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Y EXTRANJEROS**

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” Influence of method ERCA used in teaching – learning English”

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**“INFLUENCE OF METHOD ERCA USED IN TEACHING – LEARNING ENGLISH”**

Certify that this research project has been completed to 100%. It was accomplished with all established parameters and has enough merit to be subjected to the public presentation and evaluation by the respective tribunal.

Certify this investigation work in honor of truth.

Riobamba, November 30<sup>th</sup> of 2023



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Who subscribe, scholars delegated Members of the Undergraduate tribunal to the evaluation of the research work **“Influence of method ERCA used in teaching – learning English”** presented by Shucay López Paulina Alexandra, with identity card number 0605382605, supervised by Phd. Magdalena Inés Ullauri Moreno; We certify and recommend the ACQUIESCENCE of the current work for obtaining the Bachelor’s degree of “Licenciado en la Pedagogía de los Idiomas Nacionales y Extranjeros”.

In accordance with the applicable regulations, we signed in Riobamba, November 30th, 2023

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## **DEDICATORY**

Although my mother María Victoria López Ushca and my father Luis Alfredo Shucay Lopez are no longer physically here, I will always keep them in my heart. I dedicate this work to them. Thank you for your love, patience, and work. You helped me accomplish one more objective and taught me to persevere through challenges because God is always by my side. Thanks to my sister Nancy Ximena Shucay López and the rest of my siblings for their words of support they helped me to become a better person. I appreciate for supporting me in all of my hopes and aspirations and lending a helping hand when things become tough.

Paulina Alexandra Shucay López

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Paulina Shucay

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## RESUMEN

El objetivo principal de este estudio fue la aplicación de la metodología ERCA en profesores y alumnos de segundo curso de Educación Primaria de la Escuela de Educación Básica "San Mateo". Se trató de un estudio descriptivo con dos variables principales, la variable independiente (metodología ERCA) y la variable dependiente (rendimiento de los alumnos). Para la recogida de datos se aplicó una encuesta a profesores y alumnos, que permitió describir que los métodos aplicados en las clases de inglés no eran los más adecuados para la adquisición del idioma (EFL). Tras la tabulación de estos resultados, se aplicaron 4 planes de clase relacionados con la metodología y se pidió a los profesores que desarrollaran sus clases siguiendo la lección de clase. Al final de la implementación, se realizó una entrevista a profesores y alumnos elegidos al azar, centrada en sus percepciones y puntos de vista relacionados con el método ERCA que contenía preguntas abiertas. A su vez el investigador recogió notas durante las distintas implementaciones. Los resultados mostraron que a través de la implementación de la metodología ERCA, los estudiantes se sintieron más comprometidos y prestaron más atención a sus clases, algunos de los comentarios de la entrevista se pueden encontrar en este trabajo. Por otro lado, se recomienda realizar más investigaciones relacionadas con esta metodología ya que en Ecuador y la provincia de Chimborazo solo se encontraron 2 estudios relacionados. En conclusión, se recomienda la aplicación y actualización continua de nuevas metodologías o cursos relacionados con el fin de mejorar el conocimiento del personal como docentes para que puedan ser capaces de aplicar nuevas metodologías en sus clases diarias.

**Palabras clave:** Método ERCA, encuesta, percepción, provincia de Chimborazo, rendimiento de los estudiantes>.

## ABSTRACT

The main purpose of this study was the application of the ERCA methodology in teachers and students in the second year of elementary education at the Escuela de Educación Básica “San Mateo”. This was a descriptive study with two main variables, the independent variable (ERCA methodology) and the dependent variable (students' performance). For data collection, a survey was applied to teachers and students, which helped to describe that the methods applied in English classes were not the most adequate for language acquisition (EFL). After the tabulation of these results, 4 lesson plans related to the methodology were applied and teachers were asked to develop their classes following the LP. At the end of the implementation, an interview was conducted with teachers and students chosen randomly, focusing on their perceptions and points of view related to the ERCA method containing open-ended questions. Notes were collected during the different implementations by the researcher. The results showed that through the implementation of the ERCA methodology, the students felt more engaged and paid more attention to their classes, some of the comments from the interview can be found here. On the other hand, it is recommended to carry out more research related to this methodology since in Ecuador and the province of Chimborazo only 2 related studies were found. In conclusion, it is recommended the application and continuous updating of new methodologies or related courses in order to improve the staff's growth as teachers, so they can be able to apply new methodologies in their daily classes.

**Keywords:** <ERCA METHOD> <SURVEY> <PERSEPTION> < CHIMBORAZO PROVINCE> <STUDENT PERFORMANCE>.

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## Chapter I.

### 1.1. Introduction

The Ecuadorian government acknowledged that English is crucial for a nation's progress, particularly when it comes to the growth of its human resources. Thus, many students face difficulties during the learning of a foreign language (EFL), one of the main causes is the lack of methodologies to teach English. These can make an impact on the quality of education learning process. Without effective methods, Teachers may find it challenging to deliver organized, coherent instruction, which prevents language acquisition from progressing.

Thus, Lack of techniques can make it challenging to evaluate and gauge students' development, making it challenging for teachers to pinpoint areas that needs improvement in order to provide effective feedback. Therefore, this can harm the quality of learning process. Educators could use outdated or ineffective strategies that are not tailored to the needs of the students' demands.

Khurramovna and Bakhtiyarovna (2021) stated that, when methodological strategies are inadequate or unproductive, students may despise learning a foreign language, such as English literature, and even lose faith in their abilities. From the Ecuadorian context, Morocho and Salgado (2019) stated that students show little interest in learning English because many of the teachers do not apply new methodological approaches for English language teaching. Likewise, this implies that students do not adequately develop English language skills.

