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**MASTER'S DEGREE IN APPLIED LINGUISTICS TO**

**TEACHING ENGLISH AS A FOREIGN LANGUAGE**

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**ECRIF FRAMEWORK FOR SPEAKING  
DEVELOPMENT IN EFL AT "HUMBERTO VACAS  
GÓMEZ" SCHOOL IN THE YEAR 2020-2021**

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Research dissertation before obtaining the master's degree in Applied Linguistics  
to Teaching English as a Foreign Language.

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**2021**

## **TUTOR'S ENDORSEMENT**

In my capacity as a Supervisor of the Research dissertation titled ECRIF FRAMEWORK FOR SPEAKING DEVELOPMENT IN EFL AT “HUMBERTO VACAS GÓMEZ” SCHOOL IN THE YEAR 2020-2021 investigated by Lcda. Amaya Noguera Amparo Nohemí, for obtaining the Master's degree in Applied Linguistics to Teaching English as a Foreign Language.

### **I CERTIFY THAT:**

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

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## COMMITTEE APPROVAL

This research dissertation: ECRIF framework for speaking development in EFL at “Humberto Vacas Gómez” School in the year 2020-2021, has been revised, approved and authorized for printing and binding, before obtaining a Master's degree in Applied Linguistics to Teaching English as a Foreign Language; This meets the substantive and formal requirements to hand in for the presentation and defense.

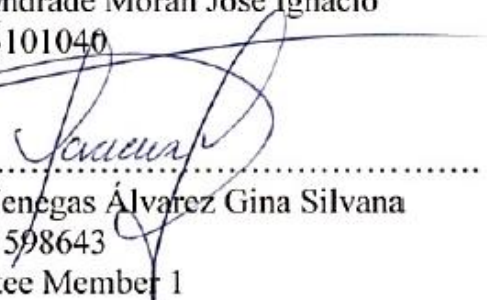
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## **DEDICATION**

I dedicate this research work to my husband Pablo for all the support, my children; Francis, Pablo and Julieth, who are the reason of my life and the strength to achieve my goals. They will follow my prints, hard and constant work lead to success.

*Amparito*

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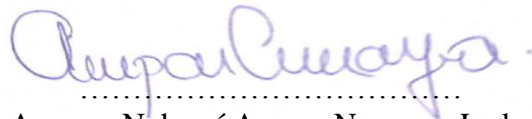
Thanks to God, who is my guide and gives me wisdom to follow dreams. Special thanks to Msc. Jorge Rosero and Msc. Fabiola Cando, they guide my master degree process. Infinity thanks to all my professors, who leave the best memorable teachings.

*Amparito Amaya N.*

## **AUTHORSHIP**

I, Amaya Noguera Amparo Nohemí declare to be the author of the concepts, procedures, and findings in this research dissertation.

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**TECHNICAL UNIVERSITY OF COTOPAXI  
GRADUATE DEPARTMENT  
MASTER'S DEGREE IN APPLIED LINGUISTICS TO  
TEACHING ENGLISH AS A FOREIGN LANGUAGE**

**THEME: ECRIF FRAMEWORK FOR SPEAKING DEVELOPMENT IN  
EFL AT "HUMBERTO VACAS GÓMEZ" SCHOOL IN THE YEAR 2020-  
2021**

**Author: Amaya Noguera Amparo Nohemí  
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**ABSTRACT**

Speaking is one of the production skills that students might develop in the school. Some teachers spend much time teaching grammatical structures, vocabulary, playing games and many methods to encourage them to speak fluently. Unfortunately, it seems any effort is enough to develop speaking. ECRIF is a framework that offers a systematical process to help students to speak. The acronym ECRIF means: Encounter, Clarity, Remember, Internalize, Fluency, all of these stages guide and support the teaching-learning process. This research has a qualitative and quantitative approach, the methodology used is non-experimental because the dependent variable cannot be modified. The results obtained after its application on the 69 students from 4<sup>th</sup> EGB at Humberto Vacas School are satisfactory and opens a path to continue working and researching on ECRIF. The activities are focused on the real context and meaningful situations; therefore, students are engaged to collaborate in speaking activities developed in the classroom.

**KEYWORDS:** speaking; encounter; internalize; fluency; framework.

**UNIVERSIDAD TÉCNICA DE COTOPAXI  
DIRECCIÓN DE POSGRADO**

**MAESTRÍA EN LINGÜÍSTICA APLICADA A LA ENSEÑANZA DEL  
IDIOMA INGLÉS COMO LENGUA EXTRANJERA**

**Título: ECRIF framework for speaking development in EFL at “Humberto Vacas Gómez” school in the year 2020-2021**

**Autor:** Amaya Noguera Amparo Nohemí

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**RESUMEN**

Hablar es una de las destrezas de producción que los alumnos deberán desarrollar en la escuela, especialmente en los primeros años. Algunos profesores invierten mucho tiempo enseñando estructuras gramaticales, vocabulario, juegos y muchos métodos para animarlos a hablar fluidamente. Desafortunadamente, parecería que ningún esfuerzo es suficiente para desarrollar la destreza de hablar. El acrónimo ECRIF significa: Encuentro, Clarificar, Recordar, Interiorizar y Fluidez, todas estas etapas guían y apoyan el proceso de enseñanza-aprendizaje. Esta investigación tiene un enfoque cualitativo y cuantitativo, la metodología usada es no-experimental porque la variable dependiente no puede ser modificada. Las actividades están enfocadas en un contexto real y significativo; por lo tanto, los alumnos se conectan para colaborar en actividades de hablar que son desarrolladas en la clase. Los resultados obtenidos luego de su aplicación en los estudiantes de 4to año EGB en la Escuela Humberto Vacas Gómez son satisfactorios y abren un camino para continuar trabajando con el método ECRIF.

**Palabras clave:** hablar; encuentro; interiorizar; fluidez; marco.

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## INTRODUCTION

### Background

The Technical University of Cotopaxi focuses on the researching line on Education and Communication for human and social development. The Pedagogical Innovation sub line is aligned with the LOEI (Ley Orgánica de Educación Intercultural), in Article 27 of the Constitution of the Republic of Ecuador which states that education must be centered in the human being and guarantee a holistic development. Further, it must be warm and demonstrates quality in education, stimulates critical thought and the development of competencies and skills to create and work. (Ministry of Education, 2016). Education and Communication are two components considered essential in the furtherance of society. “Education is the most powerful weapon which you can use to change the world” – Mandela.

Communication plays an important role in human and social interaction, bearing in mind that English is the most spoken language around the world, emerges a pedagogical innovation in the speaking skill development called Ecrif. This acronym stands for Encounter, Clarify, Remember, Internalize, and Fluency. ECRIF comes up with this framework to lead teachers in the students’ language acquisition process. Furthermore, this researching proposal is aligned with the objective of the Master Program Degree which is to develop linguistic competencies and capabilities with excellent levels through a theoretical-practical process in language teaching-learning, incorporating linguistics and extra linguistics factors.

One of the skills to be evaluated in a student when he or she is acquiring a second language is speaking. Some teachers spend much time teaching grammatical structures, vocabulary, playing games, and many methods to encourage them to speak fluently. According to the reality in some Ecuadorian schools, the **problem statement** is the fact that some students cannot express their ideas or single words.

Nevertheless, there is a large number of students who have attended English classes for many years, but they are not able to establish a short conversation using EFL.

English is a universal language, it is taught around the world as a subject included in the curricula, and its conversational practice and learning still need to be boosted. That is to say, some of our students do not want to learn English because they do not consider it necessary to use it in their environment. Additionally, the lack of motivation should be one of the reasons they refuse to learn it, but it is necessary to consider the methodology used by teachers along the time as well.

According (Education First, 2019) digital magazine, Ecuador got 46, 57/100 in the last English Proficiency Index exam, realized in 2019. Consequently, Ecuador occupies the 81 ratings among 100 countries that participated in the test. In Latin America, Ecuador is the last country under Venezuela.

The appropriate use of methodologies in the learning process is essential, unfortunately, the lack of knowledge or domain on these topics produces a barrier to get the stated goals. Teachers are compelled to apply updated methodology and strategies. Furthermore, students are afraid and they feel awkward speaking in front of the class. ECRIF framework helps teachers to follow the process of speaking with their students. According to (Tosuncuoglu, 2017) “The ECRIF is a framework system of a way of looking at how students learn a language” (p. 131). During this process, teachers can observe, analyze and give support according to the students’ needs, this method also guides teachers on the way students learn better, teachers then can switch from one activity to another.

The objective of the Ministry of Education in Ecuador is that students will be well prepared in the use of the English language; the expectative is that the students achieve the B2 level according to the European Framework when they leave schools. However, into achieving this big goal, we need to take into consideration that Ecuadorian teachers do not have the required level.

Based on the previous analysis the **problem formulation** is that students from the elementary level at Humberto Vacas Gómez School do not speak English as a second language due to the process or methodology used by teachers, their

pedagogical practices are not appropriate to teach speaking skills. Consequently, the **general objective** of this research is to evidence the effectiveness of ECRIF framework with the students from the elementary school at Humberto Vacas Gómez to develop speaking skills and communicate in English as a second language. The **specific objectives** to accomplish the general objective are:

- To identify the stages of the acronym ECRIF to produce the English language.
- To develop a digital booklet based on ECRIF framework to enhance speaking skill.
- To apply and validate the ECRIF framework through the validation of experts and users.

Table 1. **Task system in relation with the specific objectives**

Objective	Activity (Tasks)
1. Specific objective To identify the stages of the acronym ECRIF to produce English language.	1.1 To review literature about ECRIF framework. 1.2 To determine how ECRIF helps to develop speaking.
2. Specific objective To develop a digital booklet based on ECRIF framework to enhance speaking skill.	2.1 To write a booklet about ECRIF to share with English teachers at HVG School.
3. To apply and validate the ECRIF framework through the validation of experts and users.	3.1 To establish short dialogues with students to determine their speaking skill. 3.2 To teach songs, analyze the capability

	<p>of learning, and get fluency.</p> <p>3.3 To use technological tools to process data and conclude.</p>
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Elaborated by: Amparo Amaya, (2020).

Table 2. Stages in the research problem

Stage	Description
Stage 1. Traditional Teaching	<p>English considered as a <i>lingua franca</i>, due to is the most spoken language around the world, has involved different methods for teaching it. For many years in the process of English teaching, teachers used to apply Grammar translation method, Direct method and Audio-lingual method, according to Walia, D. (page 126).</p> <p>Grammar translation focused in the literal meaning word by word, where students had to learn grammatical rules, a big number of words, errors are not accepted. Direct method, even it could be acceptable and recognized as a good method, the issue is it emphasizes in a correct pronunciation.</p> <p>Audio-lingual method is the simple repetition of words; students listen to the teacher and repeat the word or phrases several times.</p> <p>The learning is based in the development of Listening, Reading, Writing and Speaking.</p>
Stage 2. Project Cradle	<p>According to the article published by Haboud M. "CRADLE (<i>Curriculum Reform Aimed at the Development of the Learning of English</i>)" (2009) it was a result of an agreement between Ecuador and the United Kingdom.</p>

	<p>Project Cradle appears in the year of 1993. The main target of it was to develop Communicative Language Teaching, in spite of it was focused on Grammar. The public schools work on that about thirteen years. This is the first time where teachers are considered to receive training. The project concluded and the English acquisition issue persists, especially in the public schools.</p>
<p>Stage 3. Project: Fortalecimiento de la Enseñanza del Inglés como Lengua Extranjera.</p>	<p>The Ministry of Education of Ecuador, aware of the problematic of English level on students from public schools, develops the Project Strengthening of English Teaching as a Foreign Language, one of the main targets is to “Design, validate, and socialize the new curriculum in the English area, aligned with the Common European Framework of Reference for Languages. (CEFR)” <a href="https://educacion.gob.ec/objetivos-2/">https://educacion.gob.ec/objetivos-2/</a> . The objective of the educational authorities is that students at the end of the scholar education acquire B1 level. The root of the problem is related with the Ecuadorian English teachers as well. Many teachers do not have the B2 level, required for teachers. The teaching on this project is not focused only in the four skills. The curriculum considers CLIL (Content Language Integrated Learning) to learn in a meaningful context, as it is presented in the Curriculum of the Ministry. The curricular threads are: Communication and Cultural Awareness, Oral Communication, Reading, Writing, Language through the Arts. The project focuses on language use. (Curriculum of the Ministry of Education).</p>

*Elaborated by: Amparo Amaya, (2020).*

According to the Ministry of Education, on the official page; the English teachers' standards are divided into five domains: 1) Language acquisition, development, and fluency. 2) Culture, teachers need to know the different cultures and how they affect learning. 3) Curriculum development, refers to the planning, resources, and technology. 4) Assessment, to solve issues in the learning process. 5) Professionalism and Ethical commitment, teachers should be researching and improving methodologies, techniques, level of knowledge of their profession.

English is a language that is taught around the world and nowadays it is mandatory to acquire the domain of this tongue due to globalization has influenced all of the countries and societies. Ecuador is not the exception and is one of the countries that have included English in the academic syllabus. The **justification** of this research consists in the reality students from different regions in our country face a similar problem; once they have finished high school most of them cannot establish a short dialogue or follow commands in the real world. The score of English tests demonstrates the low level.

In the year 2017, the Ministry of Education of Ecuador and EF Languages School created an alliance to evaluate more than 132,000 students from the Coast, Sierra, Amazon, and Galapagos regions. (Education First, 2019) The results showed the low level of English in the public system and the compromise of the authorities to improve the results. Therefore, it is necessary to research new methodologies, which lead the students to speak in English and use it as a second language naturally. The errors of pronunciation, grammar, syntax, or any other element in the production of speech are not relevant, the goal is to motivate and encourage the pupils to produce sounds, single words, sentences, and so on until they feel comfortable speaking English. The English teachers at Humberto Vacas Gómez School require applying ECRIF framework because it offers a systematic process for benefit of learners.

ECRIF framework is a new methodology that has been researched recently and it presented favorable results on the students where it has been applied. ECRIF is an acronym that is centered on the student's process individual learning approach. The students must be motivated to speak a different language, especially English, a

global tongue, but it is necessary to follow a process that helps them on the different stages that ECRIF offers. Due to ECRIF is new, many teachers do not know about it; consequently, they conserve obsolete methodologies in speaking classes such as simple repetition.

What is the ECRIF framework? How can apply it in my speaking classes? Does it work? This research pretends to resolve those questions and help our students to enhance their speaking skills. Once the ECRIF framework will be applied to students, the impact of this investigation is in the medium term. The level of education in public schools needs a profound transformation; teachers should be capable to apply innovative strategies with the main of offering students a level according to the requirements of the Ministry of Education in Ecuador.

Magdalena, a teacher from Costa Rica shared her experience using the ECRIF framework with the students who presented difficulties speaking. ECRIF helped her and she could help their students getting better results. (Published by IATED Academy, 2015). In Ecuador, it is unknown for many teachers and its application would solve the speaking issue in Ecuadorian schools. One of the limitations is to convey teachers to apply a new methodology because some of them feel comfortable using their methods and are doubtful and questionable facing innovative pedagogical resources. The English teachers at Humberto Vacas Gómez School have not assisted to training to improve their teaching methods, and neither their speaking fluency.

Taking into consideration, the ECRIF framework is an acronym that offers a guide to follow the process of speaking skill development, the **methodology** within this research proposal is qualitative due to it is necessary to apply it to the students and random the level of their speaking skill. According to the authors Jackson, Ronald & Drummond, Darlene & Camara, Sakile, qualitative is “primarily concerned understanding human being’s experiences in a humanistic, interpretive approach.” (2007). This type of design measures the dependent variable before and after the treatment, to simplify the concept and clear ideas it is necessary to measure the students’ speaking before and how the ECRIF framework will help teachers to obtain better results. Lan Pham, points out in her article *A review of key*

*paradigms* (2018, p.2) Positivist paradigm is a method used in quantitative research, understanding a phenomenon must be measured and supported by evidence. As stated by (AlSaleem B. I., 2018) “ECRIF is subject of a deep study; taking two groups of students, it is feasible to measure the enhancement of speaking skill and support the benefits of ECRIF” (p. 89).

The type of research will be non-experimental because it is not feasible to manipulate the independent variable. The techniques of collecting data will be applied to them to evaluate their speaking skill, such as interviews, surveys, and direct observation. The method that is going to be used in this research is deductive because it is from the general to the specific. There is a proposal and it is ECRIF framework implementation, is a general methodology. To know if it works, the observation and then the analysis will confirm this research.

Observational Study will be used as well, also known as Direct Observation where the researcher watches the students or subjects. Barbara Kawulich says in her article (2012) observation is used to collect data in the classroom by teachers. ECRIF framework requires close observation in the teaching of speaking. The instruments of research considered are dialogues, brainstorming, expositions, and interviews. The indicators to be analyzed are Pronunciation, Grammar, Vocabulary, and Fluency. Those are the main components to produce effective speaking; when one of them is weak, it could contribute to build a barrier.

To analyze the data obtained in this research, circle graphs will help to measure the data obtained from the quiz, surveys, and other elements described before. But it is important to emphasize that at the beginning of the acquisition teachers should not stop their students in the production of the language if one of the indicators is not well produced. Students are afraid of mistakes and errors in front of the class, teachers should encourage learners to produce speaking in spite of errors.

## CHAPTER I

### 1.1 Research background

English is the official language around the world and it is an important resource to establish and build international relationships. Even that this language comes from England, several countries have adopted English as the official language and others as the second language. Ecuador includes English as a subject as important as Math, Chemistry, Spanish Language, and others. The objective of the Ministry of Education is for students to achieve at least B1 level, according to MCER, a B2 level is a major objective. Why public schools have not obtained the waited results in Ecuador? Practice is not given to students to learn a language. (Nishanti, 2018, p. 378). The environment where students grow up and develop their daily activities does not force them to speak English, above all because they consider it is not necessary. Nowadays, this perspective is changing; the social networks, games online with people from other countries, games developed in English, and other aspects are making aware students to achieve this language.

The acquisition of any language has motivated linguists, psychologists, educators, inclusive parents to find the best way to speak fluently. Babies have a hyper sensible earing and they can recognize more sounds than adults do. This skill disappears according to the baby's growing up, that is around 10 months of the year because they select the sound or phonemes needed to speak the mother tongue. According to (Zilberman, 2019) children learn the first language easily and speak it with an accent characteristic of their region, for an adult will not be able to have the same success in doing it, as he/she does when learning the first language, principally because both use different strategies to learn it.

A Spanish nursery located in the north of London where teachers greet their students in Spanish, children do not have any problem answering or establishing a short conversation in a foreign language. Some of them are little polyglots because they domain three or four languages. Their mother tongues include English, Croatian, Hebrew, Korean and Dutch. They played with the little friends and they do not show a problem mixing some tongues.

The BBC in an article written by (Hardach, 2018) demonstrates that different life stages give us different advantages in language learning. They analyze and conclude babies have a better ear for different sounds, as toddlers, we can pick up native accents and as adults, we understand grammar structures easier than younger. It means, if learners have different advantages and disadvantages, it is not difficult to conclude that people do not learn a second language in the same way.

On the other hand, age is not the only factor that determines language acquisition; there is more factor than one: social circumstances, personal interests, behavior, methods used by teachers. That is very important to focus due to many students do not want to learn a second language in their schools, because the methods are unappropriated and now, they reject English, for instance. Teachers face this problem in classrooms, with many different students and factors.

Antonella Sorace, a professor at the University of Edinburgh talks about “Explicit learning” and the “Implicit learning”. She mentions in her article explicit learning is when a person learns a language in a classroom and follows some rules. It is difficult for children to control themselves and follow the rules. On the other hand, implicit learning is listening to native speakers and imitating them, but this kind of learning requires more time, it is not enough an hour daily. (Sorace, 2020)

A study headed by professor Sorace with children of 5 years old determined that it is more important to establish contact with the native speaker than give the children just a lesson to acquire a second language. The importance of establishing contact is because they listen and imitate the phonemes. It is very important that teachers are fluent speakers of the foreign language because students hear and retain the phonemes and sounds, they hear and the structure will come later. People have not learned the L1 or mother tongue studying grammar or verb tenses first. It is an

important part of the construction of the language, but the main point is to engage students and encourage them to speak.

The language acquisition process does not stop, every day we learn a new word, language is a marvelous and fascinating world. Sometimes it is infinite due to there are changes in the language constantly. Adults learn to speak correctly the mother tongue at around 30 (thirty) years. As it was said before, the languages are changing constantly and it is necessary to learn every day: new words, slang, idiomatic expressions, technological words from apps and so on, just to mention some examples.

SLA (Second Language Acquisition) is a matter that awakes the interest of researchers that is why some questions have arisen in this sense: Is language acquisition innate as Noam Chomsky said? What are the cognitive differences to learn a second language? Is it the same to acquire the mother tongue as a second language? Or is there a big difference between them? Those are some questions that need to be answered and solved, to get those results it is necessary to investigate and demonstrate that there is nothing impossible if we try. We need to uncover the mysteries of learning with our everyday practices.

Stephen Krashen as stated by (McCaul, 2016) said that there is a difference between acquiring and learning a language the first one is defined as a natural process that takes place with the interaction, and the second one being developed with the guide of an expert in a classroom setting.

In a global world, it is mandatory to learn a new language, and nowadays the most important is English, however, we need to have an approach to teach English as a foreign language as is the case in every Ecuadorian classroom. Stephen Krashen as stated by (McCaul, 2016) said that there is a difference between acquiring and learning a language the first one is defined as a natural process that takes place with the interaction, and the second one being developed with the guide of an expert in a classroom setting.

1. Who your learners are? The class material must be focused on student's ages, taking into consideration that a foreign language could be taught at any age, it is necessary to engage students in the learning process through adequate resources. For instance, pre-kinder learners are not ready for learning Grammar or well-structured sentences, on the other hand, adults do.
2. Where are they learning? the environment of their learning is very important because sometimes it establishes the need to communicate. If a professor is teaching English in a small town, far from the big cities, or the places where English is not spoken, probably the students will not show any interest in learning. Nevertheless, if the students live in Chicago-Illinois and Spanish or Japanese is their mother tongue, they will be more interested in the acquisition of English as soon as possible.

Why are they learning? This is a considerable point to analyze. As stated by (Educalingo, 2021) Motivation is a word from the Latin word, "*Motus*" or "*motives*" which means the cause of the movement. Learning is a process where students have to be awake, in constant movement, learning does not stop, and it becomes a way of life. As it was said before in the previous paragraph, the interest or reasons for learning will open the door to acquiring a second language.

### **1.1.2 Teaching children**

Most of the studies point out that children are effortless learners of second languages, but it is not easy, as it appears. Children are good at acquiring a second language but it should be taught or spoken to the kids until three years of old because, after this age, children do not acquire a foreign language in a natural way, they have to learn it. Additionally, it is necessary to take into consideration the phonemes or sounds not used by the babies, they dismissed from their brain around ten months. To include new phonemes, sounds and words is hard work, above all if children are not interested in it.

Even teaching children requires a sub-classification according to their ages; it is not the same to teach a foreign language to a girl who is 5 years old to one who is 11. Due to children have a quickly growth, the changes in the resources and techniques need to be improved quickly as well.

For (Cameron, 2010) Children often seem less embarrassed than adults, at talking in a new language, and their lack of inhibition seems to help them get a more native lie accent. But these generalizations to find out what lies underneath as characteristics of children as language learners. The author can conclude that children are centered on the functional language, how the words or expressions will help them, establishing a conversation, or giving directions, for example. That is to say, children want to communicate their ideas and needs, they do not want to study if Richard is a subject or can be substituted by a personal pronoun. They are aware that Richard can be replaced by *he* or *him*.

### **1.1.3 Clear Objectives**

Have you seen children playing on their tablets or cellphones? They are fascinated on the screens, they stick to these devices because of the colorful display that they provide. But what makes the game interesting? We can find many apps and pages with clear objectives, where children have many activities to do, they can accumulate points and win coins, stars or candies, pass to the next level or just the simple phrase: You won! In addition, a monkey with an energetic and cheerful motion appears on the screen, it is obvious that children love them. So why not making games in class?

Therefore, there is an excellent strategy to catch the children's attention, transform the classes into an adventure where students get the learning and win points, a star or his/her name appears in an honor chart. Do not forget to establish the objectives, but be careful to delimit a way where the learners enjoy, do not forget the sense of humor, children love funny teachers.

### **1.1.4 Physical Activity**

Children are not born to be quiet and to be standing or sitting like a statue, the activities teachers do in class should be a focus in stimulating all of the senses, there are some examples in the graphic below:

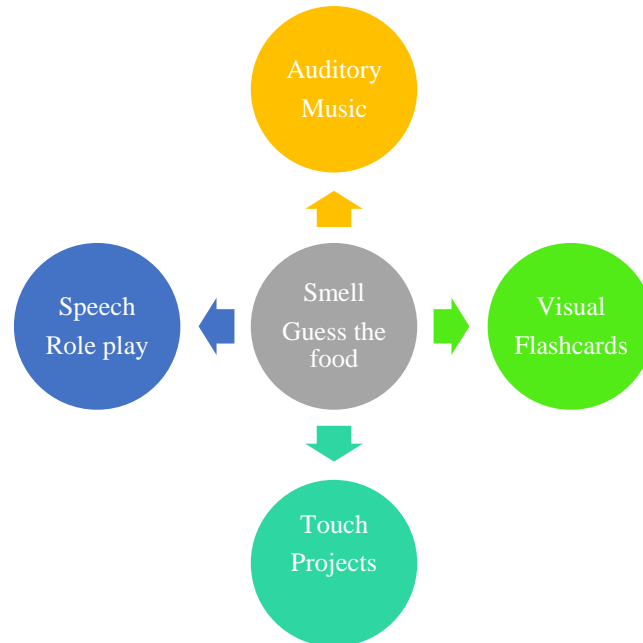


Figure 1

*Elaborated by Amparo Amaya*

*Source retrieved from*

[https://ace.fsu.edu/sites/g/files/upcbnu296/files/Study\\_Strategies\\_by\\_Learning\\_Styles.pdf](https://ace.fsu.edu/sites/g/files/upcbnu296/files/Study_Strategies_by_Learning_Styles.pdf)

All of the activities with children are excellent ways to get them into learning new words, and, to make them practice the meaningful language. The non-verbal language is very significant, the gestures, facial features used in the classroom are key for teachers to engage children in the learning activities. Including the 5 senses into learning can foster student's abilities because there are many types of learners in our classrooms and we should focus on their likes and dislikes this means teachers should take into consideration their learning styles and preferences.

### **1.1.5 Meaningful language**

Children will focus on learning even it is meaningful, that is to say; the words or phrases are going to be used in any context. Therefore, teachers need to speak in English all the time; children will assimilate the phonemes, the new words, and

some structures. When students notice the importance of the acquisition of a second language, it is easier to learn them.

(Tosuncuoglu, ECRIF Framework System, 2017) Some examples of how to create activities where language is meaningful are:

- Role plays
- Songs
- Dialogues
- Stories
- Interchange letters
- Recipes
- Adds
- Games, etc.

Do not forget to establish the relationship between the four skills: Listening, Speaking, Reading and Writing.

### **1.1.6 Teaching Adults**

While children are uncomplicated to learn a new language when the methodological strategies are appropriated, adults are shy, and sometimes it is difficult for them to acquire a second language. Motivation again plays a fundamental role in the process of acquisition. Adults are more abstract than children are, they can keep in mind new vocabulary and structures. Adults can learn through Grammar, for that reason, some teachers try to teach their students using the same method with all of the learners, without taking into consideration the age and the level.

The material will be different because they are not interested in flashcards, for example, they are more practical than children. The barrier teachers have to face is

the fact adult learners are afraid to speak because they do not want to be a judge or corrected, and they also have some speaking troubles with the phonemes and allophones that are not in their native language.

The development of speaking has been the object of many studies. (Akram, Ullah, & Akhter, 2020) In their study developed at the public and private universities of Dera Ghazi Khan. They selected three hundred prospective teachers; they applied a diagnostic oral test which five expert English teachers validated the questions. The methodology was qualitative. The objective of the study was to determine the issues to develop speaking and use more alternative frameworks.

According to that research, the principal reasons to block the speaking accuracy are;

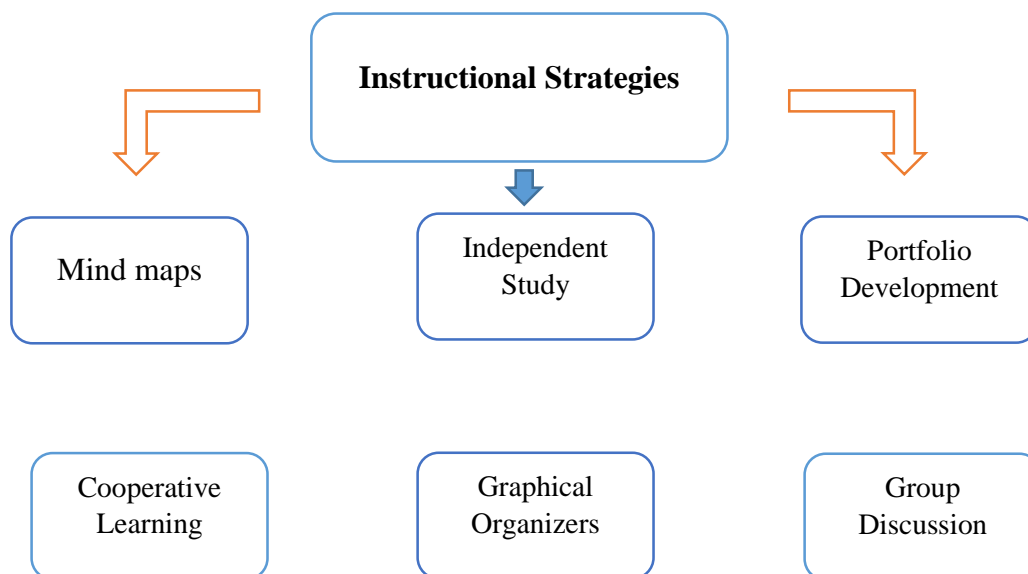
- Influence of mother tongue.
- Poor listening.
- Poor teaching methodology.
- Lack of knowledge about Phonetics and Phonology.
- Mispronunciation.

As a result of this study, the researches recommend:

- English teachers should pronounce English correctly.
- The use of technology apps will help to overcome the listening.
- Students should use dictionary to increase their vocabulary.
- English teachers should use communications skills in class.
- The teachers should stop using traditional teaching methods, and use constructivist teaching.

Without any doubt teaching, adults need differentiated instruction, we cannot approach their likes and motivations by using the same methodology or resources used with children, adult learners know exactly what they want and how are they going to use their knowledge, they know that the traditional method did not work, for this reason, they require a methodology change that gives them access to information and better understanding.

But, how about the learners. It is necessary to show briefly some effective instructional and learning strategies. According to the article ( Alberta School Foundation Fund, 2002) mentions these strategies to apply in classes.



**Figure 2**

*Source taken an adapted from:* <https://open.alberta.ca/dataset/d895d7c4-b669-4650-86e9e3ffc5f393b2/resource/9f97b49d-b731-42ee-90ca-0b01912894a/download/introduction.pdf>

*Elaborated by Amparo Amaya*

What is the fundamental role of English teachers? Science, technology, medicine, only to mention some examples, proceed fast and education is not apart from this development. New methodologies have been proved and others are in research. Children and teenagers do not learn in the same way as a long time ago, probably most adult people learned English based on Grammar and teachers want to reply the same obsolete methodology. Communication is the most important achievement; students are allowed to make mistakes in pronunciation and grammatical rules, as long as they understand the main idea and engage the topic of conversation, in the same way, a little child acquires their mother tongue.

(Muñoz Tirira, 2013) ECRIF in the English Classroom: Students perceptions regarding its implementation.

The research used a mixed-method descriptive case study –descriptive quantitative (questionnaire) and qualitative (interviews, group activities) – where the students investigated and talked about their experiences about ECRIF, a new

method in the language teaching process, where they are the protagonist and the teacher is an instructor. This study was applied to the Academic Language Center of Universidad Técnica del Norte, in Ibarra, Ecuador. The study was conducted with 21 first-level students who were enrolled in different majors at the university. Two research questions guided the research in conjunction with two sub-questions in the first one. (1) What are the students' perceptions regarding the implementation of ECRIF, a new paradigm in language teaching in the EFL classroom? In conjunction with:

1. a.- How do the sequence of content, communicative tasks, material, and peer support in each stage of ECRIF help beginner students gain fluency in verbal communication in English as a foreign language, and how does it boost confidence and motivation?

1. b.- What have students perceived language learning difficulties in an EFL class exclusively conducted by the teacher-researcher while following the five cognitive learning stages to develop communicative language fluency?

(1) How "ECRIF" can be carried out in the classroom when using the Touchstone textbook series? A questionnaire with closed and opened ended questions was designed for the investigation and follow-up interviews were undertaken. The researcher kept a journal to respond to question two. The results on the perception about the implementation of ECRIF were positive. Almost all participants expressed their satisfaction and motivation due to their significant improvement in language learning. This was acknowledged into direct reactions through praising the teaching and learning approach due to: (1) the scaffolding process, (2) content, (3) material (visual aids), and (4) interaction and learning activities. Some negative issues were also raised. For a couple of students, some of the activities were considered excessively simple and slow. Several students felt that they needed to work on listening comprehension. Regarding question two, the researcher realized that working with a framework that guides the learning process is feasible due to the criteria of the framework and mainly because it is a not prescriptive approach. Awareness at each stage is important. As he perceives ECRIF as a positive alternative approach in language teaching to facilitate language learning, but it

entails new challenges on pedagogical practices and classroom management in the language classroom when trying to put in practice the theories and principles embraced by ECRIF.

## **1.2 Epistemological Foundation**

One of the skills to be evaluated in the process of acquiring English as a Foreign Language EFL is speaking. It is hard work to achieve if students are not encouraged for speaking and if teachers are not using the correct methods and strategies to get fluent speakers. (Parupalli SRINIVAS, 2018) States “They should clearly understand the content when speaking and they should have the ability to use effective oral communication skills”. (p.289). Speaking fluency is the result of understanding the content and this becomes to be an ability.

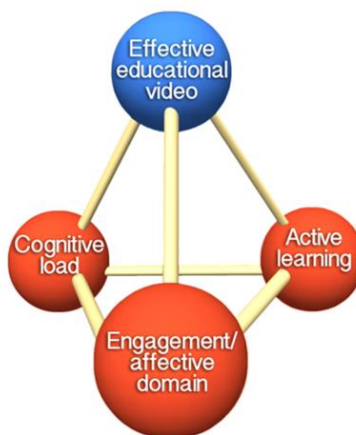
(Derakhshan, 2016), states in his article “Developing EFL’ learners: Speaking, Ability, Accuracy and Fluency”, empowering activities such as imitation, responsive, intensive extensive performance, transactional dialogue, and interpersonal dialogue to improve their speaking abilities”. (p.177). Derakshan mentions some activities that could be used in speaking classes to help students in language production. Imitation is one of the resources and it is the point of beginning because this is the way we acquired our mother tongue; imitating sounds, words, phrases. As a final product, the construction of the language is a success. Responsive, intensive, extensive performance refers to the attitude learners have with the second language, that is to say, to be heedful when they listen to new sounds or words. The next considered point is the dialogue, transactional and interpersonal. A transactional dialogue refers to the speaker’s need to obtain something, for example; Where is the bank? Could you give me a ticket, please? Those are dialogues where it is mandatory to develop speaking. The interpersonal dialogues are closer than transactional, it refers to the environment, friends, relatives, co-workers and so on, where the speaker apply the language. Some errors and mistakes can be forgiven because it is developed in a friendly environment.

While young language learners acquire a foreign language, easier and faster, adults are eager in achieving a new language and developing language abilities. Staib,

2008 as cited in (Derakhshan, Khalili, & Beheshti, Developing EFL Learner's Speaking Ability, Accuracy and Fluency, 2016) That is due to some sounds are erased from our brain when they are not used. It is easier to acquire a new language or many languages in the first years. According to the time is going on, the ability to learn is more complicated because adults have different obligations and occupations and they are not focused on learning.

Different studies have been applied on the students to develop speaking skills, taking into consideration this is the most relevant because it allows to maintain communication and express ideas, thoughts, feelings, and so on. (Saltos Tarira & Wigby, 2019) From Casa Grande University-Guayaquil in their research job measured the impact of mobile devices to improve speaking skills. They applied pretests and posttests. "Qualitative results demonstrated that motivation to participate orally in class increased and that the self-regulation strategies helped them enhance interaction." According to the qualitative results, motivation plays an important role in speaking production. Those interactive spaces will help students to acquire and improve their speaking, and be able to face their fear.

They highly recommend the use of videos in class as a part of the class routine.



**Brame, C.J. (2015). *Effective educational videos*. Retrieved [26/04/2020] from <http://cft.vanderbilt.edu/guides-sub-pages/effective-educational-videos/>.**

In this graphic, ( Brame, 2015) explains the the three elements that are important to present a video in class: Cognitive load, Engagement affective domain and Active learning.

1. Cognitive load, the sensory memory collects information from the environment, passes the information to the working memory that has limited capacity, finally transfers the information to the long-term memory that has unlimited capacity to retain the information.
2. Engagement/Affective learning, the videos should be according to the students' interests and needs. When the learners are engaged with the information presented in the videos, it will be easier for them to pass that information to long-term memory. And, if they use that knowledge, it will produce significant learning.
3. Active learning; means the students will be connected and wake to answer the questions, ideas, suggestions, debates or different strategies used by the professor. Students can use the information from the videos to complete assignments.

### **1.2.1 Speaking Definition**

Speaking is defined as an interactive process of constructing meaning that involves producing, receiving, and processing information (Burns & Joyce, 1997) Speaking is a productive skill that allows interacting; besides it is a process that requires the assessment of the English teachers.

Teaching speaking skills in the EFL context is a great challenge because students study English as a subject and do not use their knowledge in communication. (Sulon, 2021) It is a problem that the educational system face, students from public schools in Ecuador do not feel the need to learn English and produce it orally.

Even though globalization has contributed to expanding English and it is considered the *lingua franca*, many people including adults are able just to read some sentences, phrases, or articles and in a certain way, they develop reading skills. This occurs frequently because English in Ecuador is used for homework, to approve an exam, or playing video games.

(Sulon , 2021) Analyzes this situation taking into consideration the principles for speaking proposed by Bailey (2015).

*Difference between EFL and ESL contexts:*

EFL is to study English in a country where the foreign language is not the official one. Here in Ecuador students learn English Foreign Language, while ESL is studying English in a country where this language is the official. For instance, if someone travels to the United States or the United Kingdom, the official language is English, therefore he or she has to learn the second language. In that context, is more feasible to teach because the learners are interested in and motivated to learn.

*Give students opportunities to practice Fluency and Accuracy.*

From this reality, how do students will produce a language where it is not spoken? The teachers' job is more difficult than just teach words, grammar, or songs. The teachers must create opportunities and environments where the children and the teenagers feel the need to produce English. All of the educational community should be aware English is not only a subject, even it appears in the curriculum in that way. English is a language, a tongue that needs to be acquired, in the same way, we learn different skills throughout life.

*Form pair works or group works in the classroom.*

One of Sulon's suggestions is to work in the classroom interactively. Pair work or group works are activities that are developed in the classroom. Even though many teachers use these strategies, it is not enough the importance given to speaking activities. One of the reasons is because the time is too short to control speaking activities. After all, there is a large number of students. In reduced groups of students, is easier to control the speaking strategies.

*Design classes using interactional speaking.*

All of the classes should be the focus on interactional speaking, any skill needs a lot of practice until it is well acquired. In the beginning, it will present some barriers, the internalization of new sounds is the first step to produce a foreign language. The

work consists also in to give support and help students to feel confident to speak English.

### **1.2.2 Language Acquisition**

“We may regard language as a natural phenomenon-an aspect of his biological nature, to be studied in the same manner as, for instance, his anatomy” (Lenneberg, 1967) (p.vii).

Skinner (1957) as cited by (Acheampomaa, 2016) the language acquisition has been studied throughout history. Chomsky is the mentor of the theory of innateness acquisition, Skinner suggests verbal behavior “Skinner wrote Verbal Behavior Analysis and suggested that children learn language through interaction with the environment.

Analyzing Skinner’s theory, the interaction with the environment is a clue when language acquisition is studied. The deaf, actually cannot speak because they do not hear the sounds, but not because they have a problem with their vocal cords. In the same way, if students do not interact with an environment when English is spoken, they will continue producing only their native language or mother tongue. That is one of the reasons, why so important teachers are the use interactive strategies to develop speaking skills.

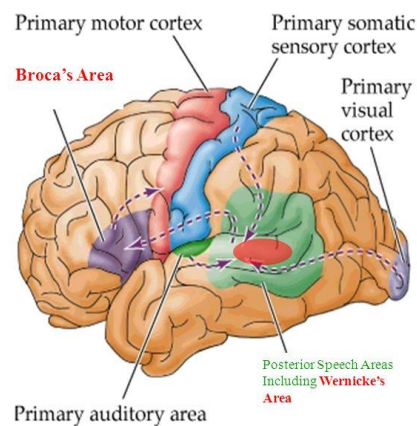
(Khalifa Aljoundi, 2014) Reminds what Chomsky said (2009) when he argued that the child does not do the language, it is the effect of a child was placed in an appropriate environment and received environmental stimulation. Something similar to Skinny’s theory, the stimulus received by learners will produce language acquisition.

The author may conclude from these theories that language exposure will produce language production, if we place a child or a learner in an environment where they can hear and speak the language, they will easily learn it. It is the teacher’s job to promote these situations, teachers should create spaces for practice, and therefore students find motivation and desire to learn it.

## 1.2.2 Neurolinguistics

The process of language acquisition has also been studied by Neurolinguistics, which is a branch of Linguistics in charge of the deeply study of how the brain works and how the language is produced. In the picture below we have a visual representation of the brain and where language is located.

### Language & The Brain



*Slidesplayer (2021) Language and the brain illustration Retrieved from (15/04/2021)*  
<https://slideplayer.com/slide/5066507/>

This is the image of a brain, where the areas in charge of the production language are marked in red. There are two important areas in language production and they are Broca's area and Wernicke's area.

Broca's area is in charge of the speech. This part of the brain produces the sound, words, sentences and organizes all of the elements to present a coherent and cohesive language. When there is damage in Broca's area, there are some issues in the speech, there are inconvenients to speak, the speech could be very slow or the sentences will be senseless.

According to (Whelan, Healthline, 2017) Aphasia is the loss of the ability to understand speech or communicate using language. It can occur when areas of the

brain responsible for the language become damaged. There are several different types of aphasia. Each type is categorized as either fluent or not fluent type.

Uncomplete sentences

- Omission of words
- Difficulty pronouncing some sounds / words.
- Issues writing sentences

Wernicke's area, on the other hand, is in charge of language comprehension. It is located in the temporal lobe on the left side of the brain. This area was discovered for the first time, by the neurologist Carl Wernicke in 1874. One of the difficulties as a result of damage in this area is also called Wernicke's aphasia. This refers to the difficulty to read and write. Poor auditory is another difficulty that persons with this problem have to face, and that means they do not understand what someone says. Some studies demonstrate that also produces damage in the production of speech and it is called receptive aphasia.

It is important and transcendental that teachers know about this problem in language production, many students could be affected by any damage and it is necessary to help them. Some of the causes of the Broca's aphasia and Wernicke's aphasia are stroke, damage in the cells of the brain, brain tumor, head injury.

*Encouraging students to speak a second language*

“Nothing in life is more important than the ability to communicate effectively”.

Gerald R. Ford

( Sevara , 2016) states in her article Activities to promote speaking in a second language: “ESL teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language” Once again, it is recommended to create an environment where the students feel comfortable to speak a foreign language.

( Sevara , 2016) Suggests some activities to encourage students to produce English orally, such as role-plays, story competitions, giving directions, group interviews,

storytelling, and many other ideas. Besides, Sevara considers some steps are involved in the speaking production, and they are: Listening to other persons.

- Have a clear idea about what to express.
- Use the vocabulary learnt to express the ideas.
- Use grammar in a correct way.
- Pronounce clearly.

These elements named here should be discussed and applied in classes, using the resources that the environment allows the teachers and students to use.

### **1.3 Foundation of the State of the Art**

The ECRIF framework appears as an updated teaching proposal by Josh Kurzweil and Mary School.

They wrote the book “*Understanding Teaching through Learning*” in the years 2004 and 2005. This new proposal drew the attention of TESOL (Teaching English to Speakers of other languages) and it is offered through the English courses.

(Muñoz, 2013), an English teacher from Ibarra developed the research “*ECRIF in the English Classroom. Students’ perception regarding its implementation*”. The research was applied with students at “Universidad Técnica del Norte” in one of the semesters of the English courses at CAI (Centro Académico de Idiomas). The results are interesting and Muñoz concludes: The role of the teacher as the student must change; the learning should be an interactive and communicative experience for students. He adds the acquisition of a foreign language is a complex process; therefore, it needs more practice. (Muñoz, 2013, págs. 164-165).

Muñoz states that the implementation and development of ECRIF in the language classroom should prove that will have a positive effect while teachers incorporate the framework. He adds, the teaching and the learning guide may be under the principles of CLT (Content Language Teaching).

The results obtained with the students at Universidad Técnica del Norte are the next:

- Language improvement
- Cooperative learning
- Best attitude toward English
- Increase motivation for learning

(Baque & Paredez , 2020) in their research “Applying ECRIF method to develop the speaking skill in the English language” developed in the Instituto Superior Tecnológico Calazacón, with 26 students from the 5<sup>th</sup> semester of Gastronomy Technology. The results are favorable, the students “can express their ideas with better fluency, rhythm and intonation”. (p.38)

This study developed with university students open new paths to keep searching about the benefits and how English teachers can help their students in the acquisition process of a new language. ECRIF can be applied for different languages, not only English. However, the studies are toward English language taking into consideration what it was analyzed previously; English is the *lingua franca*. Many people are interested in English learning, but sometimes the methodology is not appropriated to reach this goal.

( Ahmad AlSaleem, 2018) from Jordan researched “*The effects of ECRIF strategy on EFL Seven Graders’ vocabulary*”, the investigation was developed on 225 students divided into two groups, in the first group was applied the traditional method and on the second one the ECRIF framework. At the end of his research, he wrote “ECRIF has a high effect on developing vocabulary” (page 88). The data obtained from students demonstrated that ECRIF contributes to increasing vocabulary more than traditional teaching. Alsaleem adds “ECRIF was superior to traditional teaching and added a lot of learning situations”. ( Ahmad AlSaleem, 2018) ECRIF in this case is an object of a deep study related to vocabulary. Alsaleem analyzes not speaking, but lexical development. The conclusions at the end of his research, he states that this framework help students to increase vocabulary.

Group 1	ECRIF	41 students
Group 2	PPP Presentation Practice Production	42 students
Group 3	Traditional	42 students

*Elaborated by Amparo Amaya*

(Sawsan, M). states the use of ECRIF and PPP has a positive effect on developing vocabulary, even though they need to be more investigated. On one hand, the PPP strategy helps teachers to observe the progress of their students. On the other hand, ECRIF creates a confident environment and they enjoy activities. (Mohammed, The effectiveness of using Ecrif strategies in the fifth grades., 2017, pág. 104) The third group used the traditional strategy and the results were unfavorable, ECRIF was the best according to Mohammed. According to this study, the researchers suggest applying ECRIF in teaching English, because the results show that students improve their vocabulary learning and retain this foreign language. (p. 70).

Despite of ECRIF is not well known in our country, it deserves to be researched and applied, due to where ECRIF has been developed, it had made important changes and contributions to the learning process. English teachers are afraid of changes, they would like to be in the comfort zone, new methodology implies new challenges, but the new era demands changes in the learning-teaching process.

Nowadays, the use of ECRIF is not well known still, and some teachers have not applied it in their English classes. It is necessary to research the advantages and disadvantages that ECRIF offers in order to apply it and improve the teaching process. Due to it is a new methodology, there is no abroad information, but the few investigations founded, confirm it is a valuable resource that deserves to be researched and shared with the English teachers.

#### **1.4 Chapter I Conclusions**

- The ECRIF framework developed by Joshua Kurzweil and Mary Scholl presents a systematic process using a communicative approach where the teacher guides their students step by step, giving them support in the weak areas. Each student has different learning rhythm and ECRIF allows to reinforce and accompany the learning process.
- The ECRIF framework suggests activities based on the real context to engage students and make the learning significant and useful. When students are aware of the importance of a language, they will be more motivated to participate in speaking activities.
- Different researches about ECRIF have been developed to evidence the effectiveness of this framework; despite it is not a well-known method in our country, where it was applied to demonstrate and to get positive results.

## **CHAPTER II. PROPOSAL**

### **2.1 Proposal Topic**

“ECRIF framework digital booklet for development of speaking”.

### **2.2 Objective**

- To develop a digital booklet based on the ECRIF framework to enhance speaking skill.
- To assist teachers in the implementation of the ECRIF framework, giving support through different suggesting activities for each stage to encourage students to speak in English.
- To give a guide to the authorities and English teachers in the mentioned school, that will be a support with the given example to develop different topics.

### **2.3 Justification**

According to the diagnostic surveys applied to the students, English teachers, and authorities; it was possible to determine that speaking is one of the most difficult skills for students to achieve during the school year. Many factors involve the lack of production of English as a second language. On one hand, students are not familiarized with speaking environments, English classes are focused on Grammar rules and speaking strategies are rarely reinforced due to the time is too short. On the other hand, English teachers express their concern about the lack of commitment of the students, the education public system support students more than teachers. Authorities recognize students are not speaking English according to their level, but

consider it important and mandatory for teachers keeping on learning how to teach and motivate students to produce English as a second language.

In reference to the data obtained from the survey applied to the students and teachers, with the purpose to have relevant information about how the classes are developing, these are the results. The questions to the students were formulated in the mother tongue. To analyze the information, those questions are in English. Taking into account there is a lack of innovative methodologies used by English teachers, this proposal is addressed to them and the principal benefit are students, because they will produce English as a second language.

This research was applied with students from 4<sup>th</sup> EGB “A” and “B”, 69 totally and 4 English teachers.

*Table 1. Survey to students.*

<b>Questions</b>	<b>Always</b>	<b>Sometimes</b>	<b>Never</b>
Do you like to participate when you have to talk in English?	54,8%	42,3%	2,9%
Does the teacher share audiovisual resources in class?	78,8%	17,3%	3,9%
Do you consider the most difficult activity in class is speaking?	19,2%	76%	4,8%
Are you engaged to participate in song contests or role-plays?	37,5%	38,5%	24%
Do you ask simple questions in class?	40,4%	46,2%	13,5%
Do you use English language out of classroom?	13,5%	52,9%	33,7%
Would you like to speak more in the English classes through songs, role-plays, etc.?	66,3%	28,8%	4,9%

*Elaborated by Amparo Amaya*

*Source: Owner*

*Table 1. Survey to English teachers.*

<b>Questions</b>	<b>Always</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>Never</b>
Do you consider important to develop your students' speaking skill in your English class?	75%	25%		
In your classes, do you spend enough time to activities that allow students to develop speaking skill?		100%		
In your opinion, do you consider that your students have difficulty communicating orally in English?	25%	50%	25%	
Do you consider important to teach Grammar in order to achieve fluency in English speaking?	25%	25%	50%	
Do you consider that the proposed activities in the National Curriculum promote speaking in students?		50%	50%	
Do your students interact when speaking activities are assigned to them?		50%	50%	
Do you consider that the implementation of new methodologies is important to improve speaking?	50%	25%	25%	

*Elaborated by Amparo Amaya N*

*Source: Owner*

*Table 3. Survey to English teachers.*

<b>Questions</b>	<b>Yes</b>	<b>No</b>
Have you received training in the last two years on English language methodology?	50%	50%
Do you know about ECRIF methodology for English teaching?	50%	50%
Would you be willing to apply new methodologies in your classroom?	100%	

*Elaborated by Amparo Amaya*

*Source: Owner*

This research work proposes to apply a new methodology known as well as a framework, ECRIF which has been applied in different schools around the world and had had positive results in the development of speaking. Because it is an acronym and has different steps, they will be analyzed and contribute with different activities to apply in classes. Furthermore, a lesson plan using ECRIF will be introduced to English teachers to facilitate the assimilation of this new methodology.

It is not necessary to spend money on the application of this methodology. ECRIF proposes different activities, where creativity and commitment with students are the principal elements to develop successful classes. This methodology is possible to apply in blended learning. Thanks to technology tools and scholarly materials, it is great to know there are no barriers to work with different groups in a physical or virtual classroom. Teachers are improving their classes while students can produce a second language.

## **2.4 Proposal development**

Communication in a globalized world requires the best effort to introduce a new educational process. ECRIF is a methodology if it is well-analyzed, certainly will contribute to develop English speaking skill.

### **2.4.1 Proposal components**

ECRIF was introduced by Joshua Kurzweil with Mary Scholl through their book “Understanding Teaching through Learning” (2007). Since it appeared as a framework many researchers have developed to support it. The book has the aval of Mc Graw Hill Editorial and the School for International Training (SIT) which is a non-governmental organization in charge of intercultural understanding programs in more than a hundred countries on all of the continents.

ECRIF is an acronym that helps teachers to follow the process of speaking with their students. “The ECRIF is a framework system of a way of looking at how students learn a language”. (Tosuncuoglu, 2017) During this process, teachers can observe, analyze and give support according to the students’ needs. (p.131)

E means Encounter, C means clarity, R means to remember, I means internalize, F means fluency. ECRIF framework does not give instructions on how the lesson should be conducted, unlike it gives an idea to the teacher how the learning process is going on.

(Tosuncuoglu, 2017) According to the words, ECRIF is not a forced process, the contrary, it helps to choose the classroom activities for developing speaking and feedback the stage where students have some difficulties.

The word ECRIF as an acronym sets five stages that might be developed in the classroom to obtain better results. Speaking is a skill that does not appear if there was no previous work. Most of the students are reluctant to speak in a second language, mistakes and derision are some causes that influence to stop their language production.

To obtain the best results before its application in classes, it is necessary to analyze deeply what is the purpose of each stage and how teachers can apply it. It is not necessary to follow the same order, but take into consideration the information to follow or change the acronym according to the students' needs.

#### **2.4.1.a ENCOUNTER**

The first stage; Encounter is the presentation of the language, it is the phase where the learners have the first contact with the new knowledge, this phase is called the "*presentation stage*" according to (Kurzweil & Scholl, 2007) Students have the opportunity to share their previous knowledge in classes, because they always have at least a minimal idea about the new learning. The students' experiences, ideas, feelings, and what they contribute are known as *schema activation*. (Page 70). In other words, schema activation is the prior knowledge that all of us have.

(Ibnian, 2019) According to his investigation, states, "The results showed that students' fear of making mistakes and lack of motivation topped the speaking difficulties. Most students pointed out that their fear of criticism was the main reason behind their hesitation in speaking in EFL". (p.1)

Many teachers use different and update strategies to help their students to speaking fluently. A well-constructed environment and appropriated resources sometimes are not enough to develop speaking. Salem Ibdian researched what is the main problem of why learners do not speak. He found that students are afraid of making mistakes when they speak. Some new words when they are not pronounced appropriately may cause laughs and teasing. No one student wants to be ridicule, so they prefer do not to speak. Another problem detected by (Ibnian, 2019), was the lack of motivation. Some students learn a second language and study hard, but they do not apply their knowledge. On the other hand, people who need to travel or get a better job have a strong motivation to learn. Those are important points of view to take into consideration.

The meagerness of vocabulary to express ideas, shyness or absence of confidence, unavailability of the environment to practice the language, or lack of some

strategies that help to maintain a conversation Nguyet & Mai, 2012 as cited in (Baradeyah & Farrah, 2017) as well as motivation problems Self-reliance and a good atmosphere to practice English is also important, however, the role of the teacher is important too they should create the adequate environment and provide students a plan to start and keep a fluent conversation.

Babbling is the first sound that a baby produces, some of those sounds are the product of the imitation of the sounds that he or she heard during the first months. (Johnson, 2017) In her article “How do children learn a language? She states they start to develop linguistic skills through observation and listening. Some teachers appeal to the repetition of words or sentences to produce a new language, but it might be a good point of beginning to teach students the phonetic sounds that do not exist in the mother tongue.

This is the International Phonetic Alphabet (IPA) where the sounds in English are explained where are produced and how to produce them.

#### THE INTERNATIONAL PHONETIC ALPHABET (revised to 2020)

CONSONANTS (PULMONIC)

© 2020 IPA

	Bilabial	Labiodental	Dental	Alveolar	Postalveolar	Retroflex	Palatal	Velar	Uvular	Pharyngeal	Glottal
Plosive	p b			t d		ʈ ɖ	c ɟ	k ɡ	q ɢ		ʔ
Nasal	m	ɱ		n		ɳ	ɲ	ŋ	ɴ		
Trill	ʙ			r					ʀ		
Tap or Flap		ⱱ		ɾ		ɽ					
Fricative	ɸ β	f v	θ ð	s z	ʃ ʒ	ʂ ʐ	ç ʝ	x ɣ	χ ʁ	ħ ʕ	h ɦ
Lateral fricative				ɬ ɮ							
Approximant		ʋ		ɹ		ɻ	j	ɰ			
Lateral approximant				l		ɭ	ʎ	ʟ			

Symbols to the right in a cell are voiced, to the left are voiceless. Shaded areas denote articulations judged impossible.

Illustration retrieved from [https://upload.wikimedia.org/wikipedia/commons/a/a8/IPA\\_chart\\_2020.pdf](https://upload.wikimedia.org/wikipedia/commons/a/a8/IPA_chart_2020.pdf)

Certainly, this table is only for the use of English teachers so that they can approximate the students to determine which sounds are difficult to produce. Many people did not have an encounter with these sounds and when they have to read or answer a question, do not speak because it results impossible according to their own point of view.

Introduce videos, songs and other resources totally in English it will be a good beginning in order students won't be afraid in the future. If students are familiarized with English sounds, they will produce easier.

#### **2.4.1.b CLARIFY**

The second stage in this short framework is Clarify. According to (Kurzweil & Scholl, 2007) "...students may present key information to each other while observing and discussing their juggling patterns" (p. 70). The teacher organizes the class in groups and students share the information, the teacher monitors the groups and gives feedback to those students who have some questions.

(Baradeyah & Farrah, 2017) State "the use of asking for clarification strategy enhanced students' speaking skill" (p. 86). It means students are confident to ask some questions when they need to clarify and need an answer. Over time, language acquisition has been focused on Grammar, and nowadays, some teachers believe strongly that Grammar and Syntax are the best methods to acquire a foreign language, even though studies state the contrary. However, studies, have demonstrated that is not true completely. Nowadays, language learning is based on a communication approach. Students are encouraged to speak; it does not matter the mistakes produced when learners try to read or establish a conversation. The important point is the learner develops the need to communicate and express their ideas.

This stage is as important as the previous one, due to many questions are in the mind of the students after they had the first encounter with English, the teacher is the support and guide to clarify doubts. All the students' questions might be answered in the order that they feel confident and engaged with the learning process.

Different activities should be applied in the classroom in the clarify stage, (Tosuncuoglu, 2017) suggests these activities in his article "ECRIF framework system":

- Information gap

- Gap fill
- Drilling
- Scrambled words
- Guessing games
- Matching
- Reading scripts
- Dialogues

The Clarify phase allows students to participate in groups, give opinions, take notes about what they consider important, self-learning because something difficult for one, not necessarily is for the next classmate, develops cooperative work, and establishes a clear view about their learning.

Clarification is the stage where ideas and thoughts are in order, no doubt to continue with the next phase. (Baradeyah & Farrah, 2017) stated “the use of asking for clarification strategy enhanced students’ speaking skill” (p. 86). If something is not clear for the learners, it will create an invisible barrier that will not allow students to develop speaking.

#### **2.4.1.c REMEMBER**

Once students have passed the two previous stages; Encounter and Clarify they can carry on with the next stage: Remember. In this phase, the learners can bring to mind the previous knowledge they acquired on the Encounter and Clarify phases. According to (Kurzweil & Scholl, 2007) “this is not mindless repetition”, because students experiment and apply what they have learned and use that knowledge according to the circumstances making it significant.

(Ettliger , Zapf, & Van, 2014) State in their article *Learning to Remember by Learning to Speak* that, “there is also strong evidence that the ability to remember can also depend on properties of the native language of the participant” (p. 3). Those properties are easier to memorize because the language is in use every day.

Due to, students and teachers do not live in a country where English is spoken, makes it more difficult to remember the correct use of the language because there

is not any native speaker to correct or help them in the process of acquisition. Sometimes, even teachers make mistakes and transmit them to their students. Taking into consideration this point of view, it is necessary to create different strategies, which help students to remember the language. Do not forget, something that is not in use tends to be forgotten. Therefore, it is important to create English-speaking clubs, WhatsApp groups, Facebook pages, or any other resources that help students and teachers to keep in touch only in English, creating mandatory rules where it is not allowed to use the mother tongue.

The role of the memory in this stage is primordial, despite some educators give to the memory minimal importance, the capacity of the brain to retain information is relevant when students need specific knowledge to apply. If students are interested in the information that the teacher introduces, it will be easier to keep in mind the new data.

For (Hoque, 2018) to pay attention helps the brain to retain information. In his article, “Memorization: A Proven Method of Learning” he suggests some teaching strategies to enhance memory.

- *Mnemonic*: Associate the information to remember something. Brain looks for prior knowledge then follows some patterns, for instance: songs, acronyms.
- *Chunking words and activities*: Form groups of categories.
- *Students teaching others*: Work on team groups, one student will have the teacher role and then interchange the roles.
- *Using mental imagery*: Use pictures to teach, visual aids help to remember.
- *Focus to remember*: Pay attention, the first 30 seconds are important. After that time the information will be noteless.
- *Use technology*: Students use a keyboard to rewrite the information, it helps them to memorize.
- *Songs*: A funny way to remember something.

These are some teaching techniques to improve memory, but he mentions others, in this research are considered the more relevant.

#### **2.4.1.d INTERNALIZE**

The fourth stage is Internalize, on this phase students take over the knowledge. As a result of many experiments, repetitions and discoveries they internalize the given information in their minds. They can use the language according to their needs, their minds can remember all the information that was presented to them and the questions they asked and were solved by the teacher.

(Negueruela-Azarola, 2013) “When learning a new language, social communicative activity is the origin for noticing and understanding words and phrases, which we encounter in oral and written discourse, are then transformed into personal meanings” (p.33) On this stage, students have developed speaking and they are close to fluency. Notice and understand words and phrases are before the production of a language fluently. Internalize a language is the result of a well-developed speaking process.

Inner speech is speech for oneself: external speech is for others (p. 225). (Vygotsky, 1986 as cited in (Negueruela-Azarola, 2013) Inner is the internal speech, which must be developed after that external speech appears because of inner speech.

According (Demetci, y otros, 2016) internalization is the students’ perception. They have kept in their brains what was presented, clarified, and remembered. If something was not clarified, it does not mean it was not internalized. knowledge can be internalized or kept in the wrong way and it will be more difficult to change.

Beliefs, prior knowledge can be defended as absolute true even they are wrong, and it is because that knowledge was internalized. Here is the importance that a teacher is well-prepared academically, if a teacher teaches an English word, a grammatical structure, or meaning in a wrong way, it will be internalized, and after that to amend that information will be more difficult.

According to (Deng, 2020)“Knowledge internalization refers to the learner’s learning, communicating, sharing, accepting and digesting the new knowledge”. Knowledge internalization has some characteristics According to Zhou Tianmei, 2004 as cited in (Deng, 2020); stabilization, intangible, unconsciousness,

intelligence. At the end, the internalized knowledge will become a skill. Knowledge is intangible when it is not presented as a skill, the learners have the ideas in their minds, well-organized and structured, but the students are not able to speak naturally still. They are processing all the information given, this is the previous stage to conclude with Fluency.

#### **2.4.1.e FLUENCY**

The last stage is Fluency. Fillmore (1979) as cited in ( Yingjie, 2014) defined “four abilities of speaking fluently:

- a) the ability to talk at length with few pauses;
- b) To be able to produce the sentences coherently, reasoned and semantically;
- c) To have appropriate expressions in a wide range of contexts;
- d) To be creative and imaginative in language use.

The last stage is Fluency; it is the final product of a process where teachers have followed the students’ acquisition. To summarize what Fillmore said, fluency is the ability to talk, produce coherent sentences, use appropriate expressions, and be creative in language use.

#### **2.4.2. Proposal Explanation**

Taking into consideration ECRIF is a framework to be developed in the classroom, which pretends to guide and give the necessary tools to the English teachers to accompany and guide students in the process of their language acquisition, this proposal presents some of many activities to be applied in the classroom according to the stage mentioned: Encounter, Clarify, Remember, Internalize and Fluency.

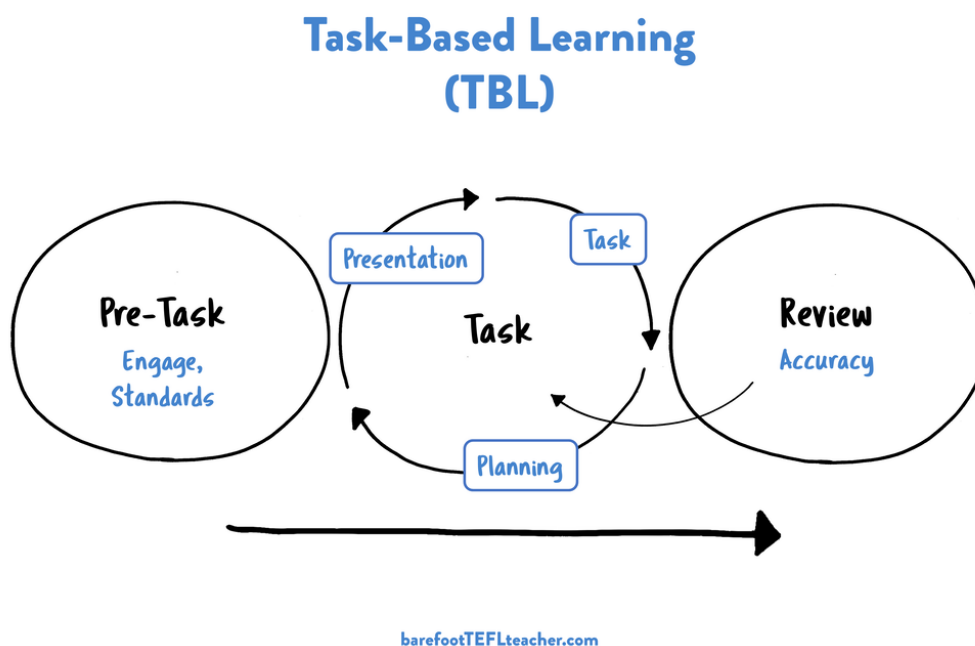
(Kurzweil & Scholl , 2007) Explain language acquisition as a process in which it should be developed step by step. The example how a person can juggle using three different balls at the same time, they applied that experiment in to group of students (Kurzweil & Scholl , 2007). Before juggling, students observed and used their prior

knowledge. This framework will help students giving support in each stage, according to their individual needs.

About the time the teacher will apply this framework should be on the lesson plan the suggested activities, the teacher as a guide will determine the time and pass to the next stage when the group of students is ready. As a suggestion no more than 4 hours' class.

## 2.4.2 Methodology

The activities proposed in the ECRIF has its fundament in the Task Based Learning, where the students have to complete different meaningful activities.



*Task- Based Learning Illustration Retrieved from:*

<https://www.barefooteflteacher.com/blog/what-is-task-based-learning>

The TBL consists of three tasks, those are divided in three stages:

**Pre-task:** The teacher introduces the topic and engages students in an activity. This step is far-reaching because here, the professor catches the attention of his/her students. The students have to do a little activity to be ready for new incoming information.

**Task:** To assign a task the professor plans the activities; those will be a focus on the meaningful and authentic tasks.

**Post-Task:** The students evaluate how was their performance and the teacher gives them feedback, and clarifies the doubts the students could have.

To clarify how to apply TBL, it is necessary to read the information presented in the following tables.

Table 2: Activities to support task performance in pre-task and post-task stages.

Objectives	Checking, building & reinforcing background knowledge	
To measure learner knowledge of the task topic	<ul style="list-style-type: none"> <li>• mind maps</li> <li>• writing lists</li> <li>• categorizing</li> <li>• Venn diagrams</li> </ul>	<ul style="list-style-type: none"> <li>• pre-tests</li> <li>• sorting</li> <li>• prediction strategies</li> <li>• free writing</li> </ul>
To introduce meanings that are required during task performance	<ul style="list-style-type: none"> <li>• flash cards</li> <li>• matching</li> <li>• slideshows</li> </ul>	<ul style="list-style-type: none"> <li>• definitions</li> <li>• dictionaries</li> <li>• picture descriptions</li> </ul>
To expose learners to target language without explicit focus on structures	<ul style="list-style-type: none"> <li>• reading a text</li> <li>• listening to a text</li> <li>• sequencing a dialog</li> </ul>	<ul style="list-style-type: none"> <li>• sequencing a reading text</li> <li>• picture descriptions</li> <li>• picture sequencing</li> </ul>
Display questions	These are questions that encourage learners to show what they know. Answers to display questions are right or wrong, and the teacher knows the answer before asking. An example would be showing a picture of a bear and asking learners to identify the animal.	
Referential questions	These questions ask learners to respond based on their own experiences, opinions or imaginations. An example would be showing a picture of a bear and asking learners if they are scared of bears. Referential questions do require learners to demonstrate knowledge, but each learner offers a unique response.	

*M Walker (2011) TASK BASEDLT, TASK-BASED LANGUAGE TEACHING: A CLASSROOM FRAMEWORK table retrieved from <https://www.semanticscholar.org/paper/TASK-BASED-LANGUAGE-TEACHING%3A-A-CLASSROOM-Walker/7e87a9972994b8e5458148884d2d8f6a73239a65#citing-papers>*

Table 3: Task process objectives.

Objective Types	Task Descriptions	
	Description	Example
Functional	Connects the classroom task to a real world activity	<i>Providing accurate descriptions of non-immediate places or situations</i>
Linguistic	States the language skills, structures, vocabulary and other linguistic features that are associated with the task	<i>Bedroom furniture vocabulary Adjectives used to describe bedrooms</i>
Thinking Skills	Identifies, from a practical perspective, the thinking skills which learners use to process content throughout the task process	<i>Determine necessary information Clear communication of facts Assess accuracy of drawings</i>
Content	States the resources such as book pages, handout titles or content around which the task process revolves	<i>Bedrooms at home</i>

*M Walker (2011) TASK BASEDLT, TASK-BASED LANGUAGE TEACHING: A CLASSROOM FRAMEWORK table retrieved from [https://www.semanticscholar.org/paper/\[TASK-BASED-LANGUAGE-TEACHING%3A-A-CLASSROOM-Walker/7e87a9972994b8e5458148884d2d8f6a73239a65#citing-papers](https://www.semanticscholar.org/paper/[TASK-BASED-LANGUAGE-TEACHING%3A-A-CLASSROOM-Walker/7e87a9972994b8e5458148884d2d8f6a73239a65#citing-papers)*

The activities that are proposed in the ECRIF framework should fit the objectives of the TBL, that is to say: Functional because they are focus on the real world, making the knowledge meaningful. Linguistic, structures, and vocabulary own of the new language, thinking skills, where the students process the information and content, the resources involved in the task process.

### 2.4.3 Premises for its implementation

In order to develop this research, the following schedule of activities will be developed at Humberto Vacas Gómez School.

Implementation Objective	Previous Analysis	Implementation of ECRIF	Evaluation of Results	Responsible
To verify if ECRIF framework improves speaking production on students from 4 <sup>th</sup> EGB.	To determine what teachers, know about ECRIF, through surveys and what the position of the students about speaking is.	To divide students in two groups: control and experimental.	To evaluate speaking production through a validated rubric from Cambridge and verify if ECRIF improved speaking.  To organize virtual classes and observe traditional methodologies in the control group.	Teacher Students

*Elaborated by Amparo Amaya N.*

*Source: Own*

This proposal is feasible to realize due to it does not require investment. All of the resources are at our fingertips, this is a practical guide to be used in class. Two activities for each stage are proposed, such as a guide. Teachers will apport with more activities and creativity.

The proposal: A DIGITAL BOOKLET  
ECRIF FRAMEWORK, AN INNOVATIVE METHODOLOGY FOR  
SPEAKING

## *Introduction*

Along the time, English teachers have taught this language using different methodologies and approaches, no one is able to judge or determine if this or that is wrong or the best way of teaching. But, the only certain thing is that at the end of a course or scholar year, students are measured and evaluated in their output profile. The times have changed promptly; technology, medicine, new discoveries, and education is not the exception. English teachers have all resources and materials to teach in an innovative way. Are you ready to face a globalized world? Do students expect only what the teacher says? Of course, not. They have all the information at the reach of their fingertips. Therefore, it is time to act and face the new challenges, take advantage of the resources and help students to speak, one of the skills they must to dominate to communicate in a second language.

### **What is ECRIF?**

ECRIF is an innovative, feasible, and well-organized framework. It has been proved here in Ecuador and different places around the world, demonstrating improve speaking results. Here, teachers will find a topic with two activities for each stage.

### **What does it mean?**

- Encounter
- Clarify
- Remember
- Internalize
- Fluency

### **How does it work?**

ECRIF offers different activities based on Task-Based Learning (TBL), which are developed stage by stage, following the activities suggested for each letter of the acronym.

### **Exemplification**

**Objective:** To guide English teachers to apply the ECRIF framework through a given example.

**Methodology:** Task-Based Learning (TBL) The activities to develop in ECRIF are based on TBL where the teacher presents a Pre-task according to the students' experiences, a Task, and a Post-task which is the evaluation.

**Importance:** The different stages allow to reinforce the students' weaknesses and flows and give them the required support to continue on their speaking development.

**Topic:** What are you doing? Present Continuous.

**Level:** A1

**Academic school year:** 4<sup>th</sup> EGB

**Age:** 8-9 years old

**Materials:** Flash-cards, videos, live worksheets, natural environment.

**Procedure:**

- **Encounter:** Schema activation; prior experiences, ideas and feelings.
- **Clarify:** Verbal explanations, peer teaching, practice.
- **Remember:** Experiment the language, not mindless repetition.
- **Internalize:** Feedback and correction.
- **Fluency:** Controlled practice, accuracy. Real world context.

**Evaluation**

Describe pictures, dialogues, questions and answer exercises, sing songs, and others.



● ENCOUNTER



1

*What are they doing?*

*Retrieved from*

[https://www.eslprintables.com/grammar\\_worksheets/verbs/verb\\_tenses/present\\_continuous\\_progressive/Present\\_Continuous\\_Flash\\_card\\_349936/](https://www.eslprintables.com/grammar_worksheets/verbs/verb_tenses/present_continuous_progressive/Present_Continuous_Flash_card_349936/)

At this stage, the teacher presents the topic. They can use flashcards and videos, both are important, the point is the students familiarize themselves with the topic and the language and feels comfortable. They listen to the pronunciation, which will be reproduced later.

*Source: [https://www.youtube.com/watch?v=Ja0xp2j\\_JhM](https://www.youtube.com/watch?v=Ja0xp2j_JhM) What are you doing?  
Present Progressive*



**● ECRIF, AN INNOVATIVE METHODOLOGY FOR SPEAKING**

**● CLARIFY**











*Subject Pronouns. Retrieved from*  
<https://www.pinterest.com/pin/738520038879343811/>

In the second stage; Clarify the teacher guides students to identify the personal pronouns, through pictures or games pointing the subject pronouns. Besides, it is necessary to clarify *ing* form is added to the verb-action when something is happening in this moment.

Worksheets PDF Teaching Resources Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Personal Pronouns

Look at each picture and choose the pronoun, then color in the correct circle.

	She They		I You
	He It		We I
	I They		You She
	I She		He It

WorksheetsPDF.com

*Personal Pronouns worksheet Retrieved from*  
<https://worksheetspdf.com/personal-pronouns/>



### ECRIF, AN INNOVATIVE METHODOLOGY FOR SPEAKING



REMEMBER

At this stage, students remember what they have learned. There is a transfer from the short memory to the long memory. Here, the professor applies questions, guessing games, fill-in-the-blank exercises, scramble sentences, crosswords and others. The teacher can form teams to engage students in these activities.

**Scramble these sentences:**

is – reading – She – book – a

\_\_\_\_\_

I – dancing – now – am

\_\_\_\_\_



**ECRIF, AN INNOVATIVE METHODOLOGY FOR SPEAKING**



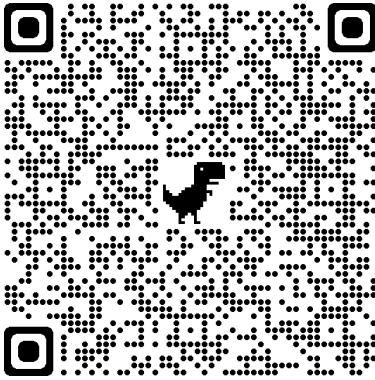
**INTERNALIZE**



4

The tasks are guided to reinforce the knowledge. In this stage teacher gives feedback and makes corrections, students through different activities keep in mind in a correct way all the information, which has been processed previously.

**Source retrieved from:** <https://www.liveworksheets.com/jy864773yg>



### WHAT ARE THEY DOING?

Present Continuous

Read and match

 a	 b	 c	 d
 e	<input type="checkbox"/> He's swimming. <input type="checkbox"/> She's drawing. <input type="checkbox"/> They're reading. <input type="checkbox"/> He's singing. <input type="checkbox"/> She's swimming. <input type="checkbox"/> They're painting. <input type="checkbox"/> He's dancing. <input type="checkbox"/> She's reading. <input type="checkbox"/> They're swimming. <input type="checkbox"/> He's reading. <input type="checkbox"/> She's singing. <input type="checkbox"/> They're dancing.	 f	 g
 h	 i	 j	 k

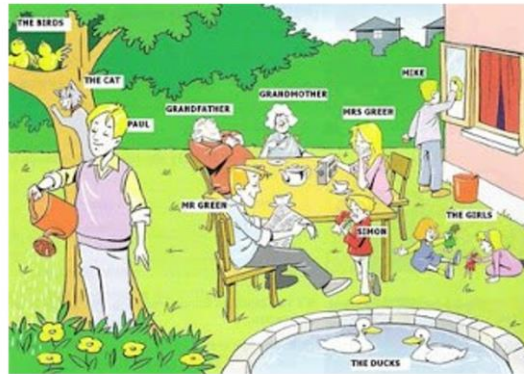
This task helps students to reinforce Reading and Listening which are also important to develop speaking. The website [liveworksheets.com](http://liveworksheets.com) is a useful tool. The teacher can send the link or the QR code. A funny way to learn.



## ECRIF, AN INNOVATIVE METHODOLOGY FOR SPEAKING



### FLUENCY

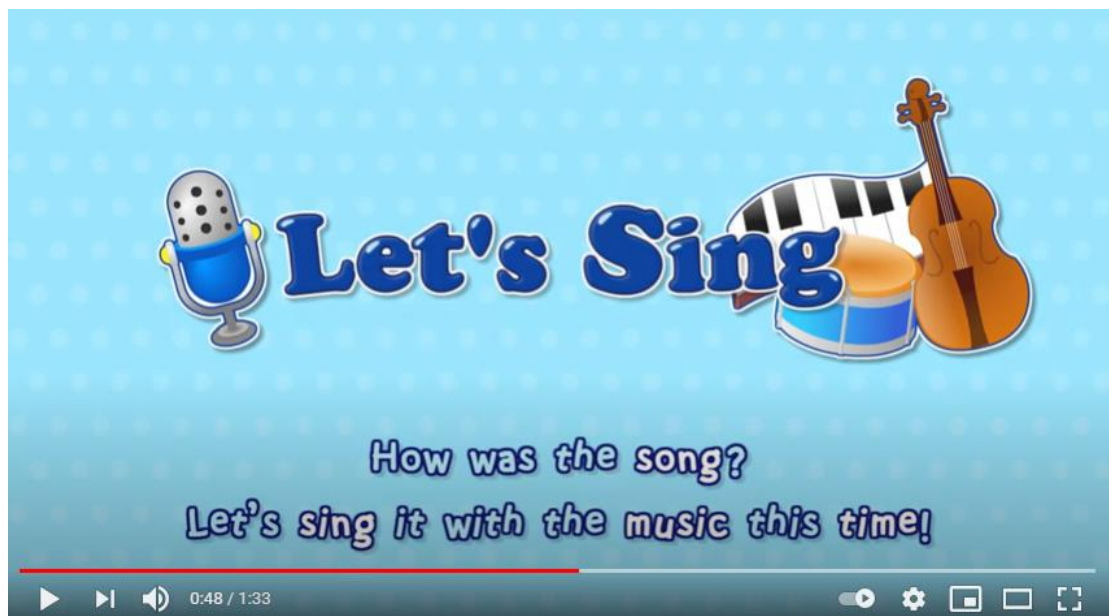


Source: <https://slideplayer.com/slide/14023546/>

It is time to produce EFL, with all the background students received in the previous stages, now they are able to speak. This stage is not the perfect and immaculate

speaking production. At this stage, the teacher helps students to produce language with accuracy and fluency. It is relevant to mention that all the tasks given in this stage, should or must be in a real context, where students use the language in a practical way. Teachers can use environment and/or picture descriptions, role-plays, songs, dialogues, and others.

Also, the teachers can use the song presented at the beginning, but know the students have to sing alone only with the musical background.



As teachers can see, all the resources are available on the internet. The correct use and creativity, will help students in the process of the acquisition of a foreign language, English!

This chart presents the different stages and what the students might be thinking.

<b>Stage</b>	<b>What the students are doing</b>	<b>What they may be thinking</b>
<b>E ENCOUNTER</b>	=Students see or hear new language and realize they don't know something	<ul style="list-style-type: none"> <li>• <i>What's this?</i></li> <li>• <i>I don't know this?</i></li> </ul>
<b>C CLARIFY</b>	= Students distinguish the meaning and use of the new knowledge or skill. They ask questions and think about what is correct.	<ul style="list-style-type: none"> <li>• <i>Oh I see what it means.</i></li> <li>• <i>Oh I see how to do this.</i></li> <li>• <i>What's the difference between this and that?</i></li> <li>• <i>Is this right?</i></li> </ul>
<b>R/I REMEMBER &amp; INTERNALIZE</b>	= Students have a chance to move the knowledge or skill from short-term to long-term memory. They then can begin to personalize it and use it in different contexts. They connect it mentally to prior experiences with images, sounds, and feelings.	<ul style="list-style-type: none"> <li>• <i>Okay. I'm starting to remember this.</i></li> <li>• <i>Okay. I've got it in this activity.</i></li> <li>• <i>I'm making connection to my own life</i></li> </ul>
<b>F FLUENTLY USE</b>	= Students have a chance to use the new language to communicate their ideas. Ss work toward being able to spontaneously use the language in different contexts.	<ul style="list-style-type: none"> <li>• <i>Cool. I can use this skill or knowledge automatically.</i></li> <li>• <i>This is for real-world purposes.</i></li> <li>• <i>I don't have to consciously think about this.</i></li> </ul>

Source Illustration retrieved from <https://www.ecrif.com/the-ecrif-stages.html>

Here is the link where teachers can access to the e-book.

<file:///C:/Users/AMPARITO/Documents/MAESTRIA%20LING%20C3%9CISTIC%20A%20UTC/TESIS/ECRIF%20AN%20INNOVATIVE%20METHODOLOGY%20FOR%20SPEAKING.pdf>

## 2.5 Chapter II Conclusions

- ECRIF is an acronym that means Encounter, Clarify, Remember, Internalize, and Fluency. Those stages have different suggested activities where students develop their language similar to the way they learned the mother tongue.
- ECRIF is a methodology feasible to apply, it is a guide that will support professors in the teaching process. The learning process is centered on the students.
- The methodology used in ECRIF is based on Task-Based Learning (TBL) which consists of three steps: Pre-task, Task and Post-task. All the activities should be meaningful and applied in real contexts.

## CHAPTER III

### 3.1. Experts' evaluation

The issue in the speaking production has been analyzed and a proposal was presented, to find a solution and to contribute to the development of speaking at Humberto Vacas Gómez public school. It is necessary to take a hard look at this research proposal through the eye of an expert, who should have experience in English language teaching. The expert must have to validate the different items through a rubric with some parameters to take into account and analyze the proposal. The categories used in the rubric were Excellent, Good, and Terrible.

For this validation, it was necessary to contact MSc. Mercy Noguera. She is an English teacher in the Language Center at PUCE-SI (Pontificia Universidad Católica del Ecuador – Sede Ibarra). MSc. Mercy Noguera has been teaching English as a Foreign Language since 2003. With more than 17 years of experience in the language teaching campus, she will contribute with her experience and knowledge. She considers that this proposal is Excellent because the learning-teaching process is focused on the students, and the professor guides the process. When the activities are designed and planned to engage students and then improve their speaking, in the end the results become successful.

The second expert at teaching language is Lcdo. Edgar Mayo Fonseca. He works at “Marqueza de Solanda School” in Quito. He has been a teacher for about 25 years. His wide experience leading Language Center and working as an English teacher will help to analyze this proposal. He concludes this is an excellent proposal due to allow students to participate more actively and the tasks are based on the real context that is a strength that ECRIF offers on the different stages. To guide students

in the language production process is a challenge, this methodology helps not only the students but the professor as well. He suggests this framework should be socialized with different teachers to apply it in the classroom.

### **3.2. Users' evaluation**

ECRIF framework was socialized with the English teachers at the mentioned school through an e-book. The activities developed in the different stages that ECRIF offers to fulfill the desire expectations. The English area is formed by three teachers, they were motivated and please with the e-book because it clarifies some doubts they have when develop speaking activities. A rubric was fulfilled by the principal in the representation of the English teachers, the categories used in the rubric were Excellent, Acceptable, and Deficient.

The authority Lic. Onofre Valle M. who is the sub-principal was in charge of the principal during this research, thanked for sharing and train teachers in innovative methodologies that apport to the improvement of the education, giving students quality and warmth. The previous ECRIF methodology, the classes were conducted to complete listening and writing activities, but limiting spaces in the virtual classroom where students can develop their speaking. It is important to consider that the application of new methodologies represents a challenge, for many people it is not easy to leave the comfort zone.

3. It is gratifying the recognition ECRIF had after its application, when students have passed all the stages at the last one Fluency, they feel more confident to speak in a second language. Students and teachers enjoy activities where they interact, children want to learn English to produce it, because they belong to the new generation, and English allows them to be immersed in a globalized world.

### **3.3 Impact or results evaluation**

Once the problem was detected in the speaking production, and keeping in mind to contribute with solutions through an innovative methodology. This study was developed at "Humberto Vacas Gómez" public school. Before applying the

methodology, students, as well as teachers, filled up surveys to collect information about the methodology to develop speaking. The questions in the surveys were multiple choice, and they are in the annexes. It was confirmed two groups, one the control group and the other the experimental. In the control group, the teacher continues with the traditional methodology, on the experimental group it was applied ECRIF framework. The total was sixty-nine (69) students. There was the support of the authorities and the respective permission to apply for this investigation. To collect information in the control group, it was necessary to enter by zoom to the class of 4th EGB and observe how the professor develops speaking.

In the experimental group, ECRIF was applied stage by stage with the topic: “What are you doing” Present Continuous. At the end of the class, the students were able to speak more confidently. Due to the time and the difficult situation, we have on the pandemic, the research was developed in virtual classes. It represents a challenge for the teachers because there is no physical contact and the rubric from Cambridge to evaluate their speaking was through videos and voice messages.

The effect of ECRIF was notable, while in the traditional methodology the teaching-learning process is focused on the teacher, ECRIF focuses the educational process on the students, where he/she is a guide to accompany learners in the language acquisition process. In the control group, the teacher spoke all the time and the students follow simple instructions, the experimental group had more opportunities to speak and at the end, they sang a song.

ECRIF methodology helped students to develop speaking, the class was more interactive and even the mistakes students could have in the pronunciation they feel confident to speak. The principal of the institution, Lcdo. Onofre Valle Moya, was pleased with the results obtained and motivated the teachers to use this methodology in their classes. It is time to innovate and encourage students to speak, do not focus only on Grammar and structures because they find it difficult, that the application of activities that lead to real-life improve not only speaking but also Writing, Reading, and Listening.

Authorities, teachers, parents, and students; all the educational community had to reinvent the learning and the teaching due to the pandemic. It is more difficult to do

it through a screen. The activities have changed as well, teachers learned to use technological tools, but the problem is not all the students have the same access to connect to classes.

Overcoming these difficulties, the rest of the students were evaluated the speaking production through videos or messages they sent on WhatsApp. That means, all the students have the opportunity to speak and the professor monitors the development.

(See annex 9&10)

### 3.4 Proposal Results

The results of the proposal “ECRIF, an innovative methodology for speaking development” have been reached the desired objective. To boost the speaking skill in the students is a challenge, thanks to this methodology used in virtual classes they could improve their speaking. The authority and teachers express their satisfaction due to the positive results obtained after the ECRIF application.

In the following chart, the items used in the rubric allow to view clearly how students develop their speaking. (See annex 4).

#### 3.4.1 COMPARATIVE CHART

<b>Students’ response on the diagnostic test. (Pre-test)</b>	<b>Students’ response after applying ECRIF proposal. (Post-test)</b>	<b>Improvement percentage</b>
<b>Organization</b> Students have difficult to organize speaking, the ideas are dispersed and use simple words.	Students organize and connect ideas to speak. They use main ideas as well as examples and details.	Score pre-test and post-test. <b>1</b> 11,59% - 00% <b>2</b> 37,68% - 3,13% <b>3</b> 31,88% - 37,5% <b>4</b> 18,84% - 40,63% <b>5</b> 0% - 18,75%
<b>Lexicon and Grammar</b> Use an appropriate level vocabulary, mistakes in	Use appropriate level vocabulary, less mistakes in the use of	Score pre-test and post-test. <b>1</b> 14,49% - 00%

verb tenses, nouns, plural, articles, etc.	verb tenses, nouns, plural, articles, etc.	<b>2</b> 31,88% - 3,13% <b>3</b> 30,43% - 25% <b>4</b> 17,39% - 43,75% <b>5</b> 5,80% - 28,13%
<b>Confidence</b> Students feel shy, do not keep eye contact to emphasize ideas.	Use natural, relax body language to emphasize ideas.	Score pre-test and post-test. <b>1</b> 13,04% - 00% <b>2</b> 34,78% - 3,13% <b>3</b> 26,09% - 43,75% <b>4</b> 21,74% - 28,13% <b>5</b> 4,35% - 25%
<b>Fluency</b> The speaking speed is low according to their level.	Use appropriate speaking speed according to their level.	Score pre-test and post-test. <b>1</b> 5,8% - 00% <b>2</b> 20,29% - 00% <b>3</b> 31,88% - 15,63% <b>4</b> 24,64% - 50% <b>5</b> 17,39% - 34,38%

*Elaborated by the Investigator*  
*Source: Owner*

### 3.5 Chapter III Conclusions

- The results of ECRIF allow us to determine this methodology will have a great impact on education. The students were engaged and motivated to participate in the given activities. To wake interest and allow students the opportunity to use English in a real context, is the best way to improve speaking.
- The different stages ECRIF offers, help students to build their knowledge and be assisted by the teacher, who is a guide and leads the process giving support to students to acquire EFL.
- Students demonstrated confidence and adequate production of English after ECRIF application, the E-book socialized and given to the authorities is a

practical guide that will clarify any doubt. E-book will support the next coming teachers.

### **General conclusions**

- ECRIF framework improved the speaking skill of the students at Humberto Vacas Gómez School, demonstrating its effectiveness to develop communicative competences.
- A practical e-book given to the teachers facilitates the comprehension of the ECRIF framework; Encounter, Clarify, Remember, Internalize, and Fluency. Certainly, the practical examples given in the digital book will cheer teachers to use it for developing speaking with their students.
- The experts and users validated the effectiveness of ECRIF, demonstrating to be useful and practical to be applied in the English classes.

### **Recommendations**

- Language acquisition is a process that requires time and appropriate environments. Speaking is a skill of production and it requires a well-constructed and defined process to acquire it. Classrooms should be the appropriate environment where students can practice English pronunciation through different activities which engage their attention and involved their participation. The activities ought to be well organized within the lesson plan and have a clear purpose.
- Teachers should not teach English in the same way they learned. Time changes constantly, for instance, the pandemic changed everything and education was not the exception. Virtual classes, technological tools are an essential part of teaching nowadays.
- Take into account this proposal to continue researching and creating new spaces where students and teachers feel comfortable and confident to develop speaking activities.

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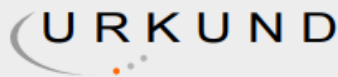
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<https://elearningindustry.com/adults-learn-a-second-language-struggle>

## APPENDIX

### Annexe 1



### Urkund Analysis Result

**Analysed Document:** ECRIF thesis.docx (D105634962)  
**Submitted:** 5/20/2021 3:27:00 AM  
**Submitted By:** nelson.guagchinga5@utc.edu.ec  
**Significance:** 3 %

#### Sources included in the report:

JEMV Final document 3MAY2021.docx (D103710212)  
 Tesis - Chicaiza - Completa.docx (D38535143)  
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[https://www.ecrif.com/uploads/3/1/6/3/3163972/ernesto\\_santos\\_thesis\\_ecrif.pdf](https://www.ecrif.com/uploads/3/1/6/3/3163972/ernesto_santos_thesis_ecrif.pdf)

Annexe 2

Pre-test



DIRECCIÓN DE POSGRADO

MASTERS DEGREE IN APPLIED LINGUISTICS TO TEACHING  
ENGLISH AS A FOREIGN LANGUAGE

Student's name:

Date:

Class:

**Instructions:** Look at the following objects and answer the teacher questions. First remember the name, color and size of these objects, you will have 10 minutes. Then, answer the questions.



Retrieved from: <https://www.esleschool.com/pre-a1-starters-speaking-test-1/>

Questions:

What is it?

What color is it?

Is it big or small?

Task	Instruction	Time	Evaluation
Activity 1	Listen to the description of the objects.	10 minutes	
Activity 2	Answer the teacher's questions.	5 minutes.	Rubric

### Annexe 3

#### RUBRIC FOR SPEAKING

INDICATORS	EXCELLENT 5	VERY GOOD 4	GOOD 3	POOR 2	VERY POOR 1
<b>Organization</b>	Students organize and connect ideas to speak. They use main ideas as well as examples and details.	Students organize and connect ideas to speak. They use main ideas.	Students organize and connect ideas to speak. The ideas are not well connected.	Students do not organize and connect ideas to speak. Their ideas are not clear and use simple words.	Students have difficulty to organize speaking, the ideas are dispersed and use very simple words.
<b>Lexicon and Grammar</b>	To use appropriate level vocabulary, less mistakes in the use of verb tenses, nouns, plural, articles, etc.	To use appropriate level vocabulary, some mistakes in the use of verb tenses, nouns, plural, articles, etc.	To use appropriate level vocabulary, appear more mistakes in the use of verb tenses, nouns, plural, articles, etc.	The use of level vocabulary is not appropriated. Many mistakes in the use of verb tenses, nouns, plural, articles, etc.	The use an inappropriate level vocabulary, mistakes in verb tenses, nouns, plural, articles, etc.
<b>Confidence</b>	Use natural, relax body language to emphasize ideas.	Use natural relax body and feel comfortable speaking English.	Students feel a little nervous at the beginning and sometimes during their speaking.	Students feel shy and nervous. They present difficult to keep eye contact.	Students feel shy, do not keep eye contact to emphasize ideas.
<b>Fluency</b>	Use appropriate speaking speed	Use appropriate speaking speed	The speaking speed is good but it	The speaking speed is not appropriated	The speaking speed is low according to their level.

	according to their level.	according to their level with few interruptions.	needs to be improved.	according to their level.	
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**Annexe 4**

**Post-test**



**DIRECCIÓN DE POSGRADO**

**MASTERS DEGREE IN APPLIED LINGUISTICS TO TEACHING  
ENGLISH AS A FOREIGN LANGUAGE**

**Student's name:**

**Date:**

**Class:**

**Instructions:** Look at the following picture and describe three activities. First read and complete the exercise, you will have 15 minutes. Then, describe some activities orally.



## Annexe 5

Authorization to apply ECRIF



**OFSUBD-2021HVG-N.047**

Quito DM, 19 de marzo de 2021

Lic.

Amparo Nohemí Amaya Noguera

MAESTRANTE UTC-Posgrado

De mis consideraciones. -


Distinguida maestra:

Expreso a usted un saludo cordial, a la vez que me permito augurarle los mejores éxitos en su labor docente y académica.

Para nosotros constituye un verdadero honor el que nos haya tomado en cuenta para el desarrollo de sus actividades formativas como estudiante de posgrado en "Maestría en Lingüística Aplicada a la Enseñanza del Idioma Inglés" en la ilustre Universidad Técnica de Cotopaxi, por lo que me es muy grato autorizar la aplicación de las mencionadas encuestas a estudiantes y docentes, así como las observaciones áulicas que ha planificado; considero que no hay mejor oportunidad para fortalecer nuestras prácticas educativas, que las observaciones de una docente de alta calidad profesional y personal, por lo que esperamos contar con los resultados del trabajo y sus valiosas recomendaciones.

Agradezco su gentileza y estamos a sus órdenes.

Atentamente,

  
Lic. Onofre Valle Moya  
DIRECTOR (E)



## Annexe 6

### ENCUESTA A DOCENTES DE INGLÉS

Estimado docente,

Con el fin de mejorar la calidad de educación y aportar con soluciones solicito unos minutos de su valioso tiempo para llenar esta encuesta. Responda con honestidad, la información es confidencial.

	Siempre	A veces	Con frecuencia	Nunca
¿Considera importante desarrollar en sus estudiantes la destreza de hablar en su clase de inglés?				
¿En sus clases, dedica tiempo suficiente a actividades que les permitan a los alumnos desarrollar la habilidad de hablar (speaking)?				
¿En su criterio, considera que sus alumnos tienen dificultad para comunicarse oralmente en inglés?				
¿Considera importante enseñar gramática con el fin de lograr fluidez al hablar inglés?				
¿Considera usted que las actividades propuestas en el currículo nacional promueven el speaking en los alumnos?				
¿Interactúan sus alumnos cuando se les asigna actividades de hablar?				
¿Ha recibido capacitación en los dos últimos años acerca de metodologías de enseñanza del idioma inglés?				
¿Conoce acerca de la metodología ECRIF para la enseñanza de inglés?				
¿Considera que la aplicación de nuevas metodologías es importante para mejorar el speaking?				

¿Estaría dispuesto a aplicar nuevas metodologías en su clase?				
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### ENCUESTA A ALUMNOS

Estimados alumnos,

Con el fin de mejorar la calidad de educación y aportar con soluciones solicito unos minutos de su valioso tiempo para llenar esta encuesta. Responda con honestidad, la información es confidencial.

	Siempre	A veces	Rara vez	Nunca
¿Le gusta participar cuando hay que hablar en las clases de inglés?				
¿El docente, comparte material audiovisual en sus clases?				
¿Lo más difícil de aprender inglés es cuando tiene que hablar?				
¿Se siente motivado para participar en concursos de canciones o dramatizaciones en inglés?				
¿Realiza preguntas simples en inglés en clase?				
¿Hace uso del inglés fuera de clases?				
¿Le gustaría que en las clases de inglés pueda hablar más mediante canciones, diálogos, dramatizaciones, etc.?				

## Annexe 7

### RESULTS OF DIAGNOSTIC TEST

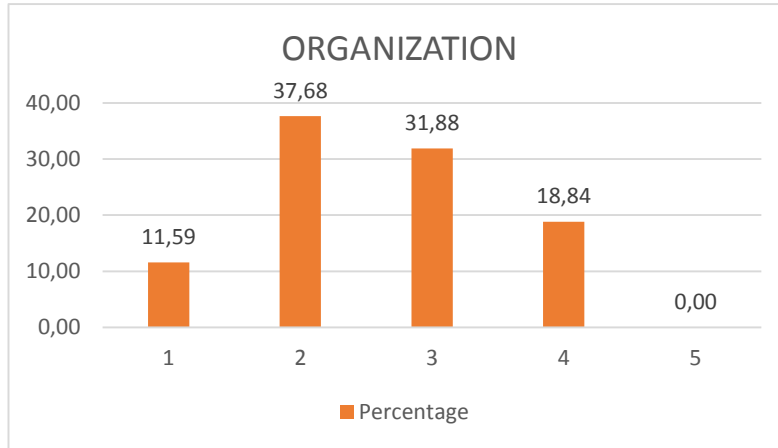
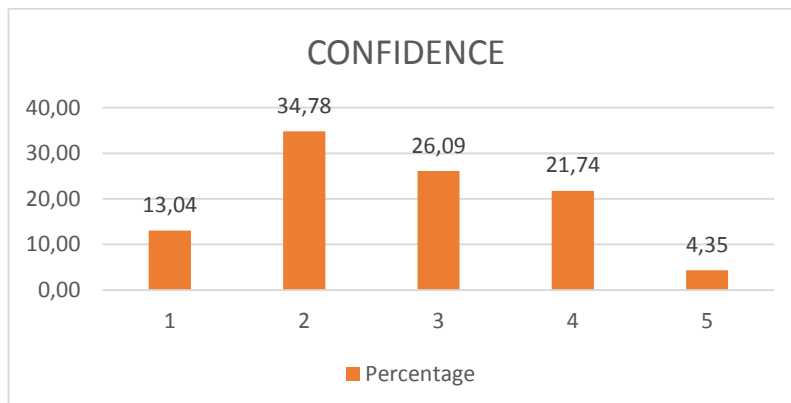
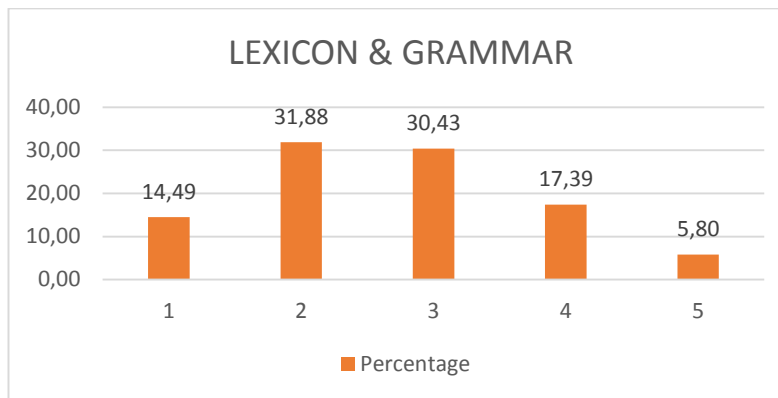
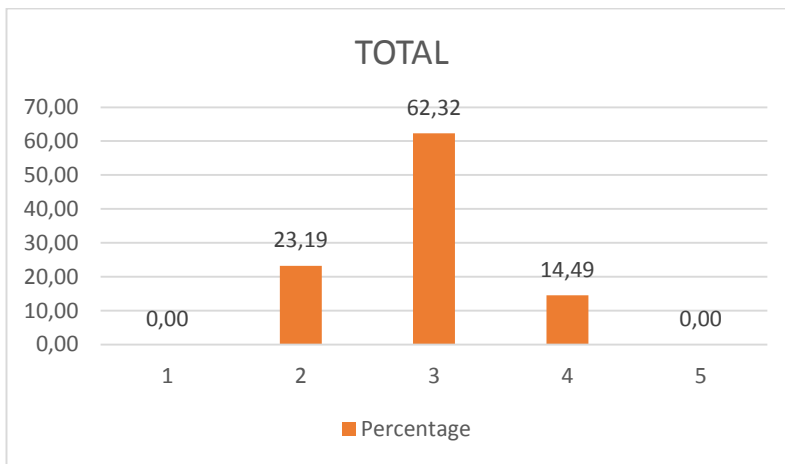
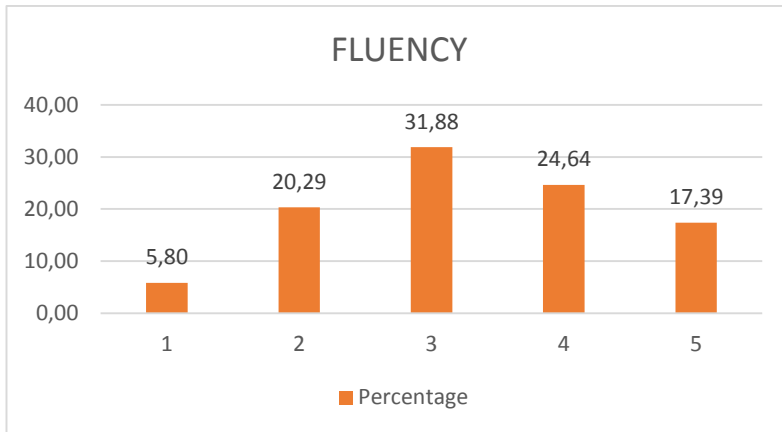
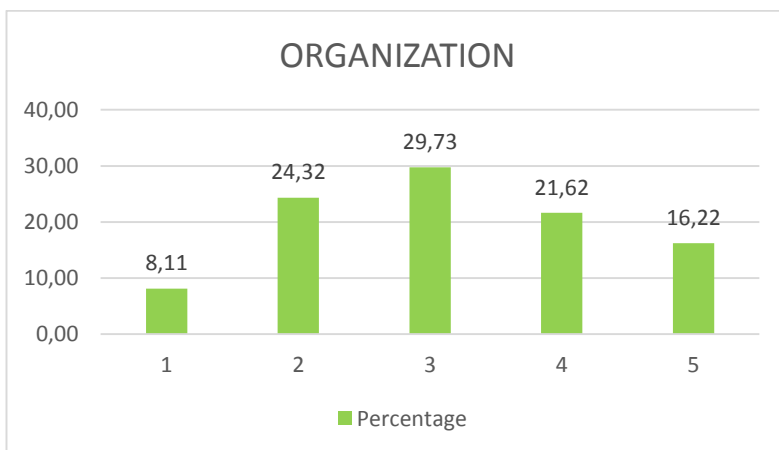


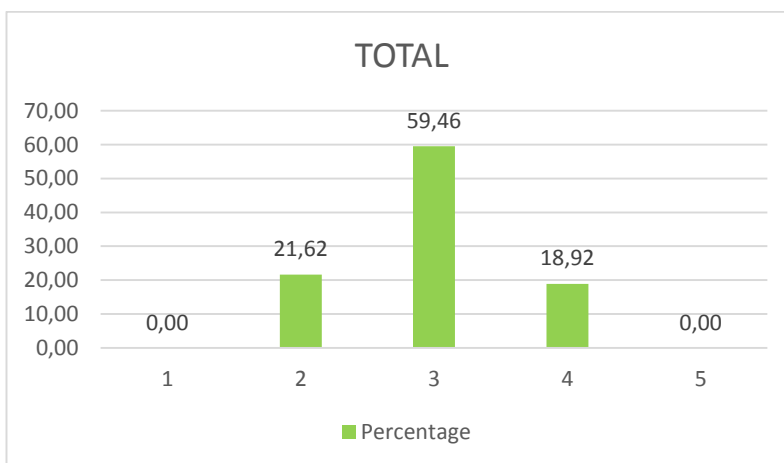
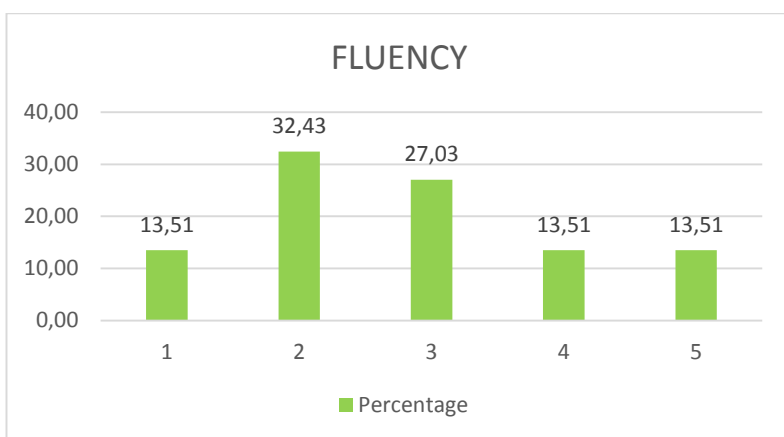
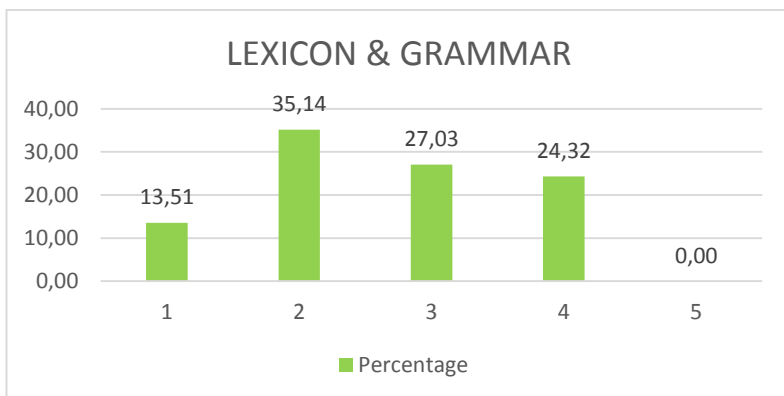
Figure 3



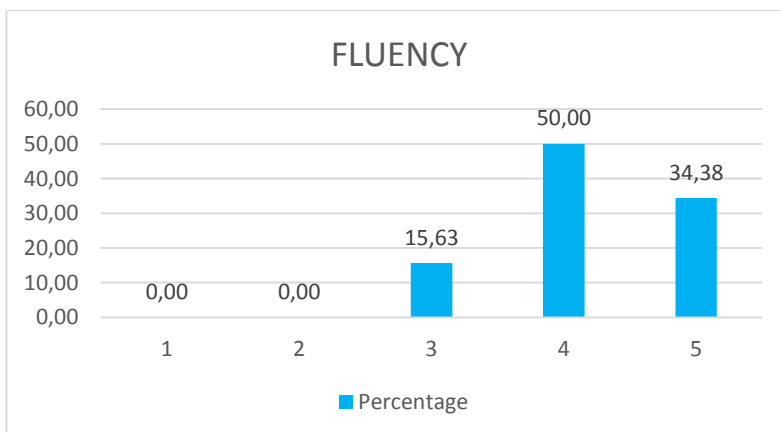
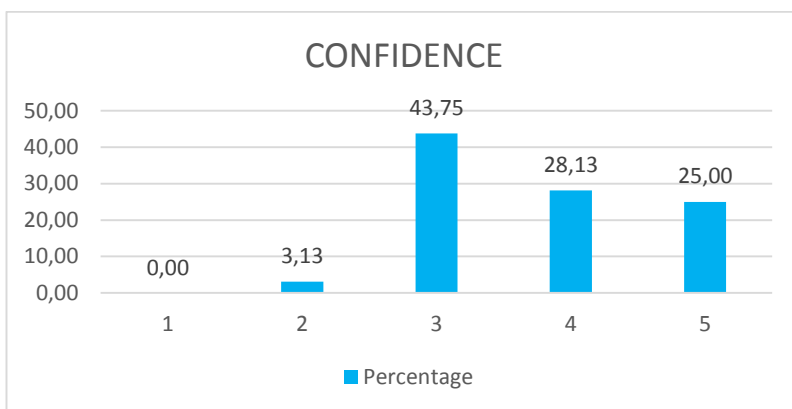
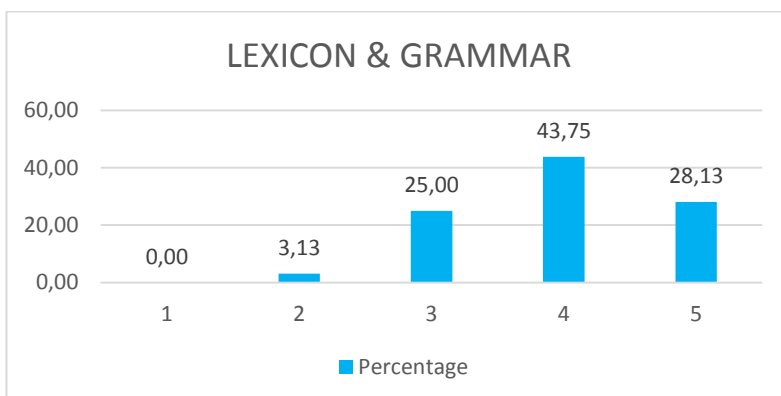
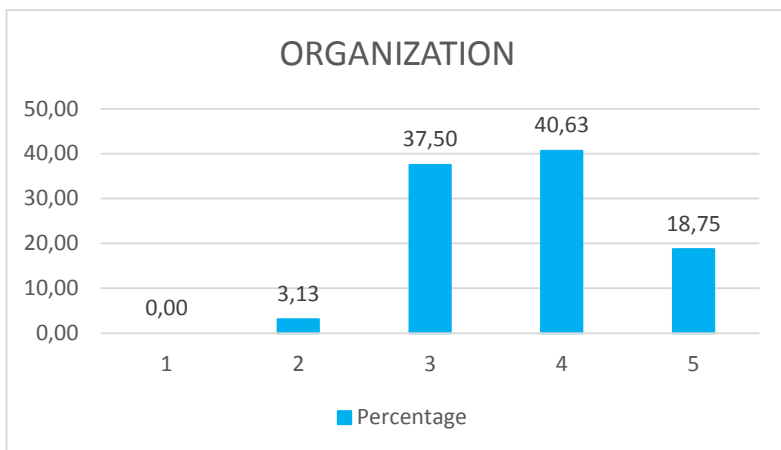


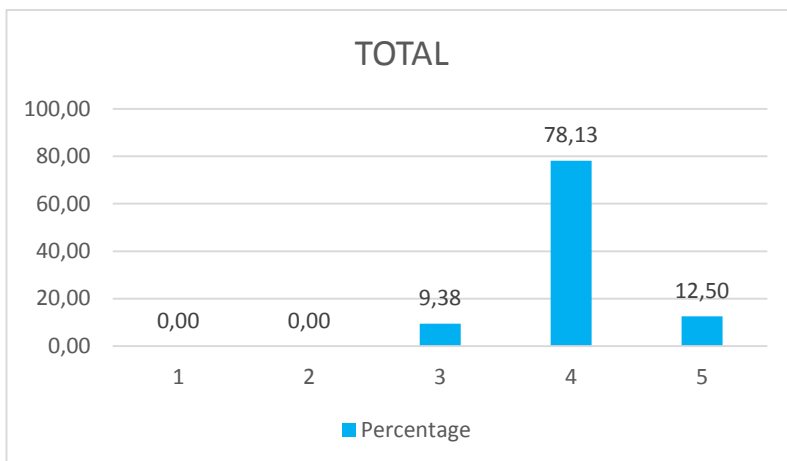
## FINAL RESULTS WITHOUT ECRIF



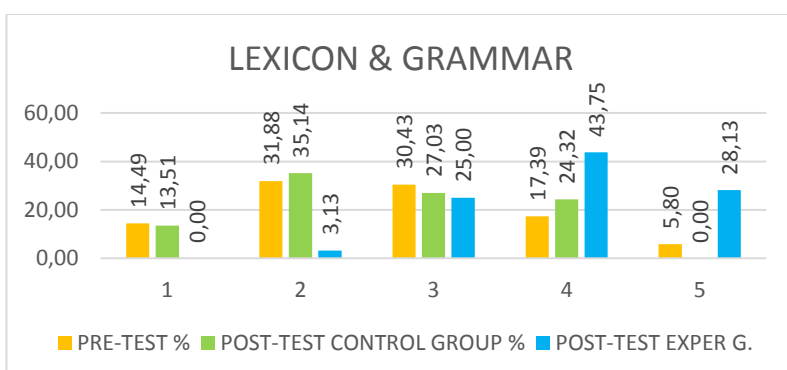
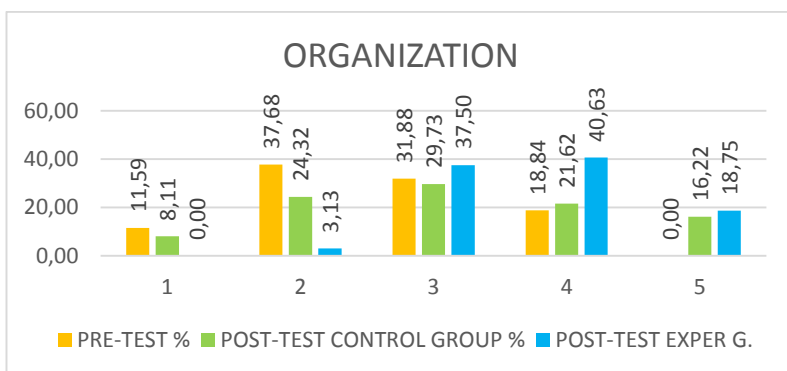


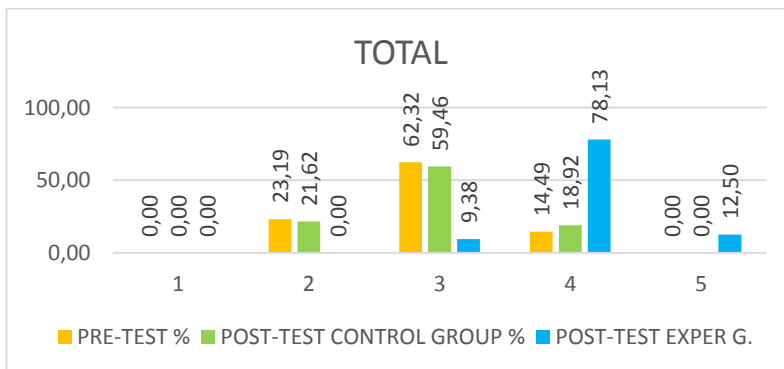
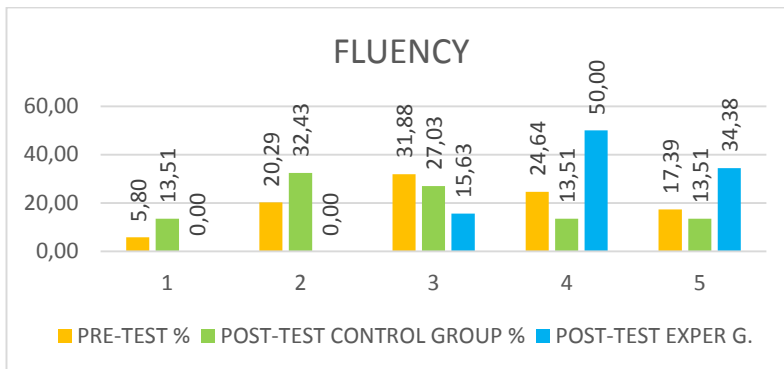
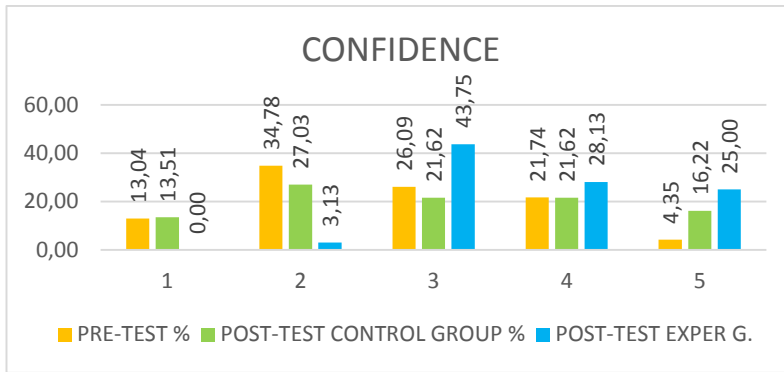
**FINAL RESULTS AFTER APPLYING ECRIF**





## COMPARISSON





## Annexe 8

### EXPERTS VALIDATION

#### TECHNICAL UNIVERSITY OF COTOPAXI

#### GRADUATE DEPARTMENT

Master's degree in Applied Linguistics to  
Teaching English as a Foreign Language

#### PROPOSAL VALIDATION

1. **Research proposal data: ECRIF, AN INNOVATIVE  
METHODOLOGY FOR SPEAKING**

2. **Author: Amparo Nohemí Amaya Noguera**

**Topic: ECRIF framework for speaking development in EFL at  
Humberto Vacas Gómez school in the year 2020-2021**

**Objective:** To apply the ECRIF framework with the students from the elementary school at Humberto Vacas Gómez to develop speaking skill and communicate in English as a second language.

3. **Evaluator's information**

Evaluator's name:	MERCY ELIZABETH NOGUERA ARCOS
ID number:	1002673687
Academic degree:	MAGISTER EN LINGUISTICA APLICADA A LA ENSEÑANZA BILINGUE ESPAÑOL-INGLES
Senescyt registration number	1027-2016-1755980
Current job:	ENGLISH TEACHER AT THE PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR SEDE IBARRA
Phone number:	0997721811
e-mail:	<a href="mailto:menoguera1@pucesi.edu.ec">menoguera1@pucesi.edu.ec</a>

## Evaluation

Place an X on the square.

Criteria	Excellent	Good	Terrible
a) The teaching material constitutes a valid, current and relevant contribution related to the field.	X		
b) The teaching material is the result of an advanced research process; its content is the product of a complete conceptual development and critical contrast with other related researches.	X		
c) It is properly structured and argued (statement of the problem, methodology and results) in relation to the topic.	X		
d) The originality of the contributions and reflections of the author give added value to the proposal.	X		
e) The references are relevant and up-to-date.		x	
f) The research topic is appropriate.	X		
g) The proposal has the expected qualities for the level of training (appropriate language, vocabulary, spelling, etc.)	X		
h) The graphic illustrations that are in the dissertation (all kind of images and tables) are relevant, they clarify and provide significance.	X		
i) The dissertation embraces a clear and precise introduction on the objectives and issues along dissertation.	X		
j) The length of the dissertation is appropriate depending on the complexity of the topic, the objectives and the readers.	X		
k) The dissertation provides contributions regarding methodological proposals, approach, and conceptualization.	X		
l) The objectives in the introduction are met, so that there is harmony between objectives and results.	X		

**Comment on the following statements, please.**

<p><b>1. TEMPORALITY:</b> Is the proposal the result of an advanced research process, which means that it shows a methodological structure (problem, methodology and application)?</p>
<p>This proposal offers a tangible solution to the problem that exists in the classrooms, the output profile of students in Ecuador demands more investigation. This proposal has been well researched and easy to understand its application.</p>
<p><b>2. CONTENT:</b> The content of the proposal is structured and written in an appropriate way to be understood and discussed by the educational community, and researchers?</p>
<p>The content has been well researched and easy to understand for its application. Each stage is explained and contains practical examples.</p>
<p><b>3. SELECTIVITY:</b> Can this proposal be considered a valid and significant contribution related to the field?</p>
<p>Certainly, ECRIF is a valid and significant contribution in the teaching English Foreign Language. It will contribute to develop speaking skill.</p>

**4. Impact.** What is the impact of this research? (Place an X on the square)

Local	x
Regional	
Nacional	
Internacional	

**5. General comments and recommendations for the Author.**

ECRIF is a methodology that should be socialized and applied in the different levels, most of the teachers did not about it, I suggest this topic should be shared with other institutions.

A handwritten signature in blue ink, appearing to be 'J. J. J. J. J.', written in a cursive style.

**Evaluator's signature**

**ID: 1002673687**

**TECHNICAL UNIVERSITY OF COTOPAXI**

**GRADUATE DEPARTMENT**

**Master's degree in Applied Linguistics to  
Teaching English as a Foreign Language**

**PROPOSAL VALIDATION**

**1. Research proposal data: ECRIF, AN INNOVATIVE METHODOLOGY FOR  
SPEAKING**

**2. Author: Amparo Nohemí Amaya Noguera**

**Topic: ECRIF framework for speaking development in EFL of 4<sup>th</sup> EGB at  
Humberto Vacas Gómez school.**

**Objetive:** To apply the ECRIF framework with the students from the elementary  
school at Humberto Vacas Gómez to develop speaking skill and communicate in  
English as a second language.

**3. Evaluator's information**

Evaluator's name:	EDGAR OSWALDO MAYO FONSECA
ID number:	0501659874
Academic degree:	LICENCIADO EN CIENCIAS DE LA EDUCACIÓN PROFESOR DE ENSEÑANZA MEDIA EN LA ESPECIALIZACIÓN DE IDIOMAS INGLÉS Y FRANCÉS
Senescyt registration number	1005-06-657576
Current job:	ENGLISH TEACHER AT MARQUEZA DE SOLANDA SCHOOL - QUITO
Phone number:	0992926240
e-mail:	<a href="mailto:edgarmf.humberto2016@outlook.com">edgarmf.humberto2016@outlook.com</a>



### Evaluation

Place an X on the square.

Criteria	Excellent	Good	Terrible
a) The teaching material constitutes a valid, current and relevant contribution related to the field.	x		
b) The teaching material is the result of an advanced research process; its content is the product of a complete conceptual development and critical contrast with other related researches.	x		
c) It is properly structured and argued (statement of the problem, methodology and results) in relation to the topic.	x		
d) The originality of the contributions and reflections of the author give added value to the proposal.	x		
e) The references are relevant and up-to-date.	x		
f) The research topic is appropriate.	x		
g) The proposal has the expected qualities for the level of training (appropriate language, vocabulary, spelling, etc.)	x		
h) The graphic illustrations that are in the dissertation (all kind of images and tables) are relevant, they clarify and provide significance.	x		
i) The dissertation embraces a clear and precise introduction on the objectives and issues along dissertation.	x		
j) The length of the dissertation is appropriate depending on the complexity of the topic, the objectives and the readers.	x		
k) The dissertation provides contributions regarding methodological proposals, approach, and conceptualization.		x	
l) The objectives in the introduction are met, so that there is harmony between objectives and results.	x		



Comment on the following statements, please.

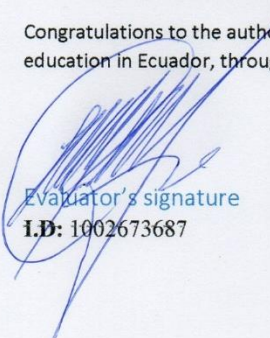
<p><b>1. TEMPORALITY:</b> Is the proposal the result of an advanced research process, which means that it shows a methodological structure (problem, methodology and application)?</p>
<p>The problem, methodology and application are well developed. This research is interesting and have theoretical fundaments.</p>
<p><b>2. CONTENT:</b> The content of the proposal is structured and written in an appropriate way to be understood and discussed by the educational community, and researchers?</p>
<p>The writing is appropriated and understandable, the proposal is a guide and the teachers have the opportunity to contribute with our own activities.</p>
<p><b>3. SELECTIVITY:</b> Can this proposal be considered a valid and significant contribution related to the field?</p>
<p>The contribution of this proposal is significant and valid to apply in the classroom, the results presented after using ECRIF are relevant.</p>

**4. Impact.** What is the impact of this research? (Place an X on the square)

Local	<input checked="" type="checkbox"/>
Regional	<input type="checkbox"/>
Nacional	<input type="checkbox"/>
Internacional	<input type="checkbox"/>

**5. General comments and recommendations for the Author.**

Congratulations to the author and the Universidad Técnica de Cotopaxi, for the contribution to the education in Ecuador, through these master programs. Thanks.

  
Evaluator's signature

**I.D:** 1002673687

## Annexe 9

### Users' evaluation

**TECHNICAL UNIVERSITY OF COTOPAXI**  
**GRADUATE DEPARTMENT**

**Master's degree in Applied Linguistics to**  
**Teaching English as a Foreign Language**

**USERS' VALIDATION**

**4. Research proposal data: ECRIF, AN INNOVATIVE METHODOLOGY FOR SPEAKING**

**5. Author:** Amparo Nohemí Amaya Noguera

**Topic:** ECRIF framework for speaking development in EFL at Humberto Vacas Gómez school in the year 2020-2021

**Objective:** To apply the ECRIF framework with the students from the elementary school at Humberto Vacas Gómez to develop speaking skill and communicate in English as a second language.

**6. Evaluator's information**

Evaluator's name:	Leonel Chamba
ID number:	1714913835
Academic degree:	Licenciado en Ciencias de la Educación mención Inglés.
Current job:	English Coordinator at Humberto Vacas Gómez School
Phone number:	0995234780
e-mail:	<a href="mailto:lchamba@hotmail.com">lchamba@hotmail.com</a>

## Evaluation

Place an X on the square.

<b>Criterion</b>	<b>Excelente</b>	<b>Aceptable</b>	<b>Deficiente</b>
<b>a)</b> The teaching material constitutes a valid, current and relevant contribution related to the field.	<b>X</b>		
<b>b)</b> The teaching material is the result of an advanced research process; its content is the product of a complete conceptual development and critical contrast with other related researches.	<b>X</b>		
<b>c)</b> The originality of the contributions and reflections of the author give added value to the proposal.	<b>X</b>		
<b>d)</b> The proposal has the expected qualities for the level of training (appropriate language, vocabulary, spelling, etc.)	<b>X</b>		
<b>e)</b> The graphic illustrations that are in the dissertation (all kind of images and tables) are relevant, they clarify and provide significance.	<b>X</b>		
<b>f)</b> The objectives in the proposal are met, so that there is harmony between objectives and results.	<b>X</b>		
<b>g)</b> The proposal is substantial with well-structured reflections and ideas.	<b>X</b>		

**Please, write a comment.**

**6. The content of the proposal is structured and written in an appropriate way to be understood and discussed by the educational community, and researchers?**

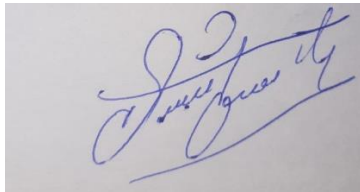
Yes, all of the content is written in an appropriate way and it was discussed in the school with the English teachers in our area meetings. A way has been opened to continue working.

7. Impact. What is the impact of this proposal? (Place an X on the square)

Local	x
Regional	
Nacional	
Internacional	

8. General comments and recommendations for the Author.

It is a totally new method; we consider it will improve the speaking skill in our students. The stages are very clear and as the coordinator of the English area at Humberto Vacas Gómez school, express my acknowledgment to Lic. Amparito Amaya and to the Technical of Cotopaxi University.



**Lic. Edgar Mayo**

**I.D 1714913835**

## Annexe 10

### ENCUESTA PARA LA VALIDACIÓN DE USUARIOS

<b>CRITERIO</b>	<b>EXCELENTE</b>	<b>BUENO</b>	<b>MALO</b>
¿Considera usted que ha habido una mejora en la destreza de hablar luego de la aplicación del método ECRIF?			
¿Se evidenció que las clases son más dinámicas y participativas?			
¿Considera este método recomendable para ser aplicado en otras instituciones educativas?			
¿Se adapta la metodología a las necesidades educativas de sus estudiantes?			

## Escuela Fiscal "HUMBERTO VACAS GÓMEZ"

"CRECER Y APRENDER CON HUMILDAD, SOLIDARIDAD Y RESPETO, NO PARA SER MEJORES

SINO EXTRAORDINARIOS".

Riacho Tuñuma del Cantón C-15-13 y Aseo Urbana Aguirre, Quito-Ecuador

Tel: 098231 - Correo: 1304044@epsc.gov.ec

JORNADA MATUTINA-VCSPCRINA

2020-2021



CERT-SUBD-2021HVG-N.0023

Quito DM, 25 de marzo de 2021

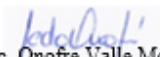
### CERTIFICACIÓN

A quien interese:

A petición verbal de la Lic. AMPARO NOHEMÍ AMAYA NOGUERA, con CI. 1714892229, profesional que hace su Posgrado en "Maestría en Lingüística Aplicada a la Enseñanza del Idioma Inglés" en la ilustre Universidad Técnica de Cotopaxi, se extiende la presente CERTIFICACIÓN, ya que ha contribuido de forma positiva en el proceso educativo de nuestros niños, mediante la implementación de la metodología ECRIF; la experiencia para los estudiantes y docentes del área de inglés fue enriquecedora y de alta calidad.

Autorizo a la interesada hacer uso del presente CERTIFICADO, de acuerdo a sus requerimientos.

Atentamente,

  
Lic. Onofre Valle Moya  
DIRECTOR (E)

