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ENGLISH MAJOR

MODALITY: RESEARCH REPORT

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“PEER TEACHING PROGRAM USING ECRIF AND PDP FRAMEWORKS TO IMPROVE SPEAKING AND LISTENING SKILLS IN THE FIRST LEVEL OF THE PEDAGOGIC ENGLISH MAJOR AT THE TECHNICAL UNIVERSITY OF COTOPAXI.”

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

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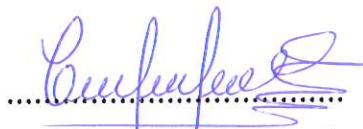
TUTOR'S ENDORSEMENT

In my capacity as a supervisor of the research report entitled “**Peer Teaching Program using ECRIF And PDP Frameworks to improve Speaking and Listening skills in the first level of the Pedagogic English Major at the Technical University of Cotopaxi.**”, and researched by **Grecia Mishel Gavilanes Pilatasig**, ID number **0504277237**, 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, 2022



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COMMITTEE APPROVAL

The research report entitled “Peer Teaching Program using ECRIF And PDP Frameworks to improve Speaking and Listening skills in the first level of the Pedagogic English Major at the Technical University of Cotopaxi.”, 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.

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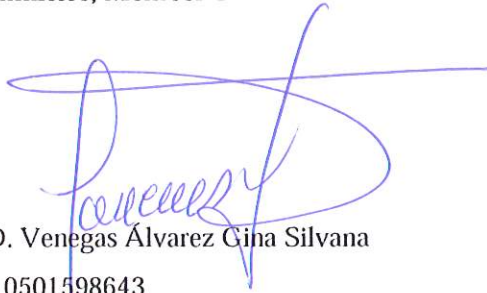
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Pujilí, August, 2022



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GRATEFULNESS

First, I would like to express my gratitude to God for giving me life and the capacity to complete this stage of professional training. Likewise, to the Technical University of Cotopaxi for being my second home and making me a helpful human being in society.

*On the other hand, I would like to send my sincere gratitude to my esteemed tutor **Mg.C. Mercedes Abata** who constantly helped me to guide this project. Finally, to the teachers from the Technical University of Cotopaxi for having shared with me their invaluable knowledge during my career and for always being good professionals.*

Grecia Gavilanes

DEDICATION

Bursting with love and satisfaction I want to dedicate this project to the most important people in my life. To my parents, Luis and Rosa because they are my greatest treasure and have been constantly by my side through the ups and downs of my academic life, helping me, and completely supporting me in my right and wrong decisions. To my sister Ximena, my special confident, who takes care of me and applauds my achievements as if they were her own. To my aunt and uncle Ventura & Fausto for being my second parents and always looking out for my well-being, trusting and motivating me to complete this process.

To all of you, infinite thanks for allowing me to dedicate this accomplishment to you, filling you with pride and making my happiness yours.

Grecia Gavilanes

TECHNICAL UNIVERSITY OF COTOPAXI

UNDERGRADUATE PROGRAM

DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY

ENGLISH MAJOR

THEME: Peer teaching program using ECRIF and PDP frameworks to improve speaking and listening skills in the first level of the Pedagogic English Major at the Technical University of Cotopaxi.

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ABSTRACT

Speaking and listening are fundamental skills that English students must master to become competent users. In particular, in the context of teaching English as a Foreign Language (EFL), such as the first English Major where many students face several problems when developing the above-mentioned skills due to the low English level. That's why the present project was carried out to describe experiences in the implementation of the peer teaching program using ECRIF and PDP frameworks with the pre-service teacher and students at the Technical University of Cotopaxi. The ECRIF means Encounter, Clarify, Remember, Internalize and Fluency to help students to speak and the PDP framework means Pre-listening, During-listening and Post-listening to provide effective listening lessons. The researcher applied a qualitative research survey with open-ended and closed-ended questions that were used as data collection for students. The reflection guide was used also as an instrument to collect data for pre-service teacher. Five first term students of English Major at Technical University of Cotopaxi were the population. The main findings showed positive and negative aspects. The positive results were that by implementing this program using the ECRIF and PDP frameworks 80% of students were able to improve their speaking and listening skills through different techniques applied (guessing games, role plays and collaborative work). In that case, 80% of them felt that this program contributed to their learning. However, they considered that this program should be applied in face-to-face classes instead of virtually. So, 60% of them felt very satisfied with the material implemented, while 40% of them felt comfortable. Conversely, the pre-service teacher faced some drawbacks such as lack of class participation, lack of time management for the activities, unknown vocabulary for the students and as a student's suggestion, the didactic materials could be improved by using more technological tools. Moreover, the pre-service teacher's experiences during the implementation were both positive and negative. She gained experience in teaching English and preparing activities with these frameworks. As negative points, she was unable to give clear instructions and the didactic material had an unfamiliar vocabulary for the students which impeded them to develop the activities. Based on these findings, the researcher suggests strengthening the present project by including it in the curricula to provide a better learning experience for students.

Key words: Peer-teaching, Listening & Speaking skills, ECRIF & PDP frameworks.

TECHNICAL UNIVERSITY OF COTOPAXI

UNDERGRADUATE PROGRAM

DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY

ENGLISH MAJOR

TÍTULO: Programa de enseñanza entre pares utilizando los marcos ECRIF y PDP para mejorar las habilidades de habla y escucha en el primer nivel de la carrera de Pedagogía en Inglés de la Universidad Técnica de Cotopaxi.

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RESUMEN

Hablar y escuchar son habilidades fundamentales que los estudiantes de inglés deben dominar para convertirse en usuarios competentes. En particular, en el contexto de la enseñanza del inglés como lengua extranjera (EFL), como en el primer ciclo de inglés, donde muchos estudiantes enfrentan varios problemas a la hora de desarrollar dichas habilidades debido a su bajo nivel de inglés. Es por ello que el presente proyecto se llevó a cabo para describir las experiencias en la implementación del programa de enseñanza entre pares utilizando los marcos ECRIF y PDP con la profesora en formación y estudiantes de la Universidad Técnica de Cotopaxi. ECRIF significa Encuentro, Clarificación, Recuerdo, Interiorización y Fluidez para ayudar a los estudiantes a hablar y PDP significa Pre-escucha, Durante-escucha y Post-escucha para proporcionar lecciones de escucha efectivas. La investigadora aplicó una encuesta de investigación cualitativa con preguntas abiertas y cerradas como recolección de datos para los estudiantes. También utilizó la guía de reflexión como instrumento de recolección de datos para la docente en formación. La población fue de cinco estudiantes del primer ciclo de la carrera de inglés de la Universidad Técnica de Cotopaxi. Los principales hallazgos mostraron aspectos positivos y negativos. Los resultados positivos fueron que al implementar este programa usando ECRIF y PDP el 80% de los estudiantes mejoraron sus habilidades de habla y escucha mediante diferentes técnicas (juegos de adivinanzas, juegos de rol y trabajo colaborativo). En este caso, el 80% de ellos consideró que este programa contribuyó a su aprendizaje. Sin embargo, consideraron que este programa debería aplicarse en clases presenciales en lugar de virtuales. Así pues, el 60% estuvo muy satisfecho con el material aplicado, mientras que el 40% se sintió cómodo. Por otra parte, la profesora en formación enfrentó algunos inconvenientes como la falta de participación, falta de gestión del tiempo para las actividades, vocabulario desconocido para los alumnos y, como sugerencia, los materiales didácticos podrían mejorarse utilizando más herramientas tecnológicas. Además, las experiencias de la profesora en formación durante la implementación fueron tanto positivas como negativas. Ganó experiencia en la enseñanza del inglés y preparando actividades con estos marcos. Como puntos negativos, no logró dar instrucciones claras y el material didáctico tenía un vocabulario desconocido para los alumnos, lo que les impidió desarrollar las actividades. A partir de estos hallazgos, la investigadora sugiere fortalecer el presente proyecto incluyéndolo en los planes de estudio para brindar una mejor experiencia de aprendizaje a los estudiantes.

Palabras clave: Enseñanza entre pares, habilidades de escucha y habla, marcos ECRIF & PDP.

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1. GENERAL INFORMATION

Theme: Peer teaching program using ECRIF and PDP frameworks to improve speaking and listening skills in the first level of the Pedagogic English Major at the Technical University of Cotopaxi.

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Ending Date: August 2022

Place of Research: English Major Career at the Technical University of Cotopaxi.

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Linked Research Project: Diseño y Análisis de los Modelos Curriculares de Convergencia de Medios Contextualizados Adaptados a los sujetos Educativos (Diagnóstico de Modelos Curriculares para el Aprendizaje del Idioma Inglés en las Unidad Educativas)

Macro project of the career: Procesos formativos en la enseñanza y aprendizaje del idioma Inglés como lengua extranjera en las instituciones educativas de la provincia de Cotopaxi.

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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. JUSTIFICATION

Nowadays, the growing demand for qualified professionals requires a new methodology that encourages students to improve their language skills. That is why, there is a low level of English in Ecuador and especially in the English major of the Technical University of Cotopaxi, where students have presented a low level in this language. This is a problem that has increased in the COVID 19 pandemic, where educational institutions opted for virtual classes and English was taught for one hour and once a week.

For that reason, this project is carried out in order to introduce two frameworks ECRIF and PDP that help to improve speaking and listening skills in the English language. Therefore, implementing a peer-teaching program could be a good option to provide good learning experiences based on real world situations. In that sense, it is expected that participants can improve their listening and speaking skills by implementing a peer-teaching program using ECRIF and PDP frameworks.

On the other hand, this project benefits both teachers and students who participate in the peer teaching project to improve the level of English language learning. Likewise, the project includes a theoretical contribution with pedagogical bases that support the use of ECRIF and PDP in EFL classrooms. Also, another contribution of this project is that these kinds of frameworks ECRIF and PDP can be part of the syllabuses of the language curriculum subject to train pre-service teachers to improve the quality of English teaching. For that reason, this project can have an impact on the career as the results will allow the implementation of this project as a strategy to reduce the dropout and desertion rate of students in the career of pedagogy of national and foreign languages.

Finally, the project has a practical contribution supported by a pre-service teacher implementing a peer teaching program using the two frameworks to improve the skills of students that face low level of English. Therefore, this project calls other teachers' attention for applying this program and checking its effectiveness. As a result, more research studies can emerge from these experiences and report teachers' experiences and attitudes toward the practice using the frameworks already mentioned. So, it will contribute to the professional development of the English language area.

3. BENEFICIARES

This project will have 5 female direct beneficiaries who have low English level. They are weak students from the first term of English Major at Technical University of Cotopaxi.

On the other hand, the indirect beneficiaries of this project will be English teachers since it will allow them to notice the progress of their students and then facilitate the teaching-learning process.

4. PROBLEM STATEMENT

Learning English as a foreign language is essential to live in a globalized world. For that reason, in the process of learning a second language, the ability to speak and listen are indispensable skills for effective communication. Nevertheless, in Ecuador, English has not had such a high priority in the different educational institutions, which has caused difficulties to reach a good level of listening and speaking skills.

In that sense, Ureña (2014) indicates that “Ecuador was ranked 46 out of 60 countries, having one of the lowest English language proficiency” (p.2). According to Hidalgo (2021) “In Ecuador students’ opportunities to self-assess and to practice their speaking skills are mostly limited to the confines of the classroom where they have few opportunities to practice with others outside it” (p.4). These effects cause students to not be able to be understood by others because of the performers’ strongest traits, accuracy, and lexical diversity. Besides, Heredia (2018) states that “Spanish students in a university of Ecuador were interviewed about their listening comprehension problems. They were learning English to get their proficiency. The results showed that most of them thought that listening was the most difficult skill to acquire” (p.63). The same happens in the Faculty from Technical State University of Quevedo in which Varas, Rosa, Benitez & Betsy (2018) showed that “most of PreTechnical English level’ students have not developed their listening and speaking skills in EFL classes and they present serious difficulties for understanding or speaking simple topics like an elemental conversation” (p. 81)

Similarly, problem faces institutions from Cotopaxi Province, Guamán (2015) mentions that “Students at sixth year of Basic Education at “Leonardo Moscoso Moreno” School have problems in developing English skills according to their level such as: They have limited vocabulary and do not know basic grammatical structure” (p.16). Likewise, Bastidas (2014) pointed out that students of the seventh grade at Juan Manuel Lasso elementary school present

problems in listening and speaking “the basic cycle for students in the English language learning is not good enough since no methodological tools are used for motivating students” (p. 13).

The English Major faces a similar situation in learning English. Andrade (2019) mentions that “The problem that has been detected at Universidad Técnica de Cotopaxi has been deficient of the English Language speaking-fluency development, which does not permit students to keep a well-developed conversation or interaction with others using their foreign language” (p.11). Additionally, Nuñez (2021) mentioned that the A1 level of the students from the Technical University of Cotopaxi located in La Mana “is the fragmentation of knowledge; the students assimilate parts of the whole, which prevents them from concretizing the acquired knowledge. It is also clear that students have big problems with vocabulary acquisition” (p. 7). Besides, a teacher from the first level mentioned that students have a low level of English. The students cannot understand basic instructions and use structures to communicate their ideas in English. This problem occurred because the students come from virtual classes taking just two hours of English a week. So, they do not understand the activities and cannot produce the language. This problem has caused students to fail the first level or make them drop out of their studies.

5. OBJECTIVES

5.1. General objective

- To describe experiences in the implementation of the peer teaching program using ECRIF and PDP frameworks with pre-service teachers and students.

5.2. Specific objectives

- To identify theories to teach using the peer teaching program, ECRIF and PDP frameworks.
- To implement a peer teaching program by using ECRIF and PDP frameworks to improve the speaking and listening skills.
- To describe main findings and results with the implementation of the ECRIF and PDP frameworks.

6. ACTIVITIES AND TASK SYSTEM IN RELATION TO THE OBJECTIVES PROPOSED.

Specific objectives	Activities	Results of the activities	Verification Means
To identify theories to teach using the peer teaching program, ECRIF and PDP frameworks.	<ul style="list-style-type: none"> - Bibliographic review of articles, research papers, - Taking notes on relevant information - Drafting the theoretical framework. 	<ul style="list-style-type: none"> - The theoretical framework. 	<ul style="list-style-type: none"> - Bibliographical review. - Theoretical foundation.
To implement peer teaching program by using ECRIF and PDP frameworks to improve the speaking and listening skills.	<ul style="list-style-type: none"> - Elaboration of a timetable for the implementation class. - Planning and elaboration of didactic material. 	<ul style="list-style-type: none"> - Peer teaching program implemented. 	<ul style="list-style-type: none"> - Lesson plans. - Teacher's monitoring. - Pictures.
To describe main findings and results with the implementation of the ECRIF and PDP frameworks.	<ul style="list-style-type: none"> - Elaboration of the instruments. - Validation of the instruments. - Application of the instruments. - Analysis of the data. 	<ul style="list-style-type: none"> - Results analysis - Discussion 	Google form survey.

7. SCIENTIFIC AND TECHNICAL FOUNDATION

7.1. Background

Some research studies report the feasibility of applying ECRIF and PDP frameworks that can meet the needs of learners, especially those who have difficulties in the English language learning process. In that sense, the following studies support this project that focuses on the implementation of a peer teaching program using two frameworks that help students to improve their speaking and listening skills in the classroom.

Adil and Ali (2018) conducted a study called “Implementing Peer Teaching to Enhance English Students’ Language Learning: Kurdish EFL Teachers’ and Students’ Perspectives”. This study aimed to introduce the idea of peer teaching, its benefits, and barriers in EFL classes. They used the learner-centered methodology with 10 teachers from EFL Kurdish native speakers and 5 fourth-year students of the English department at the University of Garmian. Data was collected by a survey with open-ended questions to know opinions on peer instruction in English classes. The study findings show that participants have positive perspectives towards implementing peer teaching in EFL classes as it helped them when they could not understand the explanation of teachers or missed a session. In conclusion, although students have different views on peers’ teaching most of them prefer this modality to teacher’s teaching.

Muñoz (2013) carried out a research proposal called “Ecrif in the English Classroom: Students perceptions regarding its implementation” whose main objectives were to analyze students' perceptions about the implementation of ECRIF, and the feasibility of working following the steps of a teaching framework in an EFL classroom. He used a descriptive case study of a mixed-method quantitative descriptive and qualitative with 21 first level students from different majors at the Universidad Tecnica del Norte, in Ibarra, Ecuador. Data were collected by a questionnaire, interviews, focus group, and journaling. The main findings showed that the perception about the implementation of ECRIF was positive and that working with a framework that guides the learning process is feasible thanks to its criteria and mainly because it is a not prescriptive approach. In conclusion, ECRIF framework is an innovative proposal of which students have positive perspectives since its principles of the learner centered approach allows learners to be

involved in the classroom and make them feel more motivated and confident during the pedagogical practice.

Córdoba and Rangel (2018) conducted a study called “Promoting listening fluency in pre-intermediate EFL learners through meaningful oral tasks”. It aims to implement meaningful oral tasks to reinforce and increase the performance in the listening assignments of ten pre-intermediate EFL learners in the ELT program at the Universidad de la Amazonia in Florencia, Colombia. A qualitative action-research study with observation field-notes and semi-structured interviews served as the basis for this research. Moreover, the pedagogical intervention deals with ten meaningful listening oral tasks which lasted 40 hours and were developed within ten weeks during the second semester of 2016. Results show that this pedagogical intervention with pre, while, and post listening phases, provided suitable opportunities to foster listening fluency through the development of meaningful oral tasks. In conclusion, listening fluency can be promoted by contextualizing and personalizing listening activities that include pre, while, and post intensive-extensive listening practices which allow learners to understand, to interpret oral messages, and to provide suitable responses to do the required tasks.

7.2. Theoretical Framework

7.2.1. Peer teaching

According to Corral (2018) peer teaching refers to “an instructional strategy in a classroom can be defined as students, who are not school teachers, helping other students to learn content” (p. 2). Similarly, Peer teaching is defined as “the acquisition of knowledge and skill through active helping and supporting among status equals or matched companions. It involves people from similar social groupings who are not professional teachers helping each other to learn and learning themselves by so doing” (Topping, 2005, as cited in Zhang & Bayley, 2019, p. 61). Thus, Stigmar (2016) states that peer teaching has emerged “to meet the dual requirement of improving teaching and learning quality while doing more with less” (p. 124).

That is why Burton points out that some studies “have found clear and convincing proof that having students teach, individually tutor or academically mentor each other can be

an extremely effective tool for improving learning in the classroom” (2012, p. 3). Consequently, peer teaching is highly recommended to be “used in remedial courses to cater to the needs of students who are unable to progress with the class in a normal classroom” (Abu Armana, 2011 as cited in Utha & Rinzin, 2019, p. 1522).

7.2.2. Advantages of Peer Teaching

As peer teaching has had a great impact on education, it involves advantages in both personal and emotional development. In this regard, Fink (2020) mentions that “one study found that peer learners valued the fact that their peer teacher had recently learned the materials and could relate to their experience of learning the material for the first time” (para. 17). The possible reason why this happens is that “learners shift from being students as recipients to being productive teachers, (. . .) they need to understand the material at a deeper level to be effective teachers (Stigmar, 2016, p. 125)”.

Another advantage of peer teaching is mentioned by Utha & Rinzin (2019) who assert that students feel more comfortable “saying things to each other when the teacher is not around. They add more to the conversation because they are not as intimidated as they are when they have to answer a teacher’s question or address the large group” (p. 1522). Thus, in peer teaching it is essential to “provide a warm, non-threatening environment where the tutee is habitually active and is unafraid to make mistakes, there is indeed tremendous potential” (Rankin & Berman, 2018, p. 20).