Academic activities have been significantly impacted in various countries, changing how students and teachers acquire new knowledge (Nguyen & Pham, 2020) (Dwivedi, et al., 2020). On the other hand, Ecuador's teaching and learning are affected due to the number of synchronous hours and the methodology apply for this activity. So, the student's English proficiency can be seen in the class's dynamic and instructional style (Sempértegui, 2022). Students may feel disoriented and unmotivated while learning English without a solid methodology. Pupils may have difficulty understanding the way they are expected to learn and improve their language skills.

### 1.2. Problem Statement

Methodologies are structured ways of approaching learning and teaching that could help students better understand concepts and retain information. The wrong applicability of the correct approach can lead to the lack of discipline and motivation by the students. This may even lead to difficulties in identifying their strengths and weaknesses or even setting clear learning objectives.

Based on the observation practices done at Escuela de Educación Básica “San Mateo” some problems can be evidenced by the researcher. It was possible to assess that the teaching staff was unaware of the ERCA method (*experiencia, reflexión, conceptualización y aplicación*) for its acronym in Spanish or ACRF method for its acronym in English. The methodology enables teachers to comprehend their students from their own perspective while allowing students to investigate, doubt, and critically analyze their own perceptions to

infer their own meanings from these encounters with the intention of increasing teaching effectiveness. Therefore, the objective of this research is to analyze the influence of the methodology ERCA to improve the teaching-learning process of English in the second grade at the Basic Education Center San Mateo in Riobamba city.

The fact that all the necessary components support this investigation and will aid future investigations makes the following study both practical and advantageous for the educational community. This research is made feasible by educators, participants, academic materials, and technology resources.

### **1.3. Problem Formulation**

What strategies have been used based on the outcomes of a survey and interview applied to teachers and students of the influence of the methodology ERCA in order to improve the teaching-learning process of English in the second grade at the Basic Education Center San Mateo in Riobamba city, province of Chimborazo, during the academic period May-October 2022.

### **1.4. Justification**

At all levels of Ecuador's educational system, there are a number of issues that cause significant delays in student learning, including: poor academic performance, unmotivated students, and the lack of confidence, and needless procedures that are involved in the learning cycle. The lack of confidence made it difficult for learners to express themselves in English, either to explain their ideas in a way that others might understand them or even to produce a piece of work (Ibnian, 2017).

Students from Ecuador are placed 65th out of 80 Latin American nations in terms of English proficiency. English language at the introductory level is problematic since the target language is taught and evaluated in Ecuador according to a set of standards attach to the Common European Framework of Reference (Council of Europe, 2018). Thus, educators must devise new approaches to teach these abilities.

Assessment is regarded as a useful term in education for monitoring student progress and organizing the goal of the lesson to concentrate on the English teaching-learning process. Guerrero (2019) mentioned that assessment is an essential approach for identifying how a student's skills and knowledge are growing over time.

On the other hand, Ako (2009) argued that the possibility for learners to develop in their responsibilities is limited by assessment procedures in which teachers have complete control and make all the decisions. Through a diagnosis, it was established that teachers at the Basic Education Center San Mateo in Riobamba city only allowed children to be listeners and transmitters of knowledge that only lasted for a little period of time. Due to the use of traditional, passive, boring techniques, where children are limited.

The main objective of this research is to analyze the strategies applied at the education center San Mateo at the city of Riobamba in order to make an improvement by recommending the application of a new methodology. A helpful strategy will be, implementing ERCA method to upgrade the process of teaching and learning English.

### **1.5. Objectives**

#### **1.5.1. General objective**

To focus on the benefits, and perceptions of teachers and students of the ERCA method to upgrade the process for teaching and learning English language.

### **1.5.2. Specifics objectives**

- To describe the benefits of ERCA method in the teaching and learning of the English language processes.
- To identify the strategies, activities and resources used by the teachers of the English language teaching.
- To improve the academic development of the students learning English through the application of the ERCA method.
- To establish a proposal based on ERCA method among teachers and staff of the institution in order to completely apply this methodology.

### **1.6. Hypothesis**

The lack of the application of the ERCA method affected the school performance of the students in second grade of Basic Education Center San Mateo at the city of Riobamba, Chimborazo province.

#### **Independent Variable.- ERCA method**

The variable that the experimenter modifies or manipulates is known and is thought to have a direct impact on the dependent variable. It alludes to the method of utilizing didactic resources for a student's efficient learning.

#### **Dependent Variable.-Students Performance**

The outcome of the various, intricate stages of the educational process is student performance. The dependent variable "depends" on the independent variable in order to get an outcome.

In order to achieve the research outcome the independent variable (ERCA method) would have an impact on the dependent variable (student performance). The main purpose is to apply the new method for the improvement of teaching and learning processes.

## **Chapter II.**

### **2. Referential / Theoretical Framework**

This section describes the essential concepts surrounding the ERCA methodology, which serves as the main component of the research, as well as the elements that structure the design of the research with the help of authors' and their findings' for supporting evidence.

#### **2.1. Foreign language acquisition**

Knowing English is now regarded as necessary for communicating with the outside world, English continues to be the language of choice for the adoption of new words in various spheres of daily life (Zuparova et al., 2020; Mulyah et al., 2020). Due to the intricacy of the process and the debatable position of the learner's native language, there is still no comprehensive model of foreign language acquisition that is universally recognized. Learning a second or foreign language is an evolutionary process that involves both conscious and unconscious learning, and error is a crucial component in every stage of the procedure.

The Ecuadorian government acknowledged that English is crucial for a nation's progress, particularly when it comes to the growth of its human resources. This is why it has been incorporated into most educational systems around the world. Language is an essential tool in human life since it improves communication in many areas, including day-to-day interactions, conducting business, and, most importantly, sharing knowledge. English has been the language most widely used and has received great attention in various professions and areas of life (Richards, 2022).

