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DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY

ENGLISH MAJOR

MODALITY: RESEARCH REPORT

"ECRIF FRAMEWORK APPLIED FOR TEACHING SPEAKING SKILLS IN ENGLISH FROM PRE-SERVICE TEACHERS' AND STUDENTS' PERSPECTIVES."

Research report before obtaining the bachelor degree in National and Foreign language Pedagogy, English Major

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PUJILI-ECUADOR

AUGUST 2023

Tutor's Endorsement

In my capacity as a supervisor of the research report entitled **"ECRIF framework applied for teaching speaking skills in English from pre-service teachers' and students' perspectives."**, and researched by Isaac Eduardo López Silva, 1804368973, & Conie Masiel Nieto Toapanta, 1723245450, for obtaining the bachelor's degree in National and Foreign language Pedagogy, English Major.

I Certify That:

This research report has been fully revised and has the requirements and merits to be submitted for evaluation by the assigned revision Committee and its presentation and defense.

Pujilí, August 2023

MSc. Sonia Jimena Castro Bungacho
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Committee Approval

The research report entitled **"ECRIF framework applied for teaching speaking skills in English from pre-service teachers' and students' perspectives"**, has been revised, approved and authorized for printing and binding, before obtaining the bachelor's degree in National and Foreign language Pedagogy, English Major; this meets the substantive and formal requirements to hand in for the presentation and defense.

Pujilí, August 14, 2023

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Gratefulness

*To God who is the owner of my soul and who has known how to guide me along the path of good during all my years of life. I thank my tutor **MsC. Sonia Castro** for her patience and guidance during our research project, and for her knowledge which was fundamental for the development of this. I thank my teachers because their dedication, perseverance, and tolerance have strengthened my knowledge and virtues.*

Finally, to all the people who have been part of my university process, my friends, my family, and the man who helped me keep going last year.

Conie Nieto

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I thank my teachers because their dedication, perseverance, and tolerance have strengthened my knowledge and virtues. Wherever I go, I will take them with me on my professional journey. Thank you for sharing your seed of knowledge in a professional and invaluable way.

My mother has been the engine that drives my dreams, she has been the person who has been there for me in the most difficult moments during this journey, and she has been the one who has guided me through life. Today, as I finish my studies, I dedicate this long-awaited achievement to you, dear mother. Thank you for believing and trusting me.

Isaac López

Dedication

I would like to dedicate this research project to the most important people in my life, my parents Héctor and Yolanda, who will always deserve the best in life and whom I love with all my life. Thanks to them I have everything in life.

To my brother Jhonny who has been a part of my professional evolution and who has given me advice to keep going and never give up.

To my grandmother Beatriz who saw me grow and progress.

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Conie Nieto

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I dedicate this work to my beloved mother who gave me my existence and the capacity to get over myself and for wishing the best in every step I took in this harsh and painful path to become a professional, and because of your presence and ideals you for molded and forged me into a good person with capacity and tenacity. to my brother and sister who helped me get through difficult times and serve me as a model of life.

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Isaac Lopez

TECHNICAL UNIVERSITY OF COTOPAXI
UNDERGRADUATE PROGRAM
DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY
ENGLISH MAJOR
THEME: ECRIF FRAMEWORK APPLIED FOR TEACHING SPEAKING SKILLS IN ENGLISH FROM PRE-SERVICE TEACHERS' AND STUDENTS' PERSPECTIVES.

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Abstract

Developing speech skills in students can be a drawback when a good methodology and structure is not correctly applied. That is why ECRIF is constituted as a framework with a five-stage structure, each of which should be adapted to the level and needs of the students. However, trainee teachers have different perspectives on the ECRIF framework. For this reason, the present research project aimed to identify the perspectives and experiences of trainee teachers regarding the use of the ECRIF method for the development of English language speaking skills at the Technical University of Cotopaxi. This is a qualitative study in which convenience sampling was used. A semi-structured open-ended interview was used with 5 seventh semester students.

The results showed different categories of perspectives and experiences in which the following themes stood out: ECRIF conceptualization, speaking skills growth, and students' interaction time, ECRIF Lesson planning difficulty, assistance of the ECRIF framework in EFL classes, Teacher's interaction time, students' difficulty levels in communication, Pre-service teacher motivation over students, ECRIF framework application personal experience, and speaking skills application with ECRIF framework success. These issues raised showed the reality that the trainee teachers were going through and they emphasized that at the beginning it was a difficult task to plan and develop each lesson, as their framework is normally used in teaching English at the higher level. Also, time was one of their biggest adversaries as it requires a lot of time and in the real situation in which the trainees and the teacher trainees are working, it was complicated to comply with it. It is concluded that the

ECRIF framework allows students to improve oral skills with the help of teachers and with the use of interactive activities to maintain verbal communication. In addition, the development of an objective that meets the needs of each student should be taken into account in lesson planning. However, limited time makes it difficult to apply the framework in a single class since ECRIF is more suitable for intermediate to advanced English learners and according to what was obtained the students only had basic levels.

Keywords: ECRIF, English language, perspectives, speaking skills, experiences, pre-service teachers

UNIVERSIDAD TÉCNICA DE COTOPAXI
EXTENSIÓN PUJILÍ
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS INGLÉS
TEMA: "EL MARCO ECRIF APLICADO A LA ENSEÑANZA DE LA EXPRESIÓN ORAL EN INGLÉS DESDE LAS PERSPECTIVAS DE LOS PROFESORES EN FORMACIÓN Y DE LOS ESTUDIANTES DE LOS ESTUDIANTES".

Autores:
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Resumen

Desarrollar las habilidades del habla en estudiantes puede ser un inconveniente cuando no se aplica correctamente una buena metodología y estructura. Es por eso que el ECRIF se constituye como un marco que cuenta con una estructura con cinco etapas y cada una de estas, debe ser adaptada al nivel y necesidades de los estudiantes. Sin embargo, los profesores en formación tienen diferentes perspectivas con respecto al marco ECRIF. Por esta razón, el presente proyecto de investigación tuvo como objetivo identificar las perspectivas y experiencias de profesores en formación acerca del uso del método ECRIF para el desarrollo de habilidades del habla con el idioma inglés dentro de la Universidad Técnica de Cotopaxi. Se trata de un estudio de tipo cualitativo en el que se usó un muestreo de conveniencia. Se utilizó una entrevista semiestructurada de carácter abierto que se aplicó a 5 estudiantes de séptimo semestre. Los resultados mostraron diferentes categorías de perspectivas y experiencias en las que destacan los siguientes temas : Conceptualización de la ECRIF, crecimiento de las destrezas orales y tiempo de interacción de los estudiantes, dificultad de planificación de la lección ECRIF, asistencia del marco ECRIF en las clases de EFL, tiempo de interacción del profesor, niveles de dificultad de los estudiantes en la comunicación, motivación del profesor en formación sobre los estudiantes, experiencia personal de aplicación del marco ECRIF y aplicación de las destrezas orales con éxito del marco ECRIF. Estos temas suscitados demostraron la realidad por la que estaban pasando los profesores en formación y destacaron que al principio era una tarea difícil planificar y desarrollar cada lección, ya que su marco se utiliza normalmente en la enseñanza del inglés a nivel superior.

Asimismo, el tiempo era uno de sus mayores adversarios ya que requiere mucho tiempo y ante la situación real en la que se desenvuelven los alumnos y los profesores en formación, era complicado cumplirlo. Se concluye que el marco ECRIF permite a los estudiantes mejorar las destrezas orales con ayuda de los profesores y con el uso de actividades interactivas para mantener la comunicación verbal. Además de que se debe tomar en cuenta en el planeamiento de la clase, el desarrollo de un objetivo que cumpla las necesidades de cada estudiante. Sin embargo, el tiempo limitado dificulta la aplicación del marco en una sola clase puesto que el ECRIF es más adecuado para estudiantes de inglés de nivel intermedio a avanzado y de acuerdo a lo obtenido los estudiantes sólo tenían niveles básicos.

Palabras clave: ECRIF, lengua inglesa, perspectivas, capacidad de expresión oral, experiencias, profesores en prácticas.

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Undergraduate Degree Work Structure

1. General Information

Theme:

ECRIF framework applied for teaching speaking skills in English from pre-service teachers' and students' perspectives.

Starting Date:

April 2023

Ending Date:

August 2023

Place of Research:

Universidad Técnica de Cotopaxi – Facultad de ciencias sociales, arte y educación

Sponsoring Faculty:

Extension Pujilí

Sponsoring career:

National and Foreign Language Pedagogy English

Macro Project of the career:

Formative processes in the teaching and learning of English as a foreign language in the educational institutions of the province of Cotopaxi.

Work Team:

Nieto Toapanta Conie Masiel

López Silva Isaac Eduardo

MsC. Castro Bungacho Sonia Jimena

Knowledge area:

Education

Research line:

Education and Communication for human and social development

Research line of the career:

Innovation in the teaching and learning of language as a foreign language.