Further, the peer teaching is based on the learner-centred approach, so motivation is one of the main benefits, as in Burton's study “the younger students acting as peer learners were motivated and excited by the experience of being taught by older peers” (2012, p. 12). Similarly, Zarifnejad et al., (2018) conclude that “They also experienced collaborative learning instead of individual learning; the process of discussions leads to active listening. Students received a large amount of feedback during discussions so they could cover the gaps in their learning.” (p.94). This agrees with the results of Sukrajh’s work (2018) where it was concluded that the students of second term of University of Sefako Makgatho Health Sciences “found the experience of peer teaching was positive and they should have more exposure to this educational strategy” (p.42)

7.2.3. Disadvantages of Peer Teaching

Nengsi (2019) commented on some disadvantages of peer teaching as the following:

1. “Tutee students often ignore the tutor because they dealing with their own friend
2. Embarrassed to ask because they didn’t want the secret known to they friend.
3. Rarely implemented because it is difficult to find loyal students” (p.15).

Moreover, Gordon (2005, as cited in Burton, 2012, pp. 19-20) “points out that a number of studies (. . .) found the same problems:”

- lack of time for the peer tutoring
- insufficient training for the peer teachers
- inadequate initial preparation of the curriculum teaching and material

Consequently, Sukrajh (2018) states “some suggestions made by the students was that they receive training on how to teach for effective group learning and guidance on handling difficulties within peer teaching” (p. 19). Similarly, since peer teaching focuses on curriculum content and procedures for interaction, the participants need to “receive generic and/or specific training. Some peer tutoring methods scaffold the interaction with structured materials, while others prescribe structured interactive behaviours that can be effectively applied to any materials of interest” (Thurston et al., 2020, p. 1)

7.2.4. Listening Skills

In the educational field referring to learning English as a foreign language, one of the most difficult skills to develop is listening comprehension. For that reason, Chastain, 1971 (as cited in Ayuningtyas, 2019) states that “the goal of listening comprehension is to comprehend the language at normal speed in an automatic condition”. According to Hossain (2015), listening is a receptive skill that involves receiving, processing and interpreting sounds until they convey messages that have meaning for speakers. In this regard, learners need increased concentration to improve this skill, which is also useful for learning the pronunciation, intonation and stress of words and phrases that are relevant elements for English learners. Undoubtedly “listening is the primary tool of learners to create their understandings in target language and acquire the input” (Yavuz & Celik, 2017, p. 9).

7.2.5. Listening strategies for teaching English.

The strategies of effective listening skills are essential for every great teacher as they improve the listening comprehension of students wherever the language is spoken. In that sense, listening strategies are considered as “techniques or activities that contribute directly to the comprehension and recall of listening input. (. . .) Listening strategies are the special thought or behaviors that individual use to help them comprehend learn or retain crucial for student to develop good listening skill. (Januariska, 2018, p. 20). Moreover, Wah (2019) states that “Learning to develop the listening skill intended to help students to be more fluent and to create more effective learning environment. The teachers need to practice the students by using effective strategies and activities” (p.886).

That’s why, Lafi (2020) mentioned the following techniques to teach listening:

- keep the recording short-not more than 2minutes or so.
- Play the tape a sufficient number of times.
- Let students discuss their answers together (perhaps in pairs)
- Don’t immediately acknowledge correct answers with words or facial expressions _throw the answers back to the class : “what do you think of x’s answer_ do you agree?”
- Don’t be led by one strong student. Have they all got it?
- Aim to get the students to agree together without your help. Until they agree, play the tape whenever they need to hear it, to confirm or refute their ideas.
- Play little bits of the tape (a word; a phrase; a sentence) again and again until it is clear.
- Give help if they are completely stuck- but still with the aim of getting them to work it out if at all possible rather than giving them the answers. (p. 18)

In that case, Hadijah & Shalawati (2018) states that teacher’s role is significant because they have to facilitate “the students to enhance their listening performances. One of the ways by encouraging the students to keep practicing their listening because some issues in vocabulary, unfamiliar sounds, speed rate of speakers can be simultaneously figured out through their practices” (p. 54). Likewise, Bao & Guan (2019) states that “learners not only to pay fullattention to and process information in a timely manner but also to utilize an array of functions such as planning, monitoring, inferencing, imagery-elaboration, summarization, repetition, resourcing, note-taking, and so on.” (p. 1).

7.2.6. Speaking Skills

Learning a foreign language has to do with the four skills that have to be mastered and one of them is the ability to speak. Harmer, 2007 (as cited in Oyola, 2020, p. 140) states that speaking is a productive skill “where students actually have to produce language themselves”. It involves “an important form of expression used to persuade or convince other people and share ideas and feelings” (Moreira 2021, p. 14). Within speaking skills, the development of oral activities can enhance “language fluency and accuracy and (. . .) the learners’ confidence as well” (Rao, 2018, p. 142) that are relevant characteristics for English learners.

7.2.7. Speaking skill strategies

(Brown and Yule, 2010 as cited in Fanshuri, 2019) states that learners learn spoken language through any forms and mostly in written forms, thus they offer some task-based strategies:

1. **Description task**, the learners are asked to be able to describe things by identify and distinguish objects in pictures, which could be helped by providing list of nouns or adjective and nouns to stimulate the learners’ speaking production.
2. **Instruction/description task**, the learners are asked to describe and give instruction by using diagram or series of cards to their partner. The task can be done by two students or more in group.
3. **Storytelling**, the learners are asked to tell a story by using series of pictures where the learners are stimulated to tell a story and have an interaction with their audience.
4. **The eye-witness account**, the learners need to do this activity with a partner. The learners have to be able to describe things in a picture while the other students guessing the same picture on another place just by listening and have an interaction with their classmate.
5. **Opinion-expressing**, the learners are stimulate to use spoken language by giving them different topic with the help of watching movie, reading news, or even looking at a photograph therefore the learners can describe their opinion (p. 26).

As a result, the relationship of these skills is reflected in that “to become a fluent speaker in English, learners need to develop strong listening skills. Listening not only helps to understand what people are saying, it also helps to speak clearly to other people” (Hossain, 2015, p. 9).

7.2.8. ECRIF Framework for Speaking Skill

Within English Language Teaching, “ECRIF is a framework system of a way of looking at how students learn a language” (Tosuncuoglu, 2017, p. 131). It is considered as a new way that facilitates the teaching-learning process and by which the academic performance of learners may be successful (Dalkıran & Semerci, 2020). Mezied (2017, p. 35) states that “it moves classroom instruction to student-centered collaboration and independent practices rather than teacher-guided lesson”. As a framework based on the student, Tamrabet & Ayadi mention that “it is used by the teacher as a lesson planning framework to determine the appropriate feedback to be introduced to the learner that will guide them. Also, it helps the teacher to have a better understanding of the individual’s needs” (2017, p. 20). Furthermore, this framework “aims to facilitate productive language skills development” (Muñoz, 2013, p. 5), that is the main goal in EFL learners to interact and move ahead in the world in this challenging era of globalization (Saidouni, 2019).

ECRIF is useful to develop speaking skill which involves “expressing ideas and opinions; expressing a wish or a desire to do something; negotiating and/or solving particular problem; or establishing and maintaining social relationship and friendship.” (Putra, 2017, p. 38). Because of this, developing speaking skills “enhance the learners’ language fluency and accuracy and they also boost the learners' confidence as well” (Rao, 2018, p. 142). That is why Maulana (2019) argues that “developing fluency implies taking risks by using language in relaxed, friendly atmosphere -an atmosphere of trust and support. Speaking fluently, of course, involves speaking easily and appropriately with others” (p. 11).

7.2.9. Stages in ECRIF Framework

Dalkıran & Semerci (2020, p. 8) assert that ECRIF “has formed a sequence of stages with its own teaching steps. It is seen to be ranked from simple to complex, from easy to difficult, from concrete to abstract. From this point of view, (. . .) it shows a taxonomic structure”. ECRIF is an acronym and each letter represents one of the five stages of this framework which will be detailed below.

The first one, Encounter, uses target instructions to draw learners' attention, so they can pay attention, notice and learn something, and then understand what kind of vocabulary or knowledge they will need to move on to the next activity (Al-Mobayed, 2016). At this stage, Muñoz mentions that “students are not expected to produce the target language; the stage focuses on providing learners with comprehensible input” (2013, p. 59).

Then, referring to Clarify, it is “an internal phase that occurs inside the learner” (Khalaf, 2016 as cited in Mezied, 2017, p. 38) who can “find meaning and use of new item” (Bouzid, 2017, p. 58). Therefore, he will be able to “connect the target vocabulary with correct meaning and pronunciation. The learner can also choose from several grammar constructions the suitable one for a certain situation” (Mezied, 2017, p. 38).

The third stage, Remember, is “the first step in conveying a new material to the student’s memory” (Tosuncuoglu, 2017, p. 133). It “would help the learner to memorize the information and use it in another assignment” (Tamrabet, 2017, p. 21). Then, the Internalize stage deals with “the process of learning something so that it can be used as the basis for production. Once language is internalized, it can then be retained and retrieved when needed for communication” (Muñoz, 2013, p. 16). According to Mezied (2017), it also involves “constant freer and less controlled practices where students can determine the suitable decisions and select from the choices depending on their own information without any outside support” (p. 38).

Finally, Fluency is “the ultimate goal of the learning process” (Freeman, 2017 as cited in AlSaleem, 2018, p. 85), that is, “the ability to undertake communicative situations using language skills broadly and easily without any difficulties” (Tamrabet, 2017, p. 23). In this case, teachers have to set learning activities for students to use what they learnt in a free and more personal way. So, the language needed for communication in the learning activities is naturally generated by learners by choosing which language to use or not to use. Teachers do not interrupt the activity, but they focus on students' self-correction and provide feedback when it is necessary (Muñoz, 2013).

Apart from that, Tosuncuoglu (2017) in his study states that in the ECRIF framework it is important to apply some techniques such as the following mentioned below:

- Matching activity,

- Identify correct and incorrect answers,
- Ask CCQs (Concept Checking Questions),
- Clarify contains; Drilling, Gap fill, Information gap, Searches, Scrambled words, Guessing games, Matching, Reading scripts, Dialogues,
- Remember includes; Guessing games Information gaps Storytelling/ role play, Short answer activities, Project structured discussions, Card games,
- Internalize stands for; Guessing games,
- Fluency lines, Debates, Role play, Information gap, Discussions Fluency, fluency is interconnected with aforementioned activities. (p. 130)

7.2.10. Teacher's and student's role in ECRIF Framework

In the ECRIF framework, the teacher's role completely shifts because they work as a facilitator who develops situations and that enable students to practice meaningful communication and enhance their learning process, contrary to his conventional position in traditional techniques, where they control the class (AlSaleem, 2018). Likewise, Muñoz (2013) emphasizes that “the teacher's job being present with the students is monitoring, scaffolding, facilitating, reviewing, clarifying, correcting, all in response to students' needs” (p. 62).

Additionally, students “become the primary constructors of their learning. The students appropriate language knowledge and skill from what they do in the classroom with the teacher, their classmates, the material and the text” (Muñoz, 2013, p. 6). That is why Meziad points out that they “have new roles that motivate them to be good producers of the target language” (2017, p. 39).

7.2.11. PDP Framework for listening

Richards & Renandya 2010 (as cited in Solak, 2016, p. 30) say that “the listening skill has received little attention and has been categorized as a passive function in language teaching and learning settings due to the teaching methods have focused on productive skills”. However, Rost 1994 (as cited in Yıldırım, S & Yıldırım, 2016) points out that “Listening is vital in the language classroom because it provides input for the learner. Without understanding input at the right level, any learning cannot begin.” (p. 4).

Through Rost's thinking, it is possible to see the importance of teaching listening within language learning environments. It provides learners with a first encounter with the target language by providing them with a context of meaning to produce dialogues.

Faced with such a challenge, the PDP framework “enables teachers not only to plan and demonstrate the successful listening lesson, but it also keeps students active, engaged, and motivated throughout the three stages of the listening lesson: the pre, during, and post ones” (Nehar, 2009 as cited in Abdalla, 2020, p. 6).

7.2.12. Stages in PDP Framework

“The PDP framework is specifically for practicing and scaffolding receptive listening and reading skills. The framework has three stages: Pre, During and Post” (Povey, 2019, p. 9).

Starting with the pre stage, it is the moment “where EFL student-teachers start to organize their thinking about the teaching process. They think about the reading texts and teaching aids for listening lessons” (Mohammad, 2016, p. 42). That’s why, Povey (2019) mentions that some activities of this stage are: “activating schema, assessing students’ background knowledge, pre-learning the new and necessary vocabulary to understand the text, and generating students’ interest in the topic” (p. 1)

The next stage is the During, which is the longest one of the PDP framework as learners listen to the audio material while completing certain interactive activities. So, they are expected to complete a particular assignment every time they listen to the material. After the tasks, learners compare and discuss their answers to create a trusted environment and deepen understanding. (eilecuador.org, 2018).

Finally, in the Post-stage, learners need the opportunity to work one-to-one with the audio to see how the content relates to real life and how to apply it outside the classroom. For example, students tell the story of something that happened to them, they write a letter of complaint to a restaurant to carry out a similar interview, and so on. (Algeriatesol.org, n.d).

7.2.13. Listening skill Strategies

Some of the listening strategies for PDP framework are mentioned by Acevedo, Cañas, Castro & Guevara (2018) like the following:

Pre:

- Match vocabulary to pictures

- Predict from a headline, title, group of words, pictures, etc.

During:

- Listen/read and draw
- Answer general information (gist) questions such as “What are they talking about?” “Do the speakers sound happy or upset?”
- Listen/read and arrange pictures or events in order
- Listen/read and find the mistakes

Post:

- Discussion questions
- Make and tell a similar or personal story
- Discuss a topic, the issue or the information in the text (p. 51).

7.2.14. Teacher’s and Student’s role in PDP Framework

The PDP framework is located within the learner-centered approach, so the student’s and teacher’s roles will be designed according to its principles. For that reason, Flores & Guido (2021) mentions that “Applying this framework, teachers are demanded to create lessons that involve students actively and adjust the control of the environment where learners can improve their listening skill.” (p. 20).

Keeping this in mind, and according to Lang-Road's view (2018) the teachers “are facilitators or activators of learning. Instead of giving formulaic sets of worksheets, tasks, or practice problems, teachers today are designing active, engaging learning experiences that build on student strengths and interests.” (par. 4). In addition, she says that as a consequence, “During these learning experiences, students are empowered to think more complexly while creating and engaging with content through real-life problem solving and perseverance” (par. 4).

But that is only as a result of the teacher’s action, (TEAL Center staff, 2010, pp. 1-2) gives a deeper description of student’s role in learner centered approach saying that they:

- Are active participants in their own learning.
- Make decisions about what and how they will learn.
- Construct new knowledge and skills by building on current knowledge and skills.
- Understand expectations and are encouraged to use self-assessment measures.
- Monitor their own learning to develop strategies for learning.
- Work in collaboration with other learners.
- Produce work that demonstrates authentic learning.

8. RESEARCH QUESTIONS

- a) What is the experience of pre-service teachers in the peer teaching programme implementation?
- b) What is the experience of students in the peer teaching program implementation?

9. METHODOLOGY

9.1. Research Method

According to Haradhan (2018) qualitative research is an interpretative approach which seeks to “describe and interpret issues or phenomena systematically from the point of view of the individual or population being studied, and to generate new concepts and theories” (p. 2). Based on this concept, the researcher uses qualitative research to explore and understand the reality of students who have a low English level.

The researcher also applied action research to do the proposal implementation and see the effects of it. According to Formplus Blogs (2020) mentions that action research is designed to provide resourceful solutions to specific problems that affect an individual or group of people. So, the action research involves the practical implementation of a micro curricula design proposal made in a project called “Implementing peer-teaching program based on two learner-centered frameworks to enhance the performance in speaking and listening skills of weak students from first, second and third term of English Major at Technical University of Cotopaxi” implemented the peer teaching program proposal to solve the students’ learning problem of low English level from the first level “A” of English Major at the Technical University of Cotopaxi. Therefore, they applied a pedagogical implementation using ECRIF and PDP frameworks to improve speaking and listening skills.

The implementation was conducted at the Technical University of Cotopaxi with five female students from the first level in the English Major. Researcher design lesson plans based on ECRIF and PDP stages with activities that can contribute to developing speaking and listening skills in the students. Moreover, they decided to impart classes virtually due to the students and pre-service teachers’ schedule. The tutor teacher gave access to use her google classroom to teach English. The pre-service teachers used Zoom and Google meet apps to impart the ECRIF and PDP lessons during four weeks on

Tuesdays and Thursdays with two hours of lessons. So, through an electronic device such as a computer or a mobile phone the students attended and developed the planned activities.

9.2. Data collection methods and tools

In this project, researcher use a reflection guide as a method to collect and analyze the positive and negative aspects of using ECRIF and PDP framework during the teaching process from pre-service teachers in the academic term April – August 2022.

Likewise, they collected the data through a semi-structured survey targeted to the 5 students of the first English level “A” to have their opinions. In that sense, the instrument was an open-ended questionnaire to know the students’ experiences towards a peer-teaching program during their learning process.

10. ANALYSIS AND DISCUSSION OF RESULTS

The researcher analyzed and interpreted the data about students and pre-service teachers towards the pedagogical implementation of peer-teaching program using ECRIF and PDP. That’s why, this section presents the results of a survey applied to students who participated in the program and the pre-service teachers’ reflection guide. The researcher found the following data according to the participants’ and pre-service teachers' answers.

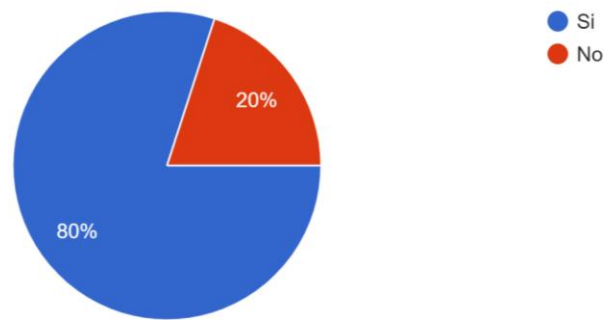
➤ Questions about students' experience in the use of ECRIF and PDP framework implementation.

Question N. 1

Did you feel that the ECRIF framework helped you improve your ability to speak English?

Figure 1.

The efficiency of the ECRIF framework to improve speaking skill



Source: 1st level PINE UTC

Elaborated by: (Gavilanes, 2022)

It showed that 80% of the participants felt that ECRIF helped improve their language skills but 20% disagreed.

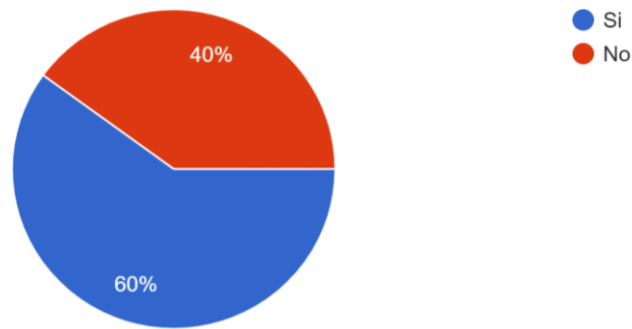
In discussion, the results showed that the ECRIF framework through some techniques like guessing games, role plays and matching helped students improve their ability to speak English more than the use of traditional techniques. These results are similar to the study conducted by Muñoz (2013) who states that the ECRIF framework is an innovative proposal of which students have positive perspectives, as it allows students to be involved in the classroom and feel more confident during pedagogical practice. Moreover, Caiza (2021) supports that “ECRIF Framework can certainly develop the speaking skill among teenagers, increasing their grammar and vocabulary, speaking with fluency and interacting spontaneously with the classmates in a communicative activity” (p. 31).

Question N. 2

Did you feel that the PDP framework helped you improve your English listening skills?

Figure 2.

The efficiency of the PDP framework to improve listening skill.



Source: 1st level PINE UTC

Elaborated by: (Gavilanes, 2022)

The 60% of the participants said that the PDP framework helped to improve their listening skills while 40% of them said not.

Based on the result above, the researcher discovered that the majority of the participants were able to improve their listening skills through the use of the PDP in the EFL classroom. These results are similar to the research of Nehar (2009) as cited in Abdalla (2020) who states that the PDP framework “enables teachers not only to plan and demonstrate the successful listening lesson, but it also keeps students active, engaged, and motivated throughout the three stages of the listening lesson: the pre, during, and post ones” (p. 6). This was possible because, as in Zúñiga & Gutiérrez study, “the participants developed dynamic assignments that included pre, while, and post intensive-extensive listening practices which allowed them to understand, to interpret oral messages, and to provide suitable responses to do the required tasks” (2018, p. 161).

