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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS

TEMA: "**THE EFFECT OF ECRIF FRAMEWORK ON THE DEVELOPMENT OF SPEAKING SKILL ON STUDENTS.**"

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Gabriela

DEDICATORY

This work is dedicated to God who is the owner of my life and gives me all wisdom to conduct this research. Moreover, to my parents who have seen in me a person able to overcome any obstacle if I work constantly, who put in me the seeds of respect and responsibility values which have been the basis of my success. Finally, I dedicate to a very special person, my husband Antonio, who has been my support in the difficult and gray days; someone who always cheers my mood up and trusts strongly on my abilities, effort and perseverance.

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THEME:

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ABSTRACT

The present research aims to analyze how ECRIF Framework facilitates the planning of activities to develop the speaking skill. To accomplish the purpose of the study, the researcher took a sample of 32 students, 18 males and 14 females aged 12 to 14 from Eight, Ninth and Tenth Year of Basic Education from Unidad Educativa "Gabriel Urbina". The researcher used a non-experimental design and a document analysis technique to conduct the study and considering the COVID-19 pandemic situation. Furthermore, ten consecutive sessions were necessary to collect data which were conducted through the Zoom App and WhatsApp. The researcher used a pretest and posttest to collect data which were designed using Prezi and were taken online using a speaking rubric. This rubric was based on three criteria: grammar and vocabulary, fluency and interactive communication. Moreover, the SPSS software, Wilcoxon test and Shapiro-Wilk test were used to analyze the data and validate the hypothesis. The obtained results showed that ECRIF Framework certainly facilitates the planning of activities to develop the speaking skill among teenagers in view of the fact each stage offers clues and enough practice to speak with accuracy and spontaneity. As a conclusion, the researcher found out that students demonstrated a low speaking proficiency level in the pretest,

English teachers do not use any type of planning design to develop the speaking skill instead they applied alternative teaching media to fulfill their class. Moreover, the activities based on ECRIF framework needs to be thoughtful chosen by teachers in order to achieve the final objective. In light of these conclusions, the researcher recommended to apply a planning design that focuses on the speaking skill, use the stages of ECRIF Framework because it facilitates the planning of activities which go from teacher-controlled to spontaneous student-initiated activities and consider the list of activities based on ECRIF Framework to design the planning for a speaking skill lesson.

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RESUMEN EJECUTIVO

La presente investigación tiene como objetivo analizar como la estructura ECRIF facilita la planificación de actividades para desarrollar la destreza hablada. Para alcanzar este objetivo, se tomó una muestra de 32 estudiantes, 18 varones y 14 mujeres de edades entre 12 a 14 años del Octavo, Noveno y Décimo Año de Educación Básica de la Unidad Educativa Gabriel Urbina. Además, se utilizó el diseño no-experimental y la investigación bibliográfica considerando la naturaleza del estudio y la pandemia del Covid-19 para llevar a cabo esta investigación. De igual forma, diez sesiones consecutivas fueron necesarias para la recolección de la información las cuales fueron dictadas a través de las aplicaciones Zoom y WhatsApp. La investigadora diseñó una pre prueba y una post prueba en el programa Prezi y fueron tomadas en línea usando una rúbrica de evaluación. La rúbrica se basó en tres criterios: gramática y vocabulario, fluidez e interacción comunicativa. Además, se utilizó el software SPSS, el test de Wilcoxon y el test Shapiro-Wilk para el análisis de los datos y la validación de la hipótesis. Al final del estudio se

demostró que, la estructura ECRIF ciertamente facilita la planificación de actividades para el desarrollo de la destreza hablada en los adolescentes ya que brinda un apoyo al estudiante para que hable con precisión y espontaneidad. Como conclusión, la investigadora descubrió que los estudiantes demostraron un bajo nivel de dominio de la destreza hablada, los profesores de inglés no utilizan ningún tipo de planificación para desarrollar la destreza hablada en su lugar utilizan medios de enseñanza alternativa. Además, los docentes deben escoger cuidadosamente las actividades basadas en el modelo ECRIF para alcanzar el objetivo planteado. Basado en estas conclusiones, la autora recomienda utilizar un diseño de planificación que se enfoque en la destreza hablada, emplear las etapas del modelo ECRIF ya que facilita la planificación de actividades las cuales van desde actividades controladas por el profesor hasta actividades iniciadas espontáneamente por los estudiantes y considerar la lista de actividades basadas en ECRIF para la planificación de una lección hablada.

Descriptores: actividades, desarrollo, destreza hablada, diseño, ECRIF, efecto, estructura, etapas, jóvenes, planificación

CHAPTER I

THE RESEARCH PROBLEM

1.1. Introduction

The current research explores the effect of ECRIF Framework on the development of the speaking skill with the idea of benefiting students from Unidad Educativa Gabriel Urbina. ECRIF offers the opportunity to deal with the problem without affecting the students´ reality by presenting a new planning design to practice the speaking skill in the classroom. In order to analyze how ECRIF Framework facilitates the planning of activities to develop the speaking skill, a non-experimental and bibliographic research was used. Due to the institution is small, only the experimental group was considered whose students shared the same characteristics regarding content, curriculum objectives, and interests. First of all, a round table discussion (annex 3) was conducted by the researcher to get information about the problem and justification. The literature review of this research also contributed significatively to analyze the background of the two variables with the support of various international authors expert on the field. Moreover, a pretest and posttest were used to collect data which along a SPSS software the researcher came up with the final results.

1.2. Justification

This research was conducted at Unidad Educativa "Gabriel Urbina", which is located in a rural area in Emilio Maria Terán, Pillaro. Students are surrounded by entrepreneurship and the development of tourism. Most students have parents who are owners of these businesses and constantly are implementing new ideas to receive people from around the world. They have much interest in growing up economically through tourism in their community. Even most students have the goal of creating their own business and transforming their parish as a well-known place. (annex 9). Therefore, being proficient at

speaking English becomes a great advantage for them who will be the main **beneficiaries** of this study.

This research is **important** to develop mainly the learners´ speaking skills that when needed for interaction with the international community, they will not be in a disadvantage inasmuch as "speaking is considered as the most essential skill when learning a foreign language since it is the basic ability for communication" (Alzahrani, 2019, p.49). Moreover, students always show a positive attitude toward learning English when practicing the speaking skill. They are active learners who like to work cooperatively. Despite these advantages, the few-hour English classes they receive and the many hours spent doing extracurricular activities are the main obstacles to practice the speaking skill in the classroom. Being this part of their reality, the teacher found it very hard to apply a method that fits the English curriculum, the students´ needs and the context where they live. ECRIF offers the opportunity to deal without affecting this reality considering it presents a **new** and **original** planning design that focuses on the speaking skill.

Finally, this research will cause an **impact** on the group of students in view of the fact they are surrounded by a context where English can be an advantage to develop their community and improve their own and their family socio economic situation.

1.3. Objectives

1.3.1. General
To analyze how ECRIF Framework facilitates the planning of activities to develop the speaking skill.

1.3.2. Specific
- To diagnose the students´ English speaking proficiency level.
- To explore the type of planning design that teachers use to develop the speaking skill.
- To list activities based on the ECRIF framework to teach the speaking skill.

CHAPTER II

RESEARCH BACKGROUND

"Complexity creates confusion, simplicity focus"- Edward de Bono

This research project has its support on the basis of various authors of scientific papers and online books who contributed with the understanding of the two variables. Several articles of significant importance were taken from various resources like google scholar, University repositories and digital books which contain solid arguments that support this research.

2.1. ECRIF Framework studies

To begin with, Khalaf (2016) affirmed that ECRIF allowed learners to experiment with the content by themselves becoming more autonomous and independent. An experimental design was used to conduct this study. The researcher took a sample of 24 students and 1 teacher of the English Department at Al-Azhar University in Gaza. The teacher was enrolled in the experiment under the supervision of expert trainers while the students were involved in lessons based on the stages of ECRIF Framework. The instruments to collect data were a pre-test, post-test and an observation check-list. Before the implementation of ECRIF, the students were measured their English level through a pre-test. Consequently, the researcher observed all lessons conducted by the teacher and checked the aspects that were considered important using an observation check-list. The findings showed that the learners´ speaking skills improved when using ECRIF Framework in the classroom. In view of the fact that, the students worked under a learner-centered approach where they were able to interact with other classmates, manage activities and materials by their own, focus on target language, and move toward objectives.

Furthermore, a study in a Palestinian school conducted by Mezied (2017) showed positive results toward ECRIF. The aim of this study was to determine the effectiveness of using ECRIF and PDP (Pre, During and Post reading skill) strategies to teach vocabulary and improve memory retention. The researcher used an experimental approach divided in the following way: 41 students were instructed under ECRIF strategies, 42 students under PDP strategies and 42 students were instructed under the traditional methodology during the second term of the school year. A pre-test, post-test, delayed vocabulary test and a content analysis card were the instruments to collect data. At the end of the study, the researcher found out that there is a significant difference in vocabulary achievement in favor of ECRIF strategy at ($\alpha \leq 0.05$) rather than PDP and traditional methodology. Finally, the researcher recommended implementing ECRIF in teaching English language and using it along with other English skills and subskills.

Moreover, Bouzid (2017) suggested ECRIF as a model to reflect on the teaching practices and promote professional development. The aim of this study was to explore ways in which Moraccan English language teachers can boost their reflective practice through the ECRIF model. The model suggested teachers to engage actively into discussing platforms and sharing experiences where teachers work to solve specific problems identified in the classroom. As well, the study advocates the use of a lesson planning design that facilitates the reflective practice model. This study demonstrated that ECRIF is the most suitable framework that facilitates teachers´ role as reflective practitioners because of the active systematic reflection it persuades in order to look for solutions, collect concrete evidence for success or failure of the lesson and allow a circular process in which reflection never stops. Finally, the researcher suggested testing the model on practical grounds to measure the extent to which teachers are ready to incorporate in their teaching practices.