2. X|Problem Statement

Getting students to produce the language of an L2 fluently has been a great challenge since, in certain cases, teachers use methodologies that have different frameworks and that do not portray the real importance of oral expression but rather base their structures on traditionalism. It means that trainers only focus on teaching grammatical rules instead of applying activities that help develop speaking skills. Rao (2019) stated that "regardless of its importance, teaching speaking skills has been undervalued, and most of the EFL/ESL teachers have been continuing their teaching of speaking skills just as memorization of dialogues or repetition of drills." (p. 8) Therefore, in the Ecuadorian context, students tend to make many errors in oral production and face many difficulties. That is the reason why the Ecuadorian curriculum has included the ECRIF framework, which is vital in the teaching and development of English-speaking skills.

One of the most important aspects, which is considered crucial by some experts, is to develop speaking skills in students to achieve correct production of the L2 and in this case, the ECRIF framework can fulfill this objective as an example of a proper structure focused on the development of oral communication. It is a framework that has five stages that are focused on interactive activities that allow the production of the target language. Amaya (2021) defined that

> The ECRIF framework can be used in the majority of languages, not only in English. Nonetheless, some studies pointed out that English is considered the lingua franca, which means that people can be interested in learning it, however, the method cannot be adequate. (p. 28)

This framework promises great benefits. However, the perspectives of pre-service teachers about the application of ECRIF for teaching speaking skills are unknown. Starting from this problem, the following research question is formulated:

What are the pre-service teachers' perspectives about the use of the ECRIF framework to develop speaking skills in English as a foreign language?

3. Objectives

3.1 General objective

- To analyze the pre-service teachers' perspectives and experiences about the use of the ECRIF framework for developing English speaking skills in pre-service teachers of the 7th semester at Technical University of Cotopaxi, during the academic period 2022-2023.

3.2 Specific objectives

- To investigate the theory behind the ECRIF framework.
- To identify the pre-service teachers' perspectives about the use of the ECRIF framework to teach speaking skills
- To describe the pre-service teachers' experiences about the use of the ECRIF framework to teach speaking skills

4. Activities and Task System in Relation to the Objectives Proposed.

Specific objective	Activities	Verification Means
To investigate the theory behind the ECRIF framework.	Research about theoretical framework (and information about ECRIF).	Theoretical framework.
To identify the pre-service teachers' perspectives about the use of the ECRIF framework to teach speaking skills	Do the interview for pre-service teachers. The appliance of the pre-service teachers' interview.	Interview Analysis and discussion of results
To describe the pre-service teachers' experiences about the use of the ECRIF framework to teach speaking skills	Analysis and discussion	Conclusions and recommendations

4.1 Justification

The purpose of this research was to investigate the pre-service teachers' perspectives about the application of the ECRIF framework from 7th-semester students of the Pedagogy of National and Foreign Languages- English at the Technical University of Cotopaxi.

Additionally, an essential contribution of this project is to present that ECRIF is one of the most crucial planning in order to develop the speaking skills of students, and it is considered an effective framework due to it having stages that help students acquire the target language and improve their oral communication.   In the same way, ECRIF is a modern framework used by few teachers in Ecuador, but it gives the opportunity to adapt interactive activities that allow students to think and work on their own without the need of the teacher. It is important to mention that ECRIF stems from an approach called CLT (Communicative Language Teaching), which, according to Ju (2013) CLT gives students the opportunity to acquire linguistic knowledge and communicative competence through active participation and interaction. On the other hand, professors go from being transmitters of knowledge to facilitators and organizers.

In general, learning a second language is not easy, each of the approaches and emphasizing CLT has its own framework, in this case ECRIF is part of Communicative Language Teaching and it is totally necessary to connect both the theoretical and practical aspects of the approach.

Muñoz-Tirira (2013) pointed out that "ECRIF makes use of the CLT in pedagogy as a macro framework encompassing a combination of the strengths of different traditional methods approaches in order to support the learning." (p.57)

On the other hand, this project will help to comprehend the perspectives of pre-service teachers when planning English classes with the ECRIF framework. Therefore, this project includes the theoretical contribution with pedagogical bases that support the Communicative Language Teaching with the use of ECRIF in the classroom to learn a second language such as English. The instruments used by the researchers have contributed to the collection of data that demonstrate the perceptions of pre-service teachers when using ECRIF.

Finally, this project has had an essential contribution from the participants that has allowed the researchers to analyze the perspectives of the pre-service teachers at the moment of class planification with the ECRIF framework, which is totally new to the one they used to use, allowing them to develop in their students the ability of oral expression. As a result, new research may emerge from this project that will delve even deeper into either experiences or perspectives of pre-service teachers' using the methodology and instruments that were used in this project.

5. Scientific and Technical Foundation

5.1 Background

To begin with, Muñoz-Tirira (2013) conducted a study to explore students' perceptions about the implementation of ECRIF in the classroom as a new methodology in language teaching. It was developed by using a mixed approach (qualitative and quantitative) and a case study method. Additionally, the author investigated Universidad Técnica del Norte, located in Ecuador. The total population that was assigned for the study was 29 students of the first levels of English at the Academic Language Center. Three data collection instruments were used to obtain information about the thoughts of students about the topic. First, at the beginning of the study, the researcher applied a pre-questionnaire. Then, in the middle, an open-ended interview, and at the end a post-questionnaire. In this way, the main results of the pre-questionnaire showed that students rarely had the opportunity to clarify and use the target language, they never had the chance to practice it, as well as they never had the opportunity to increase their talking. Also, students who were interviewed manifested that they appreciated the use of activities that allowed the learning of vocabulary through practice in which they were able to internalize the language. Finally, when applying the post-questionnaire, students mentioned that they like the implementation of ECRIF to learn English since this new methodology motivated them to practice more. The researcher concluded with three main ideas. Firstly, ECRIF is a useful guide to creating communicative activities. Second, the framework helped the teacher to be aware of what goal they need to achieve. The last conclusion was that the ECRIF model would not work when teaching a lot of information in a short time. However, it was liked by students.

In addition, Moya & Tipán (2023) led a qualitative investigation that proposed to analyze how students use the ECRIF framework to achieve A1 grammar proficiency with eight elementary grade learners at "Unidad Educativa Chinibi" which were divided into two groups for the study, a control group, and an experimental group. The total of students was 20 individuals. Each group had 10 students. In addition, a survey was applied to 8 teachers in the English area. Two tests were applied for the research, a pre-test applied to an experimental group and a post-test applied to the control group where the ECRIF framework was applied.

To determine the influence of ECRIF on the development of learners' grammar levels. The results showed that the experimental group reflected a significant difference in the results obtained against the control group: ECRIF framework does influence the development of learners' grammar level.

Moreover, Amaya (2021) was in charge of a qualitative investigation that aimed to prove the effectiveness of the ECRIF framework with elementary students at Humberto Vaca Gómez to develop speaking skills in English as a second language. She took a population of 69 students from 4th grade "A" and "B" and 4 English teachers and applied a pretest and posttest to students to evaluate them, and a survey to teachers. The results showed that speaking is one of the hardest skills to be developed in class because students are not familiarized with real environments where they can use the new vocabulary taught. However, ECRIF is an innovative methodology for speaking skills. In addition, the behavior and commitment of learners play an important role in their performance. All in all, the author concluded that classes were just focused on grammar, and speaking was rarely reinforced until the ECRIF framework was applied. The high school authorities and teachers were impressed due to the positive results that students obtained after the ECRIF application since they could improve their speaking.

Besides, Tamrabet (2017) guided a quantitative study, based on a quasi-experimental method to investigate the Algerian EFL learners' perception of the ECRIF model. The total population was 264 students of different ages and genders. To collect data, she used a diagnostic test divided into a pretest and a post-test. Additionally, the study sample was randomly selected and the researcher chose 120 learners also separated into a control group (60 students) and an experimental group (60 students). The results were interesting since the experimental group proved that the ECRIF stages develop learners' intercultural speaking competence, while the control group was taught with a traditional method. Moreover, students' performance increased from the pre-test to the post-test when the ECRIF method was applied. Scores below the average with 8, increased to 10 in the post-test. To sum up, the author concluded that the use of the ECRIF model enhances learners' intercultural speaking competence.

Finally, Caiza (2021) managed a mixed (qualitative and quantitative) investigation to analyze how the ECRIF Framework facilitates the planning of activities to develop speaking skills. A document analysis technique and experimental research were used to conduct the study. It was carried out at the Unidad Educativa Gabriel Urbina, a public school located in a rural area in Pillaro, in the province of Tungurahua, Ecuador. The total population was 32 students from eighth, ninth, and tenth grade (18 males and 14 females) from 12 to 14 years old. To collect the data, the researcher used a rounded table discussion to explore the interest and difficulties in speaking skills and a pretest and post-test. The results of the pre-test showed that students have a low proficiency level. But, during the post-test and after applying the ECRIF method, their level increased significantly. In conclusion, the ECRIF framework can develop speaking skills in students and ease the planning of activities as well.

5.2 Theoretical Framework

5.2.1   ECRIF Framework

The ECRIF framework was created by Kurzweil & Scholl (2008) during the creation of the book entitled "Understanding Teaching Through Learning" in which they show how reflective and analytic tools inside the classroom can help to create activities and exercises in order to have a great educational environment.

