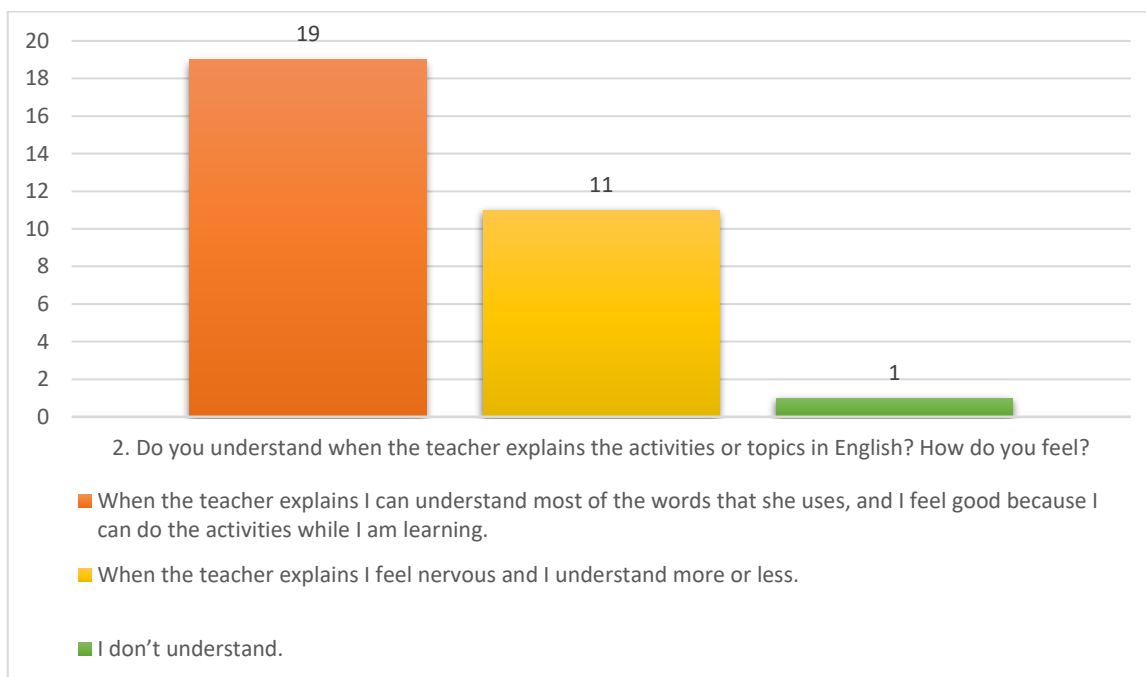
Graph 5. Survey Question #2

2. Do you understand when the teacher explains the activities or topics in English? How do you feel?

■ When the teacher explains I can understand most of the words that she uses, and I feel good because I can do the activities while I am learning.

■ When the teacher explains I feel nervous and I understand more or less.

■ I don't understand.

In question 3, students were asked to think about how they have improved their writing and reading in English. Twenty of them answered that they think they have improved their reading and writing. Eight of them think they have improved more or less and only three students said they have not improved yet. Those answers demonstrate that students are aware of their learning process and it implies that the teacher learning experience it´s having good results.

Chart 5. Survey: Question 3

3. While you are working in class or at home, how do you think you have improved your writing and reading in English?	
I have improved my reading and writing with the teacher's explanations.	20

I have improved more or less, but I have still difficulty reading and writing in English.	8
I have not improved yet.	3

Graph 6. Survey Question #3
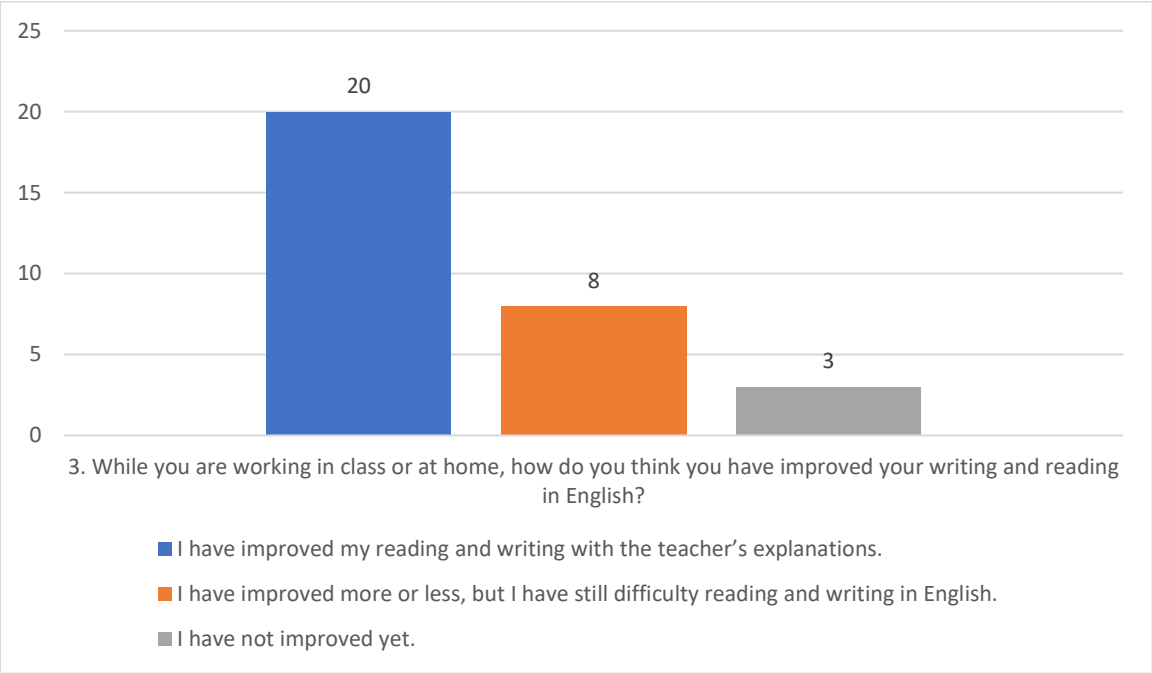
During the intervention process students work in different activities with the objective of improving reading and writing. Also, each worksheet or task was related to each other, so students all the time were using previous knowledge to write, read, comprehend, and complete their assignments. Mainly working in groups, themselves, or in pairs. Even, when the intervention was planned and developed for seven weeks of the second term, it is not just a matter of specific time. It is important to add that reading and writing is a slow process for students to achieve in a complete way. In spite of it could be upgraded during their whole life. It is not something that immediately gives results to teachers or researchers, that's why

students from 4th grade are in the process of improving their reading and writing abilities in Foreign language.

Learning how to read and write in L1 is difficult for every student. Also, it is more difficult to learn how to read and write in L2 or improve these abilities. Especially when students are in an environment where English is not necessary. Their exposure is minimal and the school does not have sufficient materials, implements, or technological tools to improve English learning. Those are some reasons why English learning is low in public schools. As I said before, the lack of implements makes teachers focus on planning and creating learning experiences where students are able to learn, practice, participle, and enjoy English learning. All along the intervention process teacher/researcher was focused on implementing the lesson plan and using the right tools as methodologies or methods to improve students' reading and writing.

On the other hand, it is important to recognize and clarify that improving reading and writing abilities in English has not finished yet. However, after having finished the intervention and reflecting on it, the teacher/researcher found out that students have been enhancing their abilities. As students are able to read and comprehend texts or stories. Writing phrases or sentences with meaning, enriching their vocabulary and listening comprehension of what they listen to. In my opinion, the intervention done with 4th-grade students had good results because students reflect and themselves recognize that they were improving their abilities. Also, they said that they enjoy the English class and that the methodology used by the teacher/researcher was interesting for them and helped them enjoy, relax and learn in class.