Question N.3

Do you think the use of ECRIF and PDP to teach English virtually has been effective?

Yes-No Why?

This open-ended question showed the most relevant students’ excerpts of the question:

Table 1: Excerpts from the students’ thoughts

N.	Student’s excerpts	Traduction
----	--------------------	------------

-
- | | | |
|---|---|--|
| 1 | Si, porque la enseñanza es clara, eficaz y nos ayuda a mejorar en el idioma. | Yes, because the teaching is clear, effective and helps us to improve our language skills. |
| 2 | No, es mejor la modalidad presencial ya que así convivimos mejor con el maestro y compañeros. | No, it is better to attend the classes face-to-face, as this way we can interact better with the teacher and classmates. |

Source: 1st level PINE UTC

Elaborated by: (Gavilanes, 2022)

These results show a positive and a negative comment of learning English virtually. As a positive aspect, half of the students considered that learning English virtually was effective because they can improve their skills. These results are supported by AlSaleem (2018) who mentions that the teacher's role completely shifts because they work as a facilitator who develops situations and that enable students to practice meaningful communication and enhance their learning process, contrary to his conventional position in traditional techniques, where they control the class.

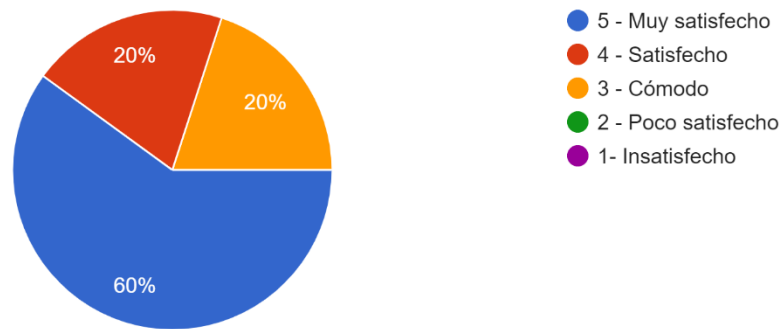
On the other hand, the rest of the students suggest applying this program in face-to-face classrooms. These results are similar to Muñoz (2013) who emphasizes that students “become the primary constructors of their learning. The students appropriate language knowledge and skill from what they do in the classroom with the teacher, their classmates, the material and the text” (p. 6). In that case, it is possible to say that participants feel that in the face-to-face learning mode they are able to interact better with the teacher and their classmates.

Question N. 4

On a scale from 1 to 5, how satisfied were you with the teaching materials (slides, videos, Nearpod, etc.) used during the program? Where 1 means unsatisfied and 5 means Very satisfied.

Figure 4.

Students' ratings on the material implemented in the Peer Teaching program



Source: 1st level PINE UTC

Elaborated by: (Gavilanes, 2022)

In this sense, 20% of the students pointed 3 - comfortable, 20% considered it in 4 - satisfied, and finally 60% of the students estimate it in 5 – very satisfied.

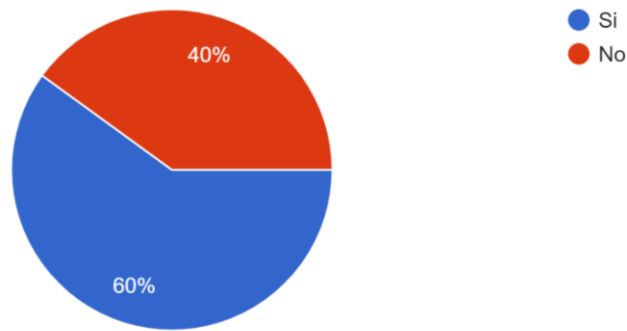
Based on the above results, the researcher state that the materials implemented during the program were efficient and they allowed the students to feel comfortable during the program. This result is similar to Fink (2020) who says that the main reason why participants were satisfied with the material was that “peer learners valued the fact that their peer teacher had recently learned the materials and could relate to their experience of learning the material for the first time” (para. 17). It means that the students who are taught are aware that their partners had to review the material before implementing them in the class.

Question N. 5

Do you consider that peer teaching led to motivation?

Figure 5.

Peer Teaching program to promote students' motivation



Source: 1st level PINE UTC

Elaborated by: (Gavilanes, 2022)

It shows that 60% of the participants considered they felt motivated through this program. And 40% of them considered that it did not lead to motivation.

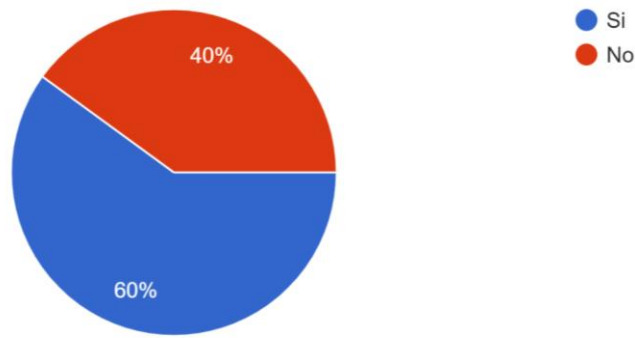
Based on the above results, the researcher can determine that the Peer-teaching program led to motivation since most of the participants responded to this question positively. Also, these results showed that motivation increased in the most number of students, this idea is supported in a study made by Burton (2012) who concluded that “learners were motivated and excited by the experience of being taught by older peers” (p. 12). Therefore, taking into account the student’s answers and Burton’s conclusion, it is correct to say that peer-teaching is a useful tool that can help to increase students' confidence and make them be more active in the classes.

Question N. 6

In the peer-teaching approach, could you participate without being afraid of making mistakes or being judged?

Figure 6.

Peer Teaching program to make students feel comfortable in their learning process



Source: 1st level PINE UTC

Elaborated by: (Gavilanes, 2022)

It showed that 60% of 5 students said that they could participate without any worries, and 40% of them still did not feel confident to participate in the class activities.

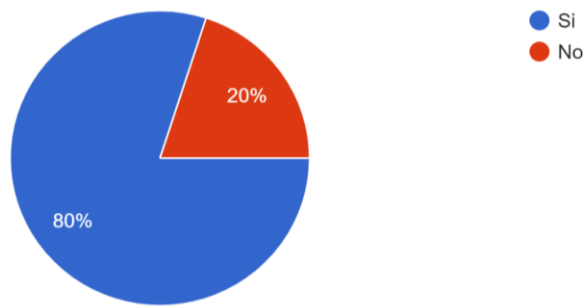
At this point, the results show that most of the students with the peer teaching program feel confident to participate in the English class. It can be because there is no intervention from the primary teacher, and these results are similar to Utha & Rinzin (2019) who assert that students feel more comfortable “saying things to each other when the teacher is not around. They add more to the conversation because they are not as intimidated as they are when they have to answer a teacher’s question or address the large group” (p. 1522). So, taking into consideration the student’s answers and Utha & Rinzin’s comments, it is correct to say that peer- teaching allows students to feel more confident in participating and to let go of the fear of being mistaken or judged.

Question N. 7

Do you consider that peer teaching contributes to learning?

Figure 7.

Peer Teaching program to provide students with a good learning process



Source: 1st level PINE UTC

Elaborated by: (Gavilanes, 2022)

It showed that 80% said that they have good results in learning English, while the 20% of them still did not have good learning outcomes.

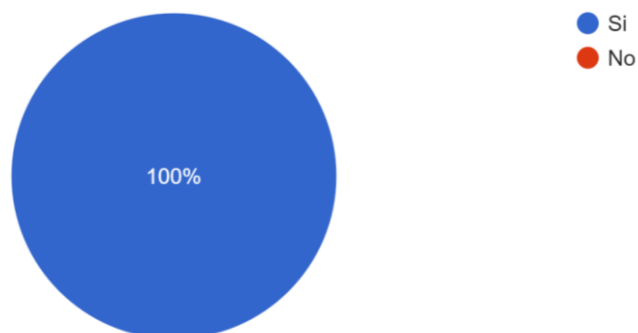
Based on the result above, the researcher discovered that participants felt that the peer-teaching programme helped them to achieve good results when they were learning English. These results are similar to Burton who points out that some studies “have found clear and convincing proof that having students teach, individually tutor or academically mentor each other can be an extremely effective tool for improving learning in the classroom” (2012, p. 3). For that reason, in peer teaching it is essential to “provide a warm, non-threatening environment where the tutee is habitually active and is unafraid to make mistakes, there is indeed tremendous potential” (Rankin & Berman, 2018, p. 20).

Question N. 8

Do you think that collaborative work helps to practice the English language?

Figure 8.

Collaborative work helps students to improve their English language.



Source: 1st level PINE UTC

Elaborated by: (Gavilanes, 2022)

It showed that 100% of the students said that collaborative work helps them to practice English.

Undoubtedly, the results obtained from the survey points out that the collaborative work helped students to practice the English language. In the same way, these results are similar to Topping's study, 2005 (as cited in Zhang & Bayley, 2019, p. 61) who states that peer teaching helps to “the acquisition of knowledge and skill through active helping and supporting among status equals or matched companions. It involves people from similar social groupings who are not professional teachers helping each other to learn and learning themselves by so doing”. Thus, to help students to improve their English language, Stigmar (2016) states that peer teaching has emerged “to meet the dual requirement of improving teaching and learning quality while doing more with less” (p. 124).

Question N. 9

This last open-ended question showed the students' excerpts of the question: Please indicate 3 things that you think could be improved in the programme (time, materials, modality, etc).

Table 2. Excerpts from the students' recommendations

N.	Students' excerpts	Traduction
1	Los materiales para el desarrollo de la clase podrían ser mejorados con el uso de más herramientas tecnológicas	Materials for the class development could be improved using more technological tools.
2	Brindar más tiempo para las actividades.	Provide more time for the activities.
3	Considerar el nivel de inglés de los estudiantes.	Consider the English level of students.

4	No presionar a participar.	Do not force to participate.
5	Dar indicaciones de forma clara.	Giving instructions clearly.

Source: 1st level PINE UTC

Elaborated by: (Gavilanes, 2022)

The above-mentioned results showed that although there were some benefits of implementing the peer teaching program, the students surveyed mentioned some aspects that could hinder the learning process. They were about the materials, the length of the activities, the classroom management, the ECRIF framework and the feedback provided. Thus, Gordon (2005, as cited in Burton, 2012, pp. 19-20) found some studies with the same problems: “lack of time for the peer tutoring, insufficient training for the peer teachers and inadequate initial preparation of the curriculum teaching and material”.

Hence, these suggestions mentioned by the students called the researcher’s attention to consider Sukrajh’s advice (2018) that students need to “receive training on how to teach for effective group learning and guidance on handling difficulties within peer teaching” (p. 19). Furthermore, the researcher, based on the above-mentioned results, also consider that the program would be more feasible if it is applied face-to-face due to connectivity issues presented.

➤ **Results of pre-service teachers from the reflection guide.**

Table 3. Excerpts from the pre-service teachers’ reflection guide

Positive points	Negative points
- Pre-service Teachers got more experience teaching English.	- Pre-service Teachers’ instructions weren’t clear at all.
- Teachers could improve their professional development.	- The students' knowledge was very low in relation to the frameworks.
- Teachers can prepare a satisfactory didactic material.	- Teachers had prepared a class without considering the English

-
- Teachers gained experience preparing activities with these frameworks.
 - level of students at the beginning of the peer teaching program.
 - The didact material used to have an unknown vocabulary for students.
 - Teacher noticed that students needed more time with the activities prepared in their lesson plan.
 - Students' participation wasn't active at all.

Source: Pre-service teacher

Elaborated by: (Gavilanes, 2022)

Based on the above chart, the pre-service teachers can determine that they gained more experience in teaching English using these two frameworks. These results are similar to Lang-Road's view (2018) who states that the teachers “are facilitators or activators of learning. Instead of giving formulaic sets of worksheets, tasks, or practice problems, teachers today are designing active, engaging learning experiences that build on student strengths and interests.” (par. 4). However, students’ participation wasn't active at all as Muñoz (2013) mentions that students “become the primary constructors of their learning. The students appropriate language knowledge and skill from what they do in the classroom with the teacher, their classmates, the material and the text” (p. 6).

On the other hand, teachers had presented satisfactory didactic material, but there was an unknown vocabulary for the students. If it lacked time for activities, teachers would have extra activities prepared, but the student needed more time for activities already set in their lesson plan. In that case, Sukrajh (2018) states that “some suggestions made by the students was that they receive training on how to teach for effective group learning and guidance on handling difficulties within peer teaching” (p. 19). Moreover, Gordon (2005, as cited in Burton, 2012, pp. 19-20) “points out that a number of studies (. . .) found the same problems:”

- lack of time for the peer tutoring
- insufficient training for the peer teachers

- inadequate initial preparation of the curriculum teaching and material

11. RESEARCH IMPACTS

The present research had an educational impact because through the implementation of the peer teaching program using the ECRIF and PDP frameworks at the Technical University of Cotopaxi, is intended to improve the students' speaking and listening skills and thus improve the teaching - learning process of the English language in the career.

11.1. Educational Impact

The present project had an educational impact as it allows us to reflect on the importance of the implementation of two frameworks ECRIF and PDP to improve speaking and listening skills and thus the teaching-learning process of English as a foreign language. Furthermore, according to the literature review the frameworks have helped to improve students' skills and perform positively in the EFL classroom. This work contributes to encouraging English teachers and authorities to be trained to implement the use of these frameworks in their English classes.

12. CONCLUSIONS AND RECOMMENDATIONS

12.1. Conclusions

- According to the literature review, the peer-teaching program provides students the opportunity to receive personalized and authentic learning experiences. Likewise, the ECRIF framework which is a systematic process helps students to speak and the PDP framework which is designed to teach receptive skills helps teachers to plan and provide effective listening lessons. 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.
- The implementation of the peer teaching program using ECRIF and PDP frameworks came from a Project called “Implementing peer-teaching program based on two learner-centered frameworks to enhance the performance in speaking and listening skills of weak students from first, second and third term of English Major at Technical University of Cotopaxi” in which a micro-curricular proposal was designed based on the ECRIF and PDP. So, this implementation was carried out with the students who dropped out of the first term during four weeks on Tuesdays and Thursdays with two hours of lessons using zoom and google meet apps during the academic period April - August 2022.
- Through the implementation of this program using ECRIF and PDP frameworks the researcher experienced both positive and negative effects. First, 80% of the students showed their speaking and listening skills were improved through different techniques like guessing games, role plays, collaborative work and matching activities. However, students consider that to reach academic success the implementation would be even greater if applied in face-to-face classes instead of virtually. Additionally, during the learning process 60% of the students felt very satisfied with the class material to participate without being afraid of making mistakes, so they felt motivated through this implementation. Similarly, pre-service teachers faced some drawbacks such as the lack of class participation, technological problems, lack of time management for the activities, and among others. On the

other hand, the pre-service teachers had positive and negative experiences through this implementation. As positive points, they gained experience in teaching English and preparing activities with these frameworks. However, the negative points were that the pre-service teachers were unable to give clear instructions and the didactic material had an unfamiliar vocabulary for the students which impeded them to develop the activities in the requested time. In that sense, these findings show that students need a program in which teachers can adopt a new methodology to improve the teaching-learning process by which students can learn English smoothly.

12.2. Recommendations

- It is recommended that university teachers investigate about the peer teaching program using ECRIF and PDP frameworks because it is a good alternative to improve the speaking and listening skills of EFL students. In this way, teachers can appeal to students' strengths and capabilities to enhance their own learning, where they feel more comfortable participating in the class without being afraid of making mistakes. So, this type of education could meet students' needs as well as their expectations and interests.
- This program encourages teachers to rethink and reorganize the way English is taught because it can help teachers to improve the teaching-learning process. For that reason, it is necessary that the English major implements this program with the use of the two frameworks ECRIF and PDP in its curriculum, so that students can improve their speaking and listening skills in the English language. Besides, with the implementation of this program, the teaching and learning process could be improved and thus the dropout of students from the English major could be avoided.
- Based on the results of this project, the researcher recommends the following suggestions: Employ more than one strategy in teaching speaking and listening skills and create guiding resources to prepare teachers with the essential information to use ECRIF and PDP frameworks developing teachers' capacities in choosing the ideal speaking and listening lesson.

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14. ANNEXES

14.1. Annex 1. Lesson Plans

LESSON PLAN 1

GENERAL INFORMATION

- **Area:** English as a Foreign Language
- **School Year:** 2021 - 2022
- **Educational Track:** Higher Education
- **Institution:** Technical University of Cotopaxi
- **Learning Mode:** Online
- **Class Schedule:** Afternoon
- **Teacher's Name:** Dávalos Helen
- **Method:** ECRIF

Group: First Level - English Major	Date: 28th June, 2022.	Time: 120 minutes	No. of students: 5
Recent topic work: What's in your bag?		Recent Language work: Students will be able to explain what they have in their bags by using the vocabulary taught.	
Aims: To develop communicative skills in students.			
Learning Objective: At the end of the lesson, SWBAT explains what they have in their bags by using the vocabulary taught.			
Assessment: Learners go to the Zoom Rooms and develop a pair dialogue in which student A and B have to take turns and make sentences to know about their plans or decisions and with another one using correctly "There is / there are /a-an". The teacher will observe whether each student makes sentences fluently using the target language. (Example: Student A: What is in your bag? Student B: In my bag there is... / there are.)			
Success indicator: Learners can produce sentences using there is, there are, this, these and nouns plurals, taking into account if they are sure or not to use the different uses correctly. Learners can hesitate and respond slowly but it does not hinder the interaction.			
Anticipated problems - solutions: The English level of some students is low. The teacher will give straightforward instructions and make comprehension check questions to make sure if the students understand. Moreover, some students have internet connection problems. The teacher will provide students with the recording of the class and interact by Whatsapp when it is necessary.			

Timing	Teacher's activity	Students' activity	Materials
Warm-Up activity			
10 minutes	<ul style="list-style-type: none"> • The teacher starts with describing a picture. <ul style="list-style-type: none"> - How many items are there? - What is in that bag? • Then, the teacher asks the students to type their answers in the chat box. 	<ul style="list-style-type: none"> • Students analyze the picture provided by the teacher. • Then, they answer the question using there is, there are, this, these and nouns plurals. 	<ul style="list-style-type: none"> • Nearpod • Zoom • Chat Box.
Encounter and Clarify Stage			
25 minutes	<ul style="list-style-type: none"> • The teacher presents a picture with a short dialogue where the students can identify the structure of “there is, there are, this, these and nouns plurals”. <ol style="list-style-type: none"> 1.- What’s in this box? 2.- Oh, there are some magazines and those are my old dolls. 1.- Are there any cookies in the kitchen? 2.- There isn’t any cookie in the kitchen, but there are some slices of cake. • The teacher presents a chart about the uses of “there is, there are, this, these and nouns plurals” to explain the grammar point. • The teacher asks students to make a matching activity to relate some sentences 	<ul style="list-style-type: none"> • Students read the dialogue carefully with the correct stress and intonation. • Students focus their attention in the chart to understand the structure of “there is, there are, this, these and nouns plurals” • They have to match the uses of “there is, there are, this, these and nouns plurals” with the correct sentences. 	<ul style="list-style-type: none"> • Nearpod

	<p>with the correct use of “there is, there are, this, these and nouns plurals”</p> <ul style="list-style-type: none"> - a. _____ a Spanish girl in my class. - b. _____ five apples in the basket. - c. Can you pass me _____ books over there, please? - d. How much is _____ dress? 		
Remember and Internalize Stage (early)			
30 minutes	<ul style="list-style-type: none"> • The teacher presents a Matching questions-answers. <ul style="list-style-type: none"> - 1.- Sally: How many tables are there in the classroom. There is one table in the classroom. - 2.- Sally: How many cats are there on the roof? Willy: There are nine cats on the roof. - 3.- David: Could you give me that book on the table over there? Frank: Do you mean this book here? - 4.- David: What's the name of this mountain in front of us? Frank: This is Mt. Hood. It's the tallest mountain in Oregon. 	<ul style="list-style-type: none"> • Students have to do the Matching questions-answers activity in which they have to notice the keywords and match sentences using “there is, there are, this, these and nouns plurals”. 	<ul style="list-style-type: none"> • Nearpod
Remember and Internalize Stage (later)			
30 minutes	<ul style="list-style-type: none"> • The teacher gives instructions about how to do the activity: <ul style="list-style-type: none"> - ask and answer questions using “there is, 	<ul style="list-style-type: none"> • Students have to make questions and answers using there is, there are, this, these and nouns plurals 	<ul style="list-style-type: none"> • Google slides • Nearpod

	<p>there are, this, these and nouns plurals”</p> <ul style="list-style-type: none"> • The teacher provides an example of the activity. A: What about these shoes for Oliver? B: No, hold on, what about those one over there? A: Are there any other labels for shoes? B: 		
Fluent Use Stage			
25 minutes	<ul style="list-style-type: none"> • The teacher gives specific instructions for the last activity: (1) take turns, (2) student A asks, (3) student B answers, and (4) exchange roles. • The teacher models a dialogue sample: } <ul style="list-style-type: none"> - Student A: How many items do you have in your bag? - Student A: What is in your bag? - Student A: What is your favorite thing inside of your bag? - Students B: This is my • The teacher asks students to talk about What they have in their bags. • The teacher breaks out 4 Zoom rooms to assign two students in each room. • The teacher supervises the activity. 	<ul style="list-style-type: none"> • Students listen carefully to the teacher’s instructions. • They analyze the dialogue sample to know what to do in pairs. • They go to their respective Zoom rooms to work in pairs. • They take turns and develop oral activity to find information about their partner. 	<ul style="list-style-type: none"> • Zoom rooms • Nearpod
<ul style="list-style-type: none"> • Homework/Further work: Record a video (4 minutes) on Flipgrid telling us about What they have in their bags. 			