Subsequently, in the article of the Arab World English Journal, AlSaleem (2018) supported and described that Arab students had difficulties learning English vocabulary, presenting short attention spans and the traditional techniques did not attract them. As a solution, the researcher applied the ECRIF model where a group of 225 students were chosen. The researcher divided this group into 2 classes: 125 students where ECRIF

strategy (experiential group) was applied and 100 students (control group) where the traditional strategy was applied. Also, a pre-test, post-test, vocabulary test and an analysis card were used to collect data. The researcher concluded that there were statistically important differences at ($\alpha \leq 0.05$) in the   whole mean grade in vocabulary accomplishment between experimental and the control groups in the post & delayed test in favor of ECRIF strategy.

Similarly, Tamrabet (2018) determined that ECRIF enhances students´ intercultural communicative competence. In this way, a quasi-experimental method was applied during the research. In the study, 60 students were taken randomly and divided in two groups: the control group and the experimental group. The experimental group was taught under the ECRIF model for a total of eight sessions and using the oral module. The experimental group was taught using the stages of the ECRIF model while the control group was imparted classes with the traditional lecturing approach using the same contents of the module. The SPPS (Statistical Package for the Social Science) method along the independent Sample t-test and the paired sample t-test were used to analyze data. Furthermore, a pre-test was used one week before the treatment and a post-test four weeks later to collect information. The researcher came to the conclusion that the improvement of the control group was caused only by chance, whereas the experimental group is due to the effectiveness of the independent variable. That is to say, learners need to practice the target language instructions to be aware of either the differences or the similarities between one's own culture and the new culture and the ECRIF model is particularly useful for these contexts.

Eventually, Paredes (2019) compared two methods for teaching productive skills of the English Language: one of them ECRIF Framework. The aim of the study was to determine which of the two teaching methods was most appropriate for students to develop the English speaking skill. The researcher used a descriptive method to analyze the phenomenon of the study. The methods applied were the traditional method which was based on traditional strategies where the teacher was the center of the lesson, and the method called ECRIF (Encounter, Clarify, Remember, Internalize and Fluency) which

emphasized on the process of speaking and where students were the center of the lesson. An observation sheet was used to collect data and compare the two teaching methods. At the end of the study, the researcher concluded that ECRIF was the most appropriate method for students in view of the fact that it motivated students during the lesson, the students showed a lot of participation and managed to achieve the speaking objective of using English with confidence and spontaneity.

Afterwards, Baque and Paredes (2020) stated that ECRIF was an innovative teaching method that developed the English speaking skill. To corroborate with this statement, the researchers used a sample of 26 students among 18 to 35 years old who studied Gastronomy at Instituto Superior Tecnológico Calazacón in Santo Domingo de los Tsáchilas in Ecuador. The researchers used a variety of methods to collect data: a mix-method to analyze qualitative and quantitative information; a descriptive-explanatory research to explain the students´ speaking skill level and a non-experimental design to measure the variables and determine the causes that prevents students to develop the speaking skill. The techniques to collect data were the following: a student´s survey to analyze the factors students faced when using the speaking skill and a teacher´s survey to compare the students and teachers´ perspective toward the speaking skill teaching-learning practice; an observation sheet and a rubric to place students according to the speaking level and a lesson plan based on ECRIF to achieve the objective of the study. At the end, the researchers came to the conclusions that despite there were some factors that did not allow students to develop the speaking skill such as: lack of interest, low confidence and little use of English. Then, ECRIF provided the confidence students need being a more practical and dynamic method. Moreover, applying ECRIF in the classroom teachers played a different role in view of the fact they monitored the process and guided the activities meanwhile the students were the entire protagonist of their learning. Finally, ECRIF facilitated students to speak with better fluency, rhythm and intonation.

The last article discussed by Eker (2020) described ECRIF as a new taxonomy in foreign language teaching. The aim of the paper was to argue that ECRIF stages used in foreign language teaching showed a taxonomic structure when developing the lesson objectives.

This research employed document analysis technique as part of the qualitative research method to examine ECRIF. Many databases were examined in order to make up conclusions and interpretations. The results stated that ECRIF has a taxonomic structure when developing the lesson plan considering that each stage pursues a hierarchical model where the learning objective is classified into levels of complexity and specificity.

2.2. Speaking skill studies

Not much research has been done regarding the implementation of ECRIF Framework and the development of the speaking skill. However, exploring the type of planning and/or alternative teaching media used by English teachers to develop the speaking skill is essential to contribute the importance of the study. Therefore, a series of scientific papers will be presented to analyze the second variable.

Patiung et al. (2015) applied a descriptive qualitative research to study the learning speaking skills based on the Communicative Approach in which they analyzed three aspects: the role of the teacher, the role of the students and teaching and learning interactions. The researchers directly observed the natural phenomena and the data was collected through observation, recording, interviews and documentation. Later, this data was analyzed through the technique of Data Analysis of Final Model. Research findings showed that teachers´ role was to ask students to report their tasks in groups and to present in front of the class, meanwhile the students´ role was more active by making interview exercises and playing different roles in a dialogue. Regarding the learning and teaching interactions, they were active, creative and meaningful; however, the researcher spent most of the time on presenting the content and listening to the students´ work instead of practicing the tasks with the target language.

Moreover, Mohtar et al. (2015) conducted a case study where they examined a number of factors that enable the pupils to acquire the language. The aims of the paper were to find out the teacher's pedagogical practices and challenges, the pupils´ views toward learning English and to evaluate the activities used to promote the speaking skill. The sample population was one English teacher of a primary class and seven-year- old students, 14

girls and 11 boys. The instruments used in this study were lesson observations, interviews and document analysis. Three observations were conducted in order to record the teacher´s practices and three informal interviews were held with the teacher and few pupils to find out their challenges in the learning and teaching process. The study lasted six weeks, of one hour each one. The findings were that the teacher used three main stages: introduction, engagement activity and practice; however, the teacher did not follow a direct theory or strategy to develop the speaking skill among young learners. Also, students have shown interest in learning English, but the environment outside did not encourage them to use it more often. Finally, the main challenges faced by the teacher were introducing the topic of each lesson, the modules photocopies, and the code switch to L1 to clarify instructions and concepts.

Furthermore, Kusnierek (2015) investigated whether role-play activities contribute to developing students´ speaking skills in the ELT classroom. The participants were sixteen students aged fifteen in Lower Secondary School in Leszno, Poland. The lessons were organized in a way that the first part was used to prepare students for the target activity and the second part where students performed the role-play itself. A questionnaire for the students, an observation sheet for the mentor teacher and the teacher´s observations were the tools used to collect data during the six lessons. The teacher used the following procedure: the engage stage where the teacher explained what to do, the study stage where students read a sample dialogue, and the active stage where students role-play a conversation. As a conclusion, the researcher found out that role-play activities developed students speaking skills due to they found appealing, almost all students were really involved in the exercise, and they liked to work in pairs and groups. However, the researchers recommended not to use this task continuously since students might see it as a little boring and predictable.

Subsequently, a study conducted by Shahini and Riazi (2016) introduced the Philosophy-Based Language Teaching (PBL) as an approach to develop the productive and thinking skills on students. This approach involved students to read a random text and subsequently post two questions (philosophical or no-philosophical) which were

discussed within a community dialogue. The participants of this study were 34 university students who were randomly assigned to two groups. In the experimental group, the students were led into philosophical questions and the control group students were directed by ordinary and non-philosophical questions. The classes were run four days a week (two days for the experimental and two days for control) over one semester. The group under the experiment design outperformed those under the control group on both speaking and writing tasks. The researcher concluded that this new approach indirectly fostered students´ communication skills, raised their logical reasoning, and minimized imitation and memorization which is common into a reductionist educational system.

Eventually, Bustari et al. (2017) suggested the use of podcasts as an alternative teaching media to develop the speaking skills. This research aims at finding out if there is a significant improvement on students´ speaking skill by using Podcasts. The research participants were 30 female students of second-grade senior high school in Indonesia who were picked under a lottery technique to avoid bias. In conducting this research five meetings were organized, including a pre-test and a posttest. The tests were provided in form of oral test were students had to listen to the podcast talk very carefully under a specific topic while they jot down the information as an outline. After, they had five minutes to prepare their speaking and retell the podcast talk one by one. The researchers concluded that podcasts demonstrate positive fruitions on students´ speaking achievement especially in pronunciation and fluency. As recommendation, the authors suggested to implement podcast as appropriate material for teaching the speaking skill.

Additionally, Darmuki et al. (2017) suggested that Cooperative Learning overcame the lack of information, interaction, and critical ideas in oral communication. The researcher employed a mixed method approach to evaluate the model and the instruments used were a questionnaire, interview and speaking test. The research population were students of first semester of Indonesian Language and Literature Department who were randomly sampled. The researcher divided the participants in two groups: the control group was treated by the usual model used at the campus, meanwhile the experimental group was treated under the cooperative model. Also, a t-test was utilized to measure the speaking

test and a Focus Group Discussion (FGD) to determine the strengths and weaknesses of the learning model. The results showed that group work facilitates the students´ speaking skill; however, the ability to remember information easily and use non-language factors are also mandatory to be successful.

Similarly, Marzuki (2017) affirmed that the application of oral report technique developed the speaking skill in a EFL class. The researcher could detect that English teachers only used the materials from the textbook and teachers use the mother tongue to instruct which did not fulfill students´ level and interest in the speaking class. The researcher assumed that it discouraged students and suggested oral reports as a solution. A Classroom Action Research (CAR) with qualitative and quantitative approach was employed for data analysis. This research was conducted collaboratively in three cycles in which the researcher acted as a lecturer while his collaborator acted as an observer. The technique followed the spiral of cycle model consisting of planning of action, implementation of action, observation and analysis and reflection. At the end of the study, the researcher found out that the application of oral reports can develop students´ speaking skill in both approaches: product because students were able to report their ideas in the evaluation phase conducted in Cycle III and in process in view of the fact the lesson plan enabled to provide rehearsal and achieve the learning objective. The researcher also determined that despite the strengths mentioned before, the weakness of employing oral reports technique was the students´ lack of vocabulary which caused unwillingness to speak.