Maintaining motivated of students in the English classroom is one of the main concerns of teachers. Indeed, students motivated are the ones that learn and feel secure in class no matter what can or can't do. Motivation influences and promote learning. Especially with the reading and writing abilities in the English learning process. Thorough the whole intervention process teacher was concerned with maintaining students motivated. As well as, applying the right strategies to achieve the research objectives. Including materials or

activities where students were able to apply what they know and what they have been learning during the intervention process and after that.
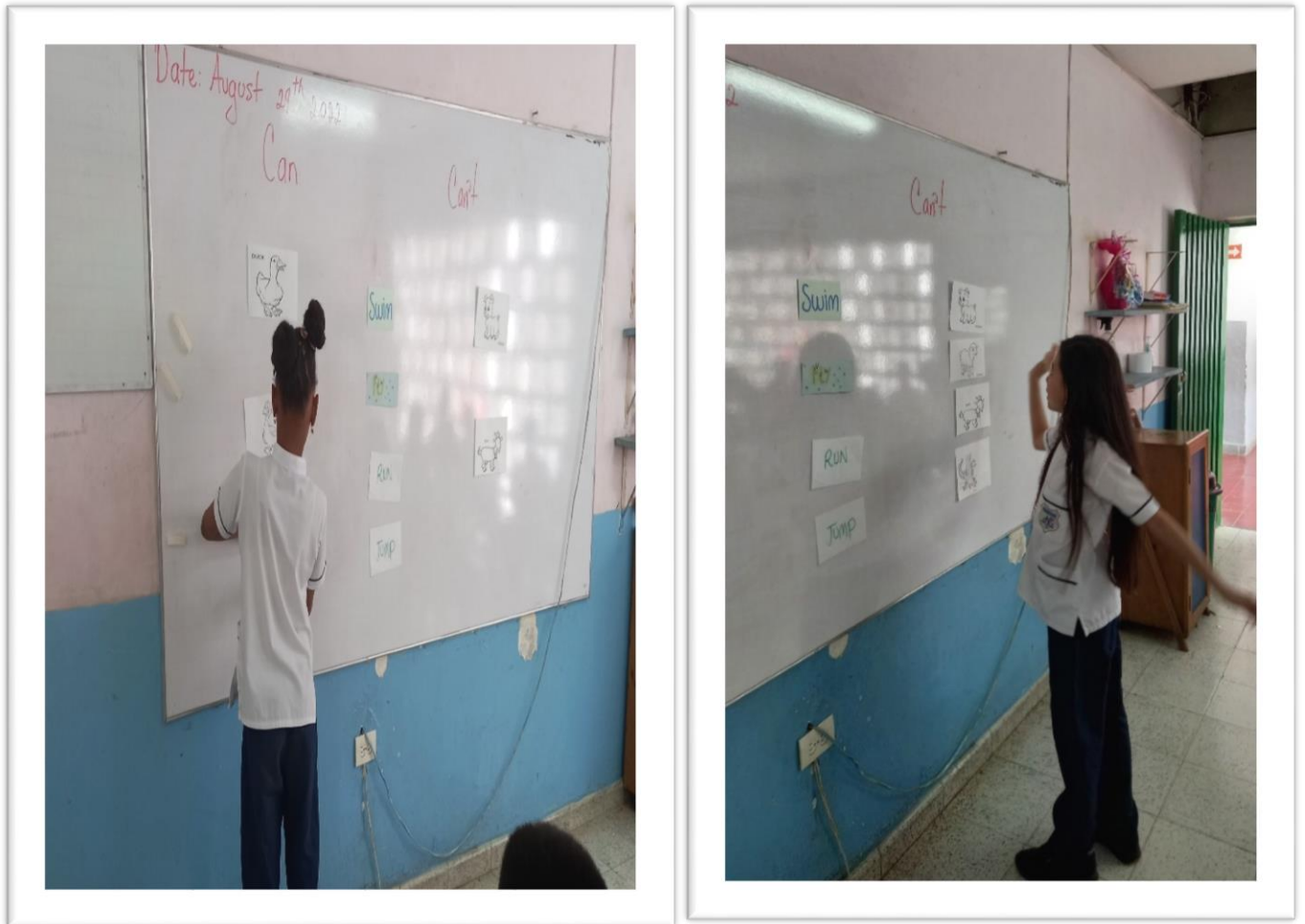
Image 1(A, B) *Students participated in class creating animals descriptions using images and flashcards.*

Image 1, students are matching images with words and create descriptions using vocabulary worked in class. They are able to use modal verbs like can, and verbs and also, say out loud the description created by them on the board. The teacher and classmates are paying attention and evaluated students' performance checking if they are right or wrong and making comments when necessary.
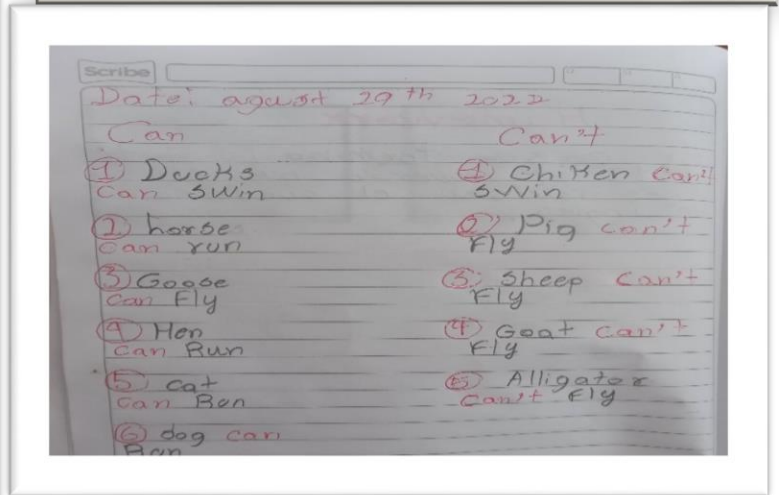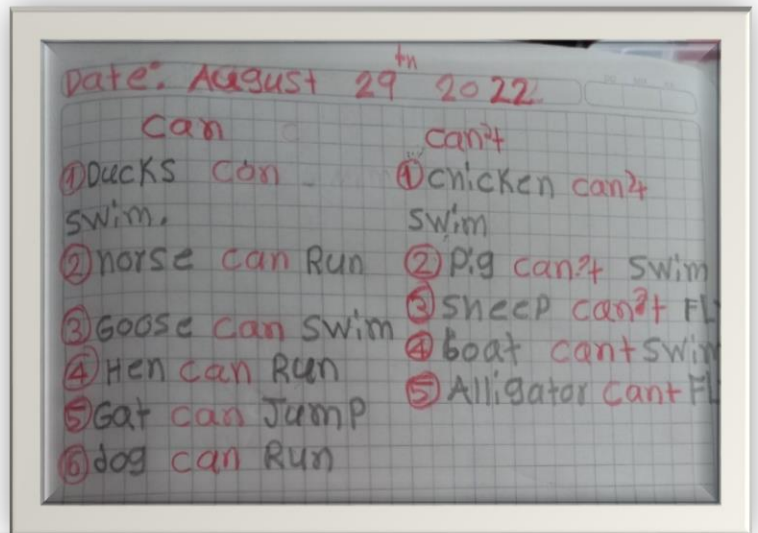
Image 2 (A, B, C) *Students write in their notebooks replacing images for words and creating complete sentences.*

Image 2, presents students' performance at writing after the teacher's explanation and students' participation on the board. It demonstrates that students are able to write small phrases using what they have learned in class and during the whole school year. Also, it proves that teacher methodology is having an impact on students' performance in their reading and writing abilities because, during the class, the teacher tries to speak in English most of the time and students must be able to understand what the teacher is saying.

Image 3 (A, B, C, D) *Students read descriptions to find out who is it and make a draw.*