Currently, there are definitions of ECRIF and most of them are about making it known that students will be able to learn English as a second language fluently, which means that this framework is all about developing activities centered on students' learning. It was considered an alternative of the other framework called PPP (present, practice and production), it was developed to teach speaking and writing skills and ECRIF is only created to teach speaking skills and all items related with the oral interaction.

Tosuncuoglu (2017) defined ECRIF framework as "A system of a way of looking at how students learn a language. By means of this system the teachers can understand how they do effective foreign language learning." (p.131)

Additionally, Ahmad (2018) pointed out that the "ECRIF framework enables how people learn. Rather than prescribing what teachers should or should not do, the purpose of this framework is to help analyze student activities and the content." (p.73) Muñoz-Tirira (2013) affirmed that "ECRIF is a dynamic and flexible framework which guides language instructors to be conscious of the learners experience in a systematized way and not at random to sustain students' learning, interest and motivation." (p.56)

Indeed, ECRIF is an acronym of the 5 stages that it has: Encounter, Clarify, Remember, Internalize and Fluency. Clearly this framework will allow teachers to just be guides in each lesson, in this case who will be the focus of attention are the scholars whose main mission is to develop proficiency, and accuracy in producing the target language.

In this way, in each of the stages of ECRIF, activities that are of total interest and capture the attention of the students will be taught. For instance, the objective of this framework is to avoid monotonous classes and to stop having traditional lessons in which the teacher talks most of the time and the students are just an audience.

5.2.2   ECRIF Stages

5.2.2.1 Encounter

This is the first step which is the basis of the framework. Occasionally the activities are focused on the students due to most of them being developed to express themselves orally. Briones (2022) stated that in this stage "the teacher should select an appropriate input from the immediate knowledge that is related to the topic of the lesson." (p.20)

Additionally, in this part, the student is intensely curious to discover what will happen in the class. So, the educator must motivate and encourage them to experience these first impressions.

Normally, the encounter stage is related to the topic and in this stage, the students are not linked to it, however, the teacher will encourage them to take the risk to develop certain activities that will be focused on improving oral expression.

5.2.2.2 Clarify

This is a stage in which the teacher presents the grammatical or vocabulary part. This stage occurs when the student can solve his doubts, for example, the meaning or pronunciation of a word or expression. Furthermore, Muñoz-Salguero (2023) affirmed "teachers are essential because they help learners by assessing and identifying their level of understanding of the content and helping them to explain the desired knowledge." (p.30)

On the other hand, learners can solve their misgivings and correct their previous pronunciation of some words. As well, they can correct their grammatical construction at the moment of communicating with others.

5.2.2.3 Remember

At this stage, the learner is aware of the learning while using it or performing it to establish the automaticity of learning. In this case, learners are no longer just paying attention, but the learners already have prior knowledge that needs to be memorized in order to reach the target.

Clearly, the learners have the chance to move the knowledge or skill from short-term memory to long-term memory. They can then begin to personalize it and use it in a different context.

5.2.2.4 Internalize

"This stage relies on less controlled and freer ongoing practices in which learners can make appropriate decisions and choices among options based on the information provided without teacher support." (Briones, 2022, p 22). Besides, Baque & Paredes (2020) stated that at this stage "students can remember enough vocabulary to use in the activities and demonstrate naturalness in their development." (p.10) Therefore, once learners have already internalized long lists of information in their memory, they are ready to practice them and then correctly produce what they have learned.

5.2.2.5 Fluency

(Filmore, 1979 as quoted in Muñoz-Salguero 2023) defined fluency "as being able to communicate, use coherent expressions and be inventive with language." (p.32) This is the final stage of the ECRIF framework and it occurs when pupils can use the language fluently and use the vocabulary learned in order to use them in real-life situations. Besides, Caisaguano (2022) mentions that "in this phase, learners will have a chance to use the new words to communicate their thoughts." (p.18)

Once they have recorded the whole information taught by the professors, they will be able to communicate with others and express their ideas without problems. However, if there is a problem with language production, the teacher will identify it and give some feedback to improve it. Finally, it is important to state that here is the part in which professors will verify if they have achieved the learning outcome which is established at the beginning of the lesson.

5.2.3 Strategies & Activities in ECRIF Framework.

ECRIF relates to active strategies, which involve learning to succeed by thinking, discussing, researching, and creating. According to Muñoz-Tirira (2013) "Teachers should design activities that help learners engage their attention, elicit prior knowledge, and help them generate a basic understanding of the form, meaning, and use of the target language." (p.68). These activities will be the crucial step to make students acquire knowledge. The majority of the time teachers need to be innovative since the activities need to facilitate learning. The

following table shows some of the activities that can be implemented in the ECRIF lesson planning.

Table 1: Activities in ECRIF framework.

Stage	Teachers	Activities
ENCOUNTER	Teachers must provide a clear context and give the opportunity to the students to talk about the topic.	Brainstorming Answering Questions Describing pictures and videos Gap fill activities
CLARIFY	Teachers will find out what students already know	Matching exercises Discussions Sorting words and sentences List of Words Mapping
REMEMBER	Teachers should pay close attention to problems students may have.	Recognition activities Bingos Pointing pictures Labeling Matching questions and answers Worksheets.
INTERNALIZE	Teachers have to allow students to write and ask questions to get ideas and recall experiences.	Correcting sentences Ordering sentences Making stories Completing blanks Crosswords
FLUENCY	Teachers encourage students to perform activities in order to produce the English language.	Retelling stories Role plays Oral presentations Discussing questions Conversations

Source: SlideShare.

5.2.4   Advantages and Disadvantages of ECRIF

5.2.4.1 Advantages of ECRIF

Commonly, this framework has certain benefits for students because they are active instead of passive. For this reason, the teaching-learning process needs to be successful and enjoyable for both inside the educational environment. Some advantages are established by (Tamrabet, 2017, pp. 25-30)

- **Motivation.** Nowadays, this term is commonly used in teaching**.** In fact, it contributes to creating an agreeable and interactive environment in the classroom, through it students can acquire knowledge faster and even demonstrate a high desire to comply with the activities proposed in class. Therefore, each stage of ECRIF gives the chance to have critical and collaborative contact using real-life situations of each participant, at the same time the teacher motivates the learners by using the stages interchangeably during the lesson taking into account their independence and freedom to select their targets.

- **Cultural Experience.** When learning a target language, it is important to develop 4 skills, two productive skills such as writing and speaking, and two receptive skills such as listening and reading. However, one of the most important skills that ECRIF develops is the ability to communicate with others. For instance, you must master the language skills and know different cultures to talk about them. The ECRIF model in its different stages will allow different objectives to be developed, without neglecting the main learning outcome. In the first two stages it will allow you to learn new grammar and vocabulary and at the same time to clarify doubts. In addition, in other stages, the students will be able to memorize what they have learned and remember it in different contexts. In fact, thanks to all the above mentioned, the students will be able to behave, communicate and interact in order to have a better understanding of the language.

- **Learning and Teaching process.** The ECRIF stages emphasize both the teaching and learning process, and these stages can be presented in the form of a lesson plan. In addition, the ECRIF framework gives learners the opportunity to be independent

and to express their experiences through language learning. Briefly, it helps the teacher who becomes a strategist to help learners interact and understand others.

- **Idiomatic Expressions.** It is clearly known that idioms may exist in all languages, however, most of the meanings may not be understood by people and this may affect language production. In addition, students must learn to understand and use these expressions in different real-life contexts. Hence, the ECRIF stages will support the understanding of idiomatic expressions, since when teaching any topic in the stages, idiomatic expressions can be presented that will be new at first glance, but later learners will be able to use them without any problem.

Briefly, the ECRIF framework and its stages play a fundamental role in second language learning, therefore it is necessary to know that there are more benefits that could be demonstrated during and after the application of it. In addition, it is clear that the implementation of this model can contribute to speaking development since the majority of the benefits that it gives are focused on the interaction and participation of conversations with other people inside or outside of your common environment which means that this model can help even to interact with foreign people from other countries.

5.2.5   Disadvantages of ECRIF

Even so, ECRIF is considered to be one of the most influential frameworks for language learning and to increase the knowledge of students. There may be some drawbacks when applying or using it. (Ching, 2016 as cited in Tamrabet, 2017, p.32) pointed out some weaknesses of this framework.

- **Complex phenomenon**: It cannot be accomplished on its own as a single methodology because the learning process itself is complex and needs an integrative technique in all aspects of teaching.
- **Time and dedication:** This framework requires a considerable amount of time to be successful even if they are very simple and understandable. In addition, in Ecuador, the time of a class for schools is 40 minutes and this time must be adapted in the planning. Consequently, it is difficult to apply ECRIF in one hour of class time.

- **The teacher must be aware that he/she is the one who organizes the content.** If the teacher does not establish what is to be learned during a class lesson, the objective will not be achieved and will affect student performance.

- **Variety of activities.** The instructor must create a variety of tasks for each stage of the scholar's development of a new skill. If the activity is repeated, it can cause confusion and distraction in students.

5.2.6   Lesson Plan

Every class must include a "learning path or trajectory" to guide learning. A lesson plan is an educator's detailed plan with organized instructions about how the class will be conducted and the expectations the teacher creates that students need to adhere to. Including a set of routines and activities that helps to conduct the lesson prepared for the class. Milkova (2012) states that a lesson plan is the instructor's road map of what students need to learn and how it will be done effectively during class time.