As a result, English has been incorporated into practically every country's educational system. However, it is important to keep in mind that language is a two-way form of communication and, therefore, the four skills are fundamental for successful and meaningful communication (Lestari & Wahyudin, 2020; Richards, 2022). Numerous methods, strategies, and resources have been employed to teach English effectively, but it is crucial to remember that communication in the language requires both production and understanding abilities (Hussein et al., 2021).

#### **2.2. Language Teaching and learning process**

Students gain new knowledge, skills, attitudes, and behaviors during the teaching and learning process that help individuals accomplish certain objectives, including getting good grades or getting a job in a company. For this process to be effective, three key elements are required (Guardia et al., 2019; Nithyanandam, 2020):

(a) The teacher, who serves as the primary facilitator of education, must use a variety of engaging teaching pedagogies.

(b) The main actors in the learning process are the students, who must be eager to learn and actively engage in the process.

(c) Education institutions must provide appropriate infrastructure so that students can learn in a comfortable setting. The learning environment is also crucial.

It is the responsibility of teachers to organize and schedule lessons, which include setting learning goals and inspiring pupils to reach their goals. In addition to using a range of pedagogies to communicate the learning materials to students, this is accomplished by connecting course units, themes, and results and the employment of the requirements.

(Espinar & Moya, 2019; Syahabuddin et al., 2020). This can be accomplished by evaluating course outcomes at various stages of the educational program. (Sultana, 2019).

At the end of the program, the educational institution must determine whether the students have achieved their objectives. If the students have been successful, then the pedagogies used have been useful. If they have not been successful, then it is necessary to evaluate what other pedagogies can be used in the future to improve the teaching-learning process. It is important that this process is continuous and that teachers seek to make learning more fun, easier and longer lasting for the students (Nithyanandam, 2020; Yagyaeva & Zokirov, 2019).

### **2.3. Teaching and Learning methods**

Teaching and learning are linked processes because learning is the outcome of teaching. Al-Rawi (2013) stated that the term "Teaching and Learning Methods" instead of "Teaching Methods" to reflect interdependence and to separate these two activities is not appropriate, since one influences the other and they are essential in the educational process. Consequently, teaching and learning methods must be designed and applied in an integrated manner to achieve effective learning (Al-Rawi, 2013).

In order for teaching to be effective, there must be a relationship between the instructor and the students. This relationship must also take into account the children's prior experiences as well as the social and emotional context in which they are growing. Hands-on activities that let students actively engage with the subject matter are part of experiential learning. It places a strong emphasis on thought and the use of knowledge acquired via practical experience (Kolb, 1984).

According to DeVault (2006) the idea of a method that moved away from a scientific approach and focused on specific topics has spread to other areas of research, such as nursing, education, social work, planning and marketing. This extensive and comprehensive approach has a wider range of applications in other sectors, indicating its significance and relevance in the modern world. In summary, the method is a key tool for achieving objectives and its application can be very beneficial in various areas of research and professional practice.

### **2.4. Categorization of teaching-learning methods**

In the literature, methods are categorized in many ways based on various standards. Classifications are relative because methods can have various uses and variations, so a method may fall under more than one category depending on the criteria utilized. The most common categorizations are based on the person or persons on whom the pedagogical activity is focused, the type of instruction or class, the dominant type of activity, the degree of activism or passivity of the learners, and the preferred communication medium (oral or written) (Landøy et al., 2020).

The following is a classification of teaching and learning methods that includes examples of methods in different categories, although it is not intended to be exhaustive. Organizing teaching and learning techniques into categories can offer a foundation for comprehending various methods. A classification of teaching and learning methods may include the following (Landøy et al., 2020):

- Teacher-centered and expository methods, such as lectures, expositions, narrations and explanations.



- Methods focused on interaction between teacher and students, such as conversations, discussions, problem solving, demonstrations, modeling, exercises, case analysis and didactic games.
- Methods centered on the learner and encourage active engagement, such as information arrangement and graphic depiction using techniques like the cube, the mosaic, concept maps, starburst, groups, and simulator training.
- Methods to stimulate creativity, such as brainstorming, technique, synaptic and panel discussions, and methods to facilitate metacognition.

Therefore, the methodology that this research proposes are some of the experiential learning methods emphasize hands-on experiences, reflection, and application of knowledge in real-world contexts. These methods facilitate deeper understanding and promote skill development (Kolb, 1984).

## **2.5. ERCA**

The ERCA method is related to experiential learning. The four developmental characteristics of affective, perceptual, symbolic, and behavioral structures are used to characterize this learning theory. The holistic adaptive learning process involves connections between these structures. Within the learning cycle, this method aims to build spontaneous knowledge, becoming an effective way of acquiring knowledge from four phases: experience, reflection, conceptualization and application (Collahuaso, 2013).

### **Experience**

A comprehension of the subject, an educational experience is one that the student gains from his surroundings and daily life and uses as the foundation for new learning. Dewey (1938) Stated that true learning involves more than just memorizing information; it also entails actively engaging in situations that help people discover connections, gain new perspectives, and create meaning. The same author highlights the value of experience learning and how it contributes to a meaningful and fruitful educational environment.

### **Reflection**

Moon (2004) mentioned that reflective practice highlights the advantages of reflection in fostering deeper knowledge and transformative learning while providing practical advice on how to utilize reflection in various learning environments. Students need to connect their experiences to their course material and start to relate with more objectivity. They also need to view their course material as something exciting that sparks their curiosity and motivates them to learn more.

### **Conceptualization**

The process of conceptualization enables us to create mental images or concepts of objects or events. A child's comprehension of reality depends on their emotional state and the sophistication of their knowledge. Rosch (1978) focused on the conceptualization process within the setting of categorization. The same author applied cognitive psychology that individuals categorize or conceptualize based on prototypes or representative instances rather than strict definitions.