In image 3, students are reading a set of animal descriptions with known and unknown vocabulary and they need to find out which animal is it to draw. It shows that students are working individually because is necessary to assess their reading skills and not by groups like most of the activities that they have done during the intervention. In English classes, students read a lot of activities and workshops presented in English, and they demonstrated to the teacher and to themselves being able to understand and to fulfill, the activities without the teacher's help.
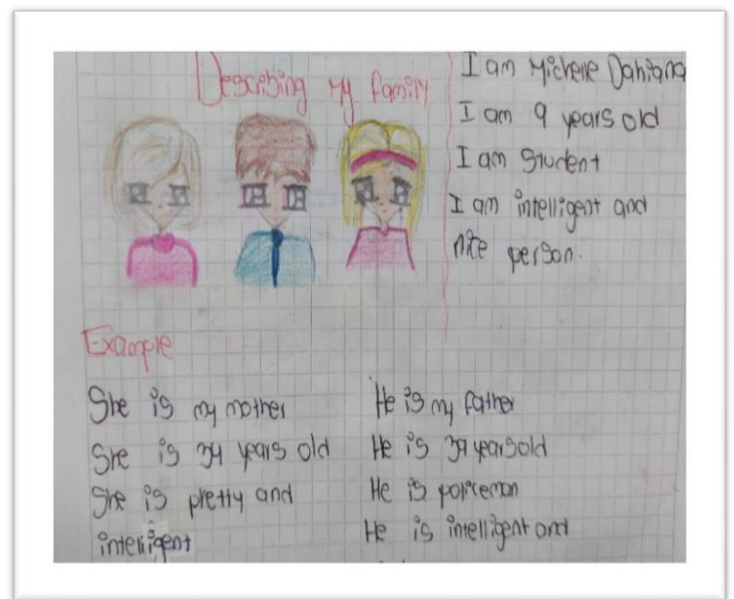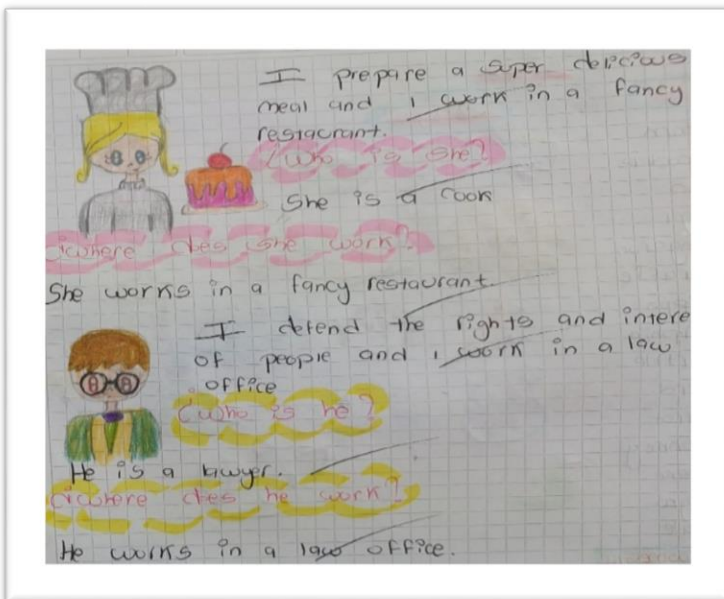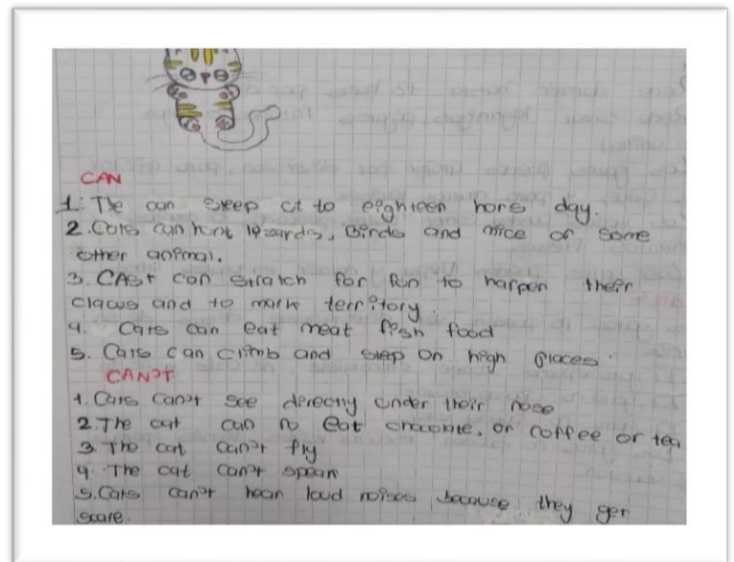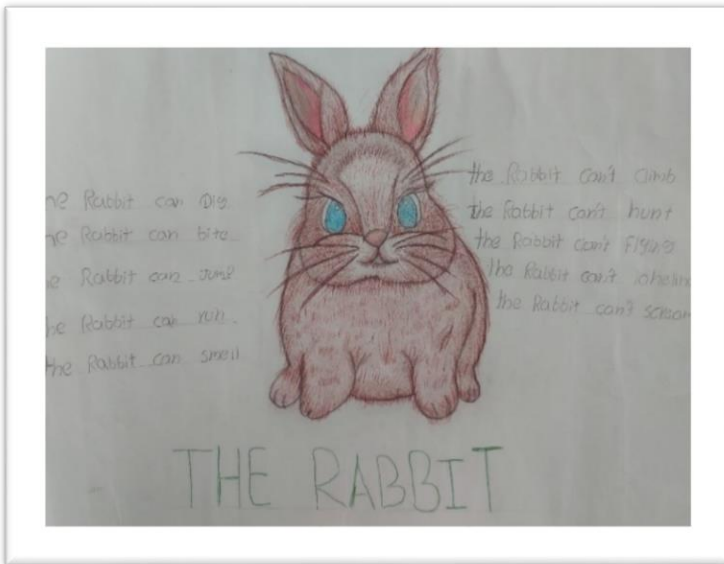
Image 4 (A, B, C, D) *Students writing productions.*

Image 4, shows students writing productions during the intervention process, it shows that they were able to write about animals, descriptions, and abilities. Also, students write about their families, using professions, or adjectives, and what they have learned during the school year.

Class Observation

Date: June 22	Teacher: Tatiana Ocampo	Grade: 4th
N° of students: 32	Week #: 1	Subject: English

Beginning of lesson:

Action	Yes	No	Comment
Students welcomed at the door	x		The teacher welcomes students at the door while other students are leaving the classroom.
Class settle, register taken.	x		The teacher greets students and takes roll.
Distribution of equipment/ resources	x		The teacher settles and organizes the class before students arrived.

Start of lesson:

Action	Yes	No	Comment
Re-cap on work of previous lesson.	x		The teacher makes a review of what students have been working on, during the last classes.
Learning objective shared / Clearly reinforced / Revisited.	x		The teacher explains class objectives.
Appropriate starter activity used.	x		The teacher starts class using a worksheet where student match and color words with images.

Main part of the lesson:

Action	Yes	No	Comment
Teacher explanations are clear.	x		Students understand instructions and activities.
Effective use of Q and A.	x		The teacher reinforced instructions by answering students' questions.
Opportunity for effective students talk. (pairs, groups, feedback).	x		Students can speak with classmates while they are working on the activities.
Students grouping is managed and, where appropriate, effectively engineered.	x		Students organized themselves by groups or couples.

Activities are appropriate to students' needs.	x		Activities are interesting for students.
Effective use made of different learning strategies.	x		The teacher uses different ways to explain to students what they have to do.
Teacher intervenes and monitors students' progress.	x		Teacher monitors students' progress.
On-going assessment evidence (peer, self, teacher).	x		Teacher monitor students' progress and use their mistakes or good answer to reinforce the activities.
Appropriate and good quality of resource used.	x		
Students make good progress both in the lesson and in the unit.	x		
Behavior management is effective.	x		
Time management is effective.	x		

End of the lesson:

Action	Yes	No	Comment

Action	Yes	No	Comment
Plenary takes place and is linked to original learning objectives.	**x**		Students share what they learned through the class.
Homework is set.		**x**	The teacher doesn´t give them homework.
Students are dismissed in an orderly fashion.	**x**		

Comments on Classroom Environment
Students are clear with rules and behaved appropriable.

Strengths of the lesson	Areas for development
	Some students could work effectively if they don't talk too much.

Date: July 27	Teacher: Tatiana Ocampo	Grade: 4th
N° of students: 34	Week #: 2	Subject: English

Beginning of lesson:

Action	Yes	No	Comment
Students welcomed at the door	x		The teacher welcomes students at the door while other students are leaving the classroom.
Class settle, register taken.	x		The teacher greets students and takes roll.
Distribution of equipment/ resources	x		The teacher settles and organizes the class before students arrived.

Start of lesson:

Action	Yes	No	Comment
Re-cap on work of previous lesson.	x		The teacher makes a review of what students have been working on, during the last classes.
Learning objective shared / Clearly reinforced / Revisited.	x		The teacher explains class objectives.
Appropriate starter activity used.	x		The teacher writes on the board what students describe places in the city.

Main part of the lesson:

Action	Yes	No	Comment
Teacher explanations are clear.	x		Students understand instructions and activities. Students make questions or give examples to others.
Effective use of Q and A.	x		The teacher reinforced instructions by answering students' questions.
Opportunity for effective students talk. (pairs, groups, feedback).	x		Students can speak with classmates while they are working on the activities.
Students grouping is managed and, where appropriate, effectively engineered.	x		Students organized themselves by groups or pairs.
Activities are appropriate to students' needs.	x		Activities are interesting for students.
Effective use made of different learning strategies.	x		The teacher uses different ways to explain to students what they have to do.