LESSON PLAN 2

GENERAL INFORMATION

- **Area:** English as a Foreign Language
- **School Year:** 2021 - 2022
- **Educational Track:** Higher Education
- **Institution:** Technical University of Cotopaxi
- **Learning Mode:** Online
- **Class Schedule:** Afternoon
- **Teacher's Name:** Grecia Gavilanes
- **Method:** PDP

Group: First Level - English Major	Date: 30th June, 2022.	Time: 120 minutes	No. of students: 5
Recent topic work: Oversharing and your digital footprint		Recent Language work: Employability skills vocabulary.	
Aims: To develop listening skills in students.			
Learning Objective: At the end of the lesson, SWBAT show understanding of the oversharing and the digital footprint by completing listening comprehension exercises, and then record their answers to two discussion questions.			
Assessment: Students listen to the audio about oversharing and digital footprint and write a comment.			
Success indicators: Students can understand main ideas and some details in the audio on oversharing and digital footprint, using contextual clues to help identify the most relevant information.			
Anticipated problems - solutions: The English level of some students is low. The teacher will give straightforward instructions and make comprehension check questions to make sure if the students understand what they have to do during each activity. Moreover, some students have internet connection problems. The teacher will send the activities with the correct explanation in the WhatsApp group so the students can be aware of the lesson topic.			
Timing	Teacher's activity	Students' activity	Materials
	Warm-Up activity		

<p>5 minutes</p>	<ul style="list-style-type: none"> • The teacher starts the lesson with a discussion question to give an idea about the listening topic. <ul style="list-style-type: none"> - What do you think about oversharing your digital footprint? • The teacher provides a sample answer. <ul style="list-style-type: none"> - It can be so dangerous and that's why you have to select specific information to share in your social media. • Then, the teacher asks the students to type their answers in the chat box. 	<ul style="list-style-type: none"> • Students analyze the sample answer. • Students think and answer the discussion question written and orally about what they think about oversharing their digital footprint. 	<ul style="list-style-type: none"> • Word • Chat box • Google meet 												
Pre-Stage															
<p>15 minutes</p>	<ul style="list-style-type: none"> • The teacher presents three pictures related to the topic. • The teacher asks students to look at the pictures and make guesses. • Teacher gives instructions to do a matching activity in which students have to connect words with the correct picture. • The teacher presents the key words with some pictures about oversharing your digital footprint. <ul style="list-style-type: none"> - to edit - a spam account - a screenshot - to scrutinise 	<ul style="list-style-type: none"> • Students look at the pictures and make guesses of each one to know what the listening is going to be about. • They listen carefully to the teacher' instructions. • Students match the vocabulary with the different definitions and then compare their answers. <p>- Answers:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">1. b</td> <td style="width: 33%;">5. c</td> <td style="width: 33%;">6. a</td> </tr> <tr> <td>2. d</td> <td>7. i</td> <td></td> </tr> <tr> <td>3. e</td> <td>8. h</td> <td></td> </tr> <tr> <td>4. f</td> <td>9. J</td> <td>10. g</td> </tr> </table>	1. b	5. c	6. a	2. d	7. i		3. e	8. h		4. f	9. J	10. g	<ul style="list-style-type: none"> • Google meet • Chat box • Pictures
1. b	5. c	6. a													
2. d	7. i														
3. e	8. h														
4. f	9. J	10. g													

	During Stage (early)		
30 minutes	<ul style="list-style-type: none"> • The teacher presents the listening material about Oversharing and your digital footprint and plays the audio two times. • The teacher gives instructions and asks students to do the activity: <ul style="list-style-type: none"> - Listen to the audio file about travel plans. - Determine: How many people are speaking?; Where are they?; What are they talking about? • The teacher asks students to write their answers and send it to the chat box. • The teacher checks the students' understanding through their answers. 	<ul style="list-style-type: none"> • Students listen to the teacher's instructions carefully. • Students listen to the audio carefully. • Students write their answers determining: How many people are speaking? ; Where are they? ; What are they talking about? • Students compare and check their answers to reflect about them. 	<ul style="list-style-type: none"> • Audio • Chat box
	During Stage (later)		
30 minutes	<ul style="list-style-type: none"> • The teacher gives instructions and asks students to complete a chart about what they should and shouldn't do when using social media. • The teacher asks students to write their answers on the google document. • The teacher plays the audio two times for students' understanding. 	<ul style="list-style-type: none"> • Students listen to the teachers' instructions. • While students listen to the audio again, they complete the chart. • Students write their answers on the google document. • Students compare and check their answers to reflect on them. 	<ul style="list-style-type: none"> • Google Docs • Google meet
	During Stage (final)		

<p style="text-align: center;">25 minutes</p>	<ul style="list-style-type: none"> • The teacher gives instructions and asks students to complete a gap fill/cloze activity about the audio “Oversharing and your digital footprint” • The teacher presents the sentences about the dialogue <ul style="list-style-type: none"> - Having a lot of people see your _____ can be kind of _____. - If you’re a _____, you’re going to make bad _____ sometimes. - _____ is putting too much of your personal life in front of a _____ of people. • The teacher plays the audio one more time. 	<ul style="list-style-type: none"> • Students listen carefully to the teacher’s instructions. • Students fill in the blanks of each sentence according to the audio. <p>Answers:</p> <ul style="list-style-type: none"> - Having a lot of people see your posts can be kind of scary. - If you’re a teenager, you’re going to make bad decisions sometimes. - Oversharing is putting too much of your personal life in front of a wide audience of people. <ul style="list-style-type: none"> • They compare and check their answers to reflect on them. 	<ul style="list-style-type: none"> • Google Docs
<p>Post Stage</p>			
<p style="text-align: center;">15 minutes</p>	<ul style="list-style-type: none"> • The teacher gives instructions and asks students to write in a sheet of paper their personal opinion about <ul style="list-style-type: none"> - What do they think about people who post too often and share too much personal information? - What do you do to stay safe on social media? • The teacher asks the students to send their answer to the chat box. 	<ul style="list-style-type: none"> • Students listen to the teachers’ instructions. • Students write their answers about sharing their personal information on social media and explain their answers. • Students upload their answers to the chat box. 	<ul style="list-style-type: none"> • Chat box • Google meet
<p>• Homework/ further work: Record a video of 3 minutes about your opinion of the listening material, and upload it on Flipgrid.</p>			

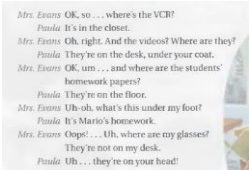
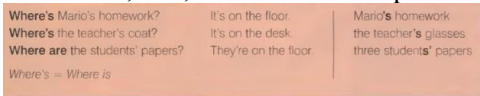
LESSON PLAN 3

GENERAL INFORMATION

- **Area:** English as a Foreign Language
- **School Year:** 2021 - 2022
- **Educational Track:** Higher Education
- **Institution:** Technical University of Cotopaxi
- **Learning Mode:** Online
- **Class Schedule:** Afternoon
- **Teacher's Name:** Dávalos Helen
- **Method:** ECRIF

Group: First Level – English Major	Date: 5th July, 2022.	Time: 120 minutes	No. of students: 5
Recent topic work: In the classroom		Recent Language work: Students will be able to explain what thing there are in class.	
Aims: To develop communicative skills in students.			
Learning Objective: At the end of the lesson, SWBAT explain what thing belongs to everyone by using possessive ‘s and s’.			
Assessment: Learners go to the Zoom Rooms and develop a pair dialogue in which student A and B have to take turns and make sentences to know about their plans or decisions and with another one using correctly “possessive ‘s and s’”. The teacher will observe whether each student makes sentences fluently using the target language. (Example: Student A: Which things are on the floor?? Student B: There is a wastebasket on the floor. And there is the teacher’s book.)			
Success indicator: Learners can produce sentences using there is, there are, this, these and nouns plurals, taking into account if they are sure or not to use the different uses correctly. Learners can hesitate and respond slowly but it does not hinder the interaction.			
Anticipated problems - solutions: The English level of some students is low. The teacher will give straightforward instructions and make comprehension check questions to make sure if the students understand. Moreover, some students have internet connection problems. The teacher will provide students with the recording of the class and interact by Whatsapp when it is necessary.			
Timing	Teacher’s activity	Students’ activity	Materials

Warm-Up activity			
10 minutes	<ul style="list-style-type: none"> The teacher starts with describing a picture. <ul style="list-style-type: none"> Which things are in these places? Sample: Which things are on the floor? There are some backpacks and there is a wastebasket on the floor. Then, the teacher asks the students to speak or type their answers in the chat box. 	<ul style="list-style-type: none"> Students analyze the picture provided by the teacher. Then, they answer the question using there is, there are, a/an, some and nouns plurals. 	<ul style="list-style-type: none"> Google Slides Meet Chat Box.
Encounter and Clarify Stage			
25 minutes	<ul style="list-style-type: none"> The teacher presents a short explanation about the uses of “a/an, some and nouns plurals” to explain the grammar point. The teacher asks students to make sentences with the key vocabulary presented. Create some sentences with the correct use of “a/an, some and nouns plurals.” Sample What are there in the classroom? There is a/an _____ There are some _____	<ul style="list-style-type: none"> Students read short explanations about the uses of “a/an, some and nouns plurals”. Students focus their attention in the chart to understand the use of “a/an, some and nouns plurals” They have to make sentences by using “a/an, some and nouns plurals” 	<ul style="list-style-type: none"> Google meet Chat box Google Slides
Remember and Internalize Stage (early)			
30 minutes	<ul style="list-style-type: none"> The teacher presents Matching meanings/words. Students have to classified some word in a/an -some 	<ul style="list-style-type: none"> Students listen to the teacher’s instructions. Students do the matching 	<ul style="list-style-type: none"> Meet Chat box Google Slides

	<p>The words: Paper clips / abacus / calendar / compasses / map / eraser / desktop/ crayons / Art room</p> <table border="1" data-bbox="698 363 1160 453"> <tr> <td>a</td> <td>an</td> <td>some</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table> <ul style="list-style-type: none"> • Questions with Where; possessive ‘s and s’ • Teacher presents a short dialogue and asks students to read and notice the use of the grammar point. 	a	an	some				<p>meanings/words.</p> <ul style="list-style-type: none"> • Students classify some words in a/an - some. • Students focus their attention in the dialogue to understand the use of “Where; possessive ‘s and s’” 	
a	an	some							
<p>Remember and Internalize Stage (later)</p>									
<p>30 minutes</p>	<ul style="list-style-type: none"> • The teacher presents a short explanation about the uses of Where; possessive ‘s and s’ to explain the grammar point. <ul style="list-style-type: none"> - ask and answer questions using “there is, there are, this, these and nouns plurals” 	<ul style="list-style-type: none"> • Students listen to the teacher’s explanation. • Students focus their attention in the chart to understand the use of Where; possessive ‘s and s’ • Students complete the activities by using the grammar focus Where; possessive ‘s and s’ 	<ul style="list-style-type: none"> • Google slides • Chat box 						

	<p style="text-align: center;">POSSESSIVE: -'S and -S'</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"> singular nouns: add -'s example: boy → boy's </td> <td style="padding: 5px;"> </td> <td style="padding: 5px;"> The boy's bicycle is blue. </td> </tr> <tr> <td style="padding: 5px;"> plural nouns: add -s example: boys → boys' </td> <td style="padding: 5px;"> </td> <td style="padding: 5px;"> The boys' bicycles are blue. </td> </tr> <tr> <td style="padding: 5px;"> some irregular plural nouns: add -s example: children → children's </td> <td style="padding: 5px;"> </td> <td style="padding: 5px;"> The children's bicycles are blue. </td> </tr> </table> <ul style="list-style-type: none"> • The teacher provides an example of the activity. The student has a pen. The pen is on the table. <u> The student's pen is on the table. </u> • The teacher asks the students to complete the rest of the sentences. 	singular nouns: add -'s example: boy → boy's		The boy's bicycle is blue. 	plural nouns: add -s example: boys → boys'		The boys' bicycles are blue. 	some irregular plural nouns: add -s example: children → children's		The children's bicycles are blue. 		
singular nouns: add -'s example: boy → boy's		The boy's bicycle is blue. 										
plural nouns: add -s example: boys → boys'		The boys' bicycles are blue. 										
some irregular plural nouns: add -s example: children → children's		The children's bicycles are blue. 										
Fluent Use Stage												
25 minutes	<ul style="list-style-type: none"> • The teacher gives specific instructions for the last activity: (1) take turns, (2) student A asks, (3) student B answers, and (4) exchange roles. • The teacher shows the questions: <div style="border: 1px solid #ccc; padding: 5px; margin: 5px 0;"> 1. Where's the teacher's desk? 2. Where's the TV? 3. Where's the teacher's chair? </div> <div style="border: 1px solid #ccc; padding: 5px; margin: 5px 0;"> 4. Where are the students' dictionaries? 5. Where's the computer? 6. Where are the posters? </div> • The teacher breaks out 4 Zoom rooms to assign two students in each room. • The teacher supervises the activity. 	<ul style="list-style-type: none"> • Students listen carefully to the teacher's instructions. • They analyze the questions to know what to do in pairs. • They go to their respective Zoom rooms to work in pairs. • They take turns and develop oral activity to find information about their partner. 	<ul style="list-style-type: none"> • Zoom rooms • Nearpod 									
<ul style="list-style-type: none"> • Homework/Further work: Record a video (2 minutes) on Flipgrid telling us about things in your classroom. 												

LESSON PLAN 4

GENERAL INFORMATION

- **Area:** English as a Foreign Language
- **School Year:** 2021 - 2022
- **Educational Track:** Higher Education
- **Institution:** Technical University of Cotopaxi
- **Learning Mode:** Online
- **Class Schedule:** Afternoon
- **Teacher's Name:** Grecia Gavilanes
- **Method:** PDP

Group: First Level - English Major	Date: 7th July, 2022.	Time: 120 minutes	No. of students: 5
Recent topic work: The first English class.		Recent Language work: Core values vocabulary	
<p>Aims: To develop listening skills in students.</p>			
<p>Learning Objective: At the end of the lesson, SWBAT show understanding about the first English class by completing listening comprehension exercises and then write a paragraph about their experiences in their first class.</p>			
<p>Assessment: Students listen to the audio about the first English class and write a personal opinion.</p>			
<p>Success indicator: Students can understand main ideas and some details about the audio of the first English class, using contextual clues to help identify the most relevant information.</p>			
<p>Anticipated problems - solutions: The English level of some students is low. The teacher will give straightforward instructions and make comprehension check questions to make sure if the students understand what they have to do during each activity. Moreover, some students have internet connection problems. The teacher will send the activities in the WhatsApp group and upload the class recordings so the students can be aware of the lesson topic.</p>			
Timing	Teacher's activity	Students' activity	Materials
	Warm-Up activity		

5 minutes	<ul style="list-style-type: none"> • The teacher presents a picture - The picture represents an English class. • The teacher asks the students to analyze the pictures to answer what they are doing. 	<ul style="list-style-type: none"> • Students analyze the picture to guess what the topic is about. • Students think and answer the discussion question written and orally. 	<ul style="list-style-type: none"> • Google meet • Chat box • Pictures
Pre-Stage			
15 minutes	<ul style="list-style-type: none"> • The teacher asks the students to make a brainstorming with a mind map on the topic. <div data-bbox="703 647 1151 935" style="text-align: center;"> <pre> graph TD A[My first English Class] --- B[I felt happy] A --- C[I set myself the goal of getting good scores.] A --- D[.....] A --- E[.....] A --- F[.....] </pre> </div> <ul style="list-style-type: none"> • The teachers ask students to share their answers with her. • The teacher listens to the students' answers to analyze if students can predict the topic about the listening lesson (The first English class). 	<ul style="list-style-type: none"> • Students listen to the teacher's instructions carefully. • Students make a mind map about the topic on the google document. • Students answer the teacher's question. • They tell the teacher their answers to verify if they are correct or not. 	<ul style="list-style-type: none"> • Google Docs • Google meet.
During Stage (early)			
30 minutes	<ul style="list-style-type: none"> • The teacher presents the next activity in which students have to listen to the audio to choose 3 	<ul style="list-style-type: none"> • Students listen to the teacher's instructions. 	<ul style="list-style-type: none"> • Google Docs • Whatsapp

	<p>pictures relates to the topic</p> <ul style="list-style-type: none"> • The teacher plays the audio twice. • The teacher asks students to send their answers to the chat box • The teacher asks students to listen to the audio again and identify: <ul style="list-style-type: none"> - How many people are speaking? - Where are they? - Is the teacher giving instructions? about what? 	<ul style="list-style-type: none"> • Students listen to the audio carefully and try to choose the 3 pictures related to the topic. • Students tell their answers to the teacher. Some students can share your answer orally. 	
	During Stage (later)		
30 minutes	<ul style="list-style-type: none"> • The teacher explains the next task in which students have to select True/false. • The teacher plays the audio again. • The teacher asks the students to share their answers. • The teacher sends to the Whatsapp group the correct answers and asks the students to compare and correct them whether it is necessary. • The teacher asks to listen to the audio and circle the best answer. <ul style="list-style-type: none"> - What is the teacher's name? a) Lindsay Black b) Lindsey Black c) Linsey Black - What room is the class in? a) Room 13 b) Room 30 c) Room 33 3. - What days is the class? 	<ul style="list-style-type: none"> • Students listen to the teacher's instructions. • They listen to the audio again to write if the statements are true or false. • They share their answers to help the teacher to complete the activity. • Students review the answers that the teacher sends to the Whatsapp group and make the necessary corrections. • Students listen to the audio and choose the correct option. <ul style="list-style-type: none"> - 1. A - 2. C - 3. B 	<ul style="list-style-type: none"> • Google Docs • Google meet • Whatsapp


	a) Monday and Tuesday b) Monday and Wednesday c) Monday and Thursday		
	During Stage (Final)		
25 minutes	<ul style="list-style-type: none"> • The teacher gives instructions for the next activity in which students have to order events according to what they hear in the audio. • The teacher plays the audio again. • The teacher asks the students to share their answers. 	<ul style="list-style-type: none"> • They listen to the teacher's instructions and try to follow them. • Students listen to the audio again carefully to order the events presented in the activity. • Students ask to participate to share their answers. 	<ul style="list-style-type: none"> • Google Docs • Google meet • Chat box
	Post Stage		
15 minutes	<ul style="list-style-type: none"> • The teacher gives specific instructions and asks students to correct mistakes in the transcript. • The teacher asks the students to take a picture of their corrections and send it to the WhatsApp group. 	<ul style="list-style-type: none"> • They correct their transcription about what they heard. • They take a picture of their answers and send it to the WhatsApp group. 	<ul style="list-style-type: none"> • WhatsApp • Google meet
<ul style="list-style-type: none"> • Homework/Further work: Write a paragraph of 40-50 words, saying what are your goals for your English career and what you could do to improve your skills. 			