### **Application**

Students have the chance to put what they have learnt into practice during this phase. The instructor ceases to be the expert who conveys the knowledge and provides the answers to the students. Brown (2015) stated that at this stage the students can utilize in the

application of the principles they have learned and enable learners to actively use their language abilities in real-world settings.

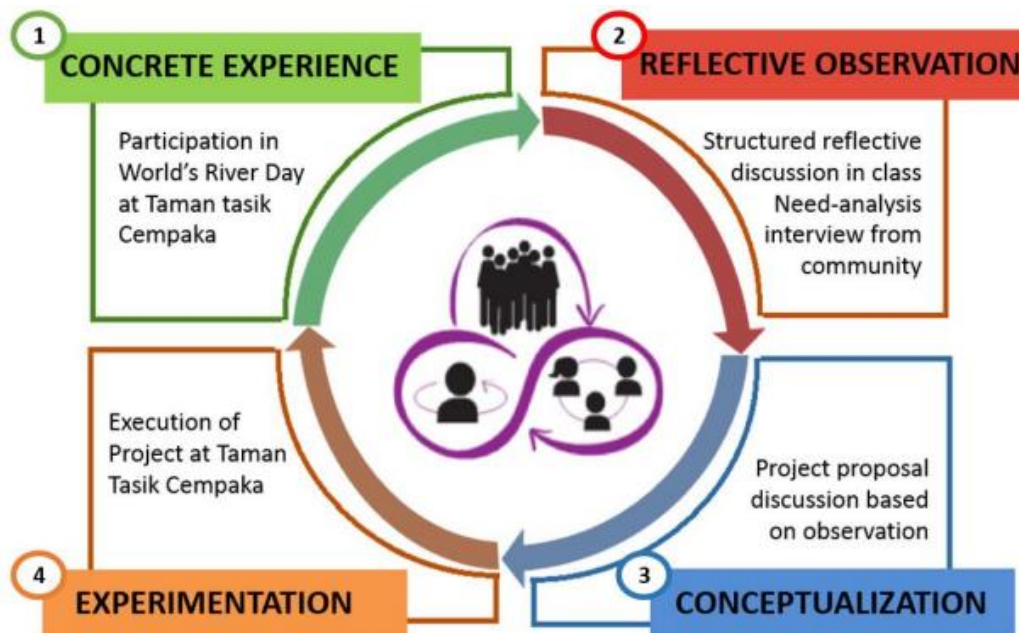
Therefore, the ERCA method is a didactic strategy that must be put into practice by the teacher for students to develop skills and abilities allowing them to achieve the teaching-learning process. In order to gain meaningful learning, the current cycle's four stages must be completed. In other words, if a phase is not completed, the student's knowledge will not be complete. (Parra, 2017).

## 2.6. ERCA learning cycle

Kolb's learning theory has earned a prominent place in the teaching world, as it offers a way to structure entire sessions or courses through the use of a learning cycle. This theory has practical applications in many educational procedures. Each stage of the cycle corresponds to a different learning style, and individuals often differ in terms of their preferred learning styles. It is important for students to be aware of the alternative approach options available, and for teachers to use a wide variety of teaching methods to meet the needs of each student (Idris et al., 2020).

Authors as Watson et al. (2019), successfully adapted Kolb's learning cycle for application in traditional educational settings, allowing students to experience learning at all stages of the cycle. This approach can be used in classrooms of different sizes and requires existing technology tools that students use. By appropriately coding technological resources, teachers can apply this approach to foster experiential learning and improve student motivation and engagement in other academic disciplines.

*Figure 1 Moments in the learning cycle*



Source: (Idris et al., 2020)

In this model, concrete experience is the starting point for observation and reflection, which in turn leads to the formation of concepts and generalizations. These concepts are then tested in real situations. In addition, Kolb identified four different learning styles (divergent, assimilative, convergent and accommodative), each of which is based on one of the four

stages of the learning cycle (Lewis & Williams, 1994; King & Ko, 2001; Hazlet et al., 2005; Ng et al., 2008; Kolb, 2009 como se citó en Lee, 2020).

### 2.6.1. *Fundamentals of the ERCA cycle*

All these fundamentals highlight the relevance of different techniques, such as ERCA, which allows the student to reflect through experience. The learning model discussed how students can be more participatory in the learning cycle, allowing them to develop their own concepts by participating in each activity at different stages of the process.

This model also provides great opportunities for students to actively participate in their own learning process, allowing them to gain new experiences and learn to solve problems in depth. Through the learning cycle, students can practice their ability to apply concepts and develop problem-solving skills (Yuliana et al., 2020).

**Table 1** *Elements of the ERCA cycle*

<b>Experience</b>	<b>Reflection</b>	<b>Conceptualization</b>	<b>Application</b>
Active knowledge	Reflect knowledge	Review and use information for new concepts	Integrate knowledge in new situations
Share anecdotes and stories	Mind maps	Discuss and debate about a concept	Solve problems with new knowledge
Observe, visit, interview, apply questionnaires and simulate	Graphic Organizers	Get ideas from essays, books, movies etc.	Use expression, such as, explain, identify, choose, draw, act, etc.
Present virtual presentations	Generate hypothesis	Organize ideas	
Present examples	Conclude investigations	Ask and answer to questions	
Ask questions	Ask questions		

**Source:** (Ramos, 2022)

The four stages of the learning cycle start with the child's prior experiences in his or her home and surroundings. In the reflection stage, the teacher helps students to critically express their ideas and reach conclusions. In the conceptualization stage, work is done on the development of intellectual operations ranging from perception to classification, analysis, synthesis, among others. In the application stage, the transfer of learning takes place, where the student puts into practice what he has learned and verifies his understanding. It is at this stage that the learning cycle is completed. This cycle is essential for the teaching-learning process and for the development of students' cognitive skills, as seen in the graph. (Campoverde, 2014).