Teacher intervenes and monitors students' progress.	x		Teacher monitors students' progress.
On- going assessment evidence (peer, self, teacher).	x		Teacher monitors students' progress and use their mistakes or good answer to reinforce the activities.
Appropriate and good quality of resource used.	x		Students used examples given by the teacher to make their own.
Students make good progress both in the lesson and in the unit.	x		Students help each other to complete their descriptions.
Behavior management is effective.	x		Students are aware of classroom rules.
Time management is effective.	x		But the time wasn't enough to share the descriptions.

End of the lesson:

Action	Yes	No	Comment

Plenary takes place and is linked to original learning objectives.	x		
Homework is set.	x		Students must finish at home the activity.
Students are dismissed in an orderly fashion.	x		

Comments on Classroom Environment
There are some students that need more attention in order to work efficiently.

Strengths of the lesson	Areas for development
	Students needed more time to complete the activities.

Date: August 1	Teacher: Tatiana Ocampo	Grade: 4th
N° of students: 32	Week #: 3	Subject: English

Beginning of lesson:

Action	Yes	No	Comment
Students welcomed at the door	x		The teacher welcomes students at the door while other students are leaving the classroom.
Class settle, register taken.	x		The teacher greets students and takes roll.
Distribution of equipment/ resources	x		The teacher settles and organizes the class before students arrived.

Start of lesson:

Action	Yes	No	Comment
Re-cap on work of previous lesson.	x		The teacher makes a review of what students have been working on, during the last classes.
Learning objective shared / Clearly reinforced / Revisited.	x		The teacher explains class objectives.
Appropriate starter activity used.	x		The teacher reads a short description, and students identify familiar words and try to understand the reading.

Main part of the lesson:

Action	Yes	No	Comment
Teacher explanations are clear.	x		Students follow teachers' instructions.
Effective use of Q and A.	x		
Opportunity for effective students talk. (pairs, groups, feedback).	x		Students work by themselves and some others work in groups.
Students grouping is managed and, where appropriate, effectively engineered.	x		
Activities are appropriate to students' needs.	x		Students enjoy activities especially when it involves drawing.
Effective use made of different learning strategies.	x		The teacher reads out laud, and students can read by themselves or with a peer.
Teacher intervenes and monitors students' progress.	x		

	Yes	No	Comment
On- going assessment evidence (peer, self, teacher).	x		
Appropriate and good quality of resource used.	x		
Students make good progress both in the lesson and in the unit.	x		Students show an understanding of what they´ve been studying.
Behavior management is effective.	x		
Time management is effective.	x		

End of the lesson:

Action	Yes	No	Comment

Action	Yes	No	Comment
Plenary takes place and is linked to original learning objectives.		x	The teacher checks students' activity in their notebooks.
Homework is set.		x	
Students are dismissed in an orderly fashion.	x		

Comments on Classroom Environment

Strengths of the lesson	Areas for development
Students enjoy drawing and coloring.	The teacher should make a comment in order to finish the class.

Date: August 8	Teacher: Tatiana Ocampo	Grade: 4th
N° of students: 33	Week #: 4	Subject: English

Beginning of lesson:

Action	Yes	No	Comment

Students welcomed at the door	**x**		The teacher welcomes students at the door while other students are leaving the classroom.
Class settle, register taken.	**x**		The teacher greets students and takes roll.
Distribution of equipment/ resources	**x**		The teacher settles and organizes the class before students arrived.

Start of lesson:

Action	**Yes**	**No**	**Comment**

Re-cap on work of previous lesson.		**x**	The teacher starts new topic. But she includes what students have been working during the explanation.
Learning objective shared / Clearly reinforced / Revisited.	**x**		The teacher explains class objectives.
Appropriate starter activity used.	**x**		The teacher starts class using flashcards and drawings.

Main part of the lesson:

Action	**Yes**	**No**	**Comment**

Teacher explanations are clear.	**x**		
Effective use of Q and A.	**x**		
Opportunity for effective students talk. (pairs, groups, feedback).	**x**		
Students grouping is managed and, where appropriate, effectively engineered.	**x**		
Activities are appropriate to students' needs.	**x**		The activities are explained and presented sequentially to students.
Effective use made of different learning strategies.	**x**		
Teacher intervenes and monitors students' progress.	**x**		
On- going assessment evidence (peer, self, teacher).	**x**		
Appropriate and good quality of resource used.	**x**		Students like draws and flashcards used by the teacher.

	Yes	No	Comment
Students make good progress both in the lesson and in the unit.	x		Students have previous knowledge and they used it to understand the new topic.
Behavior management is effective.	X		
Time management is effective.	X		

End of the lesson:

Action	Yes	No	Comment
Plenary takes place and is linked to original learning objectives.	X		At the end of class, the teacher asks students to repeat and identify some animals worked in class.
Homework is set.		X	Some students should finish at home.
Students are dismissed in an orderly fashion.	X		

Comments on Classroom Environment
Students are well-behaved and follow the teacher's instructions and activities.

Strengths of the lesson	Areas for development

Date: August 17	Teacher: Tatiana Ocampo	Grade: 4th
N° of students: 32	Week #: 5	Subject: English

Beginning of lesson:

Action	Yes	No	Comment
Students welcomed at the door	x		The teacher welcomes students at the door while other students are leaving the classroom.

Class settle, register taken.	**x**		The teacher greets students and takes roll.
Distribution of equipment/ resources	**x**		The teacher settles and organizes the class before students arrived.

Start of lesson:

Action	Yes	No	Comment

Re-cap on work of previous lesson.	**x**		
Learning objective shared / Clearly reinforced / Revisited.	**x**		The teacher explains class objectives.
Appropriate starter activity used.	**x**		The teacher starts class using flashcards and recaps the previous class.

Main part of the lesson:

Action	Yes	No	Comment

Teacher explanations are clear.	**x**		
Effective use of Q and A.	**x**		
Opportunity for effective students talk. (pairs, groups, feedback).	**x**		
Students grouping is managed and, where appropriate, effectively engineered.	**x**		
Activities are appropriate to students' needs.	**x**		
Effective use made of different learning strategies.	**x**		
Teacher intervenes and monitors students' progress.	**x**		
On- going assessment evidence (peer, self, teacher).	**x**		
Appropriate and good quality of resource used.	**x**		
Students make good progress both in the lesson and in the unit.	**x**		
Behavior management is effective.	**x**		
Time management is effective.	**x**		

End of the lesson:

Action	Yes	No	Comment
Plenary takes place and is linked to original learning objectives.	x		The teacher makes the closure by asking two students what the class was babout and leaving the homework.
Homework is set.	x		Students describe their favorite animal on cardboard after making an eraser in their notebooks.
Students are dismissed in an orderly fashion.	x		

Comments on Classroom Environment
The activities were done by the students while the teacher was monitoring their work in their groups. Students feel happy and relaxed in the class because they know what to do and they help each other.

Strengths of the lesson	Areas for development
The worksheets used by the teacher were understandable for students. Those activities include previous vocabulary learned.	

Date: August 22	Teacher: Tatiana Ocampo	Grade: 4th
N° of students: 33	Week #: 6	Subject: English

Beginning of lesson:

Action	Yes	No	Comment
Students welcomed at the door	x		The teacher welcomes students at the door while other students are leaving the classroom.
Class settle, register taken.	x		The teacher greets students and takes roll.
Distribution of equipment/ resources	x		The teacher settles and organizes the class before students arrived.

Start of lesson:

Action	Yes	No	Comment

Re-cap on work of previous lesson.	**x**		The teacher makes a review of what students have been working on, during the last classes.
Learning objective shared / Clearly reinforced / Revisited.	**x**		The teacher explains class objectives.
Appropriate starter activity used.	**x**		The teacher started class using flashcards of animals, actions, can, and can´t. Students said what some animals can or can´t do.