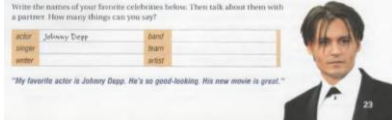
LESSON PLAN 5

GENERAL INFORMATION

- **Area:** English as a Foreign Language
- **School Year:** 2021 - 2022
- **Educational Track:** Higher Education
- **Institution:** Technical University of Cotopaxi
- **Learning Mode:** Online
- **Class Schedule:** Afternoon
- **Teacher's Name:** Dávalos Helen
- **Method:** ECRIF

Group: First Level - English Major	Date: 12th July, 2022.	Time: 120 minutes	No. of students: 5
Recent topic work: Favorite people.		Recent Language work: Students will be able to explain who their favorite people is.	
Aims: To develop communicative skills in students.			
Learning Objective: At the end of the lesson, SWBAT explain a short information about their favorite people.			
Assessment: Learners go to the Zoom Rooms and develop a pair dialogue in which student A and B have to take turns and make sentences to know about their plans or decisions and with another one using correctly “You are a tennis fan; My favorite sport is tennis”. The teacher will observe whether each student makes sentences fluently using the target language. (Example: Student A: What is your favorite actor? Student B: My favorite actor is....; His movies are great.)			
Success indicator: Learners can produce sentences using Who is your favorite celebrity? My favorite celebrity is.... What is her/his full name? Her full name is..... How old is she/he? Is he/she single? Is he/she in a movie right now? if they are sure or not to use the different uses correctly. Learners can hesitate and respond slowly but it does not hinder the interaction.			
Anticipated problems - solutions: The English level of some students is low. The teacher will give straightforward instructions and make comprehension check questions to make sure if the students understand. Moreover, some students have internet connection problems. The teacher will provide students with the recording of the class and interact by Whatsapp when it is necessary.			
Timing	Teacher's activity	Students' activity	Materials

Warm-Up activity			
10 minutes	<ul style="list-style-type: none"> The teacher starts with describing a picture. <p style="text-align: center;">Who is a pintor? Who is an actres?</p>	<ul style="list-style-type: none"> Students analyze the picture provided by the teacher. Then, they answer the question using the pintor is the picture number... 	<ul style="list-style-type: none"> Nearpod Zoom Chat Box.
Encounter and Clarify Stage			
25 minutes	<ul style="list-style-type: none"> The teacher presents a picture with a short information about celebrities. ”  <ul style="list-style-type: none"> The teacher asks the students to read each information The teacher asks the students to complete the following sentences <p>B Can you complete the sentences? Use the information above to help you.</p> <ol style="list-style-type: none"> Sean Penn is an actor. _____ movies are very good. Norah Jones is a famous singer. _____ new video is great. The Williams sisters are tennis players. _____ matches are always great. 	<ul style="list-style-type: none"> Students read the information carefully with the correct stress and intonation. Students focus their attention in the chart to understand the structure of “He is... Her new album... Their matches” 	<ul style="list-style-type: none"> Google meet
Remember and Internalize Stage (early)			
30 minutes	<ul style="list-style-type: none"> The teacher presents a chart about to be verb and possessive adjectives. The teacher asks students to complete the 	<ul style="list-style-type: none"> Students listen to the teacher’s instructions. Students have to do the complete 	<ul style="list-style-type: none"> Nearpod Google meet

	<p>following exercise according to the example:</p> <p>I'm Lisa. _____ hometowns are in Toronto.</p> <p>She is a teacher. _____ students are good.</p> <p>Ben has a brother. _____ name is Tom.</p>	<p>activity in which they have to notice the keywords and complete the sentences "Her, their, his, my, your, our, their".</p>	
Remember and Internalize Stage (later)			
30 minutes	<ul style="list-style-type: none"> • The teacher gives instructions about how to do the activity: • The teacher asks students to select the correct form of verb to be and possessive to make a conversation. • The teacher asks students to read the conversation with the correct answer. 	<ul style="list-style-type: none"> • Students have to select the correct answer using Her, their, his, my, your, our, them. 	<ul style="list-style-type: none"> • Google slides • Meet
Fluent Use Stage			
25 minutes	<ul style="list-style-type: none"> • The teacher gives specific instructions for the last activity: • Teacher will show a chart about celebrities.  <ul style="list-style-type: none"> • The teacher asks students to complete the chart and then talk about the filled chart. 	<ul style="list-style-type: none"> • Students listen carefully to the teacher's instructions. • They analyze the chart sample to know what to do by themselves. • Teacher will ask one by one to talk about their favorite celebrity. 	<ul style="list-style-type: none"> • Google Meet
<p>• Homework/Further work: Record a video (4 minutes) answer the following questions: Who is your favorite celebrity? 2 What is her/his full name? 3 How old is she/he? 4 Is he/she single? 5 Is he/she in a movie right now? 6 What is the movie? 7 What is your favorite show/movie/ song?</p>			

LESSON PLAN 6

GENERAL INFORMATION

- **Area:** English as a Foreign Language
- **School Year:** 2021 - 2022
- **Educational Track:** Higher Education
- **Institution:** Technical University of Cotopaxi
- **Learning Mode:** Online
- **Class Schedule:** Afternoon
- **Teacher's Name:** Grecia Gavilanes
- **Method:** PDP

Group: First Level - English Major	Date: 14th July, 2022	Time: 120 minutes	No. of students: 5
Recent topic work: Describing people.		Recent Language work: Personal pronouns, adjectives and family context vocabulary.	
<p>Aims: To develop listening skills in students.</p>			
<p>Learning Objective: At the end of the lesson, SWBAT show understanding about describing people by completing multiple-choice activities and then to develop discussion questions about personal opinions and experience with the topic.</p>			
<p>Assessment: Students discuss questions about personal opinions and experiences with the topic.</p>			
<p>Success indicators: Students can attach their personal opinions and experiences with the topic to create clear ideas and also to answer questions about the topic</p>			
<p>Anticipated problems - solutions: The English level of some students is low. The teacher will give straightforward instructions and make comprehension check questions to make sure if the students understand what they have to do during each activity. Moreover, some students have internet connection problems. The teacher will send the activities in the WhatsApp group and upload the class recordings so the students can be aware of the lesson topic.</p>			
Timing	Teacher's activity	Students' activity	Materials
	Warm-Up activity		

5 minutes	<ul style="list-style-type: none"> • The teacher starts the lesson presenting a discussion question related to the topic. • The teacher provides a sample answer. • The teacher calls some students to get their answers. 	<ul style="list-style-type: none"> • Students analyze the questions • Students pay attention to the teacher's example. • Students give a sample answer. 	<ul style="list-style-type: none"> • Google meet • Google document • Chat box
Pre-Stage			
15 minutes	<ul style="list-style-type: none"> • The teacher presents three pictures related to the topic. • The teacher asks students to look at the pictures and make guesses. • The teacher asks to send their answers to the chat box • After that, the teacher asks to match the person with the correct description and write a–d next to the numbers 1–4. 	<ul style="list-style-type: none"> • Students listen to the teacher's instructions. • Students look at the pictures and make guesses of each one to know what the listening is going to be about. • Students match the pictures with the correct descriptions...Answers: 1. C 3. A 2. D 4. B 	<ul style="list-style-type: none"> • Pictures • Google meet
During Stage (early)			
30 minutes	<ul style="list-style-type: none"> • The teacher presents the audio material about Describing people. • The teacher gives instructions and asks students to circle the best word to complete these sentences. <ul style="list-style-type: none"> - Aurelia is asking about Hannah's boyfriend / brother / friend. - Hannah's brother, Jem, has long, brown hair / a girlfriend / a twin sister. 	<ul style="list-style-type: none"> • They listen to the audio carefully. • They select the best word to complete these sentences. <ul style="list-style-type: none"> - Aurelia is asking about Hannah's boyfriend - Hannah's brother, Jem, has a girlfriend - Hannah has two brothers - Alex and Jem look the same. • They compare and check their answers 	<ul style="list-style-type: none"> • Audio material • Google meet

	<ul style="list-style-type: none"> • The teacher checks the students' understanding through their answers and reflects on them. • Then, the teacher asks students to listen to the audio and choose 3 pictures related to it 	<p>to reflect about them.</p> <ul style="list-style-type: none"> • Students listen to the audio again and choose the 3 pictures related to the topic. 	
During Stage (later)			
30 minutes	<ul style="list-style-type: none"> • The teacher gives instructions and asks the students to complete the true/false activity. • The teacher checks the students' understanding through their answers and reflects on them. 	<ul style="list-style-type: none"> • Students listen to the audio again and complete the true/false activity. • They compare and check their answers to reflect on them. 	<ul style="list-style-type: none"> • audio material • Google meet
During Stage (final)			
25 minutes	<ul style="list-style-type: none"> • The teacher gives instructions and asks students to complete gap fill/cloze activity. • The teacher checks the students' understanding through their answers and reflects on them. 	<ul style="list-style-type: none"> • They fill in the blanks of each sentence according to the audio. • They compare and check their answers to reflect on them. 	<ul style="list-style-type: none"> • Google meet
Post Stage			
15 minutes	<ul style="list-style-type: none"> • The teacher gives instructions and asks students to discuss questions. <ul style="list-style-type: none"> - What do you look like? ;What kind of hair have you got? • The teacher asks the students to take a picture of their answers and send to the whatsapp. 	<ul style="list-style-type: none"> • Students listen to the teacher's instructions. • They answer the questions telling a personal opinion about it. • They take a picture of their answers and send it to the WhatsApp group. 	<ul style="list-style-type: none"> • Google meet • WhatsApp
<ul style="list-style-type: none"> • Homework/ further work: Write a paragraph describing yourself. 			

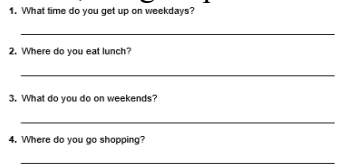
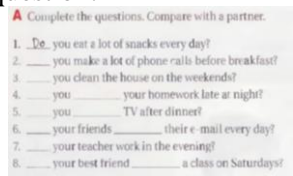
LESSON PLAN 7

GENERAL INFORMATION

- **Area:** English as a Foreign Language
- **School Year:** 2021 - 2022
- **Educational Track:** Higher Education
- **Institution:** Technical University of Cotopaxi
- **Learning Mode:** Online
- **Class Schedule:** Afternoon
- **Teacher's Name:** Dávalos Helen
- **Method:** ECRIF

Group: First Level - English Major	Date: 19th July, 2022.	Time: 120 minutes	No. of students: 5
Recent topic work: Everyday life		Recent Language work: Students will be able to explain activities that they do or don't.	
<p>Aims: To develop communicative skills in students.</p>			
<p>Learning Objective: At the end of the lesson, SWBAT explain what they do in their everyday life.</p>			
<p>Assessment: Learners go to the Zoom Rooms and develop a pair dialogue in which student A and B have to take turns and make sentences to know about their plans or decisions and with another one using correctly “do/does in simple present form”. The teacher will observe whether each student makes sentences fluently using the target language. (Example: Student A: Where do you study? Student B: I study in Latacunga.)</p>			
<p>Success indicator: Learners can produce sentences using “She doesn't; He likes; I do”, taking into account if they are sure or not to use the different uses correctly. Learners can hesitate and respond slowly but it does not hinder the interaction.</p>			
<p>Anticipated problems - solutions: The English level of some students is low. The teacher will give straightforward instructions and make comprehension check questions to make sure if the students understand. Moreover, some students have internet connection problems. The teacher will provide students with the recording of the class and interact by Whatsapp when it is necessary.</p>			
Timing	Teacher's activity	Students' activity	Materials
	Warm-Up activity		

10 minutes	<ul style="list-style-type: none"> The teacher starts with describing a picture. <ul style="list-style-type: none"> Who does sports? Who works as an office man? 	<ul style="list-style-type: none"> Students analyze the picture provided by the teacher. Then, they answer the question using “The men of the picture number two works in an office” 	<ul style="list-style-type: none"> Google meet Chat Box.
Encounter and Clarify Stage			
25 minutes	<ul style="list-style-type: none"> The teacher presents a picture with a short information about people's everyday life where the students can identify the structure of “I don’t; He doesn’t; we get up”. <ul style="list-style-type: none"> The teacher explains about the different use of simple present: <ul style="list-style-type: none"> Habits; truth in present; general fact 	<ul style="list-style-type: none"> Students read the information carefully with the correct stress and intonation. Students focus their attention in the chart to understand the structure of “I don’t; He doesn’t; we get up” They have to memorize the different uses of simple present. 	<ul style="list-style-type: none"> Google Meet
Remember and Internalize Stage (early)			
30 minutes	<ul style="list-style-type: none"> The teacher presents sentences to complete. <ul style="list-style-type: none"> Put the verbs in the right form You _____ too much tv. (watch) She _____ everyday. (swim) They _____ to a music camp every summer. (go) It _____ a lot in autumn. (rain) I _____ my bike everyday to go to work. (ride) He _____ going to the museum. (love) We _____ in the choir every Sunday morning. (sing) 	<ul style="list-style-type: none"> Students listen to the teacher’s instructions Students complete the activity in which they have to notice the keywords and match sentences using “Watches, swim”. 	<ul style="list-style-type: none"> Google meet

Remember and Internalize Stage (later)			
30 minutes	<ul style="list-style-type: none"> The teacher gives instructions about how to do the activity: <ul style="list-style-type: none"> answer questions using “I don’t; He doesn’t; we get up” 	<ul style="list-style-type: none"> Students listen to the teacher’s instructions. Students answers the questions using I don’t; He doesn’t; we get up. 	<ul style="list-style-type: none"> Google slides Google meet
Fluent Use Stage			
25 minutes	<ul style="list-style-type: none"> The teacher gives specific instructions for the last activity: The teacher asks students to complete the questions: The teacher asks students to answer their partners' question. 	<ul style="list-style-type: none"> Students listen carefully to the teacher’s instructions. They analyze the sample questions to know what to do by themselves. They take turns and develop oral activity to answer information about their partner. 	<ul style="list-style-type: none"> Google meet Google slides
<ul style="list-style-type: none"> Homework/Further work: Record a video (4 minutes) answer the following questions <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p style="text-align: center; font-size: small; margin: 0;">THE SIMPLE PRESENT TENSE: WH-QUESTIONS WITH DIFFERENT VERBS</p> <ul style="list-style-type: none"> ▪ Where do you live? Who do you live with? ▪ What school subjects do you like? Why do you study English? ▪ On most days, what do you have for lunch? What time do you have lunch? ▪ What do you do to stay healthy? How many glasses of water do you drink a day? ▪ What time do you wake up? What time do you go to bed? </div>			

LESSON PLAN 8

GENERAL INFORMATION

- **Area:** English as a Foreign Language
- **School Year:** 2021 - 2022
- **Educational Track:** Higher Education
- **Institution:** Technical University of Cotopaxi
- **Learning Mode:** Online
- **Class Schedule:** Afternoon
- **Teacher's Name:** Grecia Gavilanes
- **Method:** PDP

Group: First Level - English Major	Date: 21st July, 2022.	Time: 120 minutes	No. of students: 5
Recent topic work: Shopping for clothes		Recent Language work: Dress vocabulary, countable and uncountable nouns.	
Aims: To develop listening skills in students.			
Learning Objective: At the end of the lesson, SWBAT show understanding about the use of many & much for countable-uncountable nouns by completing listening comprehension exercises, and then write a short dialogue.			
Assessment: Students listen to the audio file about Shopping for clothes and then make a dialogue about buying clothes.			
Success indicator: Learners can understand main ideas and some details in the audio about Shopping for clothes, using contextual clues to help identify the most relevant information.			
Anticipated problems - solutions: The English level of some students is low. The teacher will give straightforward instructions and make comprehension check questions to make sure if the students understand.			
Timing	Teacher's activity	Students' activity	Materials
	Warm-Up activity		
5 minutes	● The teacher starts with discussion questions	● Students analyze the questions	● Google meet.

	<p>about the topic.</p> <ul style="list-style-type: none"> - What do you think about buying clothes at the mall? <ul style="list-style-type: none"> • He/she provides answer examples such as: <ul style="list-style-type: none"> - I think that is cheaper to buy when there are some sales at the mall. • Then, the teacher asks the students to type their answers in the chat box. 	<p>provided by the teacher.</p> <ul style="list-style-type: none"> • Then, they answer the question based on the teacher's answer and they respond orally or in a written way. 	<ul style="list-style-type: none"> • Chat box.
Pre-Stage			
15 minutes	<ul style="list-style-type: none"> • Teacher gives instructions to do a matching activity. So, he/she presents the key words with some pictures about clothes. <ul style="list-style-type: none"> - jeans - socks - dress - sweater and coat. • The teacher asks students to answer the questions: <ul style="list-style-type: none"> - What are you wearing today? Which three items have a plural form? Why? How many pairs of jeans do you own? 	<ul style="list-style-type: none"> • They listen carefully to the teacher's instructions. • Students look at the pictures and match with the correct words. <ul style="list-style-type: none"> - Answers: <ul style="list-style-type: none"> 1. coat 3. jeans 2. dress 4. Shirt and shoes • Students read the questions carefully and send their answers to the chat box. 	<ul style="list-style-type: none"> • Google document • Google meet • Chat box
During Stage (early)			
30 minutes	<ul style="list-style-type: none"> • The teacher plays a video two times about Shopping for clothes • The teacher gives some instructions to do the activity: <ul style="list-style-type: none"> - Listen to the audio file about Claire. - Determine 	<ul style="list-style-type: none"> • Students listen to the teacher's instructions carefully. • Students write their answers to the chat box. <ul style="list-style-type: none"> - Answers: <ul style="list-style-type: none"> 1. a shirt 	<ul style="list-style-type: none"> • Google Slides • Whatsapp • Audio file

	<p>1. What does Claire want? 2. What size is she?</p> <ul style="list-style-type: none"> • The teacher asks students to write their answers about the audio file on a sheet of paper. • The teacher asks the students to take a picture of their answer and send it to the WhatsApp group. 	<p>2. small 3. £30 4. credit card</p> <ul style="list-style-type: none"> • They take a picture of their answers and send them to the WhatsApp group. 					
	During Stage (later)						
30 minutes	<ul style="list-style-type: none"> • The teacher presents a dialogue and asks students to listen again and write the one missing word in each gap. <ul style="list-style-type: none"> - Shop assistant: Can I help you? - Claire: Yes. 1__ you 2__ any shirts? - Shop assistant: Yes, we do.__ 3 size are you? - Claire: A small. - Shop assistant: Here you are. - Claire: Thanks. 4__ can I try it on? - Shop assistant: The changing rooms are over there. ... It looks really good on you. - Claire: Hmmm. How 5__ is it? • The teacher asks students to write their answers about the dialogue on a sheet of paper. • After that, the teacher asks the students to listen to the audio to complete a chart with useful language for shopping. • The teacher asks the students to take a picture 	<ul style="list-style-type: none"> • Students listen to the audio again carefully. • Students write their answers in a sheet of paper completing the missing words of the dialogue <ul style="list-style-type: none"> - Answers: <ol style="list-style-type: none"> 1. Do 2. have 3. What 4. Where 5. much 6. paying • They take a picture of their answers and send them to the WhatsApp group. • Students write S (sales assistant) or C (customer) in each box to show who is talking. <ul style="list-style-type: none"> - Answers <table style="margin-left: 20px;"> <tr> <td>1. S</td> <td>8. S</td> </tr> <tr> <td>2. C</td> <td>9. C</td> </tr> </table> 	1. S	8. S	2. C	9. C	<ul style="list-style-type: none"> • Google document • Audio file • Google meet
1. S	8. S						
2. C	9. C						

	of their answer and send it to the WhatsApp group. • The teacher plays the audio two times.	3. C 4. S 5. S	10. S 11. S 12. C	
	During stage (final)			
25 minutes	<ul style="list-style-type: none"> • The teacher presents a dialogue in which students have to complete a gap fill/cloze activity about Shopping for clothes. • The teacher presents the dialogues like: <ol style="list-style-type: none"> 1. What size are you? I'm very large. / It's a large. / I'm a large. 2. Where I can try it on? / Where can I try it on? / Where do I can try it on? The changing rooms are at the back of the shop. • The teacher asks students to record their answers and send them by Whatsapp. • The teacher plays the audio one more time. 	<ul style="list-style-type: none"> • Students listen carefully to the teacher's instructions. • They listen to the audio about Shopping for clothes • Students record their answers and send them by Whatsapp. <p>- Answers:</p> <ol style="list-style-type: none"> 1. I'm a large. 2. Where can I try it on? 3. It doesn't fit. 4. I don't think I like it. 5. What colours does it come in? 6. How much do these shoes cost? 	<ul style="list-style-type: none"> • Google document • Whatsapp • Audio file 	
	Post Stage			
15 minutes	<ul style="list-style-type: none"> • The teacher asks students to correct mistakes in a transcript. • The teacher asks students to send them by Whatsapp. 	<ul style="list-style-type: none"> • Students listen to the teacher's instructions. • They correct the mistakes in the transcription and send their answers by Whatsapp. 	<ul style="list-style-type: none"> • Google document • Whatsapp • Google meet. 	
<ul style="list-style-type: none"> • Homework/Further work: Put the sentences in order to make a dialogue in a shop. 				