### 2.7. **ERCA method in the teaching-learning process**

The ERCA methodological strategy is crucial because it aids in students' acquisition of new knowledge, skills, and attitudes. These processes of meaning construction involve the integration of new knowledge and experience into the mental model, which then becomes a part of the comprehensive memory. When the teaching-learning processes interact and are

related through a cycle fulfilled in its entirety, therefore it is feasible to use this strategy for teaching-learning (Parra, 2017).

According to this, the educational activity is ongoing and must be carried out in a planned manner by the instructor, who can utilize experiential learning tactics and end with concrete learning strategies to reach their goals. In this sense, it is important that the teacher uses the learning cycle technique, which is currently considered as a unique style to introduce it in his microprogramming and bring it to the classroom in a technical and methodical way with the students (Campoverde, 2014).

### **2.8. Active learning**

A broad definition of the phrase "active learning" is an educational strategy that emphasizes the learner's active involvement in that process. Richards (2014) emphasized the value of giving students the chance to use English in real-world situations with a purpose so they can become proficient and self-assured in their language skills. This implies that the student is at the center of the learning experience, and the instructor is there to guide and facilitate the process.

Thus, active learning is characterized by a variety of instructional methods that involve the learner in hands-on activities, group discussions, teamwork, projects and other forms of active participation (Hartikainen et al., 2019).

Active learning promotes that students have a primary role in their learning process, getting involved beyond actively listening to the teacher or writing what he or she dictates. In this way, the acquisition of higher cognitive processes is promoted, challenging the student body to apply, reflect and question the contents of the course (Yannier et al., 2020).

### **2.9. Meaningful learning**

Meaningful learning is the one that can relate new knowledge with the learner's previous knowledge and this allows him/her to assign meaning to what has been learned and to be able to use it in other life situations (Mardi, 2019). Learning is meaningful when new information acquires meanings through a kind of anchoring in the student's pre-existing cognitive structure, that is, when the new knowledge is anchored in a substantial, logical, coherent and non-arbitrary way in concepts and propositions already existing in the student's knowledge.

Meaningful learning promotes a knowledge in which the student starts from the selection, collection and analysis of the information obtained through the study of the content, relating the analyzed information with previous knowledge and experiences in daily life (Agra et al., 2019).

### **2.10. Lesson planning based on the learning cycle**

The term planning should immediately take into account, the planning created by instructors to process of their teaching activities; as a result, it is regarded as planning for teaching. Planning encompasses a set of foresight activities that man develops respecting a logical sequence to analyze and control the trajectory of events, projecting them towards the future in which their objective is found (Aada, 2019).

The first stage in planning is the suggestion of the purposes that have a prospective perspective of what is intended to achieve in order to make the organization or the person competent. This is only the first of numerous processes that must be completed. In the case of education, the purposes mark the course of actions to be developed to strengthen the

cognitive, procedural and attitudinal levels of the students, which are achieved with the usefulness of the resources and the usefulness of the strategies in the didactic process (Rajagopalan, 2019).

A teacher integrates his scientific and didactic knowledge, his practical experience, his ideological ideas, and, generally, his perceptions when he develops a didactic unit, a lesson, or activities (Rana & Rana, 2020; Preston & Van Rooy, 2020).

According to García (2004), the planning of teaching execution is used to plan learning activities that include all the means used by teachers in their activity so that students learn. Tenutto et al. (2009) pointed out that the didactic process used by teachers should always be directed by different steps that include the means to be used to practice their teaching, knowing that they make important decisions in the formation of students as citizens of the future.

On the other hand, Vargas (2013) agreed in pointing out that education allows the formation of people who will be placed in a society with sufficient knowledge to adapt and improve their living conditions; therefore the planning that is done in the education process must be the most transcendent and that must include all the elements that allow teachers and students to interact in a positive way.

### **2.11. Backward Design**

Reynolds and Kearns (2017) stated that in order to create in-class learning activities and instructional materials that increase students' performances through a desirable process and achieve the teaching objectives, backward design is a beneficial strategy. The advantages of backward design are that teachers start by evaluating what students already know, understand, and want from a solution. Second, they seek evidence that the objectives were achieved. Finally, they outline the methods and techniques that students will employ to finish their assignments. Wiggins and Mc Tighe (2005) emphasized that UbD, or backward design focused on the requirements of learners to accomplish their goals.

## CHAPTER III.

### Methodological Framework

#### 3.1. Research approach

The purpose of this study is to comprehend how pupils and teachers actually behave and live in relation to the study's purpose. The interactions between the individuals focused on these shapes (Guba & Lincoln, 1994). The innovation focused on (ERCA) method, and it focuses on three stages: establishing desired outcomes, deciding what constitutes acceptable evidence, and organizing learning activities. During this procedure, teachers create and follow lesson plans to help students meet defined learning objectives at the end of the unit.

The design of the following study, which focuses on contemporary social issues, is a qualitative paradigm. In other words, they are experiences-based facts. Because of this, the researcher used a micro-ethnography to evaluate and analyze the primary motivations, assumptions, attitudes, and practices offered by a population or group.

This innovation focused on the perception of the students on a new and better way for learning to keep the students engage within the class in order to have a better learning experience. On the other hand, It focuses on the teachers' perceptions on how to apply new approaches that can influence their teaching process. A survey and an interview were the main tools taken into account to recompile their opinion and share ideas to make the approach more valuable.