Main part of the lesson:

Action	Yes	No	Comment
Teacher explanations are clear.	**x**		Students observe the worksheet while the teacher is giving the instructions. Teacher use examples to give them clear instructions.
Effective use of Q and A.	**x**		
Opportunity for effective students talk. (pairs, groups, feedback).	**x**		Students always work in groups or individually if they want.
Students grouping is managed and, where appropriate, effectively engineered.	**x**		
Activities are appropriate to students' needs.	**x**		Students are used to the activities, they complete them in an effective way.
Effective use made of different learning strategies.	**x**		The teacher uses diverse activities in class.
Teacher intervenes and monitors students' progress.	**x**		
On- going assessment evidence (peer, self, teacher).	**x**		During the class, the teacher is assessing students' performance.
Appropriate and good quality of resource used.	**x**		
Students make good progress both in the lesson and in the unit.	**x**		
Behavior management is effective.	**x**		
Time management is effective.	**x**		

End of the lesson:

Action	Yes	No	Comment
Plenary takes place and is linked to original learning objectives.	x		The teacher ask students what they were doing.
Homework is set.		x	
Students are dismissed in an orderly fashion.	x		The teacher stand at the door and said goodbye to students and welcome the other class.

Comments on Classroom Environment
Most of the students work efficiently in class but some of them need more teachers' attention.

Strengths of the lesson	Areas for development
The class was managed according to the plan, students were able to complete the activities and the teacher check their progress.	Some students should be grouped with more advanced students in order to improve their abilities.

Date: August 29	Teacher: Tatiana Ocampo	Grade: 4th
N° of students: 34	Week #: 7	Subject: English

Beginning of lesson:

Action	Yes	No	Comment

Action	Yes	No	Comment
Students welcomed at the door	x		The teacher welcomes students at the door while other students are leaving the classroom.
Class settle, register taken.	x		The teacher greets students and takes roll.
Distribution of equipment/ resources	x		The teacher settles and organizes the class before students arrived.

Start of lesson:

Action	Yes	No	Comment

Re-cap on work of previous lesson.	x		The teacher makes a review of what students have been working on, during previous classes.
Learning objective shared / Clearly reinforced / Revisited.	x		The teacher explains class objectives.
Appropriate starter activity used.	x		The teacher starts class by pasting on the board words and students must organize them into correct sentences.

Main part of the lesson:

Action	Yes	No	Comment

Teacher explanations are clear.	x		
Effective use of Q and A.	x		
Opportunity for effective students talk. (pairs, groups, feedback).	x		Students are able to talk and evaluate their peers´ work.
Students grouping is managed and, where appropriate, effectively engineered.	x		
Activities are appropriate to students' needs.	x		
Effective use made of different learning strategies.	x		
Teacher intervenes and monitors students' progress.	x		The teacher is walking around the class checking students progress.
On- going assessment evidence (peer, self, teacher).	x		
Appropriate and good quality of resource used.	x		
Students make good progress both in the lesson and in the unit.	x		
Behavior management is effective.	x		
Time management is effective.	x		

End of the lesson:

Action	Yes	No	Comment

Plenary takes place and is linked to original learning objectives.	**x**		The teacher make the closure by asking two students what was the class about and leaving the homework.
Homework is set.	**x**		The teacher gives to students another worksheet as homework.
Students are dismissed in an orderly fashion.	**x**		Students leave the classroom by saying goodbye to the teacher.

Comments on Classroom Environment
Students are afraid to speak in English but they are able to read and understand what the activities are about and follow the teacher's instructions.

Strengths of the lesson	**Areas for development**
The activities are planned according to students' English level but the teacher increases their difficulty as the period is advancing.	Implement more oral activities so students can lose fear.

The information presented in the class observation shows that the teacher follows step-by-step the class plan, workshops, and activities were understood by students. Assessments were done at the end of the class and students were confident, motivated and, enjoyed the classes. Materials and tools were useful for students to progress and the teacher apply the methodology proposed. These classes observations helped the teacher/ researcher to gather information related to the execution of the class planning proposed by the teacher during the second term. Then, analyze that information in order to compare, describe and conclude whether it does work or not for the research question. After doing that, the teacher/research figures out that implementing reading and writing activities using an eclectic method in the English class was important for the development of reading and writing abilities for fourth-grade students. As a result of, students were able to develop reading and writing activities successfully with their peers, helping each other, and increasing their vocabulary and their English grammar through the method used by the teacher. Finally, and not less important, it

helps the teacher evaluate her teaching practices and make improvements for the following purposes.

CONCLUSIONS

This Master's Report was born from the research question: To identify to what extent the implementation of reading and writing activities designed from the constructivism, TPR, audiovisual method as an Eclectic Method affects fourth-graders readings and writing skills in Agustin Nieto Caballero School headquarters José María Vivas Balcázar morning shift based on two of the English standards of fourth grade during the second term? The intervention was successfully applied in the classroom, the teacher/researcher conducted the research in a public institution with 34 students from nine to twelve years old during the seven weeks of the second term.

To conclude, it is necessary to say that the implementation of reading and writing activities based on the Eclectic Method produced good results in students writing and reading abilities because they were able to perceive and self-evaluate by each other their improvements during each class. Also, the teacher was able to prove students' performance while checking their activities, homework, and their productions in the English classes. The analysis of the intervention process provided the teacher/researcher with information like students were motivated and participative in the classes. Second, students were able to improve their vocabulary and grammar knowledge which helped them create simple sentences, speak and read the activities and worksheets presented it. Additionally, students also developed confidence, teamwork, and autonomy through the intervention process.

Third, the teacher/ researcher according to the results obtained, was able to demonstrate that students may improve their reading and writing abilities just by applying and creating learning experiences. Reflecting and implementing correct methodologies or methods for their students' and school's needs. Putting into practice the right tools and strategies to guide students to improve reading and writing in the English classroom. According to Billah (2015) in the Eclectic approach, "Teachers must know the various

methods and approaches to be able to connect the methods in a form that functions in the classroom. Therefore, it is believed putting the approaches, methods, and models together randomly may not provide the necessary results an English language teacher is looking for. The teacher must have sufficient prior knowledge of various methodologies to properly use the Eclectic Method". (Billah, 2015, para. 6).

Fourth, even when students' results show that using an eclectic method in the classroom to enhance reading and writing abilities was enriching to English learning, it is necessary to say that reading and writing is a process that takes a lot of time to develop successfully. Still, when the intervention shows good results and students improved those abilities, the teacher/researcher would have to continue working and applying the right methods and methodologies if she/he wants to still have better results. According to Li, (2012) teacher needs to provide assorted strategies to address all of the skills, grammar, and vocabulary. That is necessary to develop the students' language learning in the class and give them the tools to use English independently (Li, 2012 cited by Sevy 2016). Finally, and not less importantly, the teacher needs to prepare, organize and create good learning experiences with a good learning environment where students do feel not pressured to learn and take into consideration their needs, their context, and the tools or implements need. Taking into account what Li said (2012) that, if teachers do not include diverse activities to develop students learning styles individually taking into account students' needs like preferences, context, and abilities, they may not feel confident to practice or feel motivated to learn. These are important factors and reasons for applying many different strategies and activities in an English language classroom. (Li, 2012 cited by Sevy 2016).

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APPENDICES

1. Consentimiento informado

UNIVERSIDAD
ICESI

Maestría en Enseñanza del Inglés como Lengua Extranjera
Investigación: IMPROVING WRITING AND READING IN ENGLISH
APPLYING THE ECLECTIC METHOD WITH FOURTH GRADE STUDENTS.

CONSENTIMIENTO INFORMADO

Título de la investigación: IMPROVING WRITING AND READING IN ENGLISH APPLYING THE ECLECTIC METHOD WITH FOURTH GRADE STUDENTS.

Investigador Principal: LEYDY TATIANA OCAMPO JURADO – Estudiante de Maestría en Enseñanza del Inglés como Lengua Extranjera, Universidad Icesi en Cali, Colombia. Correo electrónico: 1144141575@u.icesi.edu.co, número de celular: 3234350343

Asesor de investigación: JIMMY BARRERA / jimmybarrera3@hotmail.com

Por favor lea los siguientes enunciados y marque en el cuadro que está de acuerdo ✓ o no ✗ con participar.