14.2. Annex 2. Reflection guide of the pre-teaching service.

- **TEACHER 'S NAME:** Helen Davalos
- **TARGET GROUP:** First Level - English Major of Technical University of Cotopaxi.
- **SCHEDULE:** Every Tuesday from 1pm to 3pm

REFLECTION GUIDE (POSITIVE POINTS)

WEEK 1 - CLASS 1			
Descriptive observation and reflection experience class		Analysis of the experience	
Name: Helen Davalos	Date: 28th June, 2022.	Topic: What is in your bag?	
ACTIVITIES: STEPS / DESCRIBE	FEELINGS/ REFLECTIONS	HELP	HINDER
1. Was the objective accomplished? What happened in classes? or what did I do to make students understand? What did students do? Was it significant? Why did it happen?	2. How did I feel? What am I thinking? What can I learn from it?	3. What helped learning?	4. What hindered learning?
<ul style="list-style-type: none"> • I considered that the learning objective was accomplished in 70% percent due to the activities were completed efficiently, which allowed students to understand the last activity without difficulty and 	<ul style="list-style-type: none"> • At the beginning, I felt nervous, after that I liked it because I started interacting with the students and felt more confident. • During the lesson, I was thinking about how well the 	<ul style="list-style-type: none"> • The positive aspects that helped to improve the students learning were: • To provide students with prior content about the lesson's topic to make students practice. • To use play activities during the lesson. 	<ul style="list-style-type: none"> • The hindrance which did not help in this lesson was the bad internet connection that some students had. • On the other hand, the lack of the students'

<p>put their speaking skills into practice.</p> <ul style="list-style-type: none"> • During the class, I carried out activities from least to most complex and sequentially. • I applied the ECRIF framework according to their level (A1), and used the understandable instructions. • Students participated, asked questions, developed activities, and practiced speaking skills. • Absolutely, the lesson was significant because students reached the learning objective. 	<p>activities were developing and if they were adjustable.</p> <ul style="list-style-type: none"> • First, I learned to feel sure of myself and structure the instructions well to avoid wasting time. 	<ul style="list-style-type: none"> • Most of the instructions were clear, and the students could do their activities successfully. • The content was understandable for the students. • Do the activities which help students to improve their communicative competencies. 	<p>English level has affected the learning process.</p>
<p>5. My action plan: After the reflective practice made with my partner, I will change my presentation with an interactive program in order to keep student's attention, and help them to practice. Besides, I will look for innovative ECRIF framework activities to help them improve their communicative competencies. On the other hand, I will prepare my instructions better for the following lessons.</p>			

REFLECTION GUIDE (NEGATIVE POINTS)

WEEK 1 - CLASS 1			
Descriptive observation and reflection experience class		Analysis of the experience	
Name: Helen Dávalos	Date: 28th June, 2021.	Topic: What is in your bag?	
ACTIVITIES: STEPS / DESCRIBE	FEELINGS/ REFLECTIONS	HELP	HINDER
1. Was the objective accomplished?	2. How did I feel? What am I	3. What helped learning?	4. What hindered learning?

<p>What happened in classes? or what did I do to make students understand? What did students do? Was it significant? Why did it happen?</p>	<p>thinking? What can I learn from it?</p>		
<ul style="list-style-type: none"> • My learning objective was not accomplished in 30% percent due to some of the students have not completed the before activities on time. • During the class, some students were distracted and they could not grasp the instruction. • I did not apply alternative activities that support the students' learning outcomes. • Some students were distracted, did not participate in the class, and could not even do the activities. • Despite the difficulties, the lesson was significant except for the students who were not attentive. 	<ul style="list-style-type: none"> • During the class, I felt concerned about the students who did not participate or do the activity in the lesson. • During the lesson, I was thinking about how to make the students with low-performance practice more. • I learned that I should make other activities like support, and try to do the instructions more specifically. 	<ul style="list-style-type: none"> • The negative aspects that did not help students learning were: • The bad internet connection. • Not being clear in some instructions. • Not motivate students to participate. 	<ul style="list-style-type: none"> • The hindrance which did not help in this lesson was the bad internet connection that some students had. • On the other hand, the lack of the students' English level has affected the learning process.
<p>5. My action plan: After the reflective practice made with my partner, I considered the following points: I will give students enough time to develop the activities. I am going to motivate them to work without being afraid to make mistakes. I will consider using clearer instructions, and activities that attach their attention.</p>			

REFLECTION GUIDE (POSITIVE POINTS)

- **TEACHER 'S NAME:** Grecia Gavilanes
- **TARGET GROUP:** First Level - English Major of Technical University of Cotopaxi.
- **SCHEDULE:** Every Thursday from 1pm to 3pm

WEEK 1 - CLASS 2			
Descriptive observation and reflection experience class		Analysis of the experience	
Name: Grecia Gavilanes	Date: 30th June, 2022	Topic: Listening Lesson: Oversharing and your digital footprint	
ACTIVITIES: STEPS / DESCRIBE	FEELINGS/ REFLECTIONS	HELP	HINDER
1. Was the objective accomplished? What happened in classes? or what did I do to make students understand? What did students do? Was it significant? Why did it happen?	2. How did I feel? What was I thinking? What can I learn from it?	3. What helped learning?	4. What hindered learning?

<ul style="list-style-type: none"> • In my second experience, I consider that the learning objective was achieved in 75%. • From my point of view, the topic I selected for the listening class captured the students' attention as it was a topic of youthful interest. • It is important to emphasize that the first activities used were of great help for the students to have partial knowledge of the subject that was going to be discussed. So, as the following tasks required greater concentration, I repeated the audio to them as many times as necessary for them to achieve their complete understanding. • It was significant since during the development of the class it allowed me to show that the students who presented a lower level of English than the others 	<ul style="list-style-type: none"> • On this occasion I felt more secure and confident, unlike my previous teaching experience, since seeing all the students collaborate and actively participate, motivated me to do my best so that this teaching-learning environment was maintained until the end of the class. • In fact, at the time, I was thinking of different ways to interact with my students to continue to maintain their comfort during class, as well as my expectations of myself. 	<ul style="list-style-type: none"> • During the reflection with my classmates, we came to the conclusion that it is important that they have constant exposure to the auditory material so that they not only manage to complete the activities, but also increase their level of understanding so that later are able to interact with more complex audios. • As a result of this, they will be able to increase their vocabulary and have an easier time expressing themselves in front of others with more freedom and security. 	<ul style="list-style-type: none"> • In this case, what hindered the development of the class a bit was the understanding of the audio with a British accent, but when you provided the students with the meaning of the keywords through sentences related to the audio, they had a better understanding. • Something that hindered the class was the problem that arose to play the audio, but then I decided to send it to the WhatsApp group, so students could continue doing the activities.
<p>5. My action plan: After reflecting with my classmates, I will continue to use topics of youth interest since in this way the students feel more comfortable and identified. In this way they will be able to share their different points of view and work better. Therefore, I will develop more activities that involve critical opinion of relevant topics so that they do not lose interest in the class and thus they can progressively improve their listening skills.</p>			

REFLECTION GUIDE (NEGATIVE POINTS)

WEEK 1 - CLASS 2			
Descriptive observation and reflection experience class		Analysis of the experience	
Name: Grecia Gavilanes	Date: 30th June, 2022	Topic: Listening Lesson: Oversharing and your digital footprint	
ACTIVITIES: STEPS / DESCRIBE	FEELINGS/ REFLECTIONS	HELP	HINDER
<p>1. Was the objective accomplished? What happened in classes? or what did I do to make students understand? What did students do? Was it significant? Why did it happen?</p>	<p>2. How did I feel? What am I thinking? What can I learn from it?</p>	<p>3. What helped learning?</p>	<p>4. What hindered learning?</p>
<ul style="list-style-type: none"> • I noticed that the learning objective was not achieved in 25%. • During the course of the class, as expected, two students had connection problems. One of them even left the meeting and was unable to log in again. This situation generated a minimum delay during the first activities, since when I called one of them on 2 occasions, I didn't get an answer. Despite this, I had to continue the class. • As I mentioned earlier, two 	<ul style="list-style-type: none"> • I felt somewhat concerned about the situation of the two students, since they could not participate in the activities as I would have liked to have happened. • Actually, I was thinking that internet connection problems will continue to happen in subsequent classes and consequently prevent equal learning in all students. 	<ul style="list-style-type: none"> • During the reflection with my classmates, we came to the conclusion that it is important that they have constant exposure to the auditory material so that they not only manage to complete the activities, but also increase their level of understanding so that later are able to interact with more complex audios. • As a result of this, they will be able to increase their vocabulary and have an easier time expressing themselves in 	<ul style="list-style-type: none"> • The main thing that was difficult for the development of the lesson was the internet problems since some students couldn't hear some instructions as well as fulfill all the activities successfully.

<p>students were unable to complete the activities. So, they were left without learning the new vocabulary about social media that others could acquire.</p> <ul style="list-style-type: none"> • This situation was relevant because it allowed me to find out that those students who had connection problems come from places with little internet access. Likewise, it helped me understand that not all students have the same possibilities and realities. • It was the result of motivation and the exchange of responses and ideas regarding the topic discussed, which would help students to express their own knowledge and opinions based on their experience with the use of social media. 		<p>front of others with more freedom and security.</p>	
<p>5. My action plan: After doing the reflective practice in the class, I conclude that I must take into account those students who cannot participate to help them by sending the activities and instructions to the WhatsApp group and in this way, they can acquire the same knowledge as their classmates. In addition, I will motivate them to participate more frequently regardless of making mistakes, since I will be ready to support them and clear their doubts.</p>			

REFLECTION GUIDE (POSITIVE POINTS)

- **TEACHER 'S NAME:** Helen Davalos
- **TARGET GROUP:** First Level - English Major of Technical University of Cotopaxi.
- **SCHEDULE:** Every Tuesday from 1pm to 3pm

WEEK 2 - CLASS 3			
Descriptive observation and reflection experience class		Analysis of the experience	
Name: Helen Dávalos	Date: 5th July, 2022.	Topic: In the classroom.	
ACTIVITIES: STEPS / DESCRIBE	FEELINGS/ REFLECTIONS	HELP	HINDER
<p>1. Was the objective accomplished? What happened in classes? or what did I do to make students understand? What did students do? Was it significant? Why did it happen?</p>	<p>2. How did I feel? What I was thinking? What can I learn from it?</p>	<p>3. What helped learning?</p>	<p>4. What hindered learning?</p>
<ul style="list-style-type: none"> ● In my second time teaching, I considered that the learning objective was accomplished in 75%. ● From my point of view, it was such a good thing because this topic had a considerable level of simplicity. As a result, students had an active participation. 	<ul style="list-style-type: none"> ● In my second time, I was more comfortable using the ECRIF framework that I handle much better. ● In this case, I was thinking about managing time correctly for each activity. ● I can learn that it is important to adequately test and estimate the 	<ul style="list-style-type: none"> ● Emphasizing the structure and key vocabulary of the topic helped students to understand when to use past modal verbs to make hypotheses. ● The answers that I provided as examples of each activity were a good reference that guides the students' understanding of 	<ul style="list-style-type: none"> ● Knowing when and how to use the possessive 's, was something that hindered the learning of this lesson but I tried to provide familiar situations in which students could recognize how and when to use it.

<ul style="list-style-type: none"> • I wrote my own examples using the target language to make the example more personal and understandable. In that sense, I tried to provide a good example so that my students can understand when to use possessive s'. • Moreover, I motivated them to respond even though they made mistakes. • The students were able to share their answers using the slides and the Meet chat box. 	<p>time of the activities based on the strengths and weaknesses of the students.</p>	<p>complex activities.</p> <ul style="list-style-type: none"> • Group in Zoom Rooms was another thing that enhanced the learning process. 	
<p>5. My action plan: After the reflective practice made with my partner, we will send links with general information about each lesson topic in order to provide material that students can use to have an idea before the class starts. Furthermore, I will continue using slides to make the class easier.</p>			

REFLECTION GUIDE (NEGATIVE POINTS)

WEEK 2 - CLASS 3			
Descriptive observation and reflection experience class		Analysis of the experience	
Name: Helen Dávalos	Date: 5th July, 2022.	Topic: In the classroom.	
ACTIVITIES: STEPS / DESCRIBE	FEELINGS/ REFLECTIONS	HELP	HINDER
<p>1. Was the objective accomplished? What happened in classes? or what did I do to make students</p>	<p>2. How did I feel? What am I thinking? What can I learn from it?</p>	<p>3. What helped learning?</p>	<p>4. What hindered learning?</p>

<p>understand? What did students do? Was it significant? Why did it happen?</p>			
<ul style="list-style-type: none"> • Actually, there was a part of the learning activities which made the objective difficult. So, there was a 25% of the objective that was not achieved. • Although I made my own examples, I spent too much time on it and I did not pay attention to the time. • It influenced the class a lot because it is necessary the time to put in practice the topic. 	<ul style="list-style-type: none"> • It was disappointing because I didn't realize the mistakes. • I was thinking about correcting my mistakes immediately to improve the class. • For this reason, I learned that during planning it is better to make use of the time correctly. 	<ul style="list-style-type: none"> • During the reflective practice, my partner and I assumed that a website with information, provided days before the class, was a good idea that would motivate the students to improve their self-education. • Moreover, emphasizing the structure and key vocabulary of the topic helped students to understand how to use possessive s'. • Group in Zoom Rooms was another thing that enhanced the learning process. 	<ul style="list-style-type: none"> • Learning was very difficult when students joined the class late and missed the explanation. As a result, they were confused and did not know what to do in activities where grammatical structure was needed. This interrupted the learning process of the rest of the students and no matter how many explanations we tried to give; those students still did not fully understand the grammatical part to complete the activities.
<p>5. My action plan: After the reflective practice made with my partner, it is necessary to avoid lost time. It is necessary to continue with the class and provide more example while the class is continuing.</p>			

REFLECTION GUIDE (POSITIVE POINTS)

- **TEACHER 'S NAME:** Grecia Gavilanes
- **TARGET GROUP:** First Level - English Major of Technical University of Cotopaxi.
- **SCHEDULE:** Every Thursday from 1pm to 3pm

WEEK 2 - CLASS 4			
Descriptive observation and reflection experience class		Analysis of the experience	
Name: Grecia Gavilanes.		Date: 7th July, 2022.	
		Topic: The first English class.	
ACTIVITIES: STEPS / DESCRIBE	FEELINGS/ REFLECTIONS	HELP	HINDER
1. Was the objective accomplished? What happened in classes? or what did I do to make students understand? What did students do? Was it significant? Why did it happen?	2. How did I feel? What am I thinking? What can I learn from it?	3. What helped learning?	4. What hindered learning?
<ul style="list-style-type: none"> ● In my second time teaching, I considered that I reached my goal of 80% because most of the activities were understood by the students. ● During my listening class, I developed different engaging activities that helped students considerably in understanding the topic. ● Some students were attentive and participated in the activities that were developed during the class. ● The participation was significant 	<ul style="list-style-type: none"> ● I felt excited because I was sure I was going to do my best. ● At that moment, I was thinking of putting my fears aside and helping my students improve their listening skills. ● I consider that I should look for strategies that will help my students easily improve their English skills. 	<ul style="list-style-type: none"> ● From my point of view, I think that the comprehension checking questions helped identify whether students understood the instructions. Likewise, the collaborative work helped to know if the students understood the listening topic. ● Moreover, the use of websites helped provide students with a new way of teaching. 	<ul style="list-style-type: none"> ● I consider that the hindering learning was that the students were confused at one point because they didn't know the meaning of some words, but then I recommended that they use the dictionary so that they could develop

<p>because it showed me that the students were managing to understand the subject.</p> <ul style="list-style-type: none"> I considered that it happened because the listening was selected according to the level of my students. 			the activity.
<p>5. My action plan: After reflecting with my classmate, I will continue using the collaborative work activity since in this way the students can share their different points of view and work in a better way. Therefore, I will develop more activities that involve collaborative work and that adjust to their interests so that they do not get bored and can improve their English skills.</p>			

REFLECTION GUIDE (NEGATIVE POINTS)

WEEK 2 - CLASS 4			
Descriptive observation and reflection experience class		Analysis of the experience	
Name: Grecia Gavilanes.	Date: 7th July, 2022.	Topic: The first English class.	
ACTIVITIES: STEPS / DESCRIBE	FEELINGS/ REFLECTIONS	HELP	HINDER
<p>1. Was the objective accomplished? What happened in classes? or what did I do to make students understand? What did students do? Was it significant? Why did it happen?</p>	<p>2. How did I feel? What am I thinking? What can I learn from it?</p>	<p>3. What helped learning?</p>	<p>4. What hindered learning?</p>
<ul style="list-style-type: none"> I noticed that my learning goal was not fully achieved due to, in 20%, 	<ul style="list-style-type: none"> Even though I was sure of what I had to do during the class, I felt 	<ul style="list-style-type: none"> The thing that did not help learning was that the students 	<ul style="list-style-type: none"> I consider that the vastest difficulty was the internet

<p>some students having various internet problems getting into the class.</p> <ul style="list-style-type: none"> • During the class, students presented different difficulties to enter due to the bad internet connection. Furthermore, they could not develop all the activities because they did not listen to the instructions and knew what they had to do on the websites. • Although many of the students participated during the class, other students were afraid to respond, and despite being called, they did not participate in the activities. • This problem was significant since unfortunately, the students who have this type of problem are those with low English proficiency. • I think it happens because students are afraid of making mistakes when participating in class. 	<p>nervous because I was afraid, I couldn't control the time.</p> <ul style="list-style-type: none"> • For this reason, I was thinking about what could happen if I do not comply with all the planned activities or not knowing how to answer my students' questions. • I can learn that in case of any difficulty. I should design another activity that helps the student's understanding. 	<p>did not feel so identified with the topic and were not interested in doing the activities like discussion questions.</p>	<p>since due to this the students could not complete all the activities.</p> <ul style="list-style-type: none"> • Likewise, the lack of interest of some students for the subject makes the class not develop correctly and their skills do not improve. • The lack of knowledge in the use of technological tools makes it difficult for students to develop the activities correctly.
<p>5. My action plan: After having done the reflective practice with my classmates, I conclude that I should have other options for activities because when using websites like Google docs, students have several problems when entering the page due to their internet connection problems. Also, motivate students to lose their fear of participating in classes.</p>			

REFLECTION GUIDE (POSITIVE POINTS)

- **TEACHER 'S NAME:** Helen Davalos
- **TARGET GROUP:** First Level - English Major of Technical University of Cotopaxi.
- **SCHEDULE:** Every Tuesday from 1pm to 3pm

WEEK 3 - CLASS 5			
Descriptive observation and reflection experience class		Analysis of the experience	
Name: Helen Dávalos	Date: 12th July, 2022.	Topic: Favorite people.	
ACTIVITIES: STEPS / DESCRIBE	FEELINGS/ REFLECTIONS	HELP	HINDER
1. Was the objective accomplished? What happened in classes? or what did I do to make students understand? What did students do? Was it significant? Why did it happen?	2. How did I feel? What am I thinking? What can I learn from it?	3. What helped learning?	4. What hindered learning?