Due to the brief and lively connection that the study's subject and researcher have, it will be apply in an Ecuadorian school, at the education center San Mateo at the city of Riobamba.

#### 3.2. Research modality

Exploratory research: To investigate and explain the current behaviors or conditions, descriptive research was apply in this study. To comprehend and clarify the subject under study, qualitative research is used. As described by Bryman (2012), qualitative research usually emphasizes on analytical field related to words. With an accurate reconstruction of the literature, it concentrates on the prevalent beliefs and perceptions of the particular group. Additionally, interviews, surveys and classroom observations were apply to collect the data. The main purpose of this research was to find out how teaching primary school pupils to adapt new methods in order to improve their learning abilities that can enhance their performance, and for the teachers to be aware of ERCA method to enhance their classes.

#### 3.3. Level or type of research

**Bibliographic research.-** Since information was gathered from a variety of sources, including texts, magazines, reports, monographs, and the Internet, these papers served as the foundation for all calculations relating to the ERCA method and academic achievement.

**Field research.-** The researcher traveled to the same information source, such as the "Education center San Mateo" in the city of Riobamba, where surveys and interviews were used to ascertain how teachers and students used the ERCA method, and the data was part for the implementation of the study.

#### 3.4. Study population

This research will be employed by the researcher with 30 students from a private high school "Education center San Mateo" in the Ecuadorian city of Riobamba. The target

population participated in the research study, with equal numbers of boys and girls. The kids were between the ages of 8 and 10 years of age. All of the students speak Spanish as their first language, and their families all fall into the socioeconomic middle-class category. It is crucial to remember that even though this study was finished during class, no other schoolwork or extracurricular activities were necessary.

On the other hand, three different English teachers from different courses of English, were willing to help with the research on the ERCA method.

### 3.5. Sample size

The researcher used the entire group for this fieldwork because the population has similar traits of the second grade at the Basic Education Center San Mateo in Riobamba city, province of Chimborazo, during the academic period May-October 2022.

Students	30	91%
Teachers	3	9%
Total	33	100%

Source: Education center San Mateo (2022)

### 3.6. Ethical considerations

Furthermore, the ethical considerations are significant in this fieldwork. In terms of the researcher's protection of the main characters, this study adheres to the Belmont principles. All participants were asked to take part in the study. Since they are teenagers, a letter outlining the study's goals was addressed to their parents and the institution's dean in order to obtain their permission (Appendix 1). The justice principle emphasizes that everyone has equal rights and just outcomes (Belmont, 1979). Participants were aware of the advantages of this inquiry.

### 3.7. Techniques and instruments for collecting data

A survey, an interview, and field notes will be applied as the tools for gathering qualitative data in order to address the objective for the research questions. The criteria of experts focused to assess both instruments and provide validity for the data collection.

**Survey.-** Using this instrument, it was possible to collect data on the study topic from students and teachers. In order to fit this study, 10 items were on the survey. Those questions addressed students on their knowledge of the ERCA method and its advantages as well as their motivation levels in English classrooms. The survey was conducted at the beginning of the study to learn more about the students' prior usage of this technique. To aid the research, this survey helped to identify the participants' origins and collect information on their preferences.

**Interview.-** This instrument will be used to learn the teacher's and the students' perspectives, ideas, experiences, and feelings regarding the strategies the teacher has used in the classroom. At the end of the implementation, an interview was applied to learn more about their experiences with the learning process and the challenges they encounter. The interviewer asked a select group of the pupils to respond to the questions for the interview. Due to the pupils' proficiency, the questions were settled in both languages English and Spanish.

**Field notes.-** The instructor will make field notes to indicate any challenges that the pupils may be having. When pupils practice speaking, the teacher will pay close attention to

their actions, performance, and reactions. Throughout the process, this will be fill in. This instrument allowed for the direct observation of the students in the classroom without interfering with their regular activities in order to gather information about how well the ERCA method was working.

**Note:** The students had the choice to respond in the language that was more comfortable for them, some of the students answer in Spanish and then it was translate to English by the researcher.

### **3.8. Analysis techniques and interpretation of information**

An excel spreadsheet will be used to record quantitative data in order to generate descriptive statistics. The outcomes described using this information. Those are display in tables and graphics. The qualitative data determined by how the participants responded to the research questions. To illustrate the researcher's interpretation, quotations will be use.

A data analysis technique called aprioristic categorization divides results into categories and subcategories. This method employed in the interview since it enables the analysis of the connections between the information acquired. Additionally, the survey's given quantitative data enables for interpretation and critical evaluation; this quantitative statistical data was research and evaluated.

### **3.9. Triangulation**

Through a triangulation of the observation of the abovementioned findings, for gathering pertinent information for the study regarding the students and the teacher, the previous survey, the interview and the field notes were use. An important technique for the data analysis that focuses on contrasting viewpoints, perceptions, or impressions of the information gathered. This technique's goal is to validate the problem's outcomes.

### **3.10. Criteria for the Lesson Proposal**

A suggestion made for a didactic guide with a number of alternative lesson plans to apply the ERCA method inside the inter-learning process in all areas in order to address the issues identified. This would allow the instructor to consult with students and put an end to the tedious monotonous lessons.

One of the lesson plans will be shown at the chapter VI section in order to have a better understanding on how to apply or to adapt the ERCA method into the class preparation for teaching purposes. The teachers will receive some training for the implementation of this research that would have 4 different synchronous sessions.



## CHAPTER IV.

### Results and Discussion

#### 4.1. Results

The findings are compiled in this section. They are arranged in accordance with the study's research Hypothesis. This section details how the students' struggle with the lack of a good method that enhance the students during English classes, therefore the perception about the implementation of the ERCA method in order to improve the learning and teaching processes for the acquisition of EFL learning.