Acepto ☑ / No acepto ☒

- Confirmo que he leído la información con fecha de Marzo 9 de 2022 (versión 1) para el presente estudio. He tenido la oportunidad de considerar la información, hacer preguntas y que éstas fueran respondidas de manera satisfactoria.
- Entiendo que la participación de mi hijo (a) es voluntaria y que soy libre de retirarlo (a) del estudio en cualquier momento y por cualquier motivo.
- Entiendo que la participación de mi hijo (a) no será recompensada de ninguna manera.
- Entiendo que la información que mi hijo (a) ofrezca será mantenida anónima y que será guardada de forma segura.
- Acepto que mi hijo (a) participe de las actividades programadas en la investigación (trabajo de clase, observaciones y encuestas).
- Estoy de acuerdo en que los resultados de este estudio sean anonimizados y se mantengan sin identidad.
- Estoy de acuerdo en que los comentarios de mi hijo (a) aparezca como referencias directas en el documento final y en posteriores publicaciones académicas o documentos educativos.
- Estoy de acuerdo con que los comentarios de mi hijo (a) sean parafraseados en la tesis de maestría y posteriores publicaciones académicas o documentos educativos.
- Acepto que mi hijo (a) participe en el presente estudio

Ana Sofía Navia Mejía   03/09/22   Firma
Nombre del participante   Fecha   Firma

Geralde Boscio Navia   03/09/22   Firma
Nombre de quien toma el consentimiento   Fecha   Firma

2. Survey

UNIVERSIDAD **ICESI**

SURVEY

Date: September 14th 2022	Grade: 4-2
Name: Sophia Victoria Meneses	Age: 9

Contesta las siguientes preguntas de acuerdo con la clase de Inglés.

1. De las actividades que se realizan en clase, marca cuales son las más interesantes y entendibles para ti.

- • Comprensión de lectura
- • Dibujar
- • Trabajo en grupo
- • Workshops / talleres
- ○ Socializar el trabajo realizado
- ○ Homework
- • Exposiciones
- ○ Otra. ¿Cual? _____

2. Entiendes cuando la profesora explica en ingles el tema o las actividades a realizar, escribe como te sientes.

Bien me encantan, son muy interesantes y es una buena forma de aprender

3. Mientras trabajas en clase y/o en casa, como crees que has mejorado escribiendo y leyendo en inglés.

La profe da buenas instrucciones, y nos explica muy bien y nos ayuda a pronunciar. ☺

3. Checklist

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CHECKLIST

Date: September 5 The 2022	Grade: 4-2
Name: Danna Jireth Tamayo Moreno	Age: 10

Escoge ✓ las afirmaciones que consideres correctas con relación a la clase de Inglés.

Statement:	Yes	No	Sometimes
1. Participas durante la clase.	✓		
2. Entiendes las indicaciones que da la profesora.	✓		
3. Realizas las actividades de la clase.	✓		
4. Te gusta trabajar en grupo.		✓	
5. Te gusta trabajar de forma individual.	✓		
6. Consideras que has entendido lo trabajado durante las clases.	✓		
7. Utilizas tus conocimientos previos para realizar las actividades.	✓		
8. Buscas ayuda cuando no entiendes algún tema o indicación.	✓		
9. Consideras que eres capaz de leer y entender las actividades en inglés.	✓		
10. Entiendes la mayoría del vocabulario utilizado en clase.	✓		
11. Te gusta los materiales que se utilizan en la clase. (fichas, imágenes, música, dibujos, mímica, etc.)	✓		
12. Consideras que tienes mayor comprensión del inglés que antes.	✓		
13. Te gusta la clase de Inglés.	✓		

ANNEXES

Class Observation

Date:	Teacher:	Grade:
N° of students:	Week #:	Subject:

Beginning of lesson:

Action	Yes	No	Comment
Students welcomed at the door			
Class settle, register taken.			
Distribution of equipment/ resources			

Start of lesson:

Action	Yes	No	Comment
Re-cap on work of previous lesson.			
Learning objective shared / Clearly reinforced / Revisited.			
Appropriate starter activity used.			

Main part of the lesson:

Action	Yes	No	Comment
Teacher explanations are clear.			
Effective use of Q and A.			
Opportunity for effective students talk. (pairs, groups, feedback).			
Students grouping is managed and, where appropriate, effectively engineered.			
Activities are appropriate to students' needs.			

Effective use made of different learning strategies.			
Teacher intervenes and monitors students' progress.			
On- going assessment evidence (peer, self, teacher).			
Appropriate and good quality of resource used.			
Students make good progress both in the lesson and in the unit.			
Behavior management is effective.			
Time management is effective.			

End of the lesson:

Action	Yes	No	Comment

Plenary takes place and is linked to original learning objectives.			
Homework is set.			
Students are dismissed in an orderly fashion.			

Comments on Classroom Environment

Strengths of the lesson	Areas for development

Survey

Objective: To know how students from 4th grade feel in the English class.

Date:	Grade:
Name:	Age:

Contesta las siguientes preguntas de acuerdo con la clase de Inglés.

1. De las actividades que se realizan en clase, marca cuales son las más interesantes y entendibles para ti.

- o   Comprensión de lectura
- o   Dibujar
- o   Trabajo en grupo
- o   Workshops / talleres
- o   Socializar el trabajo realizado
- o   Homework
- o   Exposiciones
- o   Otra. ¿Cual? _____

2. Entiendes cuando la profesora explica en ingles el tema o las actividades a realizar, escribe como te sientes.

_____

_____

_____

_____

3. Mientras trabajas en clase y/o en casa, como crees que has mejorado escribiendo y leyendo en inglés.

_____

_____

_____

_____

Checklist

Date:	Grade:
Name:	Age:

Escoge ✓ las afirmaciones que consideres correctas con relación a la clase de Inglés.

Statement:	Yes	No	Sometimes
1. Participas durante la clase.			
2. Entiendes las indicaciones que da la profesora.			
3. Realizas las actividades de la clase.			
4. Te gusta trabajar en grupo.			
5. Te gusta trabajar de forma individual.			
6. Consideras que has entendido lo trabajado durante las clases.			
7. Utilizas tus conocimientos previos para realizar las actividades.			
8. Buscas ayuda cuando no entiendes algún tema o indicación.			
9. Consideras que eres capaz de leer y entender las actividades en inglés.			
10. Entiendes la mayoría del vocabulario utilizado en clase.			
11. Te gusta los materiales que se utilizan en la clase. (fichas, imágenes, música, dibujos, mímica, etc.)			
12. Consideras que tienes mayor comprensión del inglés que antes.			
13. Te gusta la clase de Inglés.			

Intervention Design
"DIDACTIC UNIT"

The research project will be developed in fourth-one grade following a didactic unit.

"A didactic unit is a learning unit. Therefore, it is a way of planning the teaching-learning process that a teacher will carry out with his students. It consists of: description, objectives, contents, sequence of activities, methodology, materials and resources and evaluation". (Roldan, 2018)

			PLAN DE AULA			
		CÓDIGO: GACAFOR03	VERSIÓN: 1.0	FECHA: 2011/08/26		

Nombre del área: INGLÉS	Asignatura: INGLÉS

Grado: 4-2	Año Escolar: 2022	Periodo: II

Nombre de los docentes que orientan el área: LEYDY TATIANA OCAMPO JURADO

Fecha de elaboración: Abril de 2022	Fecha de entrega: Mayo 18 de 2022

ESTANDAR DE DESEMPEÑO	1. Identify related words on topics that are familiar to students. 2. Start to structure students' writing skills; as they are learning to read and write in their mother tongue.					
Semana	No. De Horas	Indicador de desempeño	DBA asociado existente o creado por los docentes	Actividades	Recursos didácticos	Tipos de evaluación, acuerdos y porcentajes.
1	3	Escribe el nombre de lugares que reconozco en una ilustración y las relaciona con oraciones sencillas.	Escribo los nombres de lugares que reconozco en las ilustraciones presentadas por el profesor y las relaciono con oraciones simples.	**Tema:** Places in the city and some occupations. **Presentation:** 1. Se introduce el tema entregando a los estudiantes una ficha donde deberán colorear y escribir los nombres de cada lugar que irán descubriendo realizando la	Tablero, marcadores, imágenes, workshops, parlante, flashcards, material adaptado.	La evaluación se realiza teniendo en cuenta el SIEE. La evaluación se entiende como un proceso integral, que tiene en cuenta como el estudiante va desarrollando cada habilidad, y como va logrando los objetivos o indicadores propuestos para cada clase o para el periodo escolar. Teniendo en cuenta la