Afterwards, Namaziandost et al. (2018) investigated the impact of gallery walk technique on Iranian pre-intermediate EFL students´ speaking skill. The sample population were 60 homogeneous students from a private language institute who were selected randomly and divided into two equal groups, named as experimental and control group. The researchers started the experiment with a pretest that included several questions related to the learner´s text book and applied it to both groups. After that, only the experimental group received the gallery walk technique and the controlled group continued with the ordinary program. The researchers used a modified version of the pretest as a posttest similar in form, but different on topics at the end of the experiment. Other instruments used by the researchers

are a proficiency test to identify the students who belongs to the pre-intermediate level and a speaking checklist to rate the participant's speech. At the end of the study, the researchers concluded that gallery walked technique upgrade the learners´ speaking skill because learners can be more imaginative, dynamic and speak more naturally due to the informal atmosphere they feel when presenting their works.

Furthermore, Castro and Villafuerte (2019) carried out a research to determine the relationship between teacher´s motivation and the use of role-playing as a teaching strategy for the English production skill. The participants were 45 English language teachers who worked in rural public schools around Manabí province. The researchers used a mixture of qualitative and quantitative research to analyze teacher´s motivation about using role-playing to teach the speaking skill. The instruments used were a focus group guide to collect the participants´ voices about language practice and a Likert questionnaire about teachers´ perceptions toward role-playing contribution on the speaking process. The study´s results concluded that there was significant relationship between teachers´ perceptions and the use of role-playing considering that English teachers both female and male from rural locations in Ecuador were highly motivated to use role-play in secondary schools as a teaching strategy to develop learners´ speaking skill. However, the demand of time and energy required for its planning and execution were the teachers´ concern to apply it in the English language practice.

Moreover, Azlan et al. (2019) aimed to discover the potential use of integrating Instagram features and task-based learning activities to develop speaking skill, and identify the level of pupils´ motivation. Eight pupils from an urban pre-school in Selangor, Malaysia were selected who had to fulfill two characteristics: have low level of English proficiency and not have motivation to learn English. Thereafter, a qualitative study was carried out where videos recording observation and a semi structured oral interview transcription were the methods to collect data. The research was conducted for 14 weeks, which was divided into two cycles of 7 weeks. The participants were asked to practice task-based activities like role-play and jazz chants via Instagram features and send them to their parents and friends. The results found out that incorporating Instagram and task-based learning activities

enhance pupils´ self-confidence to develop their ideas and become fluent English speakers. However, as some parents did not have Instagram accounts it might be a barrier to use it out of classroom learning.

Besides, a study conducted by Hamad et al. (2019) showed the effectiveness of YouTube videos and Listening Audio Tracks Imitation (YATI) as pedagogical tools to improve the learners´ speaking skills. The participants of this study were 48 students of the first semester of major English from the King Khalid University in Saudi Arabia. A qualitative experimental approach was used to conduct this study where the participants were divided in two sections. One section was used as a control group and the other as an experimental group; 24 students in each section. Pres tests and Post tests were used to collect data for both sections, and subsequently an analysis with the SPSS Pearson correlation coefficient revealed that employing YATI as a CALL (Computer-Assisted Language Learning) tool improved the fluency and pronunciation of EFL learners.

Finally, Barrionuevo et al. (2020) conducted a study to determine that integrated task improved the speaking skill. The researchers used a quasi-experimental research with a population of fourteen students of third of bachillerato from Colegio Nacional Chordele. A pretest was taken to know the speaking proficiency of students before the application of the treatment. At the end of the treatment, a post test was applied as well as a questionnaire to know the advantages and disadvantages of the approach. The Integrated tasks were applied under the task-based instruction strategy and they were combined with the receptive and productive skills. The study lasted six classes with periods of two hours where the first hour was used to explain the topics using different input like brainstorming, free conversation, reading or listening to records, and the second hour was used to practice the speaking skill only. The results showed that students got a low level in the speaking skill 29%, meanwhile they got a 64% in the reading skill; which was not expected.

In summary, considerable research literature has been found to explore ECRIF Framework and the speaking skill development. However, very few studies have been conducted regarding ECRIF itself, for that, it was necessary to research the second variable to explore

the type of planning design or alternative teaching media that teachers used to develop the speaking skill in order to understand the subject of study. Thus, by providing empirical descriptions, the present study is expected to contribute to understanding of the relationship between ECRIF Framework and the development of the speaking skill. It is hoped that this research contributes to the teaching practice and proved to Ecuadorian English teachers that staging a lesson may be beneficial for improving the students´ speaking proficiency level.

CHAPTER III

RESEARCH METHODOLOGY

3.1. Location

The present study was conducted at Unidad Educativa Gabriel Urbina, a public rural institution located in Emilio María Terán- Píllaro-Ecuador, belonging to Tungurahua province, at the central part of Ecuador. The institution is located in the middle of the village. It is a small school with classes among 15 to 20 students. There is only one English teacher who dictates classes from second year to 10 year of basic education. This village is characterized by the numbers of entrepreneurs who are always promoting active socioeconomic production in the place. Most people work as farmers and owners of resorts, and restaurants. This place is privileged by attractive nature where people from different places go sightseeing the rivers, lakes, mountains and nature trails.

3.2. Materials and Equipment

At the beginning, other materials and equipment were planned to conduct the study. However, due to the global pandemic Covid -19, the researcher decided to use other media. The Zoom App was used to deliver the lessons where students through an electronic device either a computer or cell phone attended and developed the planned activities. Moreover, the internet and laptop were significant equipment to prepare the activities, conduct the lessons, and measure the variables of the study. Since not all students were able to access these devices, only the ones who had it were taken into account. In addition, it is important to mention that WhatsApp had a significant role to guide the students during the sessions.

Regarding the techniques used with the mere study, a round table discussion technique was used to evaluate the problem through a questionnaire. A pretest and posttest were used to measure the variables. The pretest was delivered on the first day of the experiment, while the posttest was taken on the last day of the experiment to compare the results. Both tests consisted of two parts: the first part where the students interacted with the teacher and the second part where they interacted in pairs using question prompts.

Moreover, the activities used in the eight lesson plans were based on the stages of ECRIF Framework with scientific support each one. For the encounter and clarify stage: YouTube videos were used because they direct students´ attention and scaffold reasoning (Al Jawad, 2020); comparing meanings, produce conscious attention to bits of target language; choose the best response, helps to notice how grammar is used in particular contexts, explore grammatical choices and make meaning (Jones & Lock, 2010). For the remember and internalize stages: the researcher used think-pair-share because these activities allow students work enthusiastically into a cooperative environment while have opportunities to remember and interact in the target language (Raba, 2017); communicative games, in view of the fact students equally practice the vocabulary while the teacher is observing, take more risks and produce the target language in various ways (Dewi et al., 2017); information gap-activities which have connection with the language input and provide at least 6 opportunities to practice the vocabulary (Ortiz, 2019); and questioning which develop critical thinking skills and cooperation among learners (Mustika et al., 2020). For the fluently use stage: 4/3/2 activities which allow learners to control the topic and have time pressure in order to find out information about others (Boers, 2014); discussions, foster critical thinking, make conclusions spontaneously and allow students to express themselves in polite ways; simulations, make students bring items to the class to create a realistic environment while interacting with others (Jabbarova, 2020); and describing, where students use the target language with easiness and spontaneity after having some practice with previous input (Newton & Nation, 2020).

Finally, a speaking rubric was elaborated for the scoring method. The format from the Cambridge English Qualification A2 level was taken as a model for the elaboration of the speaking rubric, but the content was changed to have an adequate criterion for this study. Three parameters assessed the speaking skill: grammar and vocabulary, fluency and interactive communication. The descriptors per each criterion were adapted according to the objectives set up for the Ecuadorian English Curriculum for Basic Education Superior Level. The rubric ranged from 0 to 4 where 0 was the lowest and 4 was the highest. Each descriptor represents a score where 0 means "Needs to improve, 1 means "Regular", 2 means "Good", 3 means "Very good" and 4 means "Excellent". Thus, each descriptor detailed what the student was able to do at each score and summed up a total of 12 points.

3.3. Research method

A document analysis technique and non-experimental research were used to conduct this study. Firstly, a document analysis technique considering that the English teacher under study does not use any type of planning design and it is essential to explore if other English teachers use any type of planning to develop the speaking skill. According to, Bowen (2009) a document analysis is a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning around an assessment topic. Likewise, a non-experimental design was used in view of the fact that the institution has a small number of sample population and for that reason the independent variable could not be manipulated. Thus, the researcher had to measure the variables as they naturally occur and maintain the characteristic of the heterogeneous groups (Price et al., 2017). Finally, a pretest and posttest were used to collect data and analyze the effectiveness of ECRIF Framework to develop the teenagers´ speaking skill.

3.4. Hypothesis - Research Question- Idea to Defend

Null hypothesis (H0)

The use of ECRIF Framework does not facilitate the planning of activities to develop the speaking skill among teenagers.

Alternative hypothesis (H1)

The use of ECRIF Framework does facilitate the planning of activities to develop the speaking skill among teenagers.

Research Question: How does ECRIF Framework facilitate the planning of activities to develop the speaking skill among teenagers?