<ul style="list-style-type: none"> • Regarding the achievement of the objective, I can say that 90 percent of what was expected was achieved significantly. • The learning and teaching process was carried out through specific and meaningful activities that made it successful. • According to the students' activities, the attention and participation were the most relevant. • In conclusion, I can say that the class was meaningful because most of the students were able to understand the topic and participate quite well in the class. 	<ul style="list-style-type: none"> • In relation to my feelings, I can say that the emotions that predominated myself after, during and at the of the class were the scare and the excitement because, on the one hand I did not want to make mistakes and, on the other hand I think teaching is a very beautiful activity. • I am thinking to be more confident with myself so that I can avoid the bad feeling and develop the class better. 	<ul style="list-style-type: none"> • Mainly I can point out that the ECRIF framework activities help the teacher and students' performance to achieve the learning objective strategically and cyclically. 	<ul style="list-style-type: none"> • The most common problem during the class was the internet connection problems of the students because it was avoiding the comprehension of the topic explanation and also the participation of the students • In addition, sometimes they were not able to unmute their microphone and answer the questions.
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REFLECTION GUIDE (NEGATIVE POINTS)

WEEK 3 - CLASS 5			
Descriptive observation and reflection experience class		Analysis of the experience	
Name: Helen Dávalos	Date: 12th July, 2022.	Topic: Favorite people	
ACTIVITIES: STEPS / DESCRIBE	FEELINGS/ REFLECTIONS	HELP	HINDER
1. Was the objective accomplished?	2. How did I feel? What am I	3. What helped learning?	4. What hindered learning?

<p>What happened in classes? or what did I do to make students understand? What did students do? Was it significant? Why did it happen?</p>	<p>thinking? What can I learn from it?</p>		
<ul style="list-style-type: none"> • Approximately 10% percent of the students were not able to achieve the learning objective but it was not by teacher's actions but tech inconveniences or disinterest by students. • During the class in some cases, I could realize that some students were not paying attention to the class because when I called some of them, they did not answer or did that incorrectly. 	<ul style="list-style-type: none"> • According to my feelings from a negative point of view, I can say that twice I made a couple of mistakes that confused me and I felt so nervous that I almost lost the rhythm of the class. • I am thinking of practicing more in the class prepared, the instructions and stuff, in order to reduce the possible mistakes during the class. • I learnt a very important thing from this. The teachers cannot improvise in the class they really need to prepare the 	<ul style="list-style-type: none"> • Mainly I can point out that the ECRIF framework activities help the teacher and students' performance to achieve the learning objective strategically and cyclically. 	<ul style="list-style-type: none"> • The most common problem during the class was the internet connection problems of the students because it was avoiding the comprehension of the topic explanation and also the participation of the students • In addition, sometimes they were not able to unmute their microphone and answer the questions.
<p>5. My action plan: I will try to implement more activities which catch the student's attention so that they are more motivated into the class. And also, I will try to practice once or twice before the class so I can develop myself better during the class.</p>			

REFLECTION GUIDE (POSITIVE POINTS)

- **TEACHER 'S NAME:** Grecia Gavilanes
- **TARGET GROUP:** First Level - English Major of Technical University of Cotopaxi.
- **SCHEDULE:** Every Thursday from 1pm to 3pm

WEEK 3 - CLASS 6			
Descriptive observation and reflection experience class		Analysis of the experience	
Name: Grecia Gavilanes	Date: 14th July, 2022.	Topic: Describing people.	
ACTIVITIES: STEPS / DESCRIBE	FEELINGS/ REFLECTIONS	HELP	HINDER
1. Was the objective accomplished? What happened in classes? or what did I do to make students understand? What did students do? Was it significant? Why did it happen?	2. How did I feel? What am I thinking? What can I learn from it?	3. What helped learning?	4. What hindered learning?

<ul style="list-style-type: none"> • According to the level of achievement, I can say that 95% of what students were expected to learn was obtained. • The learning and teaching process was executed successfully through significant and useful activities. • In relation to student’s activity, thanks to the activities designed, students had a good participation. • Taking this in mind, I can say that the class was successful, due students were able to understand the topic and participate in the class. 	<ul style="list-style-type: none"> • In this class my feelings were better than my first-time teaching because although I felt a bit nervous, I could manage my feelings and so I was able to develop the class much better. • I am thinking of practicing more by myself since this will allow me to increase my teaching abilities. • I could learn from this class that is necessary to do fieldwork in this profession to acquire a complete formation. 	<ul style="list-style-type: none"> • I consider the most useful aspect that allows to develop the class effectively was the activities provided in the PDP framework due to this strategy offers a systematic order of activities to develop in a listening class. 	<ul style="list-style-type: none"> • The most common problem during the class was the internet connection problems of the students because it was avoiding the comprehension of the topic explanation and also the participation of the students.
<p>5. My action plan: I will continue working in this manner since I could realize that little by little me and my group will have the goal of being good English teachers. Therefore, I will implement new online activities so that students can use the technology to learn and develop their English skills.</p>			

REFLECTION GUIDE (NEGATIVE POINTS)

<p>WEEK 3 - CLASS 6</p>			
<p>Descriptive observation and reflection experience class</p>		<p>Analysis of the experience</p>	
<p>Name: Grecia Gavilanes</p>	<p>Date: 14th July, 2022.</p>	<p>Topic: Describing people.</p>	
<p>ACTIVITIES: STEPS / DESCRIBE</p>	<p>FEELINGS/ REFLECTIONS</p>	<p>HELP</p>	<p>HINDER</p>
<p>1. Was the objective accomplished?</p>	<p>2. How did I feel? What am I</p>	<p>3. What helped learning?</p>	<p>4. What hindered learning?</p>

<p>What happened in classes? or what did I do to make students understand? What did students do? Was it significant? Why did it happen?</p>	<p>thinking? What can I learn from it?</p>		
<ul style="list-style-type: none"> ● The objective accomplishment was not able to be gained in approximately 5 percent of the class, but it occurred due to the internet connection problems of the students and the lack of interest of some students to learn. ● Some students were not paying attention to the class since when I called some of them to participate, they did not answer the call. ● The time in some cases were not appropriate 	<ul style="list-style-type: none"> ● In this class, although I did not make as many mistakes as my first class I was, even though I was feeling a bit insecure. ● I am thinking that teaching is a hard procedure, and complicated as well, but I try not to think about that. ● I learnt that there are some characteristics in our personality that sometimes are very difficult to avoid, so we have to learn to manage our feelings. 	<ul style="list-style-type: none"> ● I consider the most useful aspect that allows to develop the class effectively was the activities provided in the PDP framework due to this strategy offers a systematic order of activities to develop in a listening class. 	<ul style="list-style-type: none"> ● The most common problem during the class was the internet connection problems of the students because it was avoiding the comprehension of the topic explanation and also the participation of the students.
<p>5. My action plan: I will search for advice for novice teachers on some online platforms and books in order to improve my teaching abilities.</p>			

REFLECTION GUIDE (POSITIVE POINTS)

- **TEACHER 'S NAME:** Helen Davalos
- **TARGET GROUP:** First Level - English Major of Technical University of Cotopaxi.
- **SCHEDULE:** Every Tuesday from 1pm to 3pm

WEEK 4 - CLASS 7			
Descriptive observation and reflection experience class		Analysis of the experience	
Name: Helen Dávalos	Date: 19th July, 2022.	Topic: Everyday life.	
ACTIVITIES: STEPS / DESCRIBE	FEELINGS/ REFLECTIONS	HELP	HINDER
1. Was the objective accomplished? What happened in classes? or what did I do to make students understand? What did students do? Was it significant? Why did it happen?	2. How did I feel? What am I thinking? What can I learn from it?	3. What helped learning?	4. What hindered learning?
<ul style="list-style-type: none"> ● In my fourth time teaching, I noticed that the learning objective was accomplished in 95% because most of the activities were understood by the students. ● During my class, carry out activities that were carried out from less to greater complexity and sequentially. As a result, students were challenged to do their best. Furthermore, the intervention of our teacher guide helped to make the instructions 	<ul style="list-style-type: none"> ● In this class, I was motivated because I had more confidence in myself when I developed my English class. ● Actually, I was thinking of doing things in the best way so that students can understand the subject. Furthermore, I was thinking about not forgetting to ask questions to verify the students understand what I was teaching. 	<ul style="list-style-type: none"> ● From my point of view, I consider that the peeling activities to draw the students' attention were helpful because it helped them participate in class. ● Likewise, the comprehension checking questions helped identify whether students understood the instructions. ● Moreover, the speaking pairs 	<ul style="list-style-type: none"> ● The most common problem during the class was the internet connection problems of the students because it was avoiding the comprehension of the topic explanation and also the participation of the students ● In addition, sometimes they were not able to

<p>clearer and more understandable.</p> <ul style="list-style-type: none"> • The students developed speaking activities and had the opportunity to improve them. • The participation was significant because it showed me that the students were managing to understand the topic. • I considered that it happened because the activities of “Everyday life” were selected according to the students’ level. Moreover, it happened because the instructions were clear and specific. 	<ul style="list-style-type: none"> • I consider that I should give a little more time for the students to develop the activities correctly. 	<p>activity was fruitful because the students could feel more confident when they made sentences using “Everyday life”</p>	<p>unmute their microphone and answer the questions.</p>
<p>5. My action plan: After having done the reflective practice with my classmates, I conclude that I will continue to develop more activities where students speak and share their different points of view.</p>			

REFLECTION GUIDE (NEGATIVE POINTS)

WEEK 4 - CLASS 7			
Descriptive observation and reflection experience class		Analysis of the experience	
Name: Helen Dávalos	Date: 19th July, 2022.	Topic: Everyday life	
ACTIVITIES: STEPS / DESCRIBE	FEELINGS/ REFLECTIONS	HELP	HINDER
1. Was the objective accomplished? What happened in classes? or	2. How did I feel? What am I thinking? What can I learn from	3. What helped learning?	4. What hindered learning?

<p>what did I do to make students understand? What did students do? Was it significant? Why did it happen?</p>	<p>it?</p>		
<ul style="list-style-type: none"> • I realized that my learning objective was not fully achieved because, in 5%, some students could not enter the class on time and did not know how to carry out the assigned activities. • During the class, the learning experience was interrupted because some students had a lot of problems with their internet connection, and I had to spend more time than expected on the activities. • Although the majority of students participated during the class, some of them were afraid to respond, and they did not participate in the activities as I expected. • I think it happens because students have a bad internet connection 	<ul style="list-style-type: none"> • Although I was unsure of what to do during class, I felt insecure because I did not know if the students were going to understand the topic. • In that sense, I was thinking about what could happen if I made a mistake or if I did not comply with all the planned activities. • I learned that I must practice and allocate adequate time for each activity that I will develop in my class. 	<ul style="list-style-type: none"> • The one thing that did not help learning was that in the activities that required recording, students often did not have the necessary devices to complete the activity. So, many of them preferred not to send anything. 	<ul style="list-style-type: none"> • From my point of view, I think what made learning difficult was the poor internet connection of the students. • On the other hand, I consider that another thing that makes learning difficult was the pressure students feel for the time they have to develop the speaking activities.
<p>5. My action plan: We will send links with information on the topic of the lesson so that they acquire a prior knowledge of what is going to be discussed in the class and can participate. On the other hand, be more flexible in the time of the activities, so that the students can complete them correctly.</p>			

REFLECTION GUIDE (POSITIVE POINTS)

- **TEACHER 'S NAME:** Grecia Gavilanes
- **TARGET GROUP:** First Level - English Major of Technical University of Cotopaxi.
- **SCHEDULE:** Every Thursday from 1pm to 3pm

WEEK 4 - CLASS 8			
Descriptive observation and reflection experience class		Analysis of the experience	
Name: Grecia Gavilanes	Date: 21st July, 2022	Topic: Shopping for clothes	
ACTIVITIES: STEPS / DESCRIBE	FEELINGS/ REFLECTIONS	HELP	HINDER
<p>1. Was the objective accomplished? What happened in classes? or what did I do to make students understand? What did students do? Was it significant? Why did it happen?</p>	<p>2. How did I feel? What was I thinking? What can I learn from it?</p>	<p>3. What helped learning?</p>	<p>4. What hindered learning?</p>
<ul style="list-style-type: none"> ● The class goal was 90% met as students showed listening comprehension. Therefore, they were able to follow the instructions and complete the activities without problem. ● During class the students showed a certain shyness, but as the activities were developed, they showed confidence when participating. 	<ul style="list-style-type: none"> ● I felt well because most of the students practiced and showed me that they understood. ● During the lesson, I was thinking about how well the activities were developing correctly. ● First, I learned to feel sure of myself and adjusted to any problem. 	<ul style="list-style-type: none"> ● I consider that what helped to achieve learning was the use of appropriate and striking strategies such as illustrations and interactive questions regarding listening, which allowed us to know the degree of understanding and learning of the students. 	<ul style="list-style-type: none"> ● Something that hindered the learning was the lack of knowledge of certain words, but when given some examples in real contexts the students were able to understand the audio much better and how to use them in the statements. ● The bad internet

<ul style="list-style-type: none"> ● In each activity, I sent the activities through the chat box so that the students could develop the activity. ● In order for the students to understand the listening material, I used pictures and interesting discussion questions to get the students closer to listening. In this sense, carry out activities from less to greater complexity along with clear instructions, which allows the students to know what and how to do and to go from a superficial understanding to a deeper one. ● As the students interacted with the audio, they tried to complete each specific task carefully. Likewise, when sharing their responses, some actively participated and others did so in writing through the chat box. ● I consider that the teaching-learning process was significant since I assigned the students clear and achievable tasks. In this sense, I allowed them not only to have eye contact with the text repeatedly but also to give them time to process the information so that they could complete the activities satisfactorily. That is, they achieved significant learning. 			<p>connection was another problem that interrupted the progress of some activities, but we could control it by adjusting the time class and sending pictures of the activities to the Whatsapp group so they can continue participating.</p>
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5. My action plan: I conclude that I will continue to use various easy and complex activities, as well as illustrations and discussion questions because when using them the students go from a partial to a deep understanding of the audio.

REFLECTION GUIDE (NEGATIVE POINTS)

WEEK 4 - CLASS 8			
Descriptive observation and reflection experience class		Analysis of the experience	
Name: Grecia Gavilanes	Date: 21st July, 2022	Topic: Shopping for clothes	
ACTIVITIES: STEPS / DESCRIBE	FEELINGS/ REFLECTIONS	HELP	HINDER
1. Was the objective accomplished? What happened in classes? or what did I do to make students understand? What did students do? Was it significant? Why did it happen?	2. How did I feel? What am I thinking? What can I learn from it?	3. What helped learning?	4. What hindered learning?
<ul style="list-style-type: none"> I realized that 10% of the goal was not met, as some students had connection problems. This type of inconvenience is inevitable during virtual teaching, so the teaching-learning process is interrupted. Therefore, some students cannot understand the instructions clearly and it was necessary to repeat what was said. 	<ul style="list-style-type: none"> I felt anxious when I looked at the clock every moment and thought that I would not be able to complete all the activities planned for the class. At that moment, I was thinking about what would happen if during class I made a mistake in the instructions or if I was nervous, not knowing what to 	<ul style="list-style-type: none"> I consider that what helped to achieve learning was the use of appropriate and striking strategies such as illustrations and interactive questions regarding listening, which allowed us to know the degree of understanding and learning of the students. 	<ul style="list-style-type: none"> The main thing that was difficult for the development of the lesson was the internet problems since some students could not fulfill all the activities. The lack of knowledge in the use of technological tools such as Flipgrid

<p>It should be noted that these students, having a low internet connection, tend to leave the meeting again and again, so they cannot complete their activities 100%.</p> <ul style="list-style-type: none"> • There were certain students who did not participate voluntarily, unlike others, either because of fear of making mistakes or because of internet problems. This caused the interaction to be mostly with the same students. • This problem was significant since it allowed me to locate those students with less disposition to work and thus in later classes help them to feel more confident to communicate in the target language. • As I mentioned before, I believe that these problems are due more than anything to the fear of being wrong and getting a bad score. On the other hand, connection problems are something that anyone can happen to and it is impossible to foresee it. 	<p>answer if a student asked me something.</p> <ul style="list-style-type: none"> • I learned that even if planned in advance, unexpected situations can arise during class, for which as a teacher I must have a plan B in case that happens. I mean, I have to make sure that my lesson plan is always adjustable. 		<p>made it difficult for some students to develop the activities on time.</p>
<p>5. My action plan: I conclude that during the revision and correction of the activities I will take into account the students who participate less in order to help them lose the fear of speaking and sharing their ideas. In addition, I will motivate them to continue participating and overcoming their fears so that later on they can see an improvement in their language skills.</p>			

14.3. Annex 3. Survey

Encuesta sobre el Programa de enseñanza basado entre pares usando ECRIF y PDP.

1. Cual es tu edad?

Preguntas para identificar la efectividad de los frameworks.

En base a tu experiencia con los métodos ECRIF y PDP, responde las siguientes preguntas:

2. ¿Sentiste que el método ECRIF te ayudó a mejorar tu capacidad de hablar en inglés?

Si

No

3. ¿Sentiste que el método PDP te ayudó a mejorar tu capacidad de escuchar en inglés?

Si

No

4. ¿Cree que el uso de ECRIF y PDP para enseñar inglés de forma virtual ha sido eficaz? Si-No ¿Por qué?

Preguntas para identificar la efectividad del programa.

En base a tu experiencia con el programa de enseñanza entre pares, responde las siguientes preguntas:

5. En una escala del 1 al 5, ¿qué tan satisfecho estabas con el material didáctico (diapositivas, videos, Nearpod, etc) utilizado durante el programa?

Insatisfecho 1 2 3 4 5 Muy satisfecho

6. ¿Consideras que la enseñanza entre compañeros dio lugar a la motivación?

Si

No

7. En la enseñanza entre compañeros, ¿podías participar sin miedo a cometer errores y ser juzgado?

Si

No

8. ¿Consideras que la enseñanza entre compañeros dio lugar a un aprendizaje?

Si

No

9. ¿Consideras que el trabajo colaborativo ayudó a practicar el idioma inglés?

Si

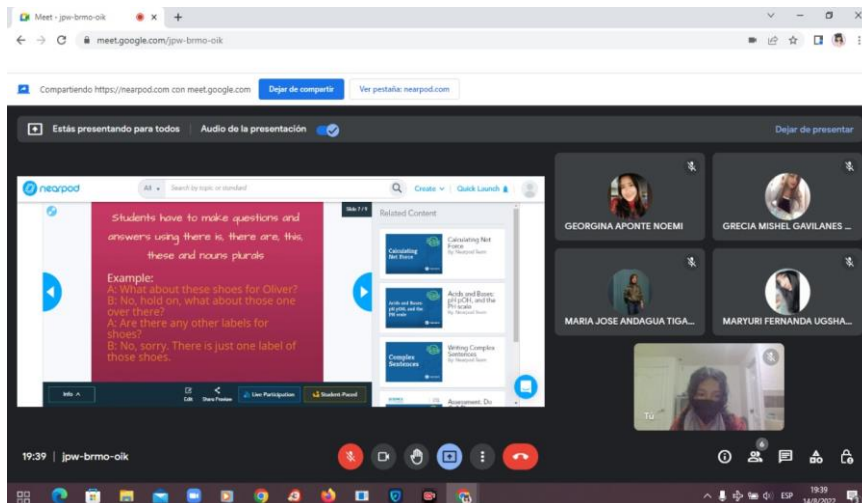
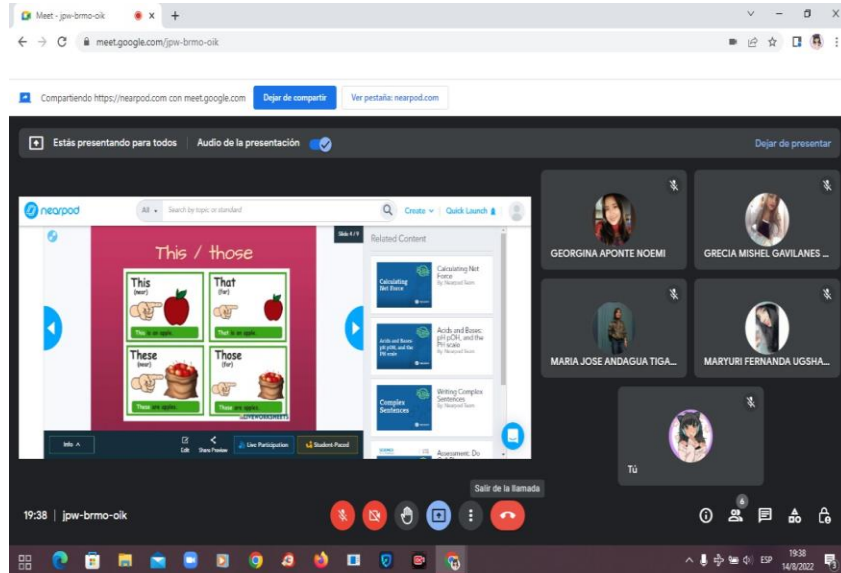
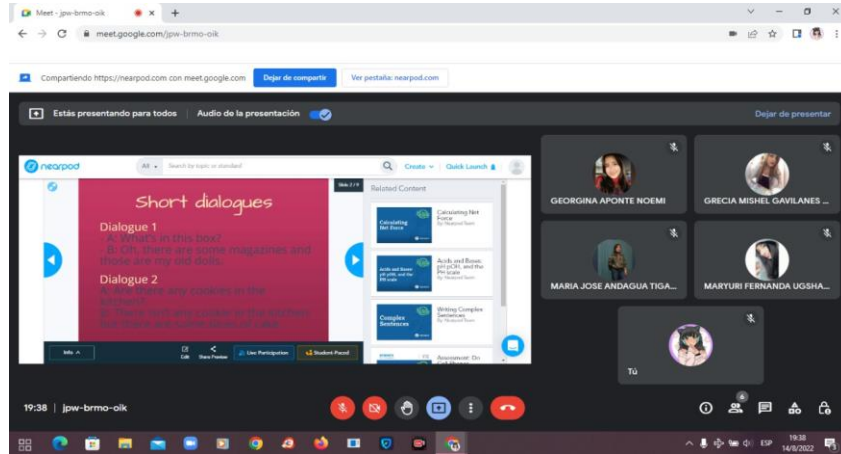
No

10. Por favor, indica 3 cosas que consideres se podrían mejorar en el programa (tiempo, materiales, modalidad, etc).

15. Appendix

15.1. Screenshots of English classes.

ENGLISH CLASS 1



ENGLISH CLASS 2

This screenshot shows the first slide of a presentation titled "LISTENING CLASS.pdf". The slide content includes:

- WARM UP**: Look at the picture and guess the topic. (Accompanied by an illustration of a person sitting at a desk with various icons around them).
- PRE-STAGE**: Match the vocabulary with the correct definition and write a j next to the numbers 1-10.
 - 1. ...to edit
 - 2. ...significant
 - 3. ...to edit
 - 4. ...a stored image of what is on a computer or phone screen.
 - 5. ...to make changes
 - 6. ...to edit
 - 7. ...to edit
 - 8. ...to edit
 - 9. ...to edit
 - 10. ...to edit

The interface also shows a sidebar with participant avatars: GEORGINA APONTE NOEMI, GRECIA MISHEL GAVILANES..., MARIA JOSE ANDAGUA TIGASI, and MARYURI FERNANDA UGSHA... The bottom of the screen displays the time 19:47 and the date 14/8/2022.

This screenshot shows the second slide of the presentation. The slide content includes:

- EARLY DURING STAGE**: Listen to the audio and identify.
 - How many people are speaking?
 - What are they?
- LATER DURING STAGE**:
 - What are they talking about?
 - a. Social media, fashion or evolution.
 - b. Overloading and your digital footprint.
 - c. Cyberbullying and proper use of social media.

The interface shows the same participant avatars as the first slide. The bottom of the screen displays the time 19:47 and the date 14/8/2022.

This screenshot shows the third slide of the presentation. The slide content includes:

- FINAL DURING STAGE**:
 - Fill in**:
 - Have you ever _____ can be kind of _____.
 - If you're a _____ you're going to make bad _____ sometimes.
 - _____ is putting too much of your personal life in front of a _____ of people.
 - What you share is going to affect how other _____ view you.
 - Just because you _____ all the time doesn't mean that everyone is going to like you.
 - Once you post something _____ it can be there forever.

The interface shows the same participant avatars as the previous slides. The bottom of the screen displays the time 19:47 and the date 14/8/2022.

ENGLISH CLASS 3

HELEN MABEL DAVALOS GOMEZ está presentando

Which things are in these places?

- On the wall
- On the floor
- Under the chair
- Next to the desk
- In front of the board

Sample: Which things are on the floor?
There are some backpacks and there is a wastebasket on the floor.

13:17 | enc-axrz-fug

HELEN MABEL DAVALOS GOMEZ está presentando

a/an - some

a/an
Singular nouns
An apple / an orange
A car / a wolf

Some
Plural nouns
Some apples / some oranges
Some cars / some wolves

What are there in the classroom?

There is a
There are some

13:27 | enc-axrz-fug

HELEN MABEL DAVALOS GOMEZ está presentando

Be in statements and possessive adjectives

I'm a Span. Perm fan.	My favorite actor is Span. Perm.
You're a tennis fan.	Your favorite sport is tennis.
He's an actor.	His new movie is great.
She's a famous singer.	Her voice is amazing.
We're Giants fans.	Our favorite team is the Giants.
They're tennis players.	Their matches are exciting.

- I'm Lisa. _____ hometowns is in Toronto.
- She is a teacher. _____ students are good.
- Ben has a brother. _____ name is Tom.
- We love cycling. Cycling is _____ hobby.
- You need to go back. _____ mom is calling.
- The monkey is hurt. _____ tail is bleeding.
- Dave and Dolly are siblings. _____ parents are kind.

13:41 | enc-axrz-fug

ENGLISH CLASS 4

Meet - jpw-brmo-oik

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CLASS 2 .pdf

1 / 3 100%

WARM UP
Look at the picture and guess the topic.



PRE-STAGE
Make a brainstorming with a mind map on topic.

19:48 | jpw-brmo-oik

Georgina Aponte Noemi, Grecia Mishel Gavilanes, Maria Jose Andagua Tigasi, Maryuri Fernanda Ughsa, Tú

Meet - jpw-brmo-oik

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CLASS 2 .pdf

1 / 3 100%

PRE-STAGE
Make a brainstorming with a mind map on topic.



19:48 | jpw-brmo-oik

Georgina Aponte Noemi, Grecia Mishel Gavilanes, Maria Jose Andagua Tigasi, Maryuri Fernanda Ughsa, Tú

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CLASS 2 .pdf

2 / 3 100%

LATER DURING STAGE
Listen to the audio and select True/False

STATEMENTS	TRUE	FALSE
1. This is an English course.		
2. There are three classes every week.		
3. The class begins in May.		
4. There is a book for the course.		
5. The students send the teacher's book.		
6. Photocopies of the book are not allowed.		
7. The first class is on Monday.		
8. The next class is on Tuesday.		

Activity 2: Listen to the audio and circle the best answer.

1. What is the teacher's name?
 a) Lindsey Black
 b) Lindsey Black

19:49 | jpw-brmo-oik

Georgina Aponte Noemi, Grecia Mishel Gavilanes, Maria Jose Andagua Tigasi, Maryuri Fernanda Ughsa, Tú

ENGLISH CLASS 5

Meet - jpw-brmo-oik


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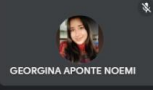
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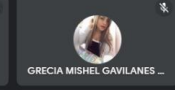
Favorite People

- The verb be in statements.
- Possessive adjectives.







GEORGINA APONTE NOEMI




GRECIA MISHEL GAVILANES ...



MARIA JOSE ANDAGUA TIGASI



MARYURI FERNANDA UGSHA...



Tu

19:41 | jpw-brmo-oik

Meet - jpw-brmo-oik

meet.google.com/jpw-brmo-oik

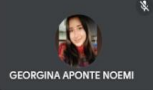
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Estás presentando para todos Audio de la presentación Dejar de presentar


Be in statements and possessive adjectives

I'm a Sean Penn fan	My favorite actor is Sean Penn
You're a tennis fan	Your favorite sport is tennis
She's an actor	His new movie is great
She's a famous singer	Her coach is amazing
We're sports fans	Our favorite team is the Giants
They're tennis players	Their matches are exciting


1. Pam Lisa _____ hometowns is in Toronto.
2. She is a teacher. _____ students are good.
3. Ben has a brother. _____ name is Tom.
4. We love cycling. Cycling is _____ hobby.
5. You need to go back. _____ mom is calling.
6. The monkey is hurt. _____ tail is bleeding.
7. Dave and Dolly are siblings. _____ parents are kind.




GEORGINA APONTE NOEMI




GRECIA MISHEL GAVILANES ...



MARIA JOSE ANDAGUA TIGASI



MARYURI FERNANDA UGSHA...



Tu

19:42 | jpw-brmo-oik

Meet - jpw-brmo-oik

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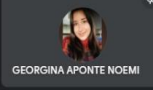
Estás presentando para todos Audio de la presentación Dejar de presentar

Write the names of your favorite celebrities below. Then talk about them with a partner! How many things can you say?

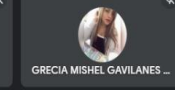
actor	Johnny Depp	band	
singer		team	
artist		artist	

"My favorite actor is Johnny Depp. He's so good-looking. His new movie is great."






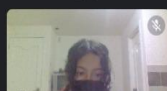
GEORGINA APONTE NOEMI



GRECIA MISHEL GAVILANES ...



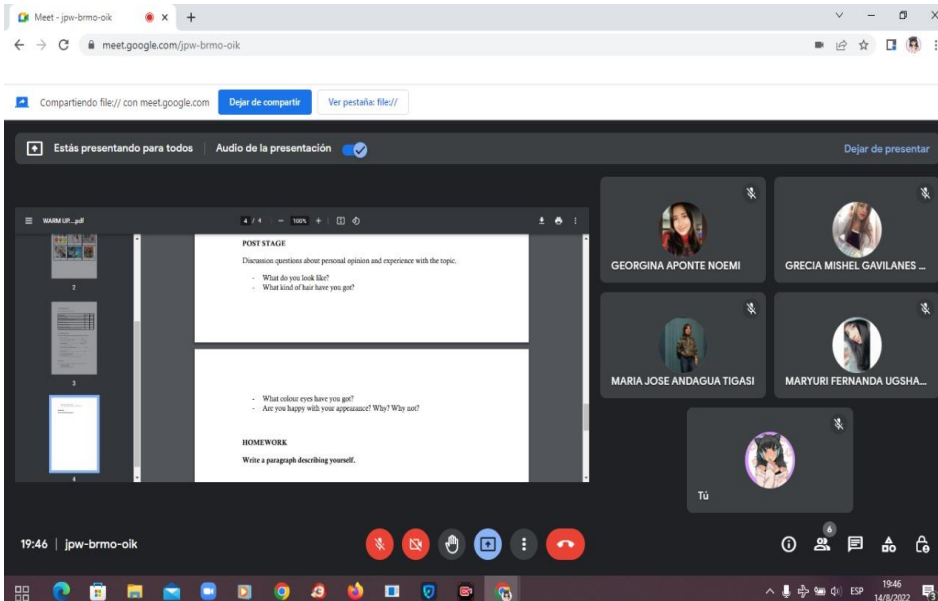
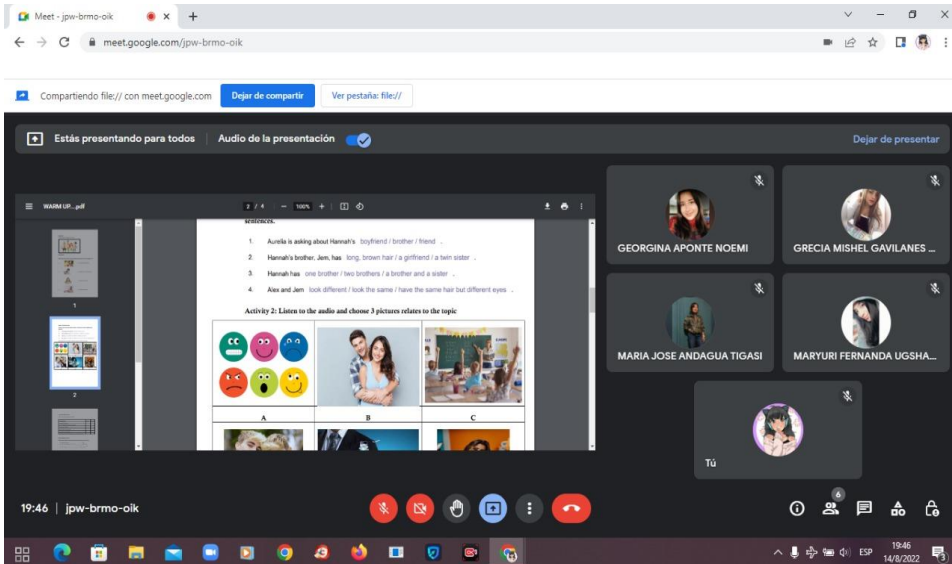
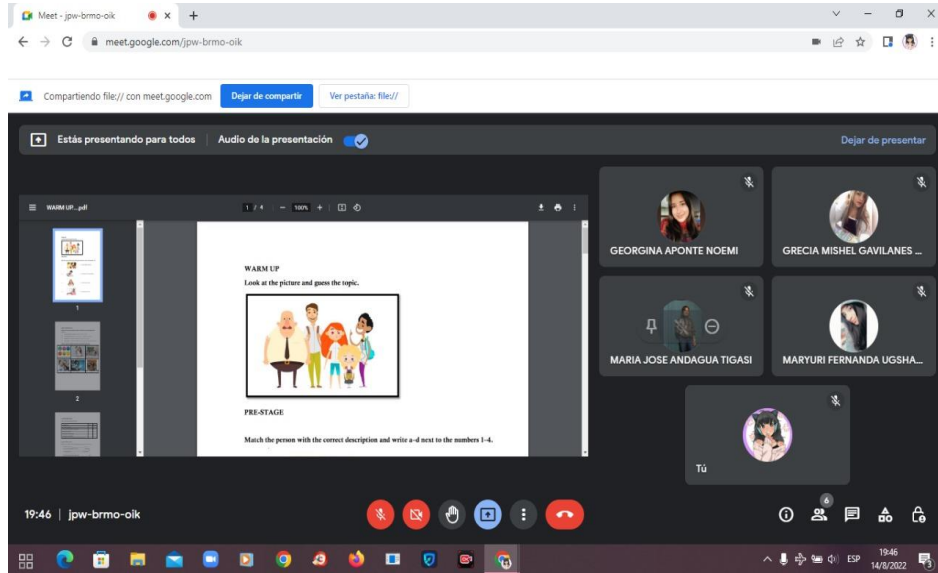
MARYURI FERNANDA UGSHA...



Tu

19:42 | jpw-brmo-oik

ENGLISH CLASS 6



ENGLISH CLASS 7

Meet - jpw-brmo-oik

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Estás presentando para todos Audio de la presentación Dejar de presentar

Everyday life

- Use simple present statements

19:43 | jpw-brmo-oik

19:43 14/8/2022

Participants: GEORGINA APONTE NOEMI, GRECIA MISHEL GAVILANES..., MARIA JOSE ANDAGUA TIGASI, MARYURI FERNANDA UGSHA...

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Simple present

When do we use the simple present?

- Habits** I read a science fiction book twice a year.
- True in present** He works in the supermarket.
- General facts / truths** The sun rises in the east.
- Future timetables** The train leaves at 3 p.m.

- The train arrives at 6 a.m.
- I always drink a cup of coffee at work.
- The Earth is not flat.
- We live in Ecuador.
- She wakes a cake once a month.
- We fly to Paris on Monday.
- I hate Chinese food.
- Whales live on the sea.

19:43 | jpw-brmo-oik

19:43 14/8/2022

Participants: GEORGINA APONTE NOEMI, GRECIA MISHEL GAVILANES..., MARIA JOSE ANDAGUA TIGASI, MARYURI FERNANDA UGSHA...

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Estás presentando para todos Audio de la presentación Dejar de presentar

Yes / No Questions and short answers

Do you go to a class in the evening? Yes, I do / No, I don't

Do you and your friends play sports after class? Yes, we do / No, we don't

Does your mother work on the weekends? Yes, she does / No, she doesn't

Do your friends make phone calls at night? Yes, they do / No, they don't

1) Put the verbs in the right form

You _____ too much tv. (watch)

She _____ everyday. (swim)

They _____ to a music camp every summer. (go)

It _____ a lot in autumn. (rain)

I _____ my bike everyday to go to work. (ride)

He _____ going to the museum. (love)

We _____ in the choir every Sunday morning. (sing)

2) You watch too much tv.

19:43 | jpw-brmo-oik

19:43 14/8/2022

Participants: GEORGINA APONTE NOEMI, GRECIA MISHEL GAVILANES..., MARIA JOSE ANDAGUA TIGASI, MARYURI FERNANDA UGSHA...

ENGLISH CLASS 8

Meet - jpw-brmo-oik


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Estás presentando para todos Audio de la presentación Dejar de presentar

LAST CLASS...pdf

WARM UP
Look at the picture and guess the topic:



PRE-STAGE
Match the pictures of clothes with the words

19:44 | jpw-brmo-oik

Participants: GEORGINA APONTE NOEMI, GRECIA MISHEL GAVILANES, MARIA JOSE ANDAGUA TIGASI, MARYURI FERNANDA UGSHA, Tú

Meet - jpw-brmo-oik

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Estás presentando para todos Audio de la presentación Dejar de presentar

LAST CLASS...pdf

Match the pictures of clothes with the words

jeans	dress	socks	sweater
coat	skirt	shirt	shoes



1. What are you wearing today?

19:45 | jpw-brmo-oik

Participants: GEORGINA APONTE NOEMI, GRECIA MISHEL GAVILANES, MARIA JOSE ANDAGUA TIGASI, MARYURI FERNANDA UGSHA, Tú

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Estás presentando para todos Audio de la presentación Dejar de presentar

LAST CLASS...pdf

FINAL DURING STAGE
Choose the correct phrase to complete the dialogues.

1. What size are you? / I'm very large. / It's a large. / I'm a large.
2. Where can I try it on? / Where can I try it on? / Where do I can try it on? The changing rooms are at the back of the shop.
3. It looks good on you. It doesn't fit. / It doesn't fit. / It fits you.
4. It suits you. Why don't you like it? / I don't think I like it. / I not like it.
5. What does colours come in? / It does come in what colour? / What colours does it come in? Blue, black and green.
6. How much do these shoes cost? / How many do these shoes cost? / How do these shoes cost? / They're \$40.
7. Are you paying in cash? No, I'm paying in credit card. / No, I'm paying by credit card. / No, I'm paying by credit card.
8. Where are the changing rooms? / Where are the changing rooms? / The changing rooms are where? They're over there.

19:45 | jpw-brmo-oik

Participants: GEORGINA APONTE NOEMI, GRECIA MISHEL GAVILANES, MARIA JOSE ANDAGUA TIGASI, MARYURI FERNANDA UGSHA, Tú