It is a vital tool that permits the teacher to manage the topic students need to learn in order to develop their knowledge and keep up with the subject; in fact, the educator needs to prepare a lesson plan to fulfill students' needs. First of all, the educator needs to recognize the goals of the class, and their students' educational needs, and cover the subject. Then, the teacher must plan strategies and activities that can fulfill students' needs and provide feedback. It is necessary to plan the lessons at least a week before the class starts, its early development can help the teacher to improve or change some aspects of the lesson that may provide better information or different activities to teach students.

Lesson plans should be ready latest as one week before the beginning of the academic year for the necessary arrangements to be made. The plan should be practical and usable, be economical in terms of teacher time, and strengthen the educational program.

Mansouri (2015) determined that "the creation of an effective lesson planning takes time, and an understanding of learners' abilities." (p.5)

Commonly, in the creation of lesson plans, the teacher incorporates a set of characteristics to estimate; such as goals to achieve, activities are done, didactic materials, feedback, evaluation, self-study, and concepts to be learned, all are used in the process of creation of a

lesson plan. In fact, at the time this process occurs, the professor engages in deciding the lesson topic. This originates the learning outcome; these are the ideas and concepts students need to obtain to develop the required knowledge and skills needed. There are different types of lesson plans for every course, these have similar structures such as the topic, the class objective, and such. But they could change depending on the signature the professor needs to teach their students.

5.2.6.1 ECRIF Lesson Plan

ECRIF lesson planning was designed by their promoters Joshua Kurzweil and Mary Scholl, in this case, they request professors to start planning and analyzing the SMARTA objective, which is the main part before thinking of the whole activities that will be established in the lesson planning. Thus, the concept of SMARTA objectives is defined by Muñoz-Tirira-(2013) who established that this acronym comes from the words "specific, meaningful, attainable, realistic/relevant, time bounded and adjustable." (p.65)

Evidently, this acronym covers one of the most important phases in an LP (Lesson Planning) due to the educator's need to be aware what are the students' needs' and, in this way, they will plan activities that help scholars to learn and comprehend better the topic have taught. Besides, at the end teachers can evidence that their pupils have understood the whole lesson.

As mentioned by (Mager, 1984 as quoted in Muñoz-Tirira , 2013)

When stating SMARTA learning objectives in a productive skill (speaking) lesson, teachers need to take into account the following questions: Is the objective stated in a positive way? Is it measurable? Do action verbs describe what students do? Is the objective specific? Does it identify when, where, how many, etc.? Is it achievable? Is there sufficient time, space, etc.? Is it flexible enough? Does it allow for adjustment based on students" abilities? (p.66)

As well, (Muñoz-Tirira , 2013, p. 66) pointed out some important aspects that an objective need to include

Specific target language that the students are to learn.

Observable verbs describing student behavior.

An authentic meaningful communicative task that will allow the student to interact and demonstrate their ability to use the target skill and or target language.

Consequently, the purpose of setting an objective at the beginning of the lesson planning is that each of the activities in the different stages of ECRIF is not repeated and is distinct so that the final learning outcome is achieved.

For instance, to start the construction of an ECRIF planning the learning outcome needs to be established, which will be accomplished at the end of the lesson. It will be decided by the teacher who answered the questions and used the aspects mentioned previously. Moreover, it will also be related to the topic to be taught, for example, Simple present to talk about Daily Routines. Secondly, a warm-up should be done, which are activities that help students to be prepared for the topic to be taught or to remember what was taught before.

Thirdly, Encounter stage activities are done to develop speaking skills as a first point. Commonly questions are asked about something for example What do you do during the day? Fourthly, the Clarify stage teaches the grammar and vocabulary that will be taught in this case, the simple present will be taught to talk about daily routines. Here the teacher will ask the students to guess the grammatical pattern of the sentences that were pasted on the board and at the same time the topic of the sentences. Fifthly, in the Remember stage we do activities that allow students to remember, for example in this case students could solve a worksheet that deals with daily routine.

After that, the internalizing stage allows us to practice before developing the last planning activity in which students could start writing sentences from their daily routines to practice and correct mistakes. Finally, the fluency stage will allow the students to be able to use what they have already learned and the teacher will only instruct them to create for example an oral presentation talking about the students' daily routines.

Table 2: Example of ECRIF lesson planning.

Learning Outcome: Students will be able to use simple presents to talk about their daily routine by doing an oral presentation in class.

Warm-Up.

1. Teacher starts the class playing "Simon Says"
2. Teacher asks students to pass in front of the board to play that game.
3. Teacher says "Simon says write an activity you do frequently"

Time	Teachers' Activity	Students Activity	Resources	Assessment	Success Indicator
10'	Encounter: Teacher shows a video about "Daily Routine" https://youtu.be/HwLkbtVJ7Tw Teacher asks students the following question:	Students oversee the video. Students answer the teacher's question.	Youtube Video. Computer.	Oral presentation about Daily routine.	Students can use simple present to talk about their daily routine by doing an oral presentation in class.

	What do you do during the day?		
10'	Clarify The teacher makes a poster with different sentences about daily activities on the wall. The teacher asks students to repeat after her/him each activity. The teacher asks them to guess the grammatical pattern. The teacher sticks three additional pictures in which they need to guess the activity and label it	Students observe and pronounce the activities presented in the poster. Students try to guess the grammatical pattern. Students label the pictures given by the teacher.	Poster

	with the correct name.	
10'	Remember: Teacher gives students a worksheet. Teacher asks students to complete the worksheet in which students will complete some blanks.	Students complete the worksheet. Worksheet
10'	Internalize Teacher writes on the board some sentences which will be in disorder,	Students order the sentences.
20'	Fluency Teacher explains the activity.	Students performed the activity.

Teacher asks students to do an oral presentation about their daily routine using a present simple. Teacher requests students perform the activity.	

5.2.7   The Role of Teacher in ECRIF

It is well known that all teachers in every subject have the role of a guide that helps and supports students to build their knowledge. Although teachers serve as a mediator between information and students, they should not just teach and give theoretical information. The role of a teacher is more than that; as they ought to lead, manage, and supervise students to become not just good students, but better persons. To simplify this, teachers need to be the pupils "helping hand", aiding them in any way possible so students can achieve knowledge, become educated, and develop critical thinking.

Teachers need to organize thoughts and transform them into ideas that are going to be also transformed into information and communicated to the students. These are skills that the teacher develops through teaching.

As Kennedy (1999) stated that one reason teachers are able to learn to teach almost exclusively through their own teaching experiences is that they know what is supposed to happen. As teachers impart classes, they obtain experience which is used as an aid for them to ensure that they will catch and maintain students' attention to the lecture.

The ECRIF framework is no different from other frameworks when it refers to the teacher role. Here teachers provide students tools to construct their knowledge and to create a more active class and tend to talk less so students can talk more. That is to say, students could actively participate in the lecture, think critically, collaborate with classmates, and construct their own knowledge. Therefore, ECRIF teachers have the role of a guide and supervisor who makes students work to gain wisdom.

In addition, the ECRIF framework works with teachers by looking at how students learn instead of prescribing how the teacher should do in their classes and what to avoid in traditional teaching, the aim of ECRIF in the teachers' role is that teachers can use ECRIF as a tool to see learning from the perspective of a student and know what necessities exist and use this information in order to create or adapt content and activities to fulfill these necessities that students could present. By this, the role of the teacher and the ECRIF framework have a bigger connection in having knowledge of how teachers think and act about what is happening and what could happen in their classrooms to enhance student's learning. This

focuses on the learning process as teachers plan lessons and adapt course book materials, assess students in their learning process, and reflect on student capability of learning after a lesson.

5.2.8   The Role of Student in ECRIF

As the ECRIF framework focuses on the learning process, students must go through the planned lesson and work with the adapted material and contents for the lesson. In this way, students could principally work only with the target skill during a lesson.

Briones (2022) pointed that:

> This framework focuses its interest on the stages of learning and looking at how people learn. It aims to provide a tool that teachers can use to examine student activities from the perspective of student learning while trying to discover where the students are in language learning. (p.12)

In this framework, students should discuss by using the language they know, including the target language, even though they could encounter and clarify new vocabulary words as they develop the discussion. Furthermore, they could start to remember and internalize the form, grammar, and meaning through practice activities, in which they could do peer teaching and evaluation. Also, they could find new aspects of the language as they use it, others could already start using it fluently as they convey in the activities of the lesson.

Students are committed to fulfilling their role in the learning process. This is done by being compromised to complete and actively participate in the activities the teacher has prepared. Every activity is made according to their knowledge levels and students will comply in putting maximum effort while doing the tasks in order to gain the necessary bases for their own knowledge building. In fact, they are almost completely responsible for their knowledge gaining as when the teacher uses the ECRIF framework, they are given the tools and the basic information so they can start developing creative and critical thinking and constructing the bases for their comprehension and mastery of the four skills in English with an emphasis in the speaking skill.