3.5. Population or Sample

The participants in this study were a total of 32 students who comprised 18 males and 14 females aged 12 to 14. They were students from eight, ninth and tenth years of basic education. It is important to mention that only these students were part of this research due to the fact they had access to the Zoom app. They study at Unidad Educativa Gabriel Urbina and live in different neighborhoods around Emilio María Terán village in Pillaro. They were heterogeneous students (dynamic, quiet, analytic, introverted /extroverted) who have been studying English for about four years. Moreover, the English teacher, who is the researcher of this study is part of the population and her perspective toward the type of planning design is essential to make up the final conclusions.

3.6. Data Collection

At first, data collection was planned to be done face to face; however, due to the global pandemic Covid-19 the researcher had to make some changes to conduct the study. First, the researcher conducted a round table discussion with the students from 8th, 9th and 10th year in the classroom in order to explore the interest and difficulties about the speaking skill. Moreover, the researcher prepared 10 sessions in zoom in order to measure the variables. In the first session, a pretest was applied which consisted in two parts: part number 1 where students had to interact with the teacher and answer basic information about themselves, and part number 2 consisted on creating a simple conversation with a partner using a picture prompt of two selected questions. After that, eight continuous lesson plans were applied based on the ECRIF Framework stages where students interacted individually, in pairs and groups. At the beginning of the lesson, the students

encountered the new vocabulary using activities such as YouTube videos and a simple discussion guided by the teacher for 10 minutes. Then, the students were involved in comparing meanings and choosing the best answer in Quizlet or Kahoot for 10 minutes. Later, the students remembered and internalized the vocabulary learned either in pairs or groups using questioning, think-pair-share, games and/or information gap-activities for about 20 minutes. On the last stage, students freely interacted with the whole class or in groups using either simulations, 4/3/2, or describing activities for about 20 minutes. The last day, the posttest was applied to students which contained the same questions and structure of the pretest. It was taken in pairs and with aid of the Zoom app.

3.7. Data Processing and Analysis

Once the quantitative data was collected, it was analyzed through SPSS (Statistical Package for the Social Sciences), a statistics software to obtain fast and valid results of the data. To validate the hypothesis were used related samples of each criterion in the rubric and the total score. The three evaluation criteria were qualitative data; therefore, "non parametric" test was applied, the Wilcoxon test. Finally, to verify the significant differences between the pretest and the posttest, a Shapiro-Wilk test was necessary to use due to the sample being less than 50 in order to test the normality of the data series and to validate the alternative hypothesis, or reject it and accept the null hypothesis.

3.8. Response Variables or Results

The dependent variable was measured through a pre and posttest which consisted in two parts. Part 1, where the student had to interact with the teacher about basic information and part 2, where the student had to interact with a partner using picture prompts. In addition, a speaking rubric was used to evaluate their development. This rubric consisted of three criteria: Grammar and vocabulary, Fluency, and Interactive Communication and the score ranged from 0 "needs to improve" to 4 "excellent". On the other hand, the independent variable, the ECRIF Framework, was not measured in view of the fact it was a qualitative variable that was implemented through the non-experimental design. Hence, the researcher could notice the relationship among the two variables.

CHAPTER IV

RESULTS AND DISCUSSION

The results obtained in the field work are presented in the form of comparative analysis, in which the qualifications achieved by the elements of the sample are contrasted. This analysis is carried out, first, with each criterion of the rubric chosen for the evaluation, to later establish the differences in the results of the final grade.

4.1.Grammar and vocabulary

Table 1 RESULTS OF THE PRETEST OF GRAMMAR AND VOCABULARY

		Statistical
Mean		2,0313
95% confidence Interval for the mean	Lower limit	1,6270
	Upper limit	2,4355
Median		2,0000
Minimum		0,00
Maximum		4,00
Range		4,00
Asymmetry		-0,065

Source: Direct research
Prepared by: Caiza, G. (2020)

Figure 1 Results of the Pretest of Grammar and Vocabulary
Prepared by: Caiza, G. (2020)

The descriptive statistics show that the mastery of grammar and vocabulary of the teenagers in the pretest has a mean of 2.03 and a median of 2, that is, there is a good command of this criterion. The confidence interval ranges from 1.63 to 2.44; which indicates that the trend would continue in future evaluations. The minimum score achieved is 0, while the maximum is 4. Finally, there is a slight asymmetry of -0.065 to the left; This means that a small majority of students obtained a score greater than 2.

Table 2 RESULTS OF THE POSTTEST OF GRAMMAR AND VOCABULARY

		Statistical
Mean		2,4688
95% confidence Interval for the mean	Lower limit	2,1794
	Upper limit	2,7581
Median		2,0000
Minimum		1,00
Maximum		4,00
Range		3,00
Asymmetry		0,108

Source: Direct research
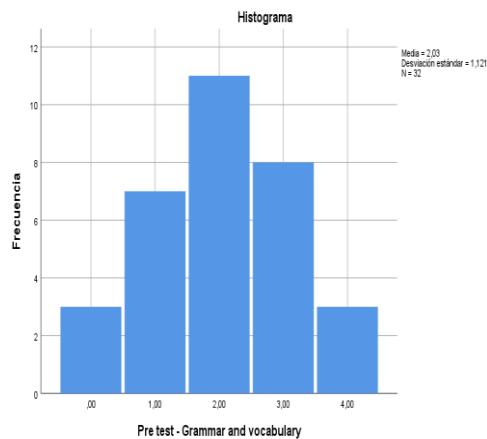**Prepared by:** Caiza, G. (2020)
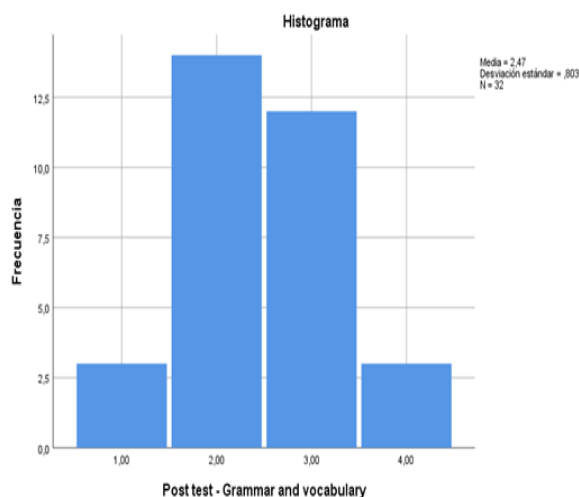
Figure 2 Results of the Pretest of Grammar and Vocabulary
Prepared by: Caiza, G. (2020)

The descriptive statistics show that the mastery of grammar and vocabulary of teenagers in the posttest has a mean of 2.47 and a median of 2, that is, there is a good command of this criterion. The confidence interval ranges from 2.18 to 2.76; which indicates that the trend increases towards the "very good" level, for future evaluations. The minimum score achieved is 1, while the maximum is 4. Finally, there is an asymmetry of 0.108 to the right; This means that the majority of students obtained a score equal to 2.

4.2. Fluency

Table 3. RESULTS OF THE PRETEST OF FLUENCY

		Statistical
Mean		1,4375
95% confidence Interval for the mean	Lower limit	1,1346
	Upper limit	1,7404
Median		1,0000
Minimum		0,00
Maximum		3,00
Range		3,00
Asymmetry		0,035

Source: Direct Research
Prepared by: Caiza, G. (2020)

Figure 3. Results of the Pretest of Fluency
Prepared by: Caiza, G. (2020)

The descriptive statistics show that the fluency of the teenagers in the pretest has a mean of 1.43 and a median of 1, that is, the fluency of the students in the speaking of the English language tends to be regular. The confidence interval ranges from 1.13 to 1.74; which indicates that the trend may improve in future evaluations. The minimum score achieved is 0, while the maximum is 3. Finally, there is a slight asymmetry of 0.035 to the right; This means that a small majority of students obtained a score equal to 1.

Table 4 RESULTS OF THE POSTTEST OF FLUENCY

		Statistical
Mean		1,7813
95% confidence Interval for the mean	Lower limit	1,5620
	Upper limit	2,0005
Median		2,0000
Minimum		1,00
Maximum		3,00
Range		2,00
Asymmetry		0,132

Source: Direct Research
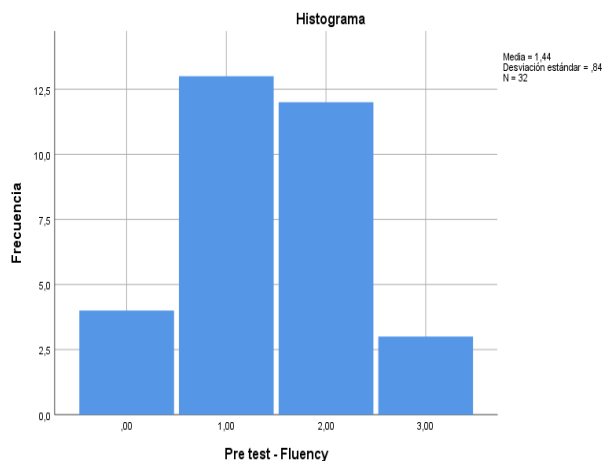**Prepared by:** Caiza, G. (2020)
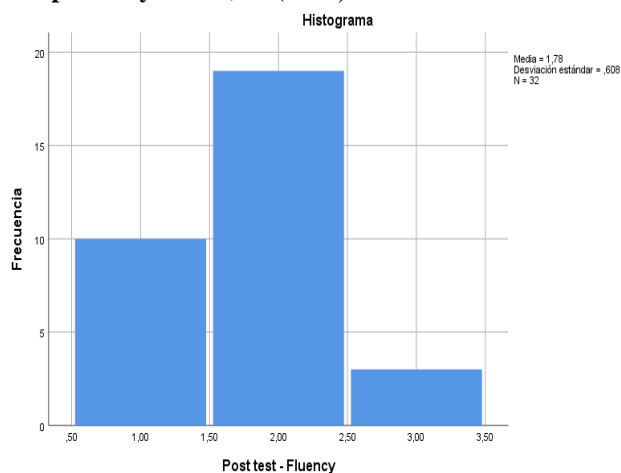
Figure 4. Results of the Posttest of Fluency
Prepared by: Caiza, G. (2020)

The descriptive statistics show that the fluency of the teenagers in the posttest has a mean of 1.78 and a median of 2, that is, the fluency of the students in speaking the English language tends to be good. The confidence interval ranges from 1.56 to 2.00; which indicates that the trend will continue in future evaluations. The minimum score achieved is 1, while the maximum is 3. Finally, there is an asymmetry of 0.132 to the right; This means that a small majority of students obtained a score equal to 2.

4.3. Interactive Communication

Table 5. RESULTS OF THE PRETEST OF INTERACTIVE COMMUNICATION

		Statistical
Mean		1,0000
95% confidence Interval for the mean	Lower limit	0,6698
	Upper limit	1,3302
Median		1,0000
Minimum		0,00
Maximum		3,00
Range		3,00
Asymmetry		0,538

Source: Direct Research
Prepared by: Caiza, G. (2020)

Figure 5. Results of the Pretest of Interactive Communication
Prepared by: Caiza, G. (2020)

The descriptive statistics show that the interactive communication of the teenagers in the pretest has a mean of 1.00 and a median of 1, that is, the interactive communication of the students in the English language tends to be regular. The confidence interval ranges from 0.67 to 1.33; which indicates that the trend will continue in future evaluations. The minimum score achieved is 0, while the maximum is 3. Finally, there is an asymmetry of 0.538 to the right; This means that a majority of students obtained a score equal to 1.

Table 6 RESULTS OF THE POSTTEST INTERACTIVE COMMUNICATION

		Statistical
Mean		1,5000
95% confidence Interval for the mean	Lower limit	1,2410
	Upper limit	1,7590
Median		1,5000
Minimum		0,00
Maximum		3,00
Range		3,00
Asymmetry		0,000

Source: Direct research
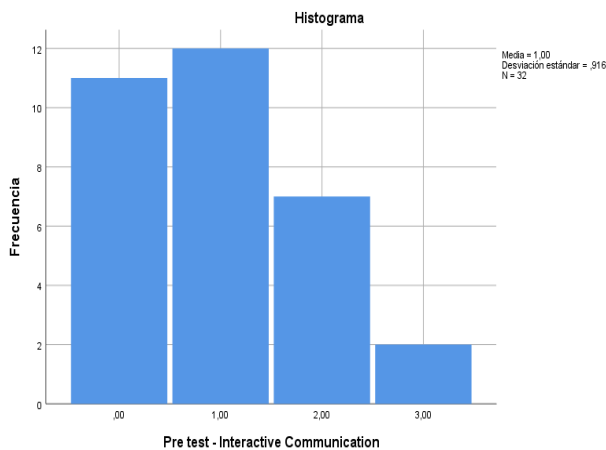**Prepared by:** Caiza, G. (2020)
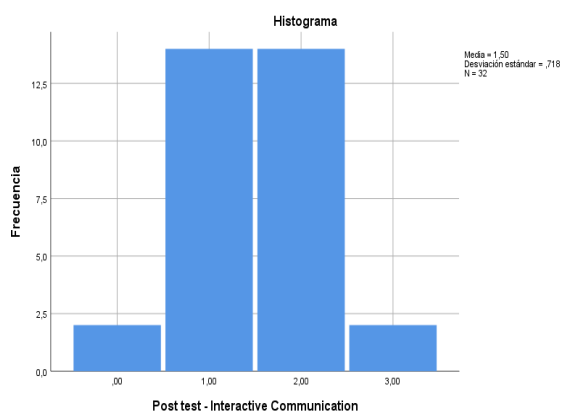
Figure 6. Results of the Posttest Interactive Communication

Prepared by: Caiza, G. (2020)

The descriptive statistics show that the interactive communication of teenagers in the posttest has a mean of 1.5 and a median of 1.5; that is, the interactive communication of students in the English language is between fair and good. The confidence interval ranges from 1.24 to 1.76; which indicates that the trend will continue in future evaluations. The minimum score achieved is 0, while the maximum is 3. Finally, the distribution of the data is symmetric; This means that the same number of students obtained a rating equal to 1 and 2, as well as 0 and 3.

4.4.Total Score

Table 7 RESULTS OF THE PRETEST

		Statistical
Mean		4,4688
95% confidence Interval for the mean	Lower limit	3,6196
	Upper limit	5,3179
Median		4,5000
Minimum		0,00
Maximum		9,00
Range		9,00
Asymmetry		-0,053

Source: Direct research
Prepared by: Caiza, G. (2020)

Figure 7. Results of the Pretest

Prepared by: Caiza, G. (2020)

Descriptive statistics show that, the teenager's English-speaking skills, in the pretest, have a mean of 4.47 and a median of 4.5. This can vary from 3.62 to 5.32. The minimum score achieved is 0, while the maximum is 9. Finally, there is a slight asymmetry of -0.053 to the left; This means that a majority of students obtained a higher-than-average rating.

Table 8   RESULTS OF THE POSTTEST

		Statistical
Mean		5,7500
95% confidence Interval for the mean	Lower limit	5,1222
	Upper limit	6,3778
Median		6,0000
Minimum		2,00
Maximum		9,00
Range		7,00
Asymmetry		-0,411

Source: Direct research
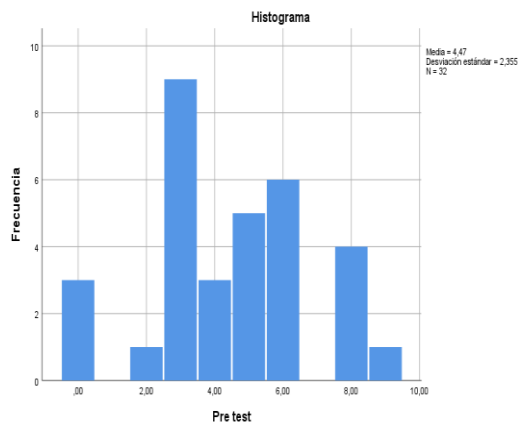**Prepared by:** Caiza, G. (2020)
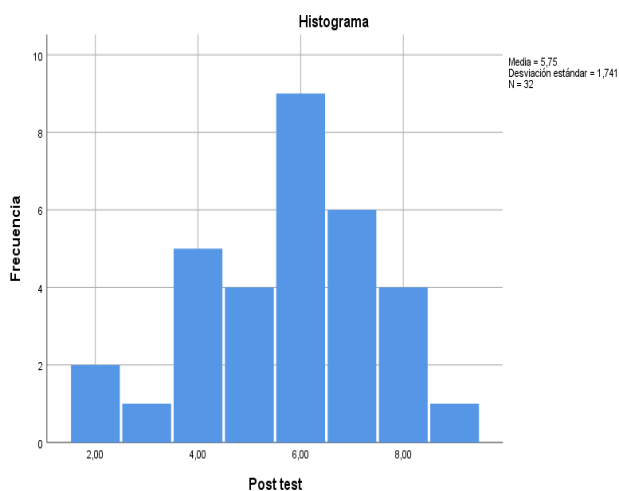
Figure 8. Results of the Posttest
Prepared by: Caiza, G. (2020)

The descriptive statistics show that the teenager´s English language speaking skills, in the posttest, have a mean of 5.75 and a median of 6.00. This can vary from 5.12 to 6.38. The minimum score achieved is 2, while the maximum is 9. Finally, there is a slight asymmetry of -0.411 to the left; This means that a majority of students obtained a higher-than-average rating.

4.5. Validation of the hypothesis

The research hypothesis is verified by comparing the related samples of each criterion in the rubric and the total score.

The three evaluation criteria are qualitative data of ordinal scale; therefore, "non-parametric" hypothesis tests must be applied; in this case, the Wilcoxon test is used. To do this, the null hypothesis is proposed as the equality between the pre and posttest medians. This is accepted if the test value (sig.) is greater than the 5% level of significance. The results of the calculation performed in the SPSS 25 software are shown in the following table:

Table 9 VALIDATION OF THE HYPOTHESIS

	Posttest - Grammar and vocabulary - Pretest - Grammar and vocabulary	Posttest - Fluency - Pretest - Fluency	Posttest - Interactive Communication - Pretest - Interactive Communication
Z	-3,116	-3,051	-3,087
Sig. asymptotic(bilateral)	0,002	0,002	0,002

Source: Direct research
Prepared by: Caiza, G. (2020)

The test values are less than 0.05 in the three comparisons made, that is, the null hypothesis is rejected in all cases; this indicates that there are significant differences between the pre and posttest of grammar and vocabulary, fluency and interactive communication. Therefore, considering the results given in the descriptive statistics, it can be affirmed that the ECRIF framework improves the use of grammar and vocabulary, fluency and interactive communication at speaking the English language.

Finally, to verify the significant differences between the pretest and the posttest, of the total scores of the evaluation of the skills for speaking the English language; it is necessary to test the normality of the data series, in order to determine the use of parametric or non-parametric statistical tests for the validation of the hypothesis.

As the sample is less than 50, the Shapiro-Wilk test is applied, the results of which are presented below:

Table 10 SHAPIRO-WIL TEST RESULTS

Pretest	Statistical	gl	Sig.
	0,944	32	0,097
Posttest	Statistical	gl	Sig.
	0,951	32	0,156

Source: Direct research
Prepared by: Caiza, G. (2020)

The test values (sig.) are greater than 0.05 for the two data series. This means that both the pretest and posttest samples are normal; therefore, it is necessary to apply the Z test for the comparison of the related samples.

The null hypothesis is equivalent to equality between the means of the pretest and the posttest, and it is accepted if the test value (sig.) is greater than the significance level of 5%. The results of the calculation performed in the SPSS 25 program are shown below:

Table 11 SUMMARY OF HYPOTHESIS VERIFICATION

	Z	gl	Sig. (bilateral)
Pretest - Posttest	-6,051	31	0,000

Source: Direct research
Prepared by: Caiza, G. (2020)

The test value lower than 0.05 rejects the null hypothesis, therefore, there are significant differences between the pretest and posttest means.

4.6. Decision

When analyzing the results of the descriptive statistics, it can be seen that the general evaluation score increases in the posttest. Therefore, there is statistical evidence to affirm that the ECRIF framework improves the students´ speaking skill.

CHAPTER V

CONCLUSIONS, RECOMMENDATIONS, REFERENCES AND ANNEXES

5.1. CONCLUSIONS

This research has demonstrated that ECRIF Framework certainly facilitates the planning of activities to develop the speaking skill among teenagers. The discussion of the final results is the following.

First of all, the students´ English speaking proficiency level was low according to the pretest. At the beginning of the experiment a pretest was applied to students using a rubric with the following criteria vocabulary and grammar, fluency and interactive communication. After a statistical analysis, the median in the pretest was 4.5 which represented a low score over 12. Moreover, each criterion was analyzed where students got 2 in the Vocabulary and Grammar, 1 in Fluency, and 1 in Interactive Communication. Furthermore, the results showed that vocabulary and grammar influence significatively toward the other skills since students need vocabulary and grammar to then speak fluently and have a comfortable interactive communication.

Second, the English teacher under study does not use any type of planning design to develop the speaking skill. As being the only teacher in school, a document analysis at a macro level was necessary to corroborate this action where it was determined that even other English teachers do not use any type of planning. They use alternative teaching media such as: role-play, podcasts, oral reports, gallery walk technique, Instagram, YouTube and audio tracks imitation; or approaches like the Communicative Approach, Philosophy-Based Language Teaching, Cooperative Learning Model, and Integrated Task when teaching a speaking lesson. Despite these alternative teaching and approaches are active, creative and meaningful, they do not accomplish the goal of speaking with easiness

and spontaneity. The reasons might be the majority of time spent on presenting the content rather than practicing, teachers do not follow a direct theory or strategy, the difficultness to remember the vocabulary easily and the lack of non-language factors when teaching the speaking skill.

Finally, the activities based on the ECRIF framework to teach the speaking skill depend on the stage teachers are working on. For instance, in the first stages of encountering and clarifying, teachers have to plan activities that keep students´ attention at the moment of receiving information such as: YouTube videos, pictures, comparing meanings and choosing the best response. Moreover, in the remember and internalize stages teachers have to think about three characteristics: that the activity has connection with the language input, provides enough opportunities to practice (at least 6), and is done in cooperation with other learners, for instance: think-pair-share, communicative games, information gap-activities and questioning. At the end, in the fluently use stage, teachers have to choose activities that help students control the topic spontaneously and unconsciously, foster critical thinking and create a realistic environment. These activities may be 4/3/2 activity, discussions, simulations and describing activities either in pairs or small groups.

To sum it up, ECRIF Framework can certainly develop the speaking skill among teenagers, increasing their grammar and vocabulary, speaking with fluency and interacting spontaneously with the classmates in a communicative activity.

5.2. RECOMMENDATIONS

Recommendations were done regarding the strengths and weaknesses faced by the researcher during the experiment.

It is mandatory to apply different planning design where ECRIF is used as a framework to teach the speaking skill in view of the fact students got a low level in the pretest. Moreover, teachers can use a speaking rubric to assess the students' performance that includes the criteria of vocabulary and grammar, fluency and interactive communication due to the researcher considers these subskills have interconnection to develop the speaking skill in teenagers. Furthermore, having a high speaking proficiency level places learner in advantage of others economically and professionally.

Secondly, it is advisable to use ECRIF Framework to develop the speaking skill because it facilitates the planning of activities in a manner that each stage of the lesson provides enough clues and scaffolding to help the students speak with appropriate vocabulary, grammar and interactive communication in an unconscious and spontaneous way. Therefore, ECRIF Framework can make the difference in comparison to other approaches or alternative teaching media where the teacher has more freedom to design learner-centered activities, guide students step by step and achieve together the final objective.

Finally, it is recommended to use the activities based on ECRIF to develop the speaking skill either in a face-to face or online class. The activities taken into account in the planning design of this research were the following. In the encounter and clarify stages: YouTube videos, pictures, compare meanings, and choose the best response. In the remember and internalize stages: games, think-pair-share, information gap activities and questioning. In the fluently use stage, 4/3/2 activity, simulations and describing activities about vocabulary already practiced either in pairs or small groups. Beyond those activities, the teacher has to decide which activities are appropriate and useful for their learners taking into account what each stage pursues.

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P1#v=onepage&q=Jones,%20R.,%20&%20Lock,%20G.%20(2010).%20Functional
%20grammar%20in%20the%20ESL%20classroom:%20Noticing,%20exploring%20a
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5.4. ANNEXES

ANNEX 1. COMMITMENT LETTER

CARTA DE COMPROMISO

Ambato, 30 de abril de 2020

Doctor
Víctor Hernández del Salto
PRESIDENTE DE LA UNIDAD DE TITULACIÓN DE POSGRADO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
UNIVERSIDAD TÉCNICA DE AMBATO
Presente.-

Yo, Sheferson Noé Moya Alulema, en mi calidad de Director de la Unidad Educativa "Gabriel Urbina", me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: **"THE EFFECT OF ECRIF FRAMEWORK ON THE DEVELOPMENT OF SPEAKING SKILL ON STUDENTS"** propuesto por la estudiante Gabriela Alexandra Caiza Aucapiña, portadora de la Cédula de Ciudadanía 1803758554, de la Maestría en Pedagogía en los Idiomas Nacionales y Extranjeros Mención Ingles Cohorte 2019, de la Facultad de Ciencias Humanas y de La Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.

Sheferson Noé Moya Alulema
1803185782
032480042
0959221018
sheferson_moya@hotmail.com

ANNEX 2. APPROVAL FOR THE INSTRUMENTS APPLICATION (HIGH SCHOOL)

UNIDAD EDUCATIVA "GABRIEL URBINA"

EMILIO MARÍA TERÁN- PÍLLARO – TUNGURAHUA
TELEFONO: 032480042   - Email: cebgabrielurbina@yahoo.es

U.E.G.U.- 0067
Emilio María Terán, 29 de octubre de 2020

Lcda.
Gabriela Caiza
DOCENTE DE LA UNIDAD EDUCATIVA "GABRIEL URBINA"
Presente.

De mi consideración:

Luego de expresarle un saludo cordial, mediante el presente me permito dar contestación al oficio de fecha 29 de octubre 2020, con la finalidad de **autorizarle** el respectivo permiso para la aplicación de los Instrumentos de Recolección de Datos del Trabajo de Titulación denominado: "THE EFFECT OF ECRIF FRAMEWORK ON THE DEVELOPMENT OF SPEAKING SKILL ON STUDENTS." Accionar que Ud. ejecutará con los estudiantes entre 12 a 14 años que dispongan de la aplicación ZOOM quienes corresponden a los Octavo, Noveno y Décimo años de Educación General Básica.

Atentamente,

Lic. Sheferson Moya
C.I. 1803185782
DIRECTOR (E)

ANNEX 3. ROUND TABLE DISCUSSION

ROUND TABLE DISCUSSION

Objective: To identify the problem of the research study.

Guidelines:

These questions will be asked to the whole class orderly.

Students will listen to the questions carefully.

Students will raise their hand to respond.

Questionnaire:

1. Which skill would you like to practice in the English class?

2. What do you find most difficult when you speak?

3. Which activities do you prefer to do while learning English?

4. What kind of interaction pattern do you prefer to work with?

5. What do you prefer, to listen to a teacher explanation or to discover knowledge and do activities by yourself?

6. What is better for you to receive more practice or more content for learning English?

ANNEX 4. INSTRUMENT FOR PRETEST

UNIDAD EDUCATIVA "GABRIEL URBINA"
Email: cebgabrielurbina@yahoo.es   Teléfono: 032480042
EMILIO MARIA TERÀN - PILLARO- TUNGURAHUA
AÑO LECTIVO 2020-2021

PRE-TEST FOR SPEAKING

Objective: To identify the existing knowledge among the participants.

PART 1   4 minutes

Guidelines: Each student interacts with the teacher, using the language associated with meeting people for the first time and giving personal information.

> **QUESTIONS:**
>
> 1. What´s your nickname?
> 2. How are you?
> 3. Where do you live?
> 4. How old are you?
> 5. What´s your phone number?

PART 2   6 minutes   (Prompt picture activity)

Guidelines: Prompt pictures are used to stimulate questions and answers. The teacher mentions the instructions and makes Student A choose a question. Students improvise a conversation where student A has to interact mostly.

The teacher stops the interaction after 5 ideas have been asked or answered. Student B has the opportunity to choose a question and improvise a conversation with student A. This time student B has to interact most of the time.

Elaborated by: Gabriela Alexandra Caiza Aucapiña

QUESTIONS: The expected questions are as follows.

Question 1: What would you like to order?
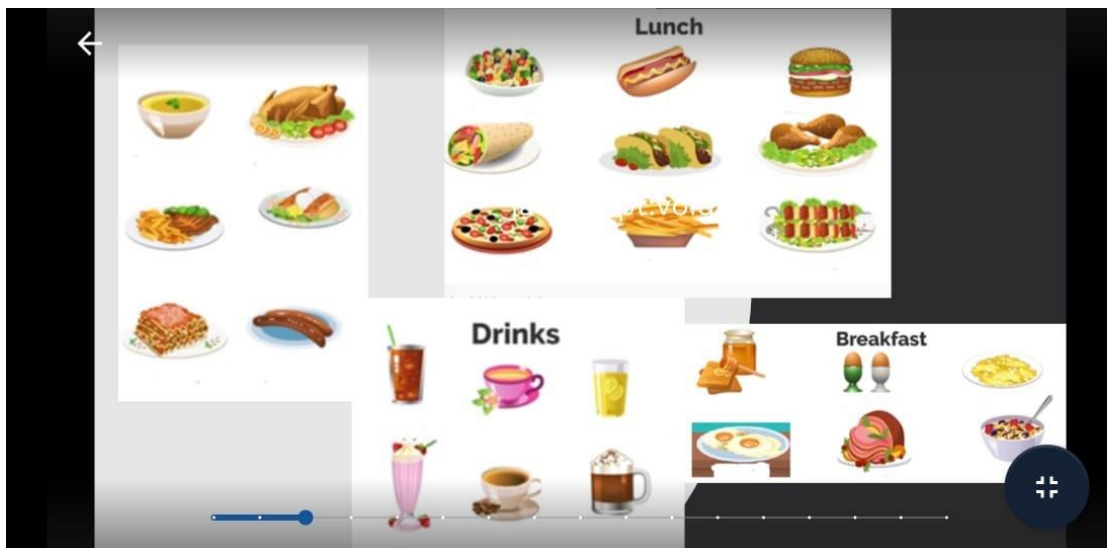
Question 2: Ask questions with Have you ever….?

Question 3: Describe the ……………´s family

Question 4: What´s the weather like in …….?

Question 5: What are you doing?
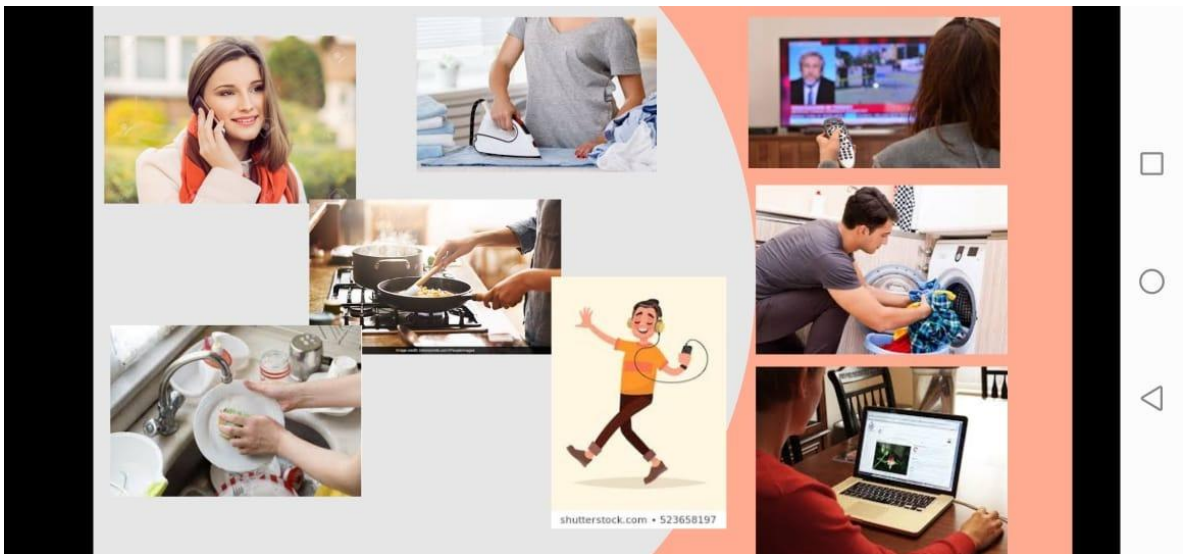
Question 6: How can you describe this artwork?

Question 7: What do you do everyday?

Note: The pretest will be designed in PREZI and will be taken using ZOOM app due to the pandemic situation.

ANNEX 5. INSTRUMENT FOR POSTTEST

POSTTEST FOR SPEAKING

Objective: To evaluate the acquired knowledge among participants.

PART 1   4 minutes

Guidelines: Each student interacts with the teacher, using the language associated with meeting people for the first time and giving personal information.

QUESTIONS:

1. What´s your nickname?
2. How are you?
3. Where do you live?
4. How old are you?
5. What´s your phone number?

PART 2   6 minutes   (Prompt picture activity)

Guidelines: Prompt pictures are used to stimulate questions and answers. The teacher mentions the instructions and makes Student A choose a question. Students improvise a conversation where student A has to interact mostly.

The teacher stops the interaction after 5 ideas have been asked or answered. Student B has the opportunity to choose a question and improvises a conversation with student A. This time student B has to interact most of the time.

Elaborated by: Gabriela Alexandra Caiza Aucapiña

QUESTIONS: The expected questions are as follows.
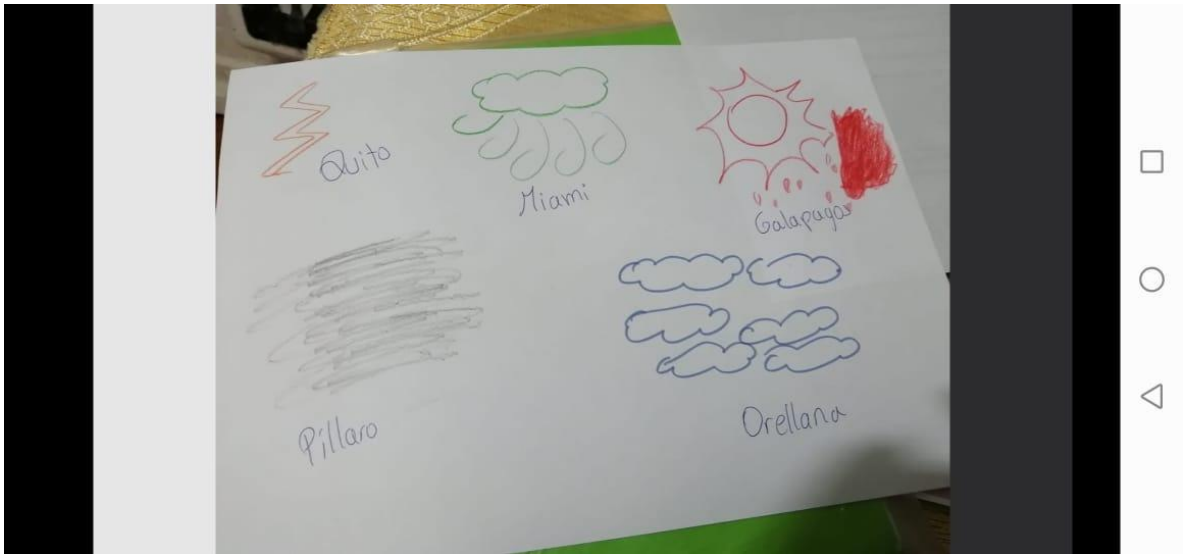
Question 1: What would you like to order?

Question 2: Ask questions with Have you ever….?
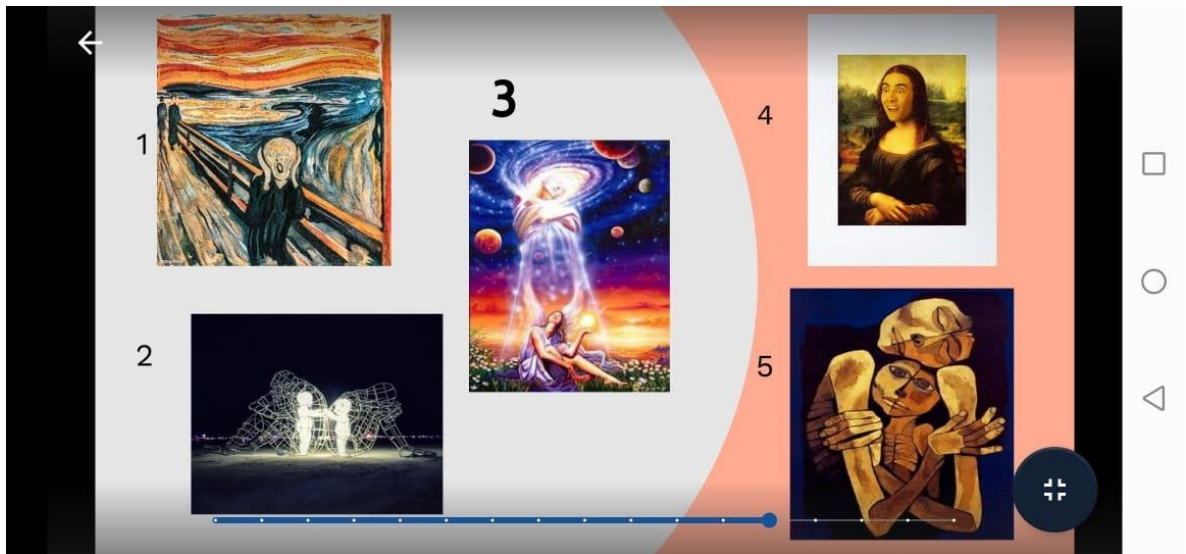

Question 3: Describe the ……………´s family

Question 4: What´s the weather like in ……?

Question 5: What are you doing?
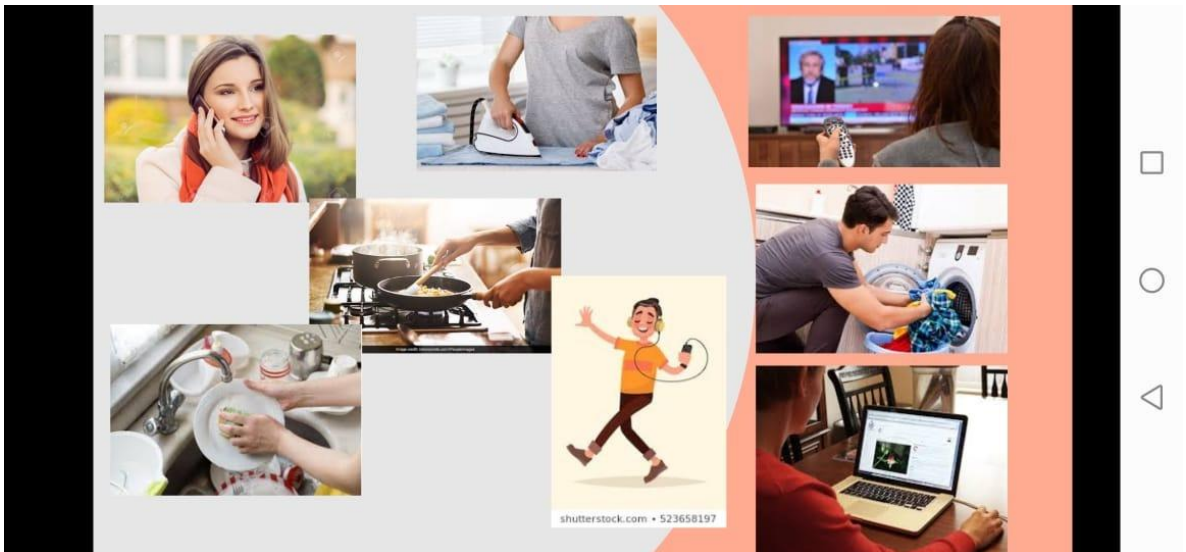
Question 6: How can you describe this artwork?

Question 7: What do you do everyday?
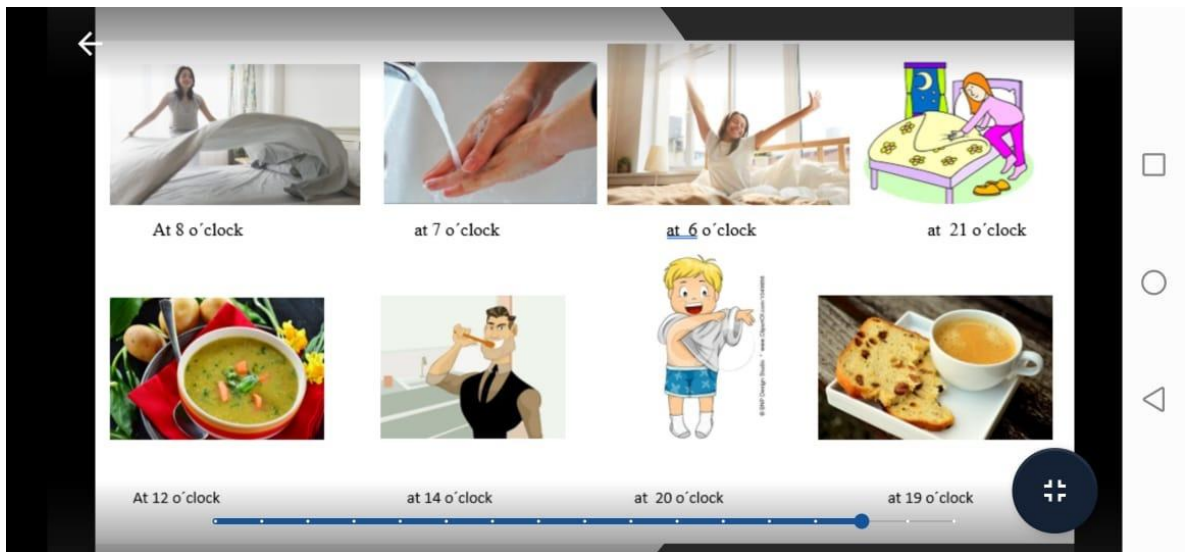
Note: The posttest will be designed in PREZI and will be taken using ZOOM app due to the pandemic situation.

ANNEX 6. INSTRUMENTS VALIDATION DOCUMENTS

FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO "ROUND TABLE DISCUSSION" PERTENECIENTE A LA INVESTIGACIÓN:

TÍTULO DEL TRABAJO: THE EFFECT OF ECRIF FRAMEWORK ON THE DEVELOPMENT OF THE SPEAKING SKILL ON STUDENTS.

AUTOR/A: LIC. GABRIELA ALEXANDRA CAIZA AUCAPIÑA

Señale mediante un ✓ , según la validación para cada pregunta:

1D- DEFICIENTE   **2R- REGULAR**   **3B- BUENO**   **4O- ÓPTIMO**

PARÁMETROS / PREGUNTAS	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
Pregunta 1: Which skill would you like to practice in the English class?				✓				✓				✓				✓
Pregunta 2: What do you find most difficult when you speak?				✓				✓				✓				✓
Pregunta 3: What activities do you prefer to do while learning English?				✓				✓				✓				✓
Pregunta 4: What kind of interaction pattern do you prefer to work with?				✓				✓				✓				✓

Pregunta 5: What do you prefer, to listen a teacher explanation or to discover knowledge and do activities by yourself?			✓				✓			✓							✓
Pregunta 6: What is better for you to receive more practice or more content for learning English?			✓				✓			✓							✓

Observaciones: El instrumento está bien diseñado de acuerdo a lo que se pretende investigar puesto que tiene pertinencia con los objetivos,con las variables y enunciados , la calidad tecnica y representatividad son optimas al igual que la redacción y el lenguaje de las preguntas

_____ _____

Realizado por: *Validado por:*

Lic. Gabriela Alexandra Caiza Aucapiña *Mg. Edgar Encalada Trujillo*

CI: 0501824171

FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO "PRE/POST TEST" PERTENECIENTE A LA INVESTIGACIÓN:

TÍTULO DEL TRABAJO: THE EFFECT OF ECRIF FRAMEWORK ON THE DEVELOPMENT OF THE SPEAKING SKILL ON STUDENTS.

AUTOR/A: LIC. GABRIELA ALEXANDRA CAIZA AUCAPIÑA

Señale mediante un ✓, según la validación para cada pregunta:

1D- DEFICIENTE   **2R- REGULAR**   **3B- BUENO**   **4O- ÓPTIMO**

PARÁMETROS / PREGUNTAS	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
Pregunta 1: What´s your nickname?				✓				✓				✓				✓
Pregunta 2: How are you?				✓				✓				✓				✓
Pregunta 3: Where do you live?				✓				✓				✓				✓
Pregunta 4: How old are you?				✓				✓				✓				✓
Pregunta 5: What´s your phone number?				✓				✓				✓				✓
Pregunta 6: What would you like to order?				✓				✓				✓				✓
Pregunta 7: Ask questions with Have you ever……?				✓				✓				✓				✓

Pregunta 8: Describe the Simpson´s family			✓				✓				✓				✓
Pregunta 9: What´s the weather like in …….?			✓				✓				✓				✓
Pregunta 10: What are you doing?			✓				✓				✓				✓
Pregunta 11: How can you describe this artwork?			✓				✓				✓				✓
Pregunta 12: What do you do everyday?			✓				✓				✓				✓

Observaciones: El instrumento está bien diseñado de acuerdo a lo que se pretende investigar puesto que tiene pertinencia con los objetivos, con las variables y enunciados , la calidad técnica y representatividad son óptimas al igual que la redacción y el lenguaje de las preguntas.

_____

Realizado por:

Lic. Gabriela Alexandra Caiza Aucapiña

_____

Validado por:

Mg. Edgar Encalada Trujillo

CI:0501824171

FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO "ROUND TABLE DISCUSSION" PERTENECIENTE A LA INVESTIGACIÓN:

TÍTULO DEL TRABAJO: THE EFFECT OF ECRIF FRAMEWORK ON THE DEVELOPMENT OF THE SPEAKING SKILL ON STUDENTS.

AUTOR/A: LIC. GABRIELA ALEXANDRA CAIZA AUCAPIÑA

Señale mediante un ✓, según la validación para cada pregunta:

1D- DEFICIENTE   **2R- REGULAR**   **3B- BUENO**   **4O- ÓPTIMO**

PARÁMETROS / PREGUNTAS	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
Pregunta 1: Which skill would you like to practice in the English class?				✓,				✓,				✓,				✓,
Pregunta 2: What do you find most difficult when you speak?				✓,				✓,				✓,				✓,
Pregunta 3: Which activities do you prefer to do while learning English?				✓,				✓,				✓,				✓,
Pregunta 4: What kind of interaction pattern do you prefer to work with?				✓,				✓,				✓,				✓,
Pregunta 5: What do you prefer, to listen a teacher explanation or to discover				✓,				✓,				✓,				✓,

knowledge and do activities by yourself?																
Pregunta 6: What is better for you to receive more practice or more content for learning English?				✓,				✓,			✓,					✓,

Observaciones:

_____

_____

_____   _____

Realizado por: *Validado por:*

Lic. Gabriela Alexandra Caiza Aucapiña   *Mg. Lina Mariela Sánchez Sailema*

CI:180333879-5

FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO "PRE/POST TEST" PERTENECIENTE A LA INVESTIGACIÓN:

TÍTULO DEL TRABAJO: THE EFFECT OF ECRIF FRAMEWORK ON THE DEVELOPMENT OF THE SPEAKING SKILL ON STUDENTS.

AUTOR/A: LIC. GABRIELA ALEXANDRA CAIZA AUCAPIÑA

Señale mediante un ✓, según la validación para cada pregunta:

1D- DEFICIENTE   **2R- REGULAR**   **3B- BUENO**   **4O- ÓPTIMO**

PARÁMETROS / PREGUNTAS	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
Pregunta 1: What´s your nickname?				✓				✓				✓				✓
Pregunta 2: How are you?				✓				✓				✓				✓
Pregunta 3