The following details concerning the survey were gathered. The preceding observation guide's analysis of the findings from the questions about the teaching methods utilized in class for the second grade at the Basic Education Center San Mateo in Riobamba city.

As a result of the implementation it was proven that the independent variable ERCA method had an impact on the dependent variable students' performance. The methodology apply during the sections were beneficial for the students. Their confidence and participation increase due to the fact that they start to feel included in the teaching and learning process.

#### 4.2. Survey Results

A Likert survey was used (Appendix 2) at the beginning, along with a post-implementation interview to recapitulate the student perceptions. The objective of this survey was to describe, from students' personal experience, the academic potential of ERCA method for learning English. There were 10 questions and five alternatives on the scale. The options were divided into: *great extent* (5), *A lot* (4), *Some* (3), *A little bit* (2), and *None* (1).

*Likert survey the effect of ERCA method to improve students' performance.*

ERCA method to improve Learning	Mean
I can differentiate the ERCA method.	5.67
I can share my point of view from previous experience.	3.95
I get bore during my English classes.	3.43
I can recognize the method use by the teacher.	3.64
I can apply my previous experience during class.	4.25
My English class is monotonous	3.73
I think that we need a new methodology in order to learn.	3.73
I consider that the teacher knows and apply modern methodologies during the process of teaching.	4.15

The methodology used by the teacher in the classroom allows the participation of the student.	4.25
The methodology used by the teacher influences the student performance.	3.73

*Done by the researcher*

The mean is display in the table how many students feel the same way about the incorrect use of traditional methodologies employ by the teacher, and the little or null knowledge about the method. This survey had a great extend in order to set the how the ERCA method would benefit not only the students. 3 different teachers that are part of the staff at the Basic Education Center San Mateo, were part of the study for a total of 33 participants.

#### **4.3. Interview Results**

The interview (Appendix 3) demonstrates the secondary difficulties described in this part, which were implemented with the students at the ending of the intervention. In order to prevent confusion among the pupils, the questions were once more translated into Spanish. The interviewee will respond to open-ended questions in their own words in a specified setting to gather information. Some of the population were chosen randomly in order to avoid any misperceptions. It is helpful when it is necessary to systematically consider in-depth data from many interviewees (Easwaramoorthy & Zarinpoush, 2006).

Regarding their perspectives, the students mentioned the following: *“did not know about the ERCA method”*, *“did not know that this method can help to the improvement of English”*, this new method were new for both them (as students) and their teachers. One students mentioned, *“I feel more motivated during my classes”* some others said *“The class is more dynamic after the implementation”*. Two students had the same point of view about *“it is important that teachers take into account our perspective”* some other students mention *“that the teaching and learning should be more engaging firing the class”*.

The perceptions of the students were record in their mother tongue and then translated into English by the researcher to avoid any confusion. Thus, many of the interviewers agree that the ERCA method carries many advantages for the education field. A high percentage of the students think that the education should adapt to the needs of the students and teachers.

On the other hand, the 3 teachers perceptions were also taken into account two of the teachers that did not had a master degree mentioned that *“it is important to get constant upgrades for teaching methodologies nowadays”* the other teacher mentioned that *“she was constantly receiving trainee to improve her teaching methodologies”*

This method was use to learn about the teachers' and students' opinions, ideas, experiences, and feelings regarding the ERCA method in order to improve the teaching and learning practices of English in the second grade at the Basic Education Center San Mateo in Riobamba city.

#### **4.4. Field Notes Results**

This tool is useful in the teaching-learning process because it gives the researcher a clear understanding of the reality of the classroom environment. Results from the field notes show that the largest problem for students and teachers are the lack of application of good or correct methods that help to improve not only the students' performance, it also helps to improve the interaction between teacher-students during the class.

Thus, some of the teachers feel uncomfortable during the implementation of the class as they feel that they were applying the method incorrectly. Some other teachers do not feel comfortable with someone observing his/her class. After few implementations, the students change their way of behaving and start to understand the process of the ERCA method and in the same way they understood that it was in order to make an improvement for the students of the Basic Education Center San Mateo.

These results indicate that students were not confident to provide feedback on the application of the ERCA method. However, they agreed that it helped them to improve and that the class became less monotonous. According to the researcher's field notes, the implementation has increased pupils' interaction during class.

## CHAPTER V

### Conclusions and Recommendations

#### 5.1. Conclusions

The ERCA method's effects on English learning are reported in this study. Results show that the intervention caused an improvement. Richards (2006) noted that receiving feedback while working with others is part of learning. The descriptive study reached the purpose by acquiring the students and teachers perceptions at the end of the implementation. The same author proposed that teachers create strategies to take mistakes into account as a part of learning processes.

In Ecuador, there are various restrictions on English instruction and learning. Smith (2014) referred to time. Fakomogbon and Bolaji (2017) claimed that engagement in which students take responsibility for their academic performance and engage with their classmates. It is a reality that teachers are continually searching for new methods to improve their pupils' English skills.

The implementation of a lesson plan base on the ERCA method would contribute to the development of this research. The teachers mentioned *“the lesson plan was easy to follow and very engaging for the students”*. Thus, the implementation of a guide for the teachers could be beneficial not just for the institution.

By utilizing engaging activities to practice the four language skills, it has helped students become more motivated in learning a foreign language and accelerate their learning process.

#### 5.2. Recommendations

Plans made by teachers should be designed to help students engage in activities that encourage creativity and reflection in accordance with their grade levels. To enhance activities that support the growth of their reflection, conceptualization, and daily application.

Thus, the teacher must perform daily micro-planning to determine the methodology to be employed with the tasks intended to achieve the goal. Through processes that spark the child's curiosity about investigating, interpreting, debating, and proposing solutions to problems raised, a series of activities to develop the ERCA method will aid in the child's integral development, that is, in the Cognitive, Affective, and Attitudinal domains.