5.2.9   Speaking skills

The speaking skill of a person in English can be described as the dexterity of that individual whenever they need to express an idea or communicate with another speaker. Bahrani & Soltani (2012) affirmed "… speaking is a crucial part of the language learning process. The major goal of teaching speaking skills is communicative efficiency." (p. 25). This skill has as its principal form to convey information through the vocalization of words in the target language, and in a way the listener can effectively understand and/or recognize. In fact, there are main speaking skills that the speaker needs to take into account in order to concrete a communicative communication.

> The teaching of a second or foreign language, therefore, in one way or another covers the teaching of speaking skills. It is safe to assume that many learners starting to learn a foreign language usually seek an improved competency in their productive skills; namely writing and speaking. These learners assess their progress in the target language in terms of their ability to speak fluently in communication. (Kurum, 2016, pp. 2, 3)

The principal speaking skills are:

Fluency: The speaker can show fluency in their speech as they can speak for an extended period of time and show a clear connection between ideas in the communication where the listener follows the purpose of the speech.

Grammar: Grammar has a lot of importance in the construction of sentences. It does matter if the speaker shows poor grammar awareness in their speech, the listener would not be able or at least will have problems perceiving the main point of the talk. At least one is required to know and comprehend basic grammar and tenses for valid verbal communication.

Pronunciation: Has a basic rule by which the speaker's oral communication can be understood. Pronunciation is a complex area that is assembled by various sub-skills that ought to be practiced by the learner. These sub-skills are used to make the communicative effect have a stronger influence on the audience.

Vocabulary: The speaker could not express a valid idea if they do not have as minimum a basic vocabulary. The speaking vocabulary involves the use of the words a speaker applies

in their speech. Referring this to the understanding of different words of the target language. To have a broad knowledge of different words means to construct a stronger communicative function.

Whenever a person gets better at learning a language, they could develop the ability to speak confidently and eventually, it will be fluently. And so, the learning of a new language will develop the learner through their time at school the necessary skills that will help them in language learning and throughout their life. In fact, these skills can be defined as skills that allow us to communicate effectively in any language. These promote understanding between listener and speaker and allow them to convey information verbally in interpreting. Moreover, speaking is an interactive process that is formed between two people or more, in this activity a lot of information is shared, and even acted on by the listener, making it important to create the bases for the learning and the development of speaking skills in order to communicate effectively.

5.2.9.1 Speaking skills in ECRIF

Every skill of the English language is important to learn the language. Although, speaking skill is vital in communication with native speakers of the target language or other learners. As speaking is a complex ability to master, it is natural that learners may have challenges in the learning and production of oral communication in which speakers must create and develop sentences at the moment when oral communication is on.

One of the most complex skills for language learners to master is speaking. Despite this, it has frequently been pushed to the side. In contrast, grammar has a rich literary history. English language instructors have dedicated all their classroom time to teaching pupils how to write, read, and occasionally listen to English as a second language (L2) Bueno, McLaren, & Madrid (2004)

ECRIF framework has the purpose of enhancing every English skill, but it is more concentrated to the speaking skill as having effective communication do help learners of the language to settle into a good job as the influence of the English language has become more and more intense and important these last decades as it has become the second language everybody needs to know in order to communicate with people from all around the world.

So, knowing sufficient grammatical structures, having a wide vocabulary and respectable speaking skills will enhance the construction of a secure and understandable communicative competence.

5.2.10 Perception

Perception can be defined as the ability to process information, interpret, idealize a mental impression, and become aware of something through the senses. To sum up, it is the action to become intuitive and to understand something.

As Efron (1969) stated perception is man's primary form of cognitive contact with the world around him. As all conceptual knowledge is based upon or derived from this primary form of awareness (pp. 137 - 138)

If there exists any kind of information available a person will be able to perceive it. Each person has different perceptions about the things and activities that are done in their surroundings, that is to say, everybody could have a general conceptual function, but an individual will have a unique significance, cognitive thinking, and philosophy. Furthermore, in general, people could know the meaning of some object, points of view, etc., and also could point verbally or gesturally to the meaning of what the object is or how it could be used. But more individually, each person could have different thoughts, opinions, beliefs, and judgments

5.2.10.1 Pre-service teacher perception

Although pre-service teachers are not fully developed professional tutors, they endorse the teaching activities gaining professional experience while teaching the necessary speaking skills students need to communicate in the target language, in this case English as a second language. Moreover, to start doing the pre-service teaching; pre-service teachers ought to know what is the ECRIF framework as they use it throughout the whole teaching, if not, they cannot develop the lesson plans and so they will not have the tools nor the guide to start teaching and will not fulfill their obligations as teachers. At the moment pre-service teachers start their internships they will have sufficient knowledge about the ECRIF framework and the capabilities to use it to develop lesson plans and to teach English in their classes.

Therefore, it originates the question: What *are the perceptions of pre-service teachers about the ECRIF framework?*

Teachers and students have their own perspectives on education. Congruent perspectives contribute to facilitating teaching-learning processes and help to achieve optimal learning outcomes.

(Könings et al., 2011) state that Teachers and students have their own perspectives on education. Congruent perspectives contribute to facilitating teaching-learning processes and help to achieve optimal learning outcomes. (p. 3)

Pre-service teachers can have additional opinions and perceptions about what it means to plan and provide a lesson/class using the ECRIF framework to their students in their respective pre-professional practices and schools. Some of them could provide information that they could not be comfortable in using this framework to teach English speaking skills to their students, others may disagree with imparting lectures using the ECRIF framework, the lesson planning, the procedure, and other aspects of teaching with the ECRIF framework.

6.   Methodology

6.1 Research approach

This study used a qualitative approach that allowed investigators the collection of non-numerical data to understand concepts. This approach helped to learn information from participants that came from their thoughts, opinions, and experiences, which were analyzed through words rather than statistical graphs. (Mack et al., 2005) stated that this approach "is especially effective in obtaining culturally specific information about the values, opinions, behaviors, and social contexts of particular populations." (p.1). Likewise, this study employs a descriptive study, Manjunatha (2019) stated " this methodology focuses more on the "what" of the research subject rather than the "why" of the research subject." (p. 863)

Instead of manipulating the variables, the information needed is collected through the application of an interview. This is usually commonly used to analyze interviews, observations, or focus groups. Normally, these are interpreted by investigators' words after a deep examination of the data gathered previously.

6.2 Research context

The participants for this study were pre-service teachers from the seventh semester of the career Pedagogy of National and Foreign Languages- English which is located in Pujilí Campus. The population were selected on the basis of prior knowledge since it was known that the seventh semesters of the program are pre-professional internships and some of them apply the ECRIF framework.

The requirements to start sampling the limitations of the participant's selection were:

Participants must be from the seventh semester.

Participants must be students from the career Pedagogy of National and Foreign Languages-English.

Participants must be doing pre-service teaching using the ECRIF framework in schools.

The sampling method used in this study is convenience sampling as the researchers select the easier access samples.

According to Etikan, Musa, & Alkassim (2015)

> Convenience sampling (also known as Haphazard Sampling or Accidental Sampling) is a type of nonprobability or nonrandom sampling where members of the target population that meet certain practical criteria, such as easy accessibility, geographical proximity, availability at a given time, or the willingness to participate are included for the purpose of the study (p.2)

The participants were selected with the requirements of the sampling method, however, they were not chosen randomly, since by using convenience sampling the participants were more accessible and easier to contact for the researchers. In fact, the participants were the crucial ones to bring the fundamental information required to know their experiences and opinions about implementing the ECRIF framework in their pre-professional practices.

6.3 Data collection procedure

Data collection was conducted through face-to-face interaction in a building on the Pujilí campus in order to identify the perspectives of trainee teachers regarding their knowledge of ECRIF. The instrument used in the data collection procedure was a semi-structured interview. (See Appendix 1)

According to Easwaramoorthy & Zarinpoush (2006) an interview is a conversation for collecting different information. For instance, the interview instrument was created by the researchers in order to obtain a more specific delimited data for the objective of the interview. In the process followed for the creation first it was established the participants who were from Pedagogy of National and Foreign Languages- English who are of the seventh semester. Secondly, there were ten open-ended questions which generated a semi-structured interview, since inside these questions other ones were planted such as "Why? How?, When ? and so on".

6.4 Data Analysis

As this study emphasizes the application, transcription and interpretation of interviews, the best choice to analyze the responses gathered was thematic analysis in order to analyze the crucial concepts from the interview. Lochmiller (2021) stated that "thematic analysis enables

scholars to define and describe what a participant's reality is using their own written or spoken account." (p. 2031).

It is important to mention that through this data analysis method, researchers can interpret the data using either written or spoken instruments, for example, open-ended questions or a recorded conversation with the participants. The most crucial part is that it offers the chance to overread in order to comprehend what the contributor is expressing and then describe the evidence gathered.

Generally, this method requires following a process that is categorized by Maguire & Delahun (2017)

Step 1: Familiarize yourself with the data (pre-coding work). Notes were taken once the data were ready and the researchers have been familiarized with them, it means. they should be read once or twice for further analysis to take place. Given the study, in an initial analysis a profound reading, and note taking of the scripts responses were done.