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				actividad de unir palabras e imágenes que se realizara en el tablero por medio de flascards. **Practice:** 1. A través de la actividad anterior los estudiantes con ayuda del profesor desarrollaran la actividad 2, donde deberán completar con las palabras correctas pequeñas descripciones donde el estudiante utilizara el conocimiento previo de clases anteriores. **Production:** 1. Se entrega a los estudiantes la 3 actividad donde asociaran descripciones cortas con la imagen o palabra correcta.		retroalimentación que hace el docente, sus compañeros y su autoevaluación. Es importante resaltar que los estudiantes son evaluados con una escala numérica de Desempeño superior: 4.6 - 5.0 Desempeño alto: 4.0 – 4.5 Desempeño básico: 3.0 -3.9 Desempeño bajo: 1.0-2.9 Los estudiantes y docentes acuerdan al inicio del año escolar, que aspectos se tendrán en cuenta para realizar la evaluación de la asignatura. Actividades en clase, tareas, participación en clase y autoevaluación. Cognitivo: 70 % Personal:10% Social: % 10 % Autoevaluación: 10%
2	3	Escribe el nombre de lugares que reconozco en una ilustración y las relaciona con oraciones sencillas.	Escribo los nombres de lugares que reconozco en las ilustraciones presentadas por el profesor y las relaciono con oraciones simples.	**Tema:** Places in the city and some occupations. Presentation: 1. Continuando con el tema anterior, el docente hace un review con ayuda de la participación de los estudiantes. **Practice:** 1. El docente escribirá en el tablero descripciones cortas de lugares en la ciudad, incluyendo ocupaciones, pronombres, verbo to be, y palabras utilizadas anteriormente para crear las descripciones con la ayuda de los estudiantes. **Production:** 1. Los estudiantes escribirán tres descripciones cortas teniendo en	Tablero, marcadores, imágenes, workshops, parlante, flashcards, material adaptado..	La evaluación se realiza teniendo en cuenta el SIEE. La evaluación se entiende como un proceso integral, que tiene en cuenta como el estudiante va desarrollando cada habilidad, y como va logrando los objetivos o indicadores propuestos para cada clase o para el periodo escolar. Teniendo en cuenta la retroalimentación que hace el docente, sus compañeros y su autoevaluación. Es importante resaltar que los estudiantes son evaluados con una escala numérica de Desempeño superior: 4.6 - 5.0 Desempeño alto: 4.0 – 4.5 Desempeño básico: 3.0 -3.9 Desempeño bajo: 1.0-2.9

				cuenta los ejemplos de la actividad anterior.		Los estudiantes y docentes acuerdan al inicio del año escolar, que aspectos se tendrán en cuenta para realizar la evaluación de la asignatura. Actividades en clase, tareas, participación en clase y autoevaluación. Cognitivo: 70 % Personal:10% Social: % 10 % Autoevaluación: 10%
3	3	Comprende lecturas cortas y entiende lo que me dice el profesor en clase para escribir pequeños textos sencillos.	Comprendo lecturas cortas y entiendo lo que me dice mi profesor en clase para escribir pequeños textos sencillos.	**Tema:** Places in the city and some occupations. **Presentation:** **1.**El profesor realizara la lectura de un texto corto donde se describirán aspectos relacionados con lugares en la ciudad, ocupaciones y descripciones de situaciones cotidianas. **Practice:** 1. Los estudiantes escucharán y seguirán la lectura que realizara el profesor y participarán cuando el docente haga preguntas relacionadas con la lectura y el vocabulario conocido y desconocido. Cada estudiante tendrá el material trabajado y con ayuda del profesor realizaran unas preguntas de compresión de lectura con opciones de respuesta. **Production:** 1. Los estudiantes realizaran una segunda lectura para resolver las preguntas de compresión con opciones de respuesta. Y en sus cuadernos harán un dibujo	Tablero, marcadores, imágenes, workshops, parlante, flashcards, material adaptado.	La evaluación se realiza teniendo en cuenta el SIEE. La evaluación se entiende como un proceso integral, que tiene en cuenta como el estudiante va desarrollando cada habilidad, y como va logrando los objetivos o indicadores propuestos para cada clase o para el periodo escolar. Teniendo en cuenta la retroalimentación que hace el docente, sus compañeros y su autoevaluación. Es importante resaltar que los estudiantes son evaluados con una escala numérica de Desempeño superior: 4.6 - 5.0 Desempeño alto: 4.0 – 4.5 Desempeño básico: 3.0 -3.9 Desempeño bajo: 1.0-2.9 Los estudiantes y docentes acuerdan al inicio del año escolar, que aspectos se tendrán en cuenta para realizar la evaluación de la asignatura. Actividades en clase, tareas, participación en clase y autoevaluación. Cognitivo: 70 % Personal:10% Social: % 10 % Autoevaluación: 10%

				representando alguna situación de la lectura.		
4	3	Comprende descripciones cortas y sencillas de animales, objetos y lugares conocidos.	Comprendo descripciones cortas y sencillas de animales, objetos y lugares conocidos para escribir mis propias descripciones.	**Tema:** Farm, wild, and domestic animals. **Presentation:** 1. Se introduce el tema presentando los animales, dibujándolos en el tablero y preguntando a los estudiantes por sus nombres. **Practice:** 1. Utilizando flashcards se realizarán preguntas a los estudiantes para que clasifiquen los animales y pronuncien sus nombres en inglés. **Production:** 1. Se entrega a los estudiantes las actividades a realizar donde deberán unir imagen y palabra completar las oraciones de acuerdo a la imagen y descripción dada, buscarán palabras en la sopa de letras.	Tablero, marcadores, imágenes, workshops, parlante, flashcards, material adaptado.	La evaluación se realiza teniendo en cuenta el SIEE. La evaluación se entiende como un proceso integral, que tiene en cuenta como el estudiante va desarrollando cada habilidad, y como va logrando los objetivos o indicadores propuestos para cada clase o para el periodo escolar. Teniendo en cuenta la retroalimentación que hace el docente, sus compañeros y su autoevaluación. Es importante resaltar que los estudiantes son evaluados con una escala numérica de Desempeño superior: 4.6 - 5.0 Desempeño alto: 4.0 – 4.5 Desempeño básico: 3.0 -3.9 Desempeño bajo: 1.0-2.9 Los estudiantes y docentes acuerdan al inicio del año escolar, que aspectos se tendrán en cuenta para realizar la evaluación de la asignatura. Actividades en clase, tareas, participación en clase y autoevaluación. Cognitivo: 70 % Personal:10% Social: % 10 % Autoevaluación: 10%
5	3	Comprende descripciones cortas y sencillas de animales, objetos y lugares conocidos.	Comprendo descripciones cortas y sencillas de animales, objetos y lugares conocidos para escribir mis propias descripciones.	**Tema:** Animals descriptions **Presentation:** 1. Utilizando flashcards de algunos animales se recordará los nombres trabajados previamente, luego con la ayuda de los estudiantes se darán algunas características de cada animal de forma oral.	Tablero, marcadores, imágenes, workshops, parlante, flashcards, material adaptado.	La evaluación se realiza teniendo en cuenta el SIEE. La evaluación se entiende como un proceso integral, que tiene en cuenta como el estudiante va desarrollando cada habilidad, y como va logrando los objetivos o indicadores propuestos para cada clase o para el periodo escolar. Teniendo en cuenta la

				Practice: 1. En el tablero se pegarán 3 flashcards de animales (wild, domestic and farm), la profesora de forma oral y con ayuda de los estudiantes formulara oraciones simples sobre descripciones de los animales, luego se escribirán en el tablero. **Production:** 1, A los estudiantes se les entregara las actividades donde primero unirán la descripción correcta con la imagen correspondiendo, luego completaran las descripciones teniendo en cuenta las palabras dadas y finalmente escribirán una descripción corta de su animal favorito.		retroalimentación que hace el docente, sus compañeros y su autoevaluación. Es importante resaltar que los estudiantes son evaluados con una escala numérica de Desempeño superior: 4.6 - 5.0 Desempeño alto: 4.0 – 4.5 Desempeño básico: 3.0 -3.9 Desempeño bajo: 1.0-2.9 Los estudiantes y docentes acuerdan al inicio del año escolar, que aspectos se tendrán en cuenta para realizar la evaluación de la asignatura. Actividades en clase, tareas, participación en clase y autoevaluación. Cognitivo: 70 % Personal:10% Social: % 10 % Autoevaluación: 10%
6	3	Nombra y escribe cosas que los animales o personas pueden hacer y no pueden hacer.	Nombro y escribo cosas que los animales o personas pueden hacer y no pueden hacer.	**Tema:** can – can't **Presentation:** 1. El profesor introducirá el tema de la clase, pegando en el tablero las palabras can and can't, luego utilizando flashcards de animales los estudiantes de forma oral diran que pueden o no pueden hacer, además se incluirán algunas acciones también en flashcards. Por ejemplo, un loro puede volar y no puede caminar. **Practice:** 1. Teniendo en cuenta la actividad previa, el docente utilizara las flashcards para escribir las oraciones que los estudiantes	Tablero, marcadores, imágenes, workshops, parlante, flashcards, material adaptado.	La evaluación se realiza teniendo en cuenta el SIEE. La evaluación se entiende como un proceso integral, que tiene en cuenta como el estudiante va desarrollando cada habilidad, y como va logrando los objetivos o indicadores propuestos para cada clase o para el periodo escolar. Teniendo en cuenta la retroalimentación que hace el docente, sus compañeros y su autoevaluación. Es importante resaltar que los estudiantes son evaluados con una escala numérica de Desempeño superior: 4.6 - 5.0 Desempeño alto: 4.0 – 4.5 Desempeño básico: 3.0 -3.9 Desempeño bajo: 1.0-2.9