It is highly recommended for the staff of the institution receive training on new methods and teaching techniques that could improve the teaching not only for the English area but also for all the subjects in order to make a better quality of learning acquisition.

## CHAPTER VI.

### Proposal

#### 6.1. Lesson Proposal

This is one of the lesson plans that were apply during the 4 different implementations with the students and it was handle to the teacher of the Second grade of basic education in order to change the casual methodology.

In this section, only one lesson plan will be shown. The teachers can use the same format in order to improve their teaching processes.

#### LESSON PLAN #1

<b>Session number:</b> 1	<b>Name:</b> Family description applying ERCA method	<b>Duration:</b> 45 minutes
<b>Area:</b> EFL	<b>Subject:</b> English A2	<b>Number of Students:</b> 30
<b>Grouping:</b> Second grade students		
<b>Topic:</b> Family description		
<b>Description for the topic:</b> Family profile Students are required to work with family descriptions since they are a component of a unit from the curriculum that must be completed in order to meet the institution's educational requirements.		
<b>Objectives:</b> to construct a family home description Speaking and writing by engaging in various activities that promote the use of the 4 different skills.		
<b>Session development:</b>		
<b><u>WARM UP</u></b> <b>(MOTIVATION)</b>	Sing a song about family description	The teacher share a video on YouTube and sing along with the students. <b>5 minutes</b>
<b><u>PRE-TEACHING</u></b> <b>(EXPERIENCE)</b>	Ask questions about How many people conformed your family? Do you have siblings? Etc.	The teacher will interact with the students in order to elicit an answer from the previous knowledge about the family vocabulary. <b>5 minutes</b>
<b><u>DURING-TEACHING</u></b> <b>(REFLECTION)</b>	Teacher shows a couple of images of homeless kids and start to ask a couple of questions like: What would you do if you do not have parents? What would you do if you do not have brothers?	The teachers shows few images on power point in order to get the students to reflect on the family. <b>10 minutes</b>

	Or relatives?	
<b><u>TEACHING</u></b> <b>(CONCEPTUALIZATION)</b>	Teacher shows a reading article about the importance of the family for the children development The teacher apply the popcorn strategy to make sure the students read out loud the paragraphs. The teacher ask a couple of questions regarding to the text.	The teacher ones again shows the article on power point and makes the students to read it. <b>10 minutes</b>
<b><u>POST – TEACHING</u></b> <b>(APPLICATION)</b>	The teacher ask the students to write a small paragraph about their comprehension of the article that latter will be share with the rest of the class as a speaking activity.	The teacher monitor the students in order to make sure they are working with the task.  The teacher corrects any mistakes on the writing.

**Techniques:**

- Observation.
- Reading comprehension.
- Writing drills.
- Speaking

Individual or group participation

**Resources needed:**

- Pictures
- Computer
- YouTube Video
- Online resources
- Digital Worksheets

**Note:** The images and videos are not shown in this document due to the process of plagiarism.

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## ANNEXES

Annex 1

**ESCUELA DE EDUCACIÓN BÁSICA  
"SAN MATEO"**  
*Resolución Administrativa  
Autorización No. 1161 CZ3-2014 Ministerio de Educación*



*"Su más grande tesoro, en las mejores manos"*

### "ESCUELA DE EDUCACIÓN BÁSICA SAN MATEO"

La suscrita Ing. Viviana Logroño Satán Mgs., Representante de la Institución Educativa "Escuela de Educación Básica San Mateo" de la ciudad de Riobamba, me complace notificarle la autorización para la realización del proyecto de investigación "Influence of method ERCA used in teaching – learning English", a la señorita Paulina Alexandra Shucay Lopez.

Riobamba, 08 de enero del 2023



Ing. Viviana Logroño Satán Mgs.  
Directora de la de la Institución Educativa "Escuela de Educación Básica SanMateo"

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**Annex 2**

*Likert survey*

<b>Google docs to improve Writing</b>	<i>5 TO A GREAT EXTEN T</i>	<i>4 A LOT</i>	<i>3 SOM E</i>	<i>2 A LITTL E BIT</i>	<i>1 NON E</i>
I can differentiate the ERCA method.					
I can share my point of view from previous experience.					
I get bore during my English classes.					
I can recognize the method use by the teacher.					
I can apply my previous experience during class.					
My English class is monotonous					
I think that we need a new methodology in order to learn.					
I consider that the teacher knows and apply modern methodologies during the process of teaching.					
The methodology used by the teacher in the classroom allows the participation of the student.					
The methodology used by the teacher influences the student performance.					

### **Annex 3**

#### **Interview**

1. What do you think of the ERCA methodology?

¿Qué opina de la metodología ERCA?

2. The methodology used by the teacher influences the student performance in class?

¿La metodología utilizada por el docente influye en el desempeño de los estudiantes en las clases?

3. Do you think this innovative method of teaching enhances student learning?

¿Cree que este innovador método de enseñanza mejora el aprendizaje de los estudiantes?

4. Do you feel motivated through the application of this new methodology?

¿Se siente motivado por la aplicación de esta nueva metodología?

5. Do you think that teachers should use new methodologies in their teaching? Like the ERCA method?

¿Cree que las o los profesores deberían utilizar nuevas metodologías en su enseñanza?

¿Una de ellas el método ERCA?

6. Do you think that student learning improved after the implementation of the ERCA method?

¿Cree que el aprendizaje de los estudiantes mejoro después de la implementación del método ERCA?

### **Annex 4**

#### **Field Notes**

Date:

Students' difficulties at the beginning of the implementation

Students' improvements after the implementation

Teachers' difficulties at the beginning of the implementation

Teachers' improvements after the implementation