 Step-2: Create the initial codes. It includes highlighting words, phrases, sentences, and so on. These should be of utmost importance to be emphasized. In this case, the researchers made a second and more profound analysis, in which codes were created. Every key phrase and sentence were highlighted.

Step-3: Search for themes. Once the previously created codes have been examined, it will proceed to create themes. For instance, in the case of this study, every code was analyzed carefully. These were used to generate topics according to the specific objectives of this project.

Step-4: Review themes. In this, the themes are compared with the original data and look for missing points or irrelevant results, so they seek to revise the themes again. Contingent upon this study, the topics of each question were compared with the original information gathered. As the information was compared, the themes would undergo changes and divisions according to the objectives of the investigation.

Step-5: Defining themes. The topics are defined according to what is understood. Given the situation of this study, each topic was defined and categorized to create cohesion.

Step-6: Writing. The results and conclusion are written. In the case of this study, the responses were reviewed and studied, which led to produce results and conclusions.

7. Analysis and Discussion of Results

Before the analysis and interpretation of the results gathered, it is crucial to mention that each participant was assigned a code in order to identify them, and to preserve their anonymity. (See Table 3.)

Table 3: Project research codes.

Code	Research subjects.
P1	Student and pre-service teacher from 7th semester.
P2	Student and pre-service teacher from 7th semester.
P3	Student and pre-service teacher from 7th semester.
P4	Student and pre-service teacher from 7th semester.
P5	Student and pre-service teacher from 7th semester.

To achieve the second specific objective, which is: to identify the pre-service teachers' perspectives about the use of the ECRIF framework to teach speaking skills, an interview was conducted about the pre-service teachers' perspectives and experiences with the use of the ECRIF framework to teach speaking skills. Therefore, after the data analysis, three categories were found within the perspectives: ECRIF conceptualization, speaking skills growth, and students' interaction time.

On the other hand, emphasis was placed on the fulfillment of the third objective, which is: to describe the pre-service teachers' experiences about the use of the ECRIF framework to teach speaking skills. This objective focused on the pre-service teacher's experiences, through which seven categories were obtained: ECRIF Lesson planning difficulty, assistance of the ECRIF framework in EFL classes, Teacher's interaction time, students' difficulty levels in communication, Pre-service teacher motivation over students, ECRIF framework application personal experience, and speaking skills application with ECRIF framework success.

Therefore, this aided a deeper and more coherent analysis of the participants' responses once the semi-structured interview model was applied (See Appendix 1).

- **Perspectives**

ECRIF conceptualization

> I think that the ECRIF framework has been one of the few planning structures that we have learned to apply in our teaching practice. Clearly, we do not have extensive knowledge of it, however, I feel that it is favorable for teaching English but we have to take into account the level of English of the students since I consider that ECRIF is a framework for teaching advanced English and not basic English. (P1)

> I think that the ECRIF is extremely important because it allows us to use it to develop language skills in the students. In this case, the main reason for using the ECRIF is because students can speak English in a better way using the 5 stages that it has. (P2)

> I think it is a framework that can be extensive since in one hour of class it is not enough to be applied. Yes, I do not deny that it is a good framework, however, due to the time limitation we have, its application is complicated. (P3)

> I think it is a very good framework for planning, in which certain steps such as Encounter, Clarify, Remember, Internalize and Fluency are detailed. These steps are what we have to follow to achieve the objective. And it also allows children to learn to develop interaction and communication in an appropriate way. (P4)

> The ECRIF is an essential plan to teach speaking skills since it has in each step activities that encourage speaking in students, and for me as a teacher is very necessary for the teaching-learning process of a second language such as English. (P5)

Every pre-service teacher implied that ECRIF is an extremely good framework for the teaching and development of speaking skills of the English language. On the other hand, some participants assure that ECRIF, despite being a good framework for speaking development, is not appropriate for teaching basic skills and due to time limitation, it is harder to apply it. Caiza-Salguero (2021) had a similar idea as she pointed out that ECRIF offers the

opportunity to deal with the problem without affecting the students´ reality by presenting a new planning design to practice the speaking skill in the classroom.This implies that ECRIF is important as it can meet the speaking needs of learners in oral interaction among classroom..

Speaking skills growth

I think it is quite good to develop speaking skills since ECRIF is mainly based on that. However, as I mentioned, I am teaching in a rural zone and it is known that they do not like to learn a language other than their mother tongue, so English is very tedious for them and they do not want to learn it. In addition, developing speech also requires a lot of practice and dedication, and sometimes in school, they are like parrots, that is, they repeat a word and repeat the same thing, but sometimes when the children want to express themselves, it is like they hold back and they are afraid. To develop speech I use reading strategies, for example, I make them read any reading we have in the books and I tell them to try to pronounce without fear of making mistakes and without fear of laughter from others. (P1)

I think the development of speaking skills is significant for students. I think speaking is one of the crucial skills that ECRIF develops, however for me it is also important to develop the rest of the skills along with speaking, it means, not just focusing on one skill when you have 3 more to focus on. (P2)

I think that oral expression in students should improve, for example I have heard that some of my students know the meaning of a word but pronounce it badly, and they tell me that they have heard from other parts, therefore they memorize what They have heard and then produce it badly. (P3)

I believe that speaking is one of the most important skills in language production. Moreover, I think it is crucial and indispensable because through this you can verify if the student has learned or not. (P4)

I think it is one of the most important skills to develop because students need to be fluent so that they can interact with others and not get stuck in one subject. (P5)

Each participant said that the development of speaking skills is substantial in students as is the main way to communicate. So, it needs to be enhanced via speaking strategies. Leong & Ahmadi (2017) proposed that humans are programmed to speak before they learn to read and write. In any given situation, human beings spend much more time interacting orally with language rather than using it in its written form. Speaking is the most important skill because it is one of the abilities that is needed to perform a conversation. English speaking is not an easy task because speakers should know many significant components like pronunciation, grammar, vocabulary, fluency, and comprehension. Learners should have enough English-speaking ability in order to communicate easily and effectively with other people. (p. 35)

Students' interaction time

> Class time as we know lasts 40 minutes, however, the time goes by very quickly since we take roll calls, review, or grade homework and also have to perform each of the stages of planning. So, I consider that 40 minutes to apply the ECRIF is very little time, but depending on the activity I give them 10 minutes since I focus more on them learning to pronounce correctly through readings. (P1)

> Sincerely, most of the time we did not do speaking activities, but when it was possible to do, or at least when it was an individual activity, I gave them about 10 minutes to develop it speaking English. When it is group work, I would give them about 5 minutes to develop their ideas and when it was time for the presentation or speaking, they would do it properly.(P2)

> Well, I try to make my students practice English more or less about 10 minutes every 40 minutes, for example, not followed, no, but those 10 minutes can be distributed in the ECRIF Stages, thus the ability to communicate and interact can improve and can be better developed.(P3)

> The activities depend on the hours I have with my students, for example, there are times when we have 1 hour (40 minutes). Or there are times when we have two, so when I have two, I can do a variety of activities in which they can participate. In group activities, I usually give them an hour for organization and in the next hour,

they have to present their work to me. In an individual activity about 10 or 15 minutes is enough to develop, depending on the activity clearly. (P4)

Normally students have time from 2 minutes to 5 minutes to develop their topic, their lesson or another speaking activity. It is always good to give them a reasonable time to reason and speak because there are times that they get confused and I have to strengthen their knowledge and vocabulary so they can continue speaking. (P5)

Pre-service teachers gave their students 10 minutes to perform oral activities or to strengthen their speaking in oral communication developing their ideas, presentations, reasoning and practice pronunciation, most obtained good results as students developed their communicative skills in a better way. This means that even in so little time, the proposed activities for the classes are effective in the learning of speaking during the English classes directed by the pre-service teachers.

Different speaking activities such as conversations, group discussions, and speeches make different types of demands on learners. They require different kinds and levels of preparation and support and different criteria obviously have to be used in assessing how well students carry them out. (Richards, 2006) Moreover, this could provide a better understanding of the whole language, and improve the motivation of students about trying to discover how it works in different skills.

- **Experiences**

ECRIF Lesson planning difficulty

Yes, it is. I think it is easy after the practice. The only thing to take into account is the English level of the students because as we know not everyone has the same level. Therefore, the activities in each stage of ECRIF must be different, which means, we must adapt the lesson planning for each student's needs as well as for their level. (P1)

I think it is easy to plan the ECRIF because it is divided into 5 stages in which you can develop specific activities according to the stage and depending on the topic of the class, for that, you need to have objectives that are achievable and at the end of the lesson, you can develop speaking, which is what this framework refers to. (P2)

I find it easy to develop an ECRIF lesson plan because I can have or maintain several logically sequenced activities. It also allows me to guide the students in a good way so that they can also develop step-by-step what they have to do when they are introduced to a new topic. (P3)

I think that in a certain way, it is easy to develop this type of lesson plan. However, you have to know what skills to develop, how you are going to develop it, and at what time you are going to do it. So, I think it depends a lot on that. I also think that the age factor also influences them, because they can be young children or adults. (P4)

Yes, it is easy to develop a plan with ECRIF as long as you keep in mind what kind of activities can help develop speech, once you know what activity to implement it is very easy to develop it. (P5)

Pre-service teachers considered it easy to plan a lesson with ECRIF as it is divided into stages that help developing students' learning and each stage can facilitate the selection and development of different activities and class materials for a better teaching. But there are several factors that pre-service teachers need to take into account in the planning as they may affect the planning in the future, the majority of these factors rely in the students needs' and to provide a good lesson of English the teachers have to solve factors such as students' level, age, and the types of activities to develop in class. This affirmation can be sustained with Caisaguano (2022), as she pointed out that the ECRIF framework helps teachers decide how students might approach the dynamic process of developing vocabulary. As a result, it offers suggestions for what to do to increase student vocabulary. The ECRIF framework's objective is to provide teachers with a tool to view student behavior and content from the perspective of student learning rather than dictating what they should or should not do.