				vayan diciendo de forma completa en el tablero. **Production:** 1. Los estudiantes desarrollaran las siguientes actividades: primero, completaran las oraciones escribiendo can o can't. segundo, leerán descripciones de animales y deberán escribir el nombre del animal en ingles que se describe. Y finalmente, unirán imágenes y descripciones sobre los animales.		Los estudiantes y docentes acuerdan al inicio del año escolar, que aspectos se tendrán en cuenta para realizar la evaluación de la asignatura. Actividades en clase, tareas, participación en clase y autoevaluación. Cognitivo: 70 % Personal:10% Social: % 10 % Autoevaluación: 10%
7	3	Nombra y escribe cosas que los animales o personas pueden hacer y no pueden hacer.	Nombro y escribo cosas que los animales o personas pueden hacer y no pueden hacer.	**Tema: can - can't** **Presentation:** 1. El docente realizara un review de lo trabajado anteriormente y pegara en el tablero oraciones con can y can't de forma desordenada, los estudiantes deberán organizarlas de forma correcta en sus cuadernos y luego mostrársela al profesor para acomodarla en el tablero. **Practice:** 1. Los estudiantes seguirán desarrollando la misma actividad con otras palabras en sus cuadernos y luego en el cuaderno, el docente guiara la actividad y los estudiantes irán evaluando el trabajo de sus compañeros y haciendo las correcciones necesarias. **Production**: 1. A los estudiantes se les entregara la actividad a desarrollar donde deberán escribir oraciones	Tablero, marcadores, imágenes, workshops, parlante, flashcards, material adaptado.	La evaluación se realiza teniendo en cuenta el SIEE. La evaluación se entiende como un proceso integral, que tiene en cuenta como el estudiante va desarrollando cada habilidad, y como va logrando los objetivos o indicadores propuestos para cada clase o para el periodo escolar. Teniendo en cuenta la retroalimentación que hace el docente, sus compañeros y su autoevaluación. Es importante resaltar que los estudiantes son evaluados con una escala numérica de Desempeño superior: 4.6 - 5.0 Desempeño alto: 4.0 – 4.5 Desempeño básico: 3.0 -3.9 Desempeño bajo: 1.0-2.9 Los estudiantes y docentes acuerdan al inicio del año escolar, que aspectos se tendrán en cuenta para realizar la evaluación de la asignatura. Actividades en clase, tareas, participación en clase y autoevaluación. Cognitivo: 70 % Personal:10%

				utilizando can y can't describiendo habilidades de personas y animales siguiendo el ejemplo de la actividad anterior y utilizando su conocimiento previo.		Social: % 10 % Autoevaluación: 10%

Caracterización académica del estudiante: Los estudiantes de grado 4-2 son un grupo de 36 estudiantes, de 17 niñas y 19 niños entre los 8 y 11 años de edad. Hay dos estudiantes repitentes, una estudiante con NEE y un estudiante con problemas de lenguaje. Es un grupo que en su mayoría iniciaron en la institución desde grado preescolar y que desde el año pasado tiene como Director de grupo al profesor Carlos Alberto López.

Metodologia:
This didactic unit is based on approaches such as:
• The development of meaningful tasks and activities (Task-based approach) for the understanding and production of content.
• The natural approach for the development of communication skills in a natural and progressive way, giving priority to reading and writing.
• Constructivist approach in the active participation of the student as a learning center and in the construction of knowledge in the student from their personal autonomy.
• Audiovisual method refers to both sound and pictures that are shown by the teacher to the students.

Chart 6. *Plan de Aula*

Ethical Considerations
Description of Consent

The following documents were present to Students' parents from fourth- two grade during the

first school meeting.

Santiago de Cali, Marzo 9 de 2022

Apreciados padres de familia y acudientes:

Mi nombre es LEYDY TATIANA OCAMPO JURADO, soy estudiante de la Maestría en Enseñanza del Inglés como Lengua Extranjera en la Universidad Icesi, en Cali, Colombia. Mi supervisor es JIMMY BARRERA y su correo es jimmybarrera3@hotmail.com

Actualmente me encuentro haciendo una investigación sobre cómo mejorar las habilidades de escritura y lectura en el área de inglés de los estudiantes del grado 4 aplicando el Método Ecléctico, Para poder desarrollar la investigación es necesario que los estudiantes participen de las observaciones, encuestas y trabajo de aula durante las clases de inglés. Este trabajo se desarrollará durante el primer semestre del año en curso 2022.

Por esto, si tienen inquietudes al respecto de lo que se hará, les pido contactarme al correo 1144141575@u.icesi.edu.co, o a mi supervisor JIMMY BARRERA a su correo electrónico jimmybarrera3@hotmail.com.

No se espera que la investigación o las actividades a desarrollar afecten a los niños de manera alguna. No se tomarán sus nombres, ni habrá registro fotográfico o de video que los incluya. El nombre del colegio y de los estudiantes serán mantenidos en absoluta confidencialidad. Si usted decide que no quiere que el niño o niña participe, no le incluiremos en el estudio.

De antemano agradezco su colaboración con el desarrollo de mi tesis de maestría.

Cordialmente,

Leydy Tatiana Ocampo Jurado
C.C. 1.144.141.575 de Cali
Celular: 323-435-03-43
Email: 1144141575@u.icesi.edu.co

Consentimiento Informado

Título de la investigación: IMPROVING WRITING AND READING IN ENGLISH APPLYING THE ECLECTIC METHOD WITH FOURTH GRADE STUDENTS.

Investigador Principal: LEYDY TATIANA OCAMPO JURADO – Estudiante de Maestría en Enseñanza del Inglés como Lengua Extranjera, Universidad Icesi en Cali, Colombia. Correo electrónico: 1144141575@u.icesi.edu.co, número de celular: 3234350343

Asesor de investigación: JIMMY BARRERA / jimmybarrera3@hotmail.com
Por favor lea los siguientes enunciados y marque en el cuadro que está de acuerdo ✓ o no ✗ con participar.

	Acepto ☑	No acepto ☒
• Confirmo que he leído la información con fecha de Marzo 9 de 2022 (versión 1) para el presente estudio. He tenido la oportunidad de considerar la información, hacer preguntas y que éstas fueran respondidas de manera satisfactoria.	☐	☐
• Entiendo que la participación de mi hijo (a) es voluntaria y que soy libre de retirarlo (a) del estudio en cualquier momento y por cualquier motivo.	☐	☐
• Entiendo que la participación del mi hijo (a) no será recompensada de ninguna manera.	☐	☐
• Entiendo que la información que mi hijo (a) ofrezca será mantenida anónima y que será guardada de forma segura.	☐	☐
• Acepto que mi hijo (a) participe de las actividades programadas en la investigación (trabajo de clase, observaciones y encuestas).	☐	☐
• Estoy de acuerdo en que los resultados de este estudio sean anonimizados y se mantengan sin identidad.	☐	☐
• Estoy de acuerdo en que los comentarios de mi hijo (a) aparezcan como referencias directas en el documento final y en posteriores publicaciones académicas o documentos educativos.	☐	☐
• Estoy de acuerdo con que los comentarios de mi hijo (a) sean parafraseados en la tesis de maestría y posteriores publicaciones académicas o documentos educativos.	☐	☐
• Acepto que mi hijo (a) participe en el presente estudio	☐	☐

_____   _____   _____
Nombre del participante   Fecha   Firma

_____   _____   _____
Nombre de quien toma el consentimiento   Fecha   Firma

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