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**Riobamba, Ecuador 2024.**

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## CERTIFICATE OF THE MEMBERS OF THE TRIBUNAL

Who subscribes Scholars delegated Members of the Undergraduate tribunal to evaluate the research work "ERCA Method for Developing English Oral Production" presented by Nataly Yuliza Pilco Parreño, with Identity card number 0605445378, supervised by Dra. Mónica Janneth Torres Cajas. We certify and recommend the APPROVAL for this degree's purposes. The research work has been previously evaluated, and the author has been heard, having nothing more to observe.

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**DEDICATORY**

I dedicate this work to my parents, Jorge and Marcia, for being the fundamental pillars in my life, giving me their love and unconditional support, and teaching me to pursue my dreams and never give up.

My grandmom Victoria, thanks to her teachings and advice, has guided me on the right path, and although she is no longer physically present in my life, I will always carry her in my heart; furthermore, above all, to my sister Nicol, who is my strength to do things right.

Nataly Yuliza Pilco Parreño

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**RESUMEN**

Esta investigación está basada en el análisis de la eficacia del método ERCA para el desarrollo de la producción Oral del inglés, en los estudiantes de Octavo grado de la Unidad Educativa "Andes College". La presente investigación gira en torno a un enfoque cuantitativo debido que se analizó y se recolecto datos estadísticos con la ayuda de un Pre-test y Post-test, los cuales fueron aplicados a los estudiantes antes y después de la intervención del ERCA. Durante la tabulación de estos datos, se evidencio que el ERCA es un método que contribuye al desarrollo de la producción oral del inglés. En el Pre-test se identificó que la mayoría de los estudiantes presentaban falencias en las áreas de fluidez, pronunciación, escasez de vocabulario y sobre todo errores gramaticales. Sin embargo, después de la intervención del método ERCA los resultados del Post-test fueron gradualmente notables, ya que los estudiantes presentaron mejoras en cuanto a la fluidez, también lograr adquirir y mejorar su vocabulario, a su vez evitaban cometer errores gramaticales a la hora de hablar, y se los notaba con mayor seguridad a la hora de expresar sus ideas en inglés. Además se aplicó una encuesta que ayudo a identificar la percepción que tenían los estudiantes en cuanto al uso del ERCA para el desarrollo de la producción oral, esta encuestaba está conformada por diez preguntas cerradas en escala de Likert permitiendo una recolección de datos segura y rápida. Los resultados arrojados fueron muy convenientes, puesto que la mayoría de los estudiantes acertaban que el ERCA es un método que ayuda a comprender lo temas de clase de manera efectiva y significativa, ya que parte de cuatro fases de aprendizaje, las cuales son abordadas de diferentes formas y adaptadas a los intereses de cada estudiante de manera que resulte innovador, interesante y sobre todo motivador. Para concluir, se recomienda la aplicación del ERCA ya que los resultados del estudio, destacando la efectividad del método ERCA y sugiriendo estrategias para optimizar la enseñanza de la producción oral en inglés en un entorno académico formal.

**Palabras claves**: Método ERCA, Producción Oral, Educación, Efectividad, Percepción,

# ABSTRACT

This research project was based on analyzing the effectiveness of the ERCA method for developing English oral production in eighth-grade students at "Andes College." The present research is based on a quantitative approach because statistical data was analyzed and collected with the help of a Pre-test and Post-test, which were applied to the students before and after the ERCA intervention. During the tabulation of these data, it became evident that ERCA is a method that contributes to the development of English oral production. The pre-test identified that most students presented deficiencies in fluency, pronunciation, vocabulary shortage, and especially grammatical errors. However, after the intervention of the ERCA method, the results of the Post-test were gradually noticeable since the student's presented improvements in fluency, they also managed to acquire and improve their vocabulary, they avoided making grammatical errors when speaking, and they became more confident when expressing their ideas in English, a significant empowerment. In addition, a survey was applied to identify the students' perception of the use of ERCA for the development of oral production; this survey consisted of ten closed questions on a Likert scale, allowing a safe and quick data collection. The results were very convenient since most of the students agreed that ERCA is a method that helps to understand class topics in an effective and meaningful way since it is based on four learning phases, which are approached in different ways and adapted to the interests of each student in a way that is innovative, interesting and, above all, motivating. To conclude, the application of ERCA is recommended since the study's results highlight the effectiveness of the ERCA method and suggest strategies to optimize the teaching of oral production in English in a formal academic environment.

**Keywords:** ERCA method, Oral Production, Education, Effectiveness, Perception,

**CHAPTER I**

## 1.1 Introduction

There are pressing areas for improvement in English teaching and learning. A critical issue is limited oral production resulting from student disinterest and the need for more innovative methodologies like the ERCA method (Siguenza & Alba, 2023). This problem is exacerbated by students' disengagement and the use of traditional methods, leading to a low level of English and poor speech skills in the classroom. To provide a more precise context, the current state of English oral production in eighth-grade students at "Andes College" of Riobamba' is Addressing this problem is not just important; it is urgent for the academic development of our students.

The following research project proposes using and applying the ERCA method to develop oral production. It aims to build spontaneous knowledge, becoming an effective way to obtain knowledge from four phases: experience, reflection, conceptualization, and application, in the eighth-grade students at "Andes College" of Riobamba, a school known for its.

## 1.2 Problem Statement

English is a language with enormous cultural, social, political, and economic power worldwide and is a vital tool in understanding and coexisting in XXI century society. Its learning is fundamental in school for the formation of people who can successfully develop in the society in which they live. That is why using revolutionary and innovative methodologies such as ERCA is fundamental and transformative (Siguenza & Alba, 2023). Students must acquire this language more naturally and closely, becoming an indispensable resource.

According to Marlon y Barjo (2018), the ERCA method is a comprehensive approach that allows children to develop their social, affective, physical, and intellectual skills. It includes strategies that promote learning from children's interests and experiences, enhancing body strengthening, motor development, creativity, and effective use of materials. These aspects allow for the acquisition of theoretical and practical knowledge that helps the development of notions, ensuring a higher quality of life and comprehensive training.

Direct observation during the English class showed that the methodology used was predominantly traditionalist, with a teacher-centered approach and little student participation. Students also lacked opportunities or spaces within the class to practice and develop oral English production. Despite the series of actions and measures implemented at the school level to improve students' acquisition of the English language, the level of proficiency in this language is not satisfactory, especially in oral and communicative skills in the eighth-grade population at "Andes College."

Based on the above, the purpose of this research is to analyze the use of the ERCA method to facilitate the development of oral English production and help students develop the necessary skills to reach a broad level of knowledge at the end of their educational stage.

**1.3  Problem Formulation**

How efficient is the use of the ERCA method in developing the oral production of English in eighth-grade students at "Andes College" located on Via Licto 1/5 km, San Pedro de Tunshi?

**1.4  Justification**

An adequate methodology for teaching English is critical since it fosters the development of critical thinking, problem-solving, and collaborative work to make learning more effective and meaningful (Sibaja, 2023).

Ecuador has become one of the countries that maintains a low level of English, with a score of 440 out of 1000, according to the EF EPI (English Proficiency Index) 2021 report. That score equals a shallow A1 level (Quillupangui & Castillo, 2021). For this reason, it is essential to make use of an appropriate methodology such as ERCA since it is a process that allows students to develop their communicative skills in a meaningful way; thanks to its phases of experience and reflection, students can explore, question and draw their conclusions about a given topic, it also allows teachers to understand their students from their points of view to improve teaching (Duta, 2024).

According to David Kolb (2005), ERCA is a fundamental component in developing the teaching-learning process since students construct their learning through experiences, allowing them to interact with their surroundings. From these experiences, students are expected to reflect on and relate these new ideas to their previous learning and then apply them to their daily lives.

For this reason, at "Andes College," it is necessary to implement the ERCA since this educational institution emphasizes teaching English. Applying the ERCA method will allow students to get involved actively and directly with the subject of study, acquire knowledge, and regularize effort and dedication on the part of students since their personal growth depends on this.

## 1.5 Objectives

### 1.5.1 General Objective

To analyze the impact of the ERCA method on developing oral production in English for eighth-grade students of Basic Education at the "Andes College."

**1.5.2    Specific Objectives**

- To Identify the level of oral production in the English language of the eighth-grade students before the methodological intervention.

- To apply the ERCA method to teach English oral production.

- To evaluate the eighth-grade students' oral production level after the methodological intervention.

- To establish the students' perceptions about the application of the ERCA method for the development of oral production.

**CHAPTER II**

## 2. THEORETICAL FRAMEWORK

### 2.1 Research Background

Nowadays, scientific research has allowed methodological proposals to vary and respond to students' needs and promote cognitive processes that result in meaningful learning, such as the ERCA method.

Evelyn Toscano (2020), in her thesis entitled "Cuentos Interactivos para la estimulación oral del Inglés, " describes that the use of the ERCA methodology for oral stimulation of English is utterly satisfactory since it allows building knowledge in an orderly manner since the student starts from previous knowledge to develop the idea, which is based and finally a result that is evaluated is obtained.

Similarly, Vanessa Peña (2019), in her research project "Enseñanza del inglés como lengua extranjera y desarrollo de competencias lingüísticas " launches the use of the ERCA method as a new methodological proposal, thus allowing students to interact comfortably not only with their teachers but also with their peers to promote the development in competencies of learning English as a foreign language so that it is expected that they will be able to interact in English in everyday situations as independent and autonomous users.

In turn, Paulina Shucay (2023), In the project called "Influence of method ERCA used in teaching - learning English." The use of the ERCA Methodology supports students in learning English, where it allows them to feel more encouraged, more confident, and above all, to pay attention when learning; in this way, learning becomes more meaningful and makes students acquire the language in a better way and can express their ideas naturally and fluently.

On the other hand, Andramunio Sarzosa, Andrea Paola Canto, and Sisa Marina (2015), conducted a study on applying the ERCA methodology in teaching basic notions to children

aged 3 to 4 years. After the analysis of the data obtained, the results confirmed that both students and teachers have a positive attitude towards the use of the ERCA methodology since it constitutes a novel resource and its contribution lies in the diversity of techniques that allow the strengthening of notions and thought operations that will enable the establishment of relationships with the environment for the resolution of problems, the basis for later learning.

Therefore, thanks to this research, it can be evidenced that the use of the ERCA methodology helps to significantly improve learning, even more so in oral production, as long as it is used correctly and with continuity so that students can continue to develop their skills from the cognitive part so that their learning is effective.

## 2.2    Theoretical foundation

### 2.2.1    Constructivism

When discussing foreign language teaching methods, we start with the constructivist theory. According to Romero (2009), Constructivism refers to how people construct ideas about how the world works. Pedagogically, they actively construct their learning, creating innovative ideas or concepts based on present and past knowledge. Learning is an internal process of relating current information to preexisting representations, i.e., experiences, resulting in the revision, modification, reorganization, and differentiation of these representations.

### 2.2.2    Pedagogical Models

Within constructivism, there are pedagogical models for teaching foreign languages; one is the Communicative Approach that emerged in 1970. This approach understands language learning as a process where the most substantial aspect is not the linguistic forms

but the communicative intentions (the functional element) and their ownership (Hernández F. , 2000).

Another method that emerged from constructivism is Task-based learning, which appeared in 1980. This method focuses on realizing meaningful real-world tasks since students work in small groups and decide how they will perform them. Cooperative work is predominant; the teacher controls the activities and helps with language if necessary. Students report or present information about their results in the classroom (Pineda & Laufer, 2013).

Similarly, in 1990, Cooperative learning appeared in the teaching of English. This method promotes teamwork and collaboration among students to achieve common goals. They support and help each other through the interaction they establish among themselves. Thus, learning becomes more meaningful because they develop social skills through cooperation and group work (Johnson & Johnson, 1989).

Furthermore, the CLIL (Content and language integrated learning) methodology is an educational approach that focuses on using an additional language, i.e., through mathematics, can teach the English language (Coyle, Hood, & Marsh, 2010).

Finally, the ERCA method, proposed by David Kolb, is based on the constructivist model. It is a technique of inter-learning similar to the cognitive theories of learning. It starts from a concrete experience to generate new concrete experiences, favoring the student's reflective, conceptual, and procedural processes. That is why using the ERCA methodology for teaching foreign languages today is a more successful process for a didactic session. It allows for articulating the elements of the curriculum with activities that have organized intentionality to fulfill the teaching-learning process (Perez, 2015).

### 2.2.3 Method

The method is a dynamic component of the teaching-learning process since it is based on the actions of teachers and students. These comprise a series of operations to achieve the objectives proposed in this process (Rosell & Ramos, 2009).

### 2.2.4 ERCA Method

It is an inter-learning technique that applies cognitive theories of learning. It starts from a concrete experience to generate new concrete experiences, favoring reflective, conceptual, and procedural processes in the student. This technique is divided into four parts: experience, reflection, conceptualization, and application (Sarmiento, 2018).

**Experience:** The accumulation of knowledge, abilities, skills, and attitudes acquired by teachers and students in their constant interaction with their geographical, social, and cultural environment. Attitudes acquired by teachers and students in their continuous interaction with their geographical, social, and cultural environment; these experiences generate new knowledge through the articulation with the fun of information.

**Reflection** is the process where teachers and students enter the phase of cognitive work, considering the pedagogical and didactic processes in which judgment, conjecture, and prospective proposals are made for improving teaching and learning.

**Conceptualization** is the process of theorizing scientific knowledge based on analyzing and synthesizing documentary and archival bibliographic demographic information through epistemological research oriented to people's conceptual or cognitive strengthening.

**Application** is the process where the acquired theories and knowledge are applied in concrete pedagogical actions, that is, into verifying and contracting theory with practice and vice versa to solve approaches or concrete problems related to students' teaching and learning.

### 2.2.5 ERCA Method Strategies and Resources

The ERCA methodology proposes teaching and learning strategies for its four stages: experience, reflection, conceptualization, and application.

To develop the first stage, which corresponds to experience, it proposes starting from knowledge acquired in the social-cultural context, organizing views in the environment, reading about current reports or news, and using images and videos so that when the first stage is about to end, students will be able to ask questions and express their ideas through brainstorming.

The second stage, the reflection, starts with constructing conceptual maps with the participants, where questions and answers related to previous knowledge will be asked.

In turn, to carry out the third stage, conceptualization, the new knowledge must be described in written or oral form, defining concepts through brainstorming, and representing the information in diagrams or graphic organizers so that the conceptualization is adequate, video, maps, and images must be used to guide the identification.

To conclude with the last stage, which is the application, the teacher should propose strategies or action plans and make inquiries according to the proposed topic to achieve more effectiveness; an experimental activity should be developed, such as creating new examples and socializing information inside and outside the classroom (Lozada, 2022).

### 2.2.6 ERCA Method Application Process

According to David Kolb, the ERCA methodology is used to plan activities, starting with an exploratory stage. They start from any concrete experience, beginning with observation and analysis. The four moments of the learning cycle are Experience, reflection, conceptualization, and application.

Experience in the educational field is the experience that the student acquires from his environment and daily life, serving as a basis for acquiring new learning. To develop the

experience, the teacher can include activities such as socio-dramas, simulations, and dynamics related to the subject. The teacher can draw on experiences that the students have in common, asking them to talk about them. Each learning session should begin by awakening a desire to learn. The way to do this is to structure an experience followed by a reflection that helps to awaken the students' interest in the topic.

Reflection is achieved by systemic re-elaboration of a process or object that makes the subject's orientation about it or the surrounding reality possible. Students need to relate the experience to the subject of study and begin to correspond more objectively; they need to perceive the subject as something enjoyable that awakens curiosity and generates the desire to understand better. One or more questions usually stimulate reflection. The questions should be phrased in such a way as to arouse students' interest and encourage their reflection on some aspect of the topic that can serve as an input to conceptualization.

Conceptualization may include a traditional lecture or other activities, such as systematizing ideas, reading, bibliographic research, or audiovisual presentations." Montenegro and Haché (1997:45). Conceptualization makes it possible to form a concept or a mental representation of a thing or an event; the child understands and understands reality according to his emotional state and the degree of complexity of knowledge, for which it is the teacher who is called upon to use the most appropriate techniques for the child to assimilate correctly. For this reason, it is first essential to systematize the ideas that have arisen in reflection. The teacher has to notice the similarities between the different answers and start grouping and ordering them logically or chronologically.

Application in this phase, students can practice what they have learned. Their first activities are intended to answer the question, "How does it work? Therefore, the teacher stops acting as an expert who imparts the information, gives the answers, and becomes a facilitator and guide who prepares certain materials that the students can use to apply the

concepts learned. "In this phase, students must interact with their learned ideas. They work and do exercises using the concepts. Then, they try to apply them in life, making the necessary modifications and adjustments to adapt them to concrete reality.

### 2.2.7 English Language Teaching

This becomes a fundamental aspect of education since students are provided with a second language that will open a path for them in the educational and social spheres. However, the development and acquisition of the English language are characterized by different aspects that rotate under the four skills. This study focuses on speech production, indicating that phonetics, phonology, fluency, and fluency shape speech teaching (Hernández E. , 2018).

### 2.2.8 Factors involved in English oral production

Teaching oral communication is a process but also a challenge for teachers in the language domain. For the simple reason that students are not yet one hundred percent adequately prepared to contribute to complex conversations. Consequently, students only participate in small instances with another individual, but with fear of making mistakes. Therefore, to get the students to communicate, they must first know the factors directly involved in oral production that led to developing this language skill (Gomez, 2019).

**Fluency and accuracy:** Fluency is the fluid and accurate transmission of messages that easily flow from the mouth, trying to be understandable and natural. This is essential when communicating and transmitting the information you want to inform the receiver (Cerola, 2012)**.**

**Coherence:** The construction of the discourse allows us to understand it as a communicative unit. It lies in the relevance and clarity of the oral comprehension between the interlocutors (Leon, 2015).

**Cohesion:** It supports creating content since it works as links between words and sentences to establish the semantic relationships a text needs. This helps coherence transmit the message you want to deliver (Leon, 2015).

**Pronunciation:** Pronunciation is fundamental in listening comprehension, verbal expression, and interpretation. It is related to text comprehension, so teachers can evaluate how students' bodies use what is expressed verbally. In language activities, pronunciation is crucial in listening comprehension, speaking, and interaction because pronunciation is also reflected in pragmatic and sociocultural skills (Pintado, 2016).

**Vocabulary:** Vocabulary learning is not just a part of language learning. It is the foundation. It must be developed autonomously to obtain and establish bases that manifest to individuals as the ability to generate ideas faster and communicate with others. This underscores the crucial role of vocabulary in language learning and the need for its continuous development. (Villalva, 2014)**.**

### 2.2.9   Factors Affecting Oral Production

Oral production of the English language is one of the skills that causes the most complications

for language learners. Some authors have pointed out that the origins of these complications can vary from aspects related to the teaching-learning environment to personal factors in students, such as emotions (Uriostegui & Vázquez, 2022).

### 2.2.10  Fear of speaking in front of teachers and peers

It was possible to determine that the affective factors significantly affected the students' oral production since they mentioned feeling afraid to speak in front of their classmates and teachers. This also coincides with the quantitative results, which show a high

incidence of factors such as nervousness, embarrassment, and anxiety (Uriostegui & Vázquez, 2022).

### 2.2.11 Lack of vocabulary to express themselves adequately on any subject

Another aspect that can be highlighted is that the students need more English vocabulary to execute their oral production adequately. This aspect may be related to the quantitative results, which made it possible to identify that the participants do not feel comfortable being evaluated with oral exams (Uriostegui & Vázquez, 2022).

### 2.2.12 Lack of practice to speak the language

This aspect is necessary for the results since the students responded that they must use English more in their classes. They sometimes use Spanish and only sometimes feel motivated to speak English. In addition, many of them mentioned that they do not carry out varied activities to practice their oral abilities (Uriostegui & Vázquez, 2022).

### 2.2.13 Practice activities for oral production.

The effectiveness of virtuoso oral production of English lies in the practice and knowledge acquired through written production, listening comprehension, and reading comprehension. Therefore, we will turn to the following activities that produce continuous practice in speech development:

**Reading Aloud:** This activity is designated as a social activity that enables the individual to produce intonation, fluency, pronunciation, rhythm, and volume, enlivens and gives meaning to written texts, and influences the exchange of information (Figueroa & Intriago, 2022)**.**

**Improvisation:** Focuses on spontaneous acting without a previous script, i.e., without having a reference to what they are going to say about a specific topic. It allows students to show their skills. The process is simple: the teacher designates any topic, and the

student speaks about it with freedom of expression and without being judged by anyone (Figueroa & Intriago, 2022)**.**

**Imitation of Voices:** Certainly, this activity requires the student to emphasize his intonation and pronunciation so that he can imitate the voices assigned by the teacher, either by listening to a video or audio. Citing the previous statement, this technique can be used in situations such as the environment, transmission of a message, or a character, which makes it easier to adapt the language and communicate (Figueroa & Intriago, 2022)**.**

### 2.2.14 ERCA Method for the development of Oral production

The ERCA (Experience, Reflection, Conceptualization, and Application) approach is a comprehensive learning strategy to improve oral expression in language learning. This method covers four main phases to help students develop their skills effectively and consistently (Fiallos, 2012).

**Experience:**

Learners participate in hands-on activities that give them direct language experience. These may include role-plays, group discussions, demonstrations, and other interactive activities that encourage oral communication so that students feel comfortable and motivated to speak the language they are learning (Shucay, 2023).

**Reflection:**

After the hands-on activities are completed, students reflect on their accomplishments and experiences. The teacher encourages them to think about what they do well, their challenges, and how they feel when they use words to communicate. This stage is crucial for students to understand their skills and areas for improvement (Ledesma, 2019).

**Conceptualization:**

At this stage, students analyze and conceptualize strategies and techniques that can improve speaking. This may include reviewing grammatical structures, especially

vocabulary, pronunciation, and other language rules. Teachers may provide theoretical explanations and examples to help students understand how to use language effectively (Ledesma, 2019).

**Application:**

Finally, students apply what they have learned in actual or simulated communication situations. This stage involves continuous practice and application of new strategies to improve oral skills. Students can participate in debates, formal speeches, everyday conversations, and other activities that require the use of language in different contexts (Perez, 2015).

The ERCA approach promotes the development of language skills, critical thinking, and self-esteem. It can significantly improve students' communicative skills in the target language**.**

## CHAPTER III

### 3. METHODOLOGY

### 3.1 Approach

This research revolves around a quantitative approach. According to Avendaño (2020) The quantitative approach collects and analyzes data to answer research questions by relying on numerical measurement, counting, and statistics to identify behavior patterns in groups of people. Taking this concept into account, the present research is quantitative because it analyzes the effectiveness of the ERCA method for the development of English oral production, with the help of a pre-test and a post-test that allowed identifying the initial and the final level of English that the students had before and after the methodological intervention. Each of these results was reflected in a data tabulation with this information. At the same time, the students' perceptions were analyzed based on the method's effectiveness. Therefore, the data tabulation was done again to precisely recognize the number of students who felt comfortable applying the ERCA.

### 3.2 Research Modality

This research is of field modality because all the information was collected at "Andes College," specifically in the eighth-grade, since it actively participated with the students of that institution. In addition, according to Arias (2012) Field research consists of collecting data directly from the investigated subjects or from the reality where the facts occur (primary data) without manipulating or controlling any variable. In other words, the researcher obtains the information but does not alter the existing conditions.

It also has an applied modality since the ERCA method was used to teach classes, significantly developing students' oral production. The applied modality aims to solve practical and immediate problems to improve and control different situations (Rodriguez,

2023). This modality directly allowed the collection of truthful information about the students' reality. It also made it possible to identify viable answers and solutions.

## 3.3 Level or Type of Research

For the level, it is a documentary because a compilation of information from different sources, such as scientific reviews, monographs, web pages, books, etc., was made. Documentary research is a process based on the search, analysis, recovery, interpretation, and criticism of secondary data, i.e., those obtained from other researchers recorded in documentary sources: printed, audiovisual, or electronic (Arias, 2012).

In the same way, it is descriptive. According to Fidias G Arias (2012), this focuses on "observing and documenting" a reality as accurately as possible; a series of questions are selected, and information is measured or collected on each of them to specify what is being investigated. Considering this concept, this research describes actual results obtained from applying the pre-test and post-test, where it quantified how many students obtained excellent grades and how many obtained a grade to improve based on the oral production of English before and after applying the ERCA method. At the same time, it was possible to describe the students' perceptions of the technique.

## 3.4 Study Population

According to Pedro Luis López (2004), a population is a group of people or objects about which one wishes to know something in an investigation. Based on the above, the object of study of this research is twenty students; the ages of the students range between 12 and 13 years, of which thirteen are men and seven are women belonging to the eighth grade at "Andes College" located in Via Licto 1/5 km, San Pedro de Tunshi sector.

**3.5    Sample Size**

The sample is a part of the universe or population to be studied (Lopez, 2004). Based on this concept, the sample is not required because the population is not large.

**3.6    Data Collection Techniques and Instruments**

The technique used was the questionnaire since it collects quantifiable data in the form of a series of questions asked in a given order (Ortega, 2018) . The instruments used were the Pre-test and the Post-test.

According to Gutiérrez Soto (2009), The pre-test is usually a brief test that examines the student's initial preparation in the subject matter under study, both from a theoretical and practical point of view, mainly when the objective of the teaching-learning process is the acquisition of competencies and technical skills. This instrument allowed us to identify the level possessed by the students before the methodological intervention.

The post-test provides long-term information on the effectiveness of the different techniques in consolidating knowledge since it involves a follow-up of the evaluation of the teaching-learning processes and provides information on the "Durability" of the knowledge acquired (Gutiérrez Soto, Arias Reverón, & Piedra García, 2009). This instrument made it possible to evaluate and identify the level of English and the knowledge acquired after applying the ERCA method.

Finally, the survey technique was chosen for its efficiency in obtaining and elaborating data (Gutiérrez et al., 2009). A questionnaire with ten closed questions was designed to gather quick and quantifiable answers on the Likert scale. This approach expedited the collection of information based on the students' perceptions of the ERCA method, including their feelings when using it and their recommendations.

**3.7   Data Analysis and Interpretation Techniques**

An Excel spreadsheet was meticulously employed for a comprehensive analysis and interpretation of data, enabling the collection of quantitative information to generate statistics through tables and graphs. This thorough technique allowed for a robust comparison of the effectiveness of the ERCA method for developing oral production of English. It also detailed the student's perceptions of the ERCA method, instilling confidence in the study's rigor.

Therefore, different perspectives were perceived when comparing the initial and final English levels. It is crucial to integrate all these perspectives to create a discussion that considers interpretations as a text that requires understanding and structure. This will ensure that all voices are heard and considered, making the audience feel respected and considered in the research process.

**CHAPTER IV**

## 4. RESULTS AND DISCUSSION

### 4.1 Results

### 4.1.1 Pre-Test and Post-Test

The ERCA method for developing English oral production was applied to 20 eighth-grade students at Andes College; 13 were males, and 7 were females. For this purpose, a pre-test was used to identify the student's English level before the methodological intervention. The students had English classes five hours a week; they received classes using the ERCA method specifically to develop oral production. After this, a post-test was applied to analyze the method's effectiveness and the level of English acquired.

For this purpose, the production evaluation rubric was used, which evaluated five criteria (Fluency and Consistency, Pronunciation, Vocabulary, Grammar, and Interaction).

**Table 1: Fluency and Consistency**

| | **Pre-Test** | **Level 4 Excellent (9-10 point)** | **Level 3 Good (7-8 point)** | **Level 2 Satisfactory (5-6 point)** | **Level 1 Unsatisfactory (0-4 point)** |
|---|---|---|---|---|---|
| **FLUENCY AND CONSISTENCY** | | Speaks fluently and coherently, uses connectors and structures appropriate for the level, and maintains clear and continuous speech. | Speaks with reasonable fluency, some pauses, use of basic connectors, and maintains coherence mostly. | Speaks with frequent pauses, limited use of connectors, and sometimes needs more coherence. | Speech with many pauses, difficulty maintaining coherence, and using connectors. |
| | | 0 Students | 0 Students | 9 Students | 11 Students |
| | **Post-Test** | **Level 4 Excellent (9-10 point)** | **Level 3 Good (7-8 point)** | **Level 2 Satisfactory (5-6 point)** | **Level 1 Unsatisfactory (0-4 point)** |
| | | 2 Student | 11 Student | 6 Student | 1 Student |

*Elaborated by: Yuliza Pilco*
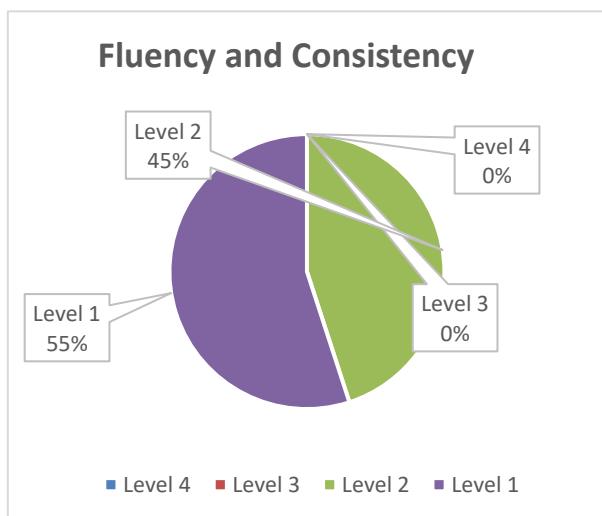
Figure 1 Pre-Test  Figure 2 Post-Test
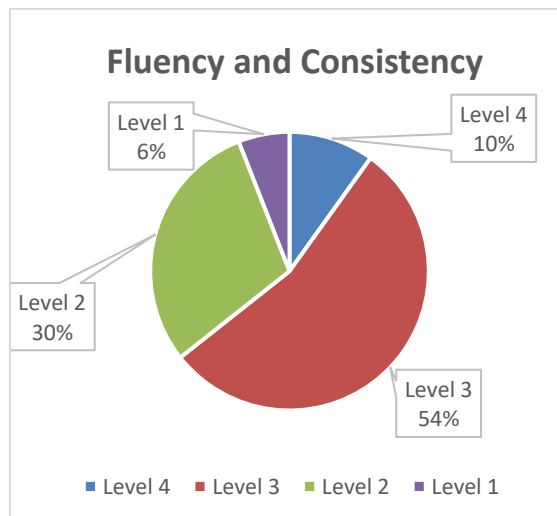


**Elaborated by: Yuliza Pilco**

**Analysis:** The first graph shows that the Pre-Test shows that 55% of the students need improved English fluency and consistency in speaking English. In comparison, 45% of the students have a satisfactory level. However, students need help to reach levels 3 and 4. On the other hand, in the second graph corresponding to the post-test, 54% of the students reach level 3 in English, 30% reach level 2, while only 10% reach level 4, and 6% remain at level 1 compared to the first graph.

**Interpretation:** According to the data presented by the pre-test, 55% of the students maintain an unsatisfactory level of English oral production, while 45% obtain a satisfactory level. However, in the post-test after applying the ERCA method, the results change gradually, since only 6% maintain an unsatisfactory level, while 30% reach a satisfactory level; in addition, 54% of the population has acquired a reasonable level, even 10% of the population manages to purchase a level 4 that is to say an excellent level of English in terms of oral production.

**Table 2: Pronunciation**

| PRONUNCIATION | Pre-Test | Level 4 Excellent (9-10 point) | Level 3 Good (7-8 point) | Level 2 Satisfactory (5-6 point) | Level 1 Unsatisfactory (0-4 point) |
|---|---|---|---|---|---|
| | | Pronunciation is precise and accurate, with minimal errors that do not affect comprehension. | Pronunciation is generally straightforward, but some errors rarely affect comprehension. | Pronunciation with frequent errors, occasionally affecting comprehension. | Pronunciation with constant errors that hinder comprehension. |
| | | 0 Students | 0 Students | 7 Students | 13 Students |
| | Post-Test | Level 4 Excellent (9-10 point) | Level 3 Good (7-8 point) | Level 2 Satisfactory (5-6 point) | Level 1 Unsatisfactory (0-4 point) |
| | | 2 Student | 13 Student | 4 Student | 1 Student |

*Elaborated by: Yuliza Pilco*

**Figure 3 Pre-Test**                    **Figure 4 Post-Test**



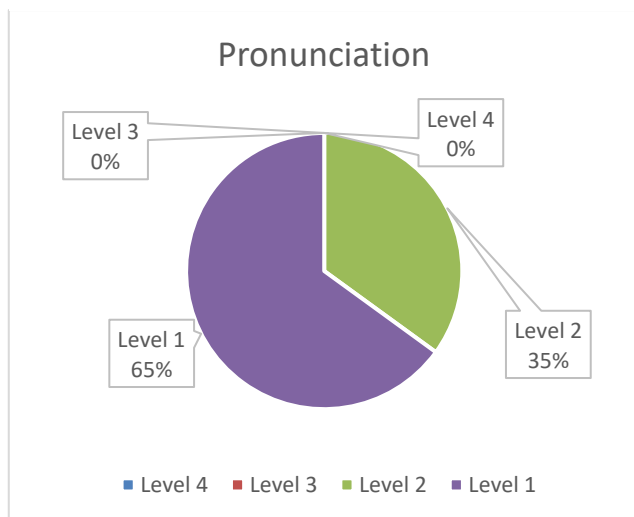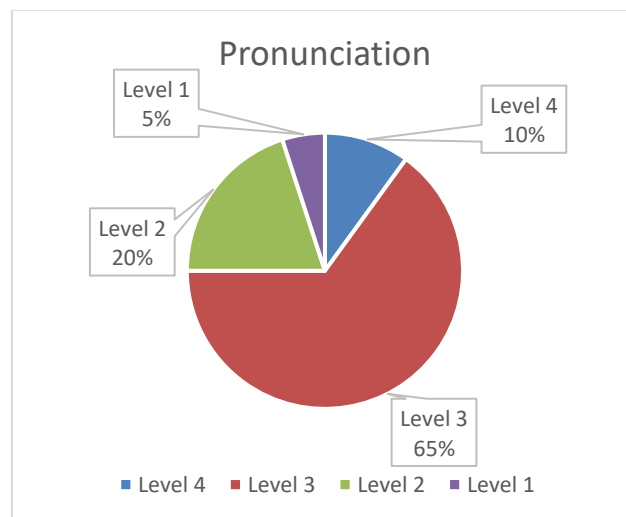*Elaborated by: Yuliza Pilco*

**Analysis:** According to the third graph, 65% of the students in the pre-test have an unsatisfactory level of English in terms of correct pronunciation, while 35% present a satisfactory level. However, students need to reach levels 3 and 4. On the other hand, in the fourth graph corresponding to the post-test, 65% of the students reached level 3 in English,

20% reached level 2, while only 10% reached level 4, and 5% remained at level 1 compared to the fourth graph.

**Interpretation:** According to the data presented by the Pre-test, 65% of the students maintain an unsatisfactory level regarding correct English pronunciation, while 35% obtain a satisfactory level. However, in the post-test after applying the ERCA method, the results change gradually, since only 5% maintain an unsatisfactory level, while 20% reach a satisfactory level. In addition, 65% of the population has acquired a reasonable level, and even 10% of the population manages to purchase a level 4, that is to say, an excellent pronunciation of English.

**Table 3: Vocabulary**

| VOCABULARY | Pre-Test | Level 4 Excellent (9-10 point) | Level 3 Good (7-8 point) | Level 2 Satisfactory (5-6 point) | Level 1 Unsatisfactory (0-4 point) |
|---|---|---|---|---|---|
| | | Varied and accurate use of vocabulary appropriate to the context of the level. | Adequate use of vocabulary, although with less variety. | Limited vocabulary, repetitive use, and occasionally inappropriate to the context. | Elementary and limited vocabulary, frequent incorrect usage. |
| | | 0 Students | 0 Students | 8 Students | 12 Students |
| | Post-Test | Level 4 Excellent (9-10 point) | Level 3 Good (7-8 point) | Level 2 Satisfactory (5-6 point) | Level 1 Unsatisfactory (0-4 point) |
| | | 2 Student | 14 Student | 3 Student | 1 Student |

*Elaborated by: Yuliza Pilco*

*Figure 5 Pre-Test*

**Figure 6 Post-Test**





*Elaborated by: Yuliza Pilco*

**Analysis:** According to the fifth graph, in the pre-test, it is evident that 60% of the students lack English vocabulary, while 40% present a satisfactory level; that is, they have a basic vocabulary. However, the students need to reach levels 3 and 4. On the other hand, in the sixth graph corresponding to the post-test, 70% of the students reached level 3 of English; that is to say, the students increased their vocabulary in the same way 15% reached level 2, as opposed to 10% who reach level 4, and in turn, only 5% remain at level 1 in comparison with the fifth graph.

**Interpretation:** According to the data presented by the pre-test, 60% of the students maintain a low vocabulary in English, while 40% obtain a satisfactory level. However, after applying the ERCA method in the post-test, the results changed gradually since only 5% of the students had yet to increase their vocabulary, while 15% reached a satisfactory level. In addition, 70% of the population has acquired a good vocabulary, even though 10% of the population manages to develop a large vocabulary; that is, they reach level 4.

**Table 4: Grammar**

| GRAMMAR | Pre-Test | Level 4 Excellent (9-10 point) | Level 3 Good (7-8 point) | Level 2 Satisfactory (5-6 point) | Level 1 Unsatisfactory (0-4 point) |
|---|---|---|---|---|---|
| | | Correct and varied use of grammatical structures corresponding to the level. | The use of grammatical structures is mostly correct, but there are some errors. | Use of basic grammatical structures with frequent errors | Consistent errors in basic grammatical structures. |
| | | 0 Students | 0 Students | 6 Students | 14 Students |
| | Post-Test | Level 4 Excellent (9-10 point) | Level 3 Good (7-8 point) | Level 2 Satisfactory (5-6 point) | Level 1 Unsatisfactory (0-4 point) |
| | | 2 Student | 10 Student | 5 Student | 3 Student |

*Elaborated by: Yuliza Pilco*
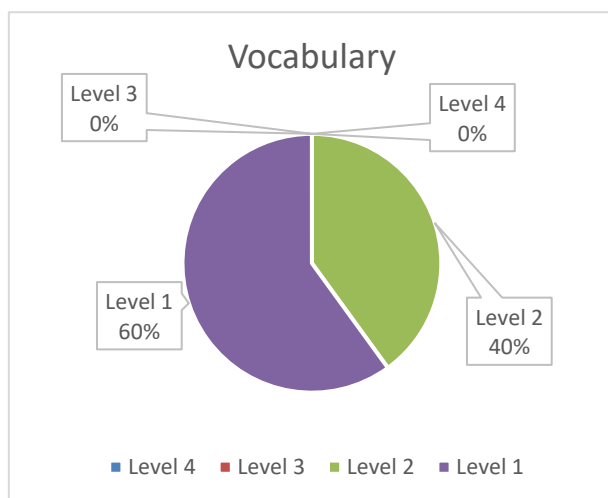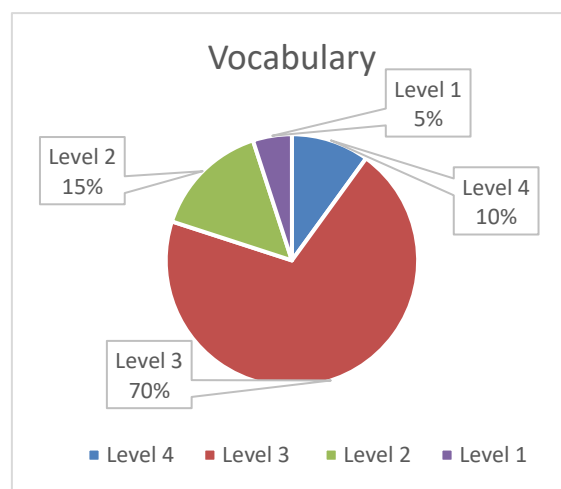
**Figure 8 Pre-Test**
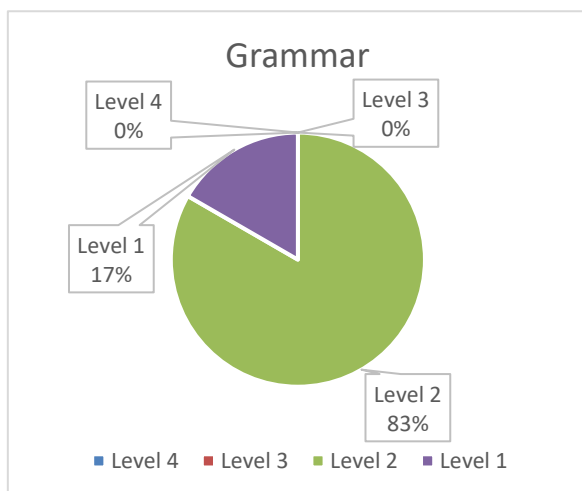
**Figure 7 Post-Test**
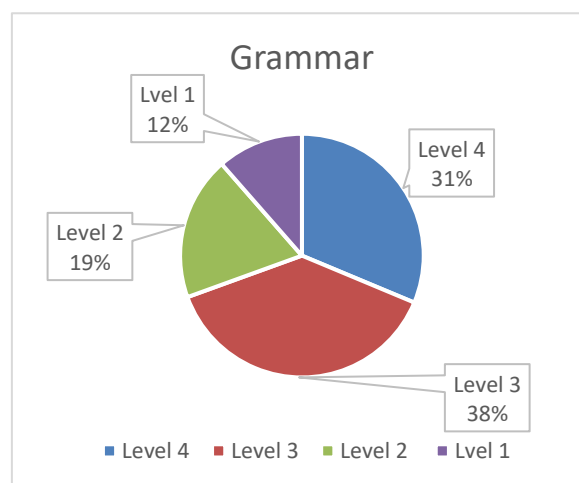


*Elaborated by: Yuliza Pilco*

**Analysis:** According to the seventh graph, in the pre-test, it is evident that 17% of the students have an unsatisfactory level of English in terms of grammar, while 83% of the students have a satisfactory level; students fundamentally use the grammatical structure but with frequent errors. However, the students need to reach levels 3 and 4. On the other hand, in the eighth graph corresponding to the post-test, 38% of the students reach level 3 of English since they can use the grammatical structure correctly but with the minimum of

errors; in the same way, 19% reach level 2, while 31% reach level 4, and 12% remain at level 1 in comparison with the seventh graph.

**Interpretation:** According to the data presented by the pre-test, 17% of the students maintain an unsatisfactory level since they consistently make mistakes in grammar, while 83% obtain a satisfactory level. However, in the post-test after applying the ERCA method, the results change gradually, since only 15% maintain an unsatisfactory level, while 25% reach a satisfactory level. In addition, 50% of the population has acquired a reasonable level; even 10% of the population manages to purchase a level 4, that is to say, that they use grammar correctly.

**Table 5: Interaction**

| INTERACTION | Pre-Test | Level 4 Excellent (9-10 point) | Level 3 Good (7-8 point) | Level 2 Satisfactory (5-6 point) | Level 1 Unsatisfactory (0-4 point) |
|---|---|---|---|---|---|
| | | Interacts effectively, maintain conversational flow and respond appropriately. | Interacts adequately, although may need time to respond and maintain conversation. | Limited interaction, difficulty maintaining conversational flow. | Severe difficulty interacting, responds with monosyllables, or cannot maintain the conversation. |
| | | 0 Students | 0 Students | 8 Students | 12 Students |
| | Post-Test | Level 4 Excellent (9-10 point) | Level 3 Good (7-8 point) | Level 2 Satisfactory (5-6 point) | Level 1 Unsatisfactory (0-4 point) |
| | | 3 Student | 14 Student | 2 Student | 1 Student |

*Elaborated by: Yuliza Pilco*

**Figure 10 Pre-Test**
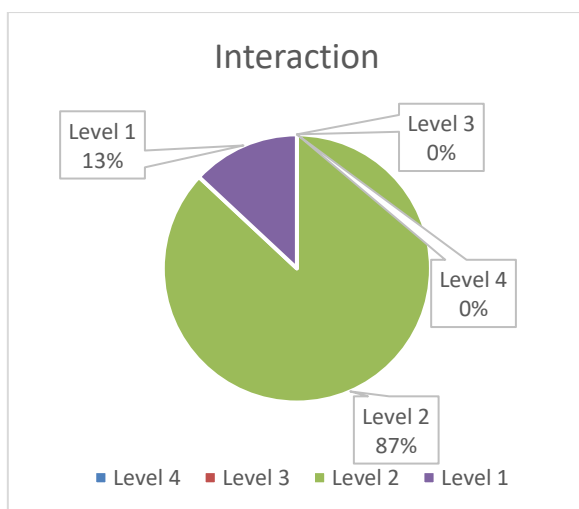
**Figure 9 Post-Test**
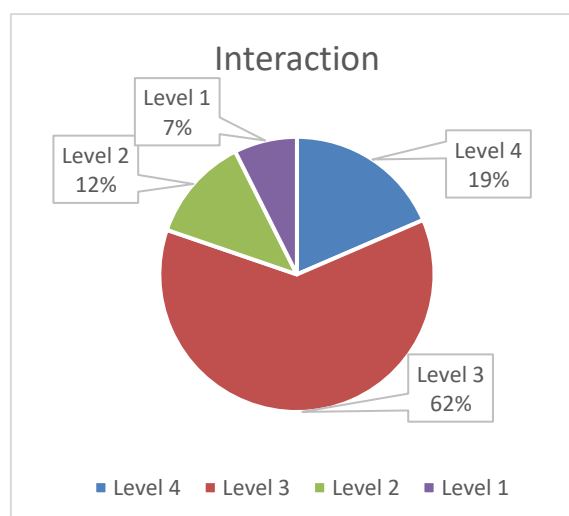


*Elaborated by: Yuliza Pilco*

**Analysis:** According to the ninth graph that represents the interaction in English, the results in the pre-test indicate that 13% of the students have an unsatisfactory level since they only respond with monosyllables and cannot maintain a fluent conversation; however, 87% of the students present a satisfactory level. On the other hand, in the tenth graph corresponding to the post-test, 62% of the students reach level 3 so that the students can interact and maintain a steady conversation but need some time to produce their ideas. Similarly, 12% reach level 2, while only 19% reach level 4, so only 7% remain at level 1 compared to the ninth graph.

**Interpretation:** According to the data presented by the Pre-test, 13% of the students maintain an unsatisfactory level when interacting in a conversation, while 87% obtain a satisfactory level, that is to say, that they can maintain a light discussion of simple topics. However, in the post-test after applying the ERCA method, the results change gradually, since only 7% hold an unsatisfactory level, while 12% reach a satisfactory level; in turn, 62% of the population has acquired a reasonable level, even 19% of the population manages to purchase a level 4, that is to say, that the students can interact effectively maintain the fluency of the conversation and respond appropriately.

### 4.1.2   Students' perceptions of the ERCA method.

**1.- How clear is the process of the four phases of ERCA (Exploration, Reflection, Conceptualization, Application) to you?**

**Table 6  ERCA Method Process**

| Indicator | Students | Percentage |
|---|---|---|
| Very clear | 3 | 15% |
| Clear | 12 | 60% |
| Neutral | 5 | 25% |
| Unclear | 0 | 0% |
| **TOTAL** | 20 | 100% |

*Elaborated by: Yuliza Pilco*

**Figure 11 ERCA Method Process**
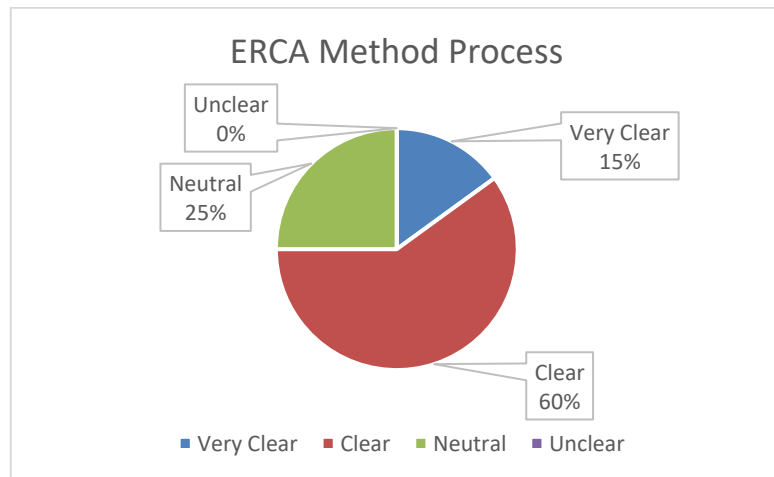


*Elaborated by: Yuliza Pilco*

**Analysis:** According to the graph, 60% of the students find the process of the ERCA method clear, while 15% find it very clear. However, 25% have a neutral opinion about the clarity of the process, and 0% consider it neutral.

**Interpretation:** For 60% of the students, the ERCA method process is straightforward, i.e., the instructions and methodology presented have been very effective. For 25%, it is neutral, i.e., a partial understanding of the process exists. However, for 15%, it is evident, i.e., there is a total understanding of the ERCA process.

**2.- Do you think the experience phase helps you understand the issues better?**

**Table 7 Experience Phase**

| Indicator | Students | Percentage |
|---|---|---|
| Strongly Agree | 5 | 25% |
| Agree | 12 | 60% |
| Neutral | 3 | 15% |
| Disagree | 0 | 0% |
| **TOTAL** | **20** | **100%** |

*Elaborated by: Yuliza Pilco*

**Figure 12 Experience Phase**
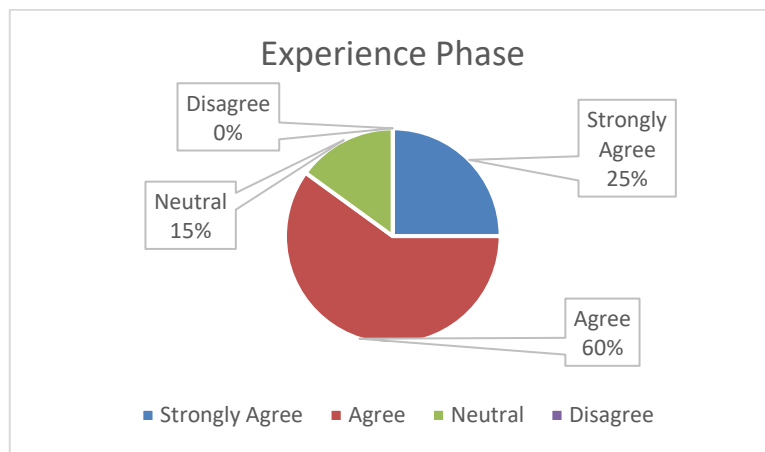


*Elaborated by: Yuliza Pilco*

**Analysis:** According to the graph of the experience phase, 60% agree with this statement, 25% agree that this phase facilitates the learning of class topics, and 15% agree that it is a neutral phase, that is, that it neither benefits nor hinders them, and 0% disagree.

**Interpretation:** For 60%, the experience phase is of great help since it facilitates the understanding of class topics in a better way, while for 25%, it is a beneficial phase since they can deepen their knowledge effectively; on the other hand for 15% it is neutral since they do not find this stage adverse or beneficial, it could be said that for some students it is necessary to make slight configurations where it is possible to enhance knowledge. However, none of the students disagreed, so we can conclude that the exploration stage is beneficial since it presents positive results.

**3.- How would you rate your ability to reflect on your learning during the Reflection phase?**

**Table 8 Ability to reflect on your learning**

| Indicator | Students | Percentage |
|-----------|----------|------------|
| Very high | 4 | 20% |
| High | 6 | 30% |
| Medium | 10 | 50% |
| Low | 0 | 0% |
| Very Low | 0 | 0% |
| **TOTAL** | **20** | **100%** |

*Elaborated by: Yuliza Pilco*

**Figure 13 Ability to reflect on your learning**
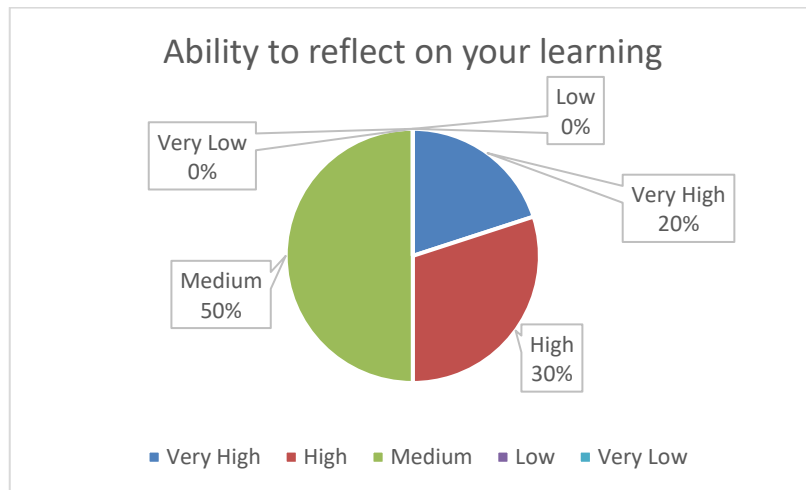


*Elaborated by: Yuliza Pilco*

**Analysis:** According to the graph on the ability to reflect, 50% consider that their ability to reflect is medium, 30% rate it as high, and 20% estimate their ability as very high. On the other hand, no student considers this section as low.

**Interpretation:** 50% of the students rate their ability to reflect as medium, suggesting that there is still room for improvement at this stage; 30% of the students rate their ability as high and 20% as very high; these are positive aspects since it means that the students feel confident in their ability to reflect critically. On the other hand, none of the

students rate this section as low or very low, which is a positive aspect since they show that the students have a solid base.

**4.- Do you think the Conceptualization phase helps you better organize and structure your knowledge?**

**Table 9 Conceptualization Phase**

| Indicator | Students | Percentage |
|---|---|---|
| Strongly agree | 4 | 20% |
| Agree | 10 | 50% |
| Neutral | 6 | 30% |
| Disagree | 0 | 0% |
| **TOTAL** | **20** | **100%** |

*Elaborated by: Yuliza Pilco*

**Figure 14 Conceptualization Phase**
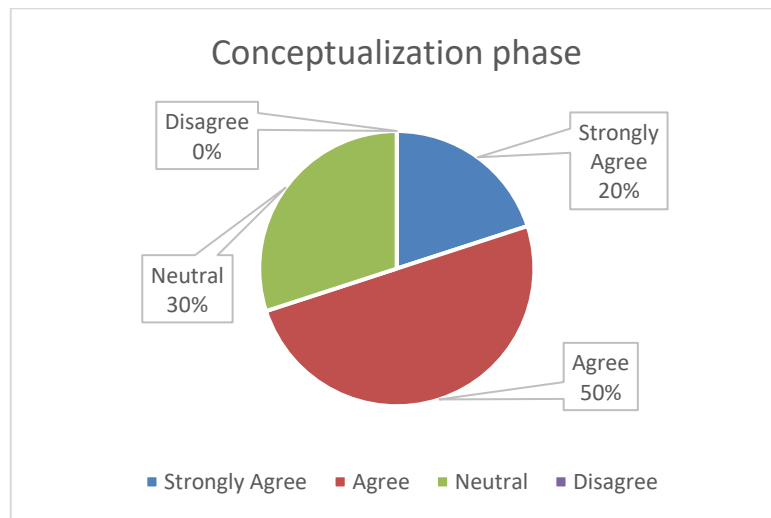


*Elaborated by: Yuliza Pilco*

**Analysis:** 50% of the students believe that the conceptualization phase helps them to organize their ideas and structure their knowledge, while 30% think it is a neutral activity, 20% of the population agrees with this phase, and no student disagrees with it.

**Interpretation:** Most of the students, i.e., 50%, agree that the conceptualization phase helps them to organize and structure their knowledge in a better way. Likewise, 20% provide a significant contribution since they agree with this phase; on the other hand, 30%

express a neutral opinion about the conceptualization phase, that is to say, that for a specific part of the population, this phase should be approached differently so that it becomes meaningful for the student.

**5.- Do you feel that the Application phase allows you to use what you have learned in practical and real situations?**

**Table 10 Application Phase**

| Indicator | Students | Percentage |
|---|---|---|
| Strongly agree | 7 | 35% |
| Agree | 10 | 50% |
| Neutral | 3 | 15% |
| Disagree | 0 | 0% |
| **TOTAL** | **20** | **100%** |

*Elaborated by: Yuliza Pilco*

**Figure 15 Application Phase**
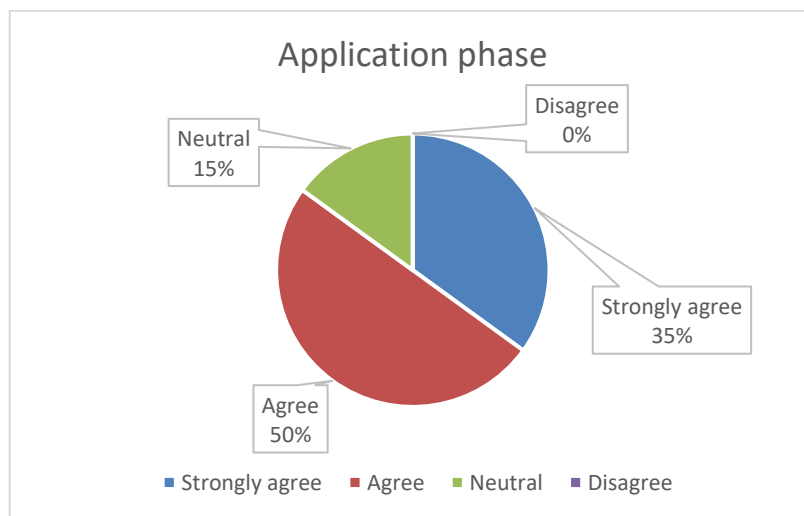


*Elaborated by: Yuliza Pilco*

**Analysis:** According to the graph, 35% strongly agree that the application phase allows them to use what they have learned in practical and real situations. Likewise, 50% agree with those mentioned above. However, 15% consider it neutral, meaning this phase does not affect or benefit them.

**Interpretation:** 50% of the students agree that this phase is practical and makes it easier for them to apply what they have learned in real situations, and 35% mention that they strongly agree, which reinforces the effectiveness of this phase, allowing the students to acquire significant learning. On the other hand, 15% are neutral, meaning that for these students, more practical examples or direct guidance would be needed to understand how to use what they have learned in their daily lives so that this learning becomes meaningful.

**6.- Do you agree that you can apply what I have learned in the Application phase in real situations?**

**Table 11 Application phase in real situations**

| Indicator | Students | Percentage |
|---|---|---|
| Strongly agree | 5 | 25% |
| Agree | 12 | 60% |
| Neutral | 3 | 15% |
| Disagree | 0 | 0% |
| **TOTAL** | **20** | **100%** |

*Elaborated by: Yuliza Pilco*

**Figure 16 Application phase in real situations**
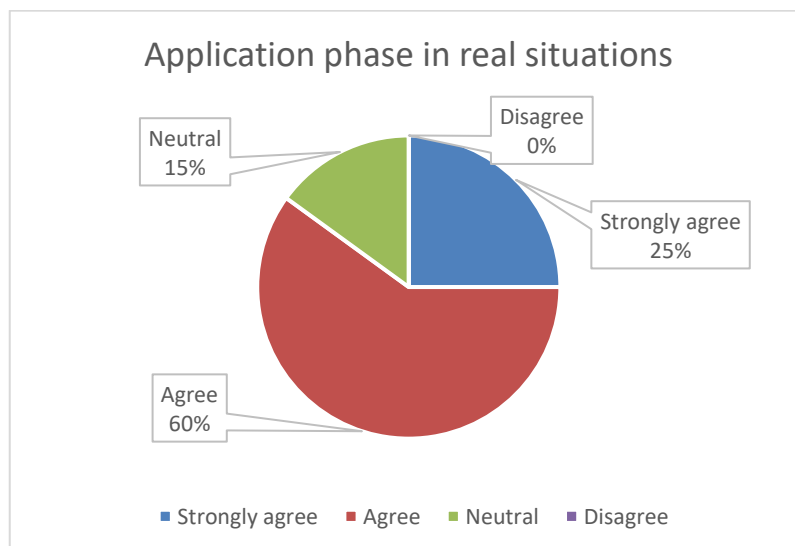


*Elaborated by: Yuliza Pilco*

**Analysis:** According to graph 16, 25% "strongly agree" that what they have learned can be applied in real situations, and 60% agree, while 15% have a neutral option and 0% disagree.

**Interpretation:** There is support from 60% of the students since they agree with the phrase Application since it helps them put into practice everything they have learned in real situations so that the student can take the theoretical to practice in daily life. Also, 25% of the population is in total agreement, which indicates that this phase is considered useful for the great majority of the group. However, 15% of the students are neutral, which means that it is necessary to reinforce this phase for these students. New activities and examples should be sought that allow them to reinforce this phase and apply their knowledge in their daily lives.

**7.- Generally, do you consider that the ERCA methodology enhances your learning?**

**Table 12 ERCA methodology enhances learning**

| Indicator | Students | Percentage |
|---|---|---|
| Strongly agree | 7 | 35% |
| Agree | 10 | 50% |
| Neutral | 3 | 15% |
| Disagree | 0 | 0% |
| **TOTAL** | **20** | **100%** |

*Elaborated by: Yuliza Pilco*

**Figure 17 The ERCA method enhances learning**
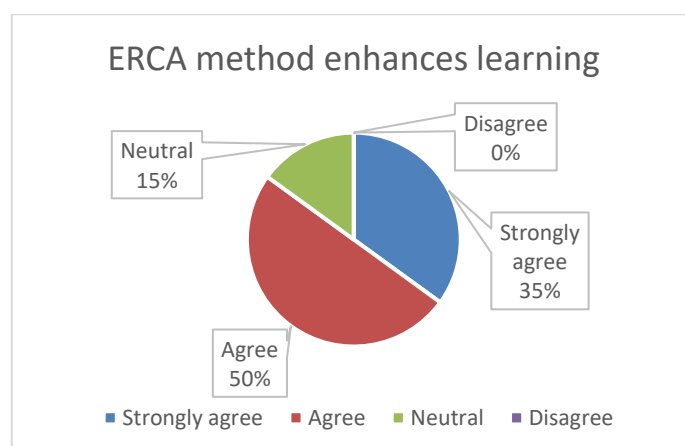


*Elaborated by: Yuliza Pilco*

**Analysis:** According to the graph, 35% of the students agree that the ERCA method significantly improves their learning; likewise, 50% agree with the statement, while 15% present a neutral option and 0% disagree.

**Interpretation:** 50% of the students agree that the ERCA method improves their learning, which indicates that it is very effective since it seeks to strengthen the learning process in each phase. In addition, 35% of the group strongly agree, which indicates that it is beneficial since it contributes significantly to their understanding and assimilation of the different topics in the subject. On the other hand, 15% are neutral with the method; this could be due to a lack of personal connection with some of the phases or the need to adapt to a new learning method from the one they were used to.

**8. Does the ERCA method make the classes more dynamic?**

**Table 13 Dynamic Class**

| Indicator | Students | Percentage |
|---|---|---|
| Strongly agree | 11 | 55% |
| Agree | 8 | 40% |
| Neutral | 1 | 5% |
| Disagree | 0 | 0% |
| **TOTAL** | **20** | **100%** |

*Elaborated by: Yuliza Pilco*

**Figure 18 Dynamic Class**
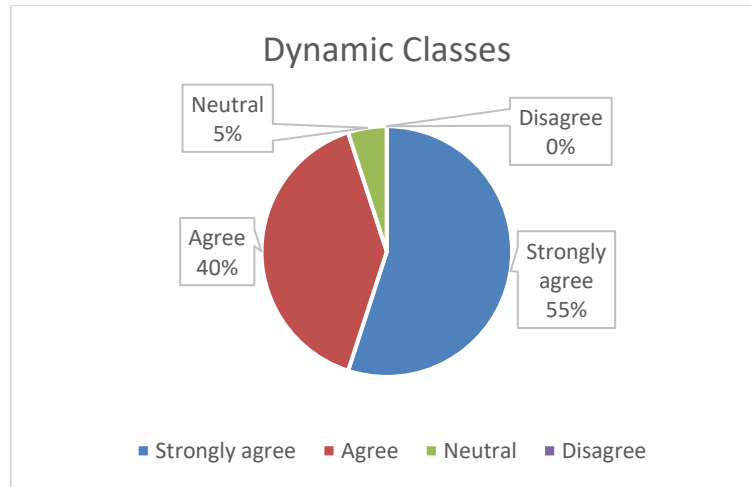


*Elaborated by: Yuliza Pilco*

**Analysis:** According to the graph, 55% of the students strongly agree that the ERCA method makes the classes more dynamic, 40% of the class agrees with the other hand, and only 5% of the class presents a neutral opinion.

**Interpretation:** 55% of the group strongly agrees that the ERCA method is beneficial since the classes are more dynamic and the learning is meaningful. Likewise, 40% of the class agrees; based on this data, we can identify that this method is beneficial to keep the students animated and interested in the different topics of the class. However, 5% have a neutral opinion about the application of the method because, for some students, this method does not benefit or affect them. This could be due to a lack of personal connection with some of the phases, they have different learning styles, or they need to configure some aspects of the methodology.

**9- Do you feel more confident participating in classroom activities using the ERCA method?**

**Table 14 Confident Participation**

| Indicator | Students | Percentage |
|-----------|----------|------------|
| Strongly agree | 4 | 19% |
| Agree | 14 | 71% |
| Neutral | 2 | 10% |
| Disagree | 0 | 0% |
| **TOTAL** | **20** | **100%** |

*Elaborated by: Yuliza Pilco*

**Figure 19 Confident Participation**
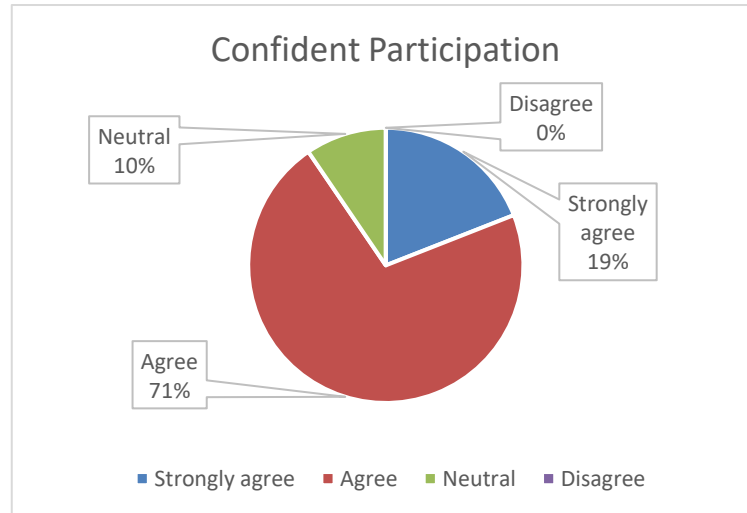


*Elaborated by: Yuliza Pilco*

**Analysis:** 19% of the class strongly agree that the ERCA method significantly increases their confidence in participating; 71% of the students agree that it helps them feel more confident. However, 10% have a neutral option of the method. On the other hand, 0% disagree.

**Interpretation:** Most students (71%) agree that using the ERCA method gives them more confidence and security when participating in class activities. Thus, this method effectively fosters learning where students feel comfortable participating and interacting actively. Likewise, 19% mentioned that they agree, reinforcing that ERCA is an effective

method since it increases the students' confidence and willingness to participate in class. However, 10% maintain a neutral opinion as they do not perceive a positive or negative impact on their confidence development. This may suggest that some students require more personalized support from the ERCA to increase their confidence.

**10.- Would you recommend using the ERCA method to other students to improve their learning?**

**Table 15 ERCA Method as a Recommendation**

| Indicator | Students | Percentage |
|---|---|---|
| Strongly agree | 15 | 75% |
| Agree | 5 | 25% |
| Neutral | 0 | 0% |
| Disagree | 0 | 0% |
| **TOTAL** | **20** | **100%** |

*Elaborated by: Yuliza Pilco*

**Figure 20 ERCA Method as a Recommendation**
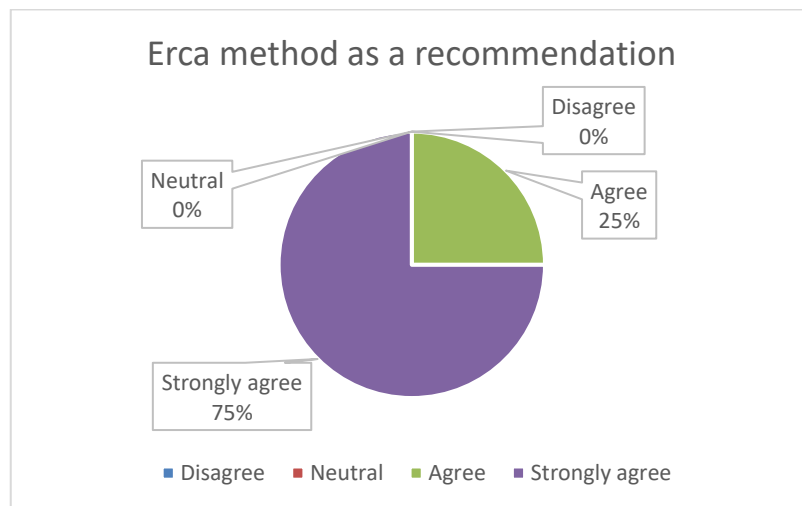


*Elaborated by: Yuliza Pilco*

**Analysis:** The graph shows that 75% of the students agree with recommending the ERCA method, while 25% agree with using it. On the other hand, 0% of the population has a neutral opinion and disagrees.

**Interpretation:** 75% of the population strongly agrees; most students benefit from using the ERCA. The remaining 25% agree that this method is effective and worthy of recommendation. Thus, the data presented indicate strong support for using the ERCA method since 100% of the students are willing to recommend it to others to improve their learning.

## 4.2 Discussion

### Pre-Test and Post-Test

The ERCA method for developing oral production of English is based on the results presented in the pre-test and post-test. Thanks to the rubric for evaluating the oral output, it has been demonstrated that it dramatically facilitates oral production since its four phases of learning facilitate the understanding of the contents addressed within the classroom.

As David Kolb states, ERCA is an inter-learning technique related to cognitive learning theories. It starts from a concrete experience to generate new concrete experiences, favoring the student's reflective, conceptual, and procedural processes.

In the initial evaluation regarding the analysis of fluency and coherence, 55% of the students showed an unsatisfactory level. In comparison, 45% reached a satisfactory level; as expected, no student achieved an excellent level. However, after the intervention of the ERCA method, the results improved very effectively; in the post-test, 54% of the students reached a reasonable level, and 10% reached an excellent level, which shows that more than half of the students improved significantly.

The first pronunciation results were less stimulating since 65% of the students presented an unsatisfactory level, and only 35% reached a satisfactory level. On the other hand, the post-test results changed so that 65% of the students reached a reasonable level

and 10% an excellent level, while 5% remained at an unsatisfactory level, thus indicating that there is substantial progress in the accuracy and clarity of pronunciation.

Similarly, when the vocabulary was evaluated at the beginning, 60% presented a limited and inadequate vocabulary, while 40% had a satisfactory level. With the application of the post-test, changes were seen in the data since 70% of the students reached a good level in terms of vocabulary, and 10% achieved an excellent level, demonstrating a significant improvement in the use of vocabulary.

It should be noted that in terms of grammar before the application of ERCA, 83% of the course presented a satisfactory level of using grammatical structures, with frequent errors. At the same time, 17% had an unsatisfactory level. After the ERCA intervention, the results improved enormously since 50% reached a good level in the use of grammatical structures. In comparison, 31% reached an excellent level with a much more precise and varied command of grammar.

Finally, the interaction with which the student could speak was evaluated. The pre-test results showed that 87% of the population could maintain an essential but limited conversation, and 13% had difficulties expressing their ideas. However, the post-test showed significant progress: 62% reached a reasonable level, and 19% reached an excellent level. This remarkable improvement indicates that many students could interact effectively, especially by maintaining adequate fluency and responding to the conversation precisely and coherently. This progress is a testament to the potential of the ERCA method.

The analysis of the pre-test and post-test reveals that the ERCA method had a tremendous positive impact on developing the students' English oral production. The students gradually improved in all the areas assessed towards the levels of excellence, especially in fluency, coherence, vocabulary, and pronunciation. The results suggest that this method can effectively improve oral proficiency in English at the eighth-grade level.

**Satisfaction Survey**

A survey was used to analyze the students' perceptions of the ERCA method. The results reveal that ERCA is a highly effective method for most students that significantly enhances their learning and, above all, the development of oral production of English. The students' satisfaction with the method, which is based on four phases of learning: Experience, Reflection, Conceptualization, and Application, is a solid testament to its effectiveness.

Regarding the clarity of the ERCA method, 75% of the students considered that the process was evident, which means that the instructions were clear for the majority. However, 25% maintained a neutral opinion, indicating that some students needed more clarity and depth in integrating the different phases. This underscores the crucial role of clarity in this method for developing effective learning. (2007), who argues that achieving a well-structured and understandable teaching process for students is crucial for deep and meaningful learning.

For 85% of the course, the exploration phase is beneficial because it facilitates understanding the topics to be covered. This section is connected with Ausubel's (2002) Proposal since he mentions that it is essential to activate previous knowledge and awaken interest before starting with new information with previous experiences in a way that favors correct comprehension. However, 15% maintain a neutral position, which could indicate that the connection between the phase and learning is unclear for some students.

On the other hand, 50% of the students rated the reflection phase as average; that is, 30% rated it as "high" and the other 20% as "very high." The results show that many students still need additional support to develop their reflective capacity fully. Similarly, Vygotsky (1978) Mentions that critical reflection is a skill that can be built and perfected with practice and appropriate feedback.

For the conceptualization phase, 50% consider that it helps them to organize their knowledge systematically. Even so, 30% of the course has a neutral opinion; it is ineffective for all learning styles. Novak (1983),  says that it is necessary to implement techniques such as concept maps or diagrams in the conceptualization phase that help students visualize how key ideas are related.

In the application phase, 85% of the students indicate that this phase allows them to use everything they have learned in real situations, which indicates a significant understanding of the knowledge. This result coincides with that proposed by David Kolb (2005) Who argues that experiential learning is essential to consolidate knowledge and guarantee its application in authentic contexts. However, 15% maintained a neutral opinion, which indicates that more examples or case studies that are relevant and crucial for all students are needed to diversify the activities to cover a broader spectrum of interests and personal contexts.

85% of the students perceive the application of knowledge in real situations as "useful" since using the ERCA method to develop transferable skills facilitates the understanding of content. Perrenoud (2004) states that learning must be contextualized and relevant to students' daily lives to be meaningful. However, 15% of the students are neutral since they cannot appreciate the practical relevance of what they have learned, so for this group, it should be approached using a greater contextualization of tasks or concrete examples.

For 85% of students, ERCA is considered an essential tool to improve learning as it reinforces the approach's effectiveness. This aligns with previous studies highlighting the positive impact of constructivist teaching methods that encourage reflection, analysis, and application (Bruner, 1996; Piaget, 1970). The perceived improvement in learning is a crucial

indication that the ERCA method facilitates the acquisition of knowledge and the development of higher cognitive skills.

The ERCA method for 95% of the students makes classes more dynamic so that students increase their level of motivation and participation. Since according to Deci and Ryan (2014), pedagogical approaches that boost students' autonomy and active involvement tend to improve academic outcomes. Because ERCA combines the phases of exploration, reflection, conceptualization and application, it creates an engaging and motivating learning environment for all students.

In turn, the ERCA method also increases students' confidence in participating in class since 90% of the students agree with this statement; this indicates that it presents positive aspects for constructing an active and collaborative learning community. In a way, this aspect coincides with Albert Bandura's theory. (1995) He talks about self-efficacy, which keeps students more competent in learning activities and more likely to engage in challenging tasks actively.

Recommending the ERCA method by students is a unanimous decision as this method reinforces the effectiveness of the approach. Students suggest this method because it reflects total satisfaction and a positive perception of its usefulness and pedagogical value, so the proposal of Biggs and Tang (2011). Who asserts that active and student-centered methods tend to be better valued by students.

Analyzing students' perceptions of the ERCA method indicates that it is a valuable tool to promote active, reflective, and applied learning. However, improvements should be implemented in the reflection and conceptualization phase since the implementation of ERCA must be adjusted to ensure that all students understand and benefit from the activities.

# CHAPTER V

## 5.  CONCLUSIONS AND RECOMMENDATIONS

### 5.1  Conclusions

With the application of the pre-test in the eighth-grade students at "Andes College" where the level of oral production of English was analyzed, it became evident that most of the students had significant difficulties communicating and expressing themselves in English fluently, with coherence and cohesion, they also had difficulty in pronunciation, They also presented difficulty in pronunciation, a limited vocabulary, so that when speaking they did not use it adequately, as for the construction of sentences were areas in which the students presented deficiency since they could not use the grammatical tenses correctly, which suggests that it is necessary to implement more effective teaching strategies that encourage the practice of oral production.

As for the process where the ERC method was used, a radical change was evidenced since students participated in all the activities designed to encourage exploration, reflection, construction, and application of knowledge. This approach allowed the students to get involved effectively and actively in the learning process since it generated more self-confidence, which contributes to greater motivation and willingness to practice oral production inside and outside the classroom so that everything they learn is helpful for them to apply in real situations.

The ERCA intervention yielded notably positive results, particularly in students' oral English production. The post-test revealed improved fluency, pronunciation, grammatical structure use, and vocabulary. Moreover, students' increased confidence in expressing themselves in English was evident in their eagerness to learn and participate in oral activities.

As for the student's perceptions about applying the ERCA method, their acceptance was primarily positive. Most students mentioned that the proposed activities were exciting

and motivating since they appreciated the opportunity to interact with their peers actively. In addition, they reported that they felt more confident in their ability to communicate orally in English, which indicates that the ERCA method promoted learning and a change in the student's attitude toward learning the language.

## 5.2 Recommendations

The continued implementation of the ERCA method in teaching English oral production is essential because of its proven benefits in improving students' fluency, confidence, and language proficiency. Teachers can adapt activities according to student's specific needs to maximize results.

In some ways, it is also advisable for teachers to undergo ongoing training in the use of active methodologies, such as ERCA, to enable teachers to develop skills to design and implement more dynamic and interactive activities that encourage active student participation and facilitate their contribution to the development of oral English proficiency. At the same time, reinforcement of oral production activities outside the classroom should be encouraged. One strategy is to do it through conversation clubs, extracurricular activities, or digital tools, as these can help students continue improving their communicative skills and allow them to get more opportunities to practice and consolidate their skills in authentic contexts.

It is essential to conduct evaluations gradually to monitor students' progress in terms of oral production. These assessments will help identify areas for improvement and adjust teaching strategies as needed so that they can be adapted to the needs of individual students. In addition, ongoing monitoring should be done to help ensure that students continue to develop their skills over time.

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**7. ANNEXES**

| UNIVERSIDAD NACIONAL DE CHIMBORAZO FACULTAD DE CIENCIAS DE LA EDUCACIÓN HUMANAS Y TECNOLOGÍAS PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS RUBRIC FOR ORAL PRODUCTION OF THE ENGLISH LANGUAGE | | | | |
|---|---|---|---|---|
| **Theme:** This evaluation rubric aims to assess the oral English production of eighth-grade students at Andes College. | | | | |
| **CRITERIA** | **LEVEL 4 (EXCELLENT)** <br> **(9-10 point)** | **LEVEL 3 (GOOD)** <br> **(7-8 point)** | **LEVEL 2 (SATISFACTORY)** <br> **(5-6 point)** | **LEVEL 1 (UNSATISFACTORY)** <br> **(0-4 point)** |
| **Fluency and Consistency** | Speaks fluently and coherently, uses connectors and structures appropriate for the level, and maintains clear and continuous speech. | Speaks with reasonable fluency, some pauses, use of basic connectors, and maintains coherence mostly. | Speaks with frequent pauses, limited use of connectors, and sometimes needs more coherence. | Speech with many pauses, difficulty maintaining coherence, and using connectors. |
| **Pronunciation** | Pronunciation is precise and accurate, with minimal errors that do not affect comprehension. | Pronunciation is generally straightforward, but some errors rarely affect comprehension. | Pronunciation with frequent errors, occasionally affecting comprehension. | Pronunciation with constant errors that hinder comprehension. |
| **Vocabulary** | Varied and accurate use of vocabulary appropriate to the context of the level. | Adequate use of vocabulary, although with less variety. | Limited vocabulary, repetitive use, and occasionally inappropriate to the context. | Elementary and limited vocabulary, frequent incorrect usage. |

| Grammar | Correct and varied use of grammatical structures corresponding to the level. | The use of grammatical structures is mostly correct, but there are some errors. | Use of basic grammatical structures with frequent errors. | Consistent errors in basic grammatical structures. |
|---|---|---|---|---|
| Interaction | Interacts effectively, maintain conversational flow and respond appropriately. | Interacts adequately, although may need time to respond and maintain conversation. | Limited interaction, difficulty maintaining conversational flow. | Severe difficulty interacting, responds with monosyllables, or cannot maintain the conversation. |

**Objective:** To analyze the students' perception after applying the ERCA methodology

**Instructions:** Read each question and select the option that best reflects your opinion.

**1.- How clear is the process of the four phases of ERCA (Exploration, Reflection, Conceptualization, Application) to you?**

|  | Very clear |
|---|---|
|  | Clear |
|  | Neutral |
|  | Unclear |

**2.- Do you think the experience phase helps you understand the issues better?**

|  | Strongly agree |
|---|---|
|  | Agree |
|  | Neutral |
|  | Disagree |

**3.- How would you rate your ability to reflect on your learning during the Reflection phase?**

|  | Very high |
|---|---|
|  | High |
|  | Medium |
|  | Low |
|  | Very Low |

**4.- Do you think the Conceptualization phase helps you better organize and structure your knowledge?**

|  | Strongly agree |
|---|---|
|  | Agree |
|  | Neutral |
|  | Disagree |

**5.- Do you feel that the Application phase allows you to use what you have learned in practical and real situations?**

|  | Strongly agree |
|---|---|
|  | Agree |
|  | Neutral |
|  | Disagree |

**6.- Do you agree that you can apply what I have learned in the Application phase in real situations?**

| | |
|---|---|
| | Strongly agree |
| | Agree |
| | Neutral |
| | Disagree |

**7.- Generally, do you consider that the ERCA method enhances your learning?**

| | |
|---|---|
| | Strongly agree |
| | Agree |
| | Neutral |
| | Disagree |

**8. Does the ERCA method make the classes more dynamic?**

| | |
|---|---|
| | Strongly agree |
| | Agree |
| | Neutral |
| | Disagree |

**9- Do you feel more confident participating in classroom activities using the ERCA method?**

| | |
|---|---|
| | Strongly agree |
| | Agree |
| | Neutral |
| | Disagree |

**10.- Would you recommend the ERCA method to other students to improve their learning?**

| | |
|---|---|
| | Strongly agree |
| | Agree |
| | Neutral |
| | Disagree |