Assistance of ECRIF framework in EFL classes

Yes, there are classes where it helps me because there is a chronology to follow to be able to teach the children. Therefore, I know what I have to apply in that step. Nevertheless, time is the only drawback since ECRIF cannot be applied in a single

class hour, but for a correct learning process, it would be better to apply it on different days, which are within the class schedule. (P1)

P2: Yes, it has helped me because it has many benefits, and I always try to make the activities according to their level and needs. (P2)

P3: Yes, ECRIF has helped me a lot. It is one of the few frameworks that we learned during our last semesters and it has a big benefit at the moment to teach communicative skills, since my students have learned new words and they improve their pronunciation a little bit.(P3)

P4: I consider that ECRIF helps in a great way because it has 5 stages in which we can establish different activities so that students do not fall into monotony or traditional classes as they are commonly used to.(P4)

P5: Yes, it helps a lot because it has an order in each of its stages and thus provides the opportunity to be organized in classes and teach in a better way.(P5)

Pre-service teachers had the same perception of ECRIF framework because it helped them in the teaching process, and their students in the communicative skills learning as the framework is divided into steps that facilitate the organization and application of selected activities in the learning of children, but cannot be applied in a single hour as it takes a lot of time. For instance, Gavilanes (2022) declared that

These frameworks showed clearly that the shift from a traditional to a more active learning approach produces significant changes in the educational setting, especially when a more meaningful learning environment is needed. So, teachers appeal to students' strengths and capabilities to enhance their learning. (p. 30)

Teacher's interaction time

Honestly, a little bit because the school where I am doing my pre-professional internship is in a rural area and therefore the level of English is too low. For example, I entered the class introducing myself as we usually do " My name is" " My age" and " Where I came from", but the children had no idea of anything. In my case, what I try to implement are the commands, always in English, I always tell them in English

and at least teach with gestures or actions that is when I use English, otherwise, I hardly ever use it. (P1)

Actually, I spoke to them most of the time in Spanish, and about 30% of the time in English because as they are children, they do not understand English words very quickly. However, I would translate when they didn't understand. For example, when they did not comprehend a complete sentence, I would try to mime, until they tried to grasp the idea, I wanted to tell them in English. So, most of the time I was speaking in Spanish, but I think it should be the other way around that English should be spoken more. (P2)

I speak in both Spanish and English, because the students do not have a sufficient knowledge base in English as a second language, so they do not understand when I speak to them in English. Likewise, it would be good to speak the whole class in English, but as I said when they don't have a sufficient level or base in their vocabulary and it's a big problem, that's why I use both the mother tongue and the target language. (P3)

I usually speak about 20% in English, but this also depends on the grade level, as I have different grades. For example, sixth graders have a little bit of an advanced level, they understand phrases that are very basic, instructions in the same way. But compared to the fourth grade, they have to explain again, and sometimes repeat again about 3 times the instruction in English. (P4)

I speak in English only to help them pronounce words and not to develop an entire class. I translate most of the time because the level of the students is not adequate to speak all the time in the target language, so I usually speak 5% of the time in English. (P5)

Pre-service teachers agreed that because of the level of their students they tend to talk most of the time in Spanish as children cannot fully understand commands, explanations, and even phrases. Most of the participants translate and repeat their speech in order to help students to comprehend the idea. This remains in the low level that learners have in the learning of the Language, so it is adequate to start working little by little with students as they do not

comprehend fully the English language. As teachers have to idealize the way of teaching, they have started speaking a little in English, as time passes by, eventually learners will be more accustomed and even motivated to learn the language. However, in the meantime the students are not used to working entirely in English. Kara, Ayas, & Dündar (2017) that there is a perception that although the learners can reach high levels of proficiency in reading, listening, and writing skills, they cannot speak in English like their peers do in other parts of the world. This is substantially concerning as these students have compulsory and selective English courses throughout their ten years of compulsory school education.

Students' difficulty levels in communication

Yes, most of them do not like English, and some of them who want to learn it do not have the right level, so they do not speak it well. For this reason, we have to try to encourage them with songs with activities in which they speak or try to speak, for example, riddles, I make them thematic with the materials that are in the classroom, then I also do dynamic gestures for the children to learn. (P1)

Yes, sometimes my students have told me that it is a bit complicated to speak in English. They usually watch videos in English but there are words that they don't understand, nor can they pronounce. I would try to help them and ask them to tell me which words they were having trouble pronouncing and I would pronounce those words and ask them to repeat in some cases. (P2)

Yes, my students have told me that the subject of English is difficult. They have also told me that they do not like the language, and I think it must be because they do not have the motivation of their teachers. Therefore, they see it as a barrier or something that they will not be able to do. (P3)

They have not told me that it is difficult literally, but they have told me that they are afraid, afraid of being wrong or confused. But I have given them advice on the best way and also taught them how to pronounce it correctly. Also, I have told them that everything is improved by practice, practicing, and making mistakes. (P4)

Yes, students tend to argue that English is a difficult idiom to speak and understand as it is not their mother language, as they are learning they have difficulties in reading,

listening, writing and speaking. That is the main reason why I have helped them to practice each skill. All comes with practice, also students and teachers need a good relation to enhance the learning process. (P5)

Pre-service teachers agreed that their students have difficulties in speaking of English as they may mispronounce or not understand words. Students also tend to be afraid of making mistakes so they restrain themselves from speaking. This leads to teachers to act more considerate towards their students by developing or modifying activities to motivate, make them practice, and help them to improve their understanding and production of the language as it is essential to learn how to do it in English. Thao & Nguyet (2019) sustains this by specifying that being able to speak English well is one of the outcomes for English training programs in different teaching and learning contexts. Nevertheless, there are many factors affecting the achievement of a high level of English-speaking skills. One of these factors is English speaking difficulties that ESL/EFL learners have to endure.

Pre-service teacher motivation over students

I try, at least with kids, it's easier. Since they are more hyperactive, it means that they talk all the time. In this case, it would be much easier to develop English as a second language because I would give them the basics which I would have them repeat until they grasp well, memorize and then produce the language. For example, I had them listen to a song in which the left and right sides were mentioned so the more we sang that song the more they knew what the song was about and could move from the left to the right side or vice versa. What I mean is that there are several tools to motivate them and likewise for the older students I would play YouTube videos of series or movies that they like or that catch their attention.(P1)

Yes, I have always started the class with a fun game or a dynamic that helped them wake up, raise their spirits, and have better motivation during the class. Therefore, it was very gratifying to know that when I did a dynamic or a game they responded to me in a good way, so I think I motivated them so that they could learn the best way in English or an activity or a specific topic that I was about to teach them.(P2)

Yes, I always reason. I always do that because they see English as a final goal of the year and as something they must achieve. For example, in each class I try to do something different, for example, I go out to the green spaces of the educational unit and make them do interactive activities related to the subject and matter. In this way, the students are no longer tired or bored and will be willing to learn.(P3)

Yes, I have encouraged them a lot to speak English and learn it, but they have that fear of making a mistake or saying a word wrong and everyone laughs. I have tried to focus 100% on them developing their speaking skills in an incredible way, it has been very good for me because I have seen great progress in them. I have seen a great improvement in them.(P4)

Of course, I motivate my students to make them speak English because they have shyness and they feel intimidated by the language and the teacher must give them the confidence to help them in speaking and develop their skill. It does not matter if they make errors, little by little they will improve their skill.(P5)

Pre-service teachers motivated their students to speak in English by creating activities that could catch student attention and making them feel confident while speaking and not to be intimidated by the feeling of making errors. (Caiza et al., 2023) point that the activities based on the ECRIF framework to teach the speaking skill depend on the stage teachers are working on. For instance, in the first stages of encountering and clarifying, teachers must plan activities that keep students´ attention when receiving information such as: YouTube videos, pictures, comparing meanings and choosing the best response. Moreover, teachers must think about three characteristics in the remember and internalize stages: the activity should have connection with the language input, provide enough opportunities to practice (at least six), and it should be done in cooperation with other learners. For instance, teachers should use think-pair-share, communicative games, information gap-activities and questioning. At the end, in the fluency use stage, teachers must choose activities that help students control the topic spontaneously and unconsciously, foster critical thinking and create a realistic environment.

ECRIF framework application personal experience

It was great; however, the level of the students leaves much to be said. It is good to follow the ECRIF because it has a very well-structured chronology, but it loses its essence because you have to adapt it very well as I mentioned before. It is only a guide for me, but its functionality is greatly devalued. (P1)

My experience applying ECRIF was very good because at the beginning of each class or when I started teaching the classes, they hardly spoke English, but as the days went by and I was applying each lesson plan they were already speaking English at the end of the class or during the class (P2)

Well, my experience so far with ECRIF has been positive since it has allowed me to know many things that I can create to take my class. In addition, it has allowed me to bring an order and have a sequence for my class. (P3)

My experience applying to ECRIF was excellent as I personally want my students to speak English without fear. I could say that I have taught them in a good way because they show me that they can understand the subject they are being taught. Also, I know that they do not get bored easily because there are several activities to do, however if I apply another method such as Task-based learning which for me is not enough because it has only one activity, they will get bored easily and they will not learn. On the other hand, with ECRIF they do learn and are entertained. (P4)

It has helped me a lot as students learn and develop every activity in each step. For example, In the beginning, students start with a warming up activity and in each step of ECRIF, students' progress in the topic, and in the end to give a reinforcement. ECRIF turned out to be a great framework for teaching strategies and lesson plan-making. (P5)

Pre-service teachers mentioned that they have had a good experience in the application of lesson plans in English teaching as the ECRIF framework has an organized procedure that helps pre-service teachers in the planning and developing of a lesson with activities to maintain the attention of their students and make reinforcements in the end. ECRIF is an excellent framework to work with, whenever the student's needs center on the communicative skills that need to be learned and produced. According to Tarambet (2020)

The ECRIF framework (Encounter; Clarify; Remember; Internalize; Fluency) emphasizes on how people learn, rather than prescribing what teachers should or should not do. In other words, the teacher will incorporate this model into the lesson plan to improve the student's intercultural speaking skills

Speaking skills application with ECRIF framework success

> Yes, it worked for me since it focuses on speaking skills, I work with the ECRIF but I also try to adapt it for the rest of the skills because most of the books do not only focus on speaking, they focus on writing, reading, and listening and it is a problem since this one only focuses on speaking. So, I would like there to be other models which adapt to all the skills and there is no problem in modifying them. (P1)

> My experience teaching speaking skills was very good because the students were able to perform better with the activities that were done to be able to speak in English. In this case, it worked, for example with pronunciation I helped them to improve any word that they could not say and I repeated it so that they would try to catch that sound and reproduce it. I have also taught them a variety of vocabulary, which I have them memorize, and they can now say the meaning of some words. (P2)

> From my experience, applying to the ECRIF to teach a second language and to develop speaking which is one of the skills on which the ECRIF focuses has been positive, however time I feel that it is one of the great opponents. (P3)

> I have had very good results using this framework, since as I have mentioned I mainly focus on speaking development and I know that with all my advice and also the motivation I have given them, they are already able to develop small conversations, even if they make mistakes. (P4)

> I have not worked a lot with the ECRIF framework in English teaching, but I can assure that it is essential to follow every step of ECRIF when it comes to teaching the speaking skill to make any topic and any doubt clear. (P5)

Members had a positive experience in teaching listening skills as they assure that their students progressed in their oral communication activities, pronunciation, and vocabulary learning. As the ECRIF framework maintains its bases in the reproduction of speaking, it is

easier to teach its respective skills and provide students a better chance of developing good capacity for communication, and even sow the seed to make them learn new idioms. On top of that Iza & Meza (2022) confirmed that English is spoken as a means of communication between various countries, becoming a key language in the world and at the same time playing an important role in life. Thus, when a person has the habit of investigating, they have characteristics of personal improvement, and their desire to learn a new language as a foreign language is born.

To sum up, the main results identified from the ten open-ended questions were: that the perspectives about the ECRIF framework are positive as it makes it possible to teach, develop and strengthen speaking skills in English teaching. But the minor inconvenience it presents is that, in the context the participants worked, it has a time limitation factor that makes it difficult to apply all five stages in one hour-class. It is intended for intermediate and advanced English levels. However, the participants consider it easy to adapt this framework to their necessities to develop students' learning and facilitate the selection and development of learning activities through the lesson. Furthermore, ECRIF assists students in development and practice of oral communication and speaking skills, allowing them to have proper conversations and interactions in the target language. Additionally, participants mentioned that even so, students may have problems with the language as it is still hard to understand and pronounce. But the participants have developed, with the ECRIF framework, several activities and procedures to enhance and motivate students to learn and reproduce the idiom, in which students have to practice their speech in a variable time of ten minutes per class. All participants have agreed that they had good experiences in English as a second language teaching in applying the lesson plans and speaking skills teaching using the ECRIF framework as it centers on learning oral communicative skills and allows a better reception of the language.

8. Research Impacts (Technical, Social, Environmental, Educational or Economic)

This research has an educational and social impact. Within the social impact is the relationship between pre-service teachers in their seventh semester and their students in each educational establishment located in Latacunga and Pujilí. This impact deals with the interaction between students and pre-service teachers in such a way that allows a correct teaching and learning process of English as a second language, through the application of the ECRIF framework which develops speaking skills in students, therefore the main role of this framework is to encourage communication, interaction and participation of the above-mentioned participants.

The educational impact it has is that it is a different framework to those that are usually applied in educational institutions, this has allowed students to feel more motivated to learn since it focuses on one of the most important skills such as speaking, it has five stages Encounter, Clarify, Remember, Internalize, and Fluency, in which different activities can be integrated as long as they encourage speaking skills and allow students to interact with each other, without causing fatigue in the students.

The application and implementation of ECRIF allows the activities to be focused on the students, so the teacher will only be a guide so that at the end of each class they can fulfill the objective that has been set at the beginning of the planning. In this way, students can feel more committed to their education, which can lead to better academic results.

9. Conclusions and Recommendations

9.1 Conclusions

It can be seen that ECRIF is an innovative framework that allows teachers to teach speaking skills with interactive activities that encourage communication and cooperation among learners. It has several aspects to take into account, but highlighting one of them is the development of planning, which must have a main objective for each class and, in the end, must be fulfilled. This must be based on the needs of each student, and through the identification of these, the use of strategies for enhancing language production and the selection of activities that will be implemented according to what is needed will be projected into the clarification and development of the speaking skill in English as a Foreign Language. Pre-service teachers' perspectives were coded into themes and categorized. Inside the perspectives category, there were found three themes: ECRIF conceptualization, Speaking skills growth, and Students interaction time. It can be highlighted that pre-service teachers had a mostly positive perspective about the ECRIF framework, being a good and innovative framework for the development of teaching of speaking skills, enhancing communication. Furthermore, the development of speaking skills is substantial for communication; this is enhanced as the framework specializes in the growth of produced language skills and it can satisfy students' needs.

The pre-service teachers experiences category was analyzed, there were found seven themes: ECRIF Lesson planning difficulty, Assistance of ECRIF framework in EFL classes, Teacher's interaction time, Students' difficulty levels in communication, Pre-service teacher motivation over students, ECRIF framework application personal experience, and Speaking skills application with ECRIF framework success. It can be emphasized that they had satisfactory experiences with ECRIF as this framework aimed to motivate and enhance learners' speaking skills through the application of different activities which were focused on them, which permitted students to have better performance in the learning of the speaking skills.

9.2 Recommendations

It is recommended that ECRIF continue to be used as an English language teaching framework, especially to teach speaking skills, which is one of the most important skills in the target language. Moreover, it can be modified and adapted to the ECRIF framework stages to cover the students' necessities and provide material and activities that could enhance the motivational factor between students to entail greater success in the formation and acquisition of stronger speaking and communicative skills among learners.

In addition, it is recommended that pre-service teachers do a preliminary study of the ECRIF framework theory and different speaking activities for correct execution of its practice within the class and a strengthening of significant speaking skills. In this way, teachers will have better perspectives when they apply the ECRIF.

The pre-service teachers must search and employ activities that could assist them in the motivation of their students and could fit within the hour class to improve students' practice and enhance their speaking skills. Producing an achievement in teaching of the target language In this way, pre-service teachers will have success in applying the framework. Thus, obtaining outstanding experiences through the use of ECRIF.

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11. Appendices

12.1. Appendix 1: Interview guide

Interview 7th-semester students and pre-service teachers.

Thesis theme:

ECRIF framework applied for teaching speaking skills in English from pre-service teachers' and students' perspectives.

Objective:

The aim of this interview is to figure out your perspectives on the implementation of the ECRIF framework to teach speaking skills in English. The information gathered will help us with the analysis of the research project.

Instructions:

10 open-ended questions will be asked, you have the chance to answer each question according to your experience during your daily pre-professional practices.

Interview Questions

1. What do you think about the ECRIF framework? Write a short description of it.
2. Do you think it is easy to develop a lesson plan using ECRIF?
3. Do you consider that ECRIF helped you in your classes?
4. How often do you speak in English while teaching classes in your school?
5. What do you think about the development of Speaking skills in students?
6. Have your students told you that it is difficult to speak English?
7. Do you motivate your students to speak in English during your classes?
8. How much time do you give your students during the class to speak English in a speaking activity?
9. How was your experience applying the lesson plan with the ECRIF framework in your daily pre-professional practices?
10. How was your experience teaching speaking skills in English with the ECRIF framework? Did it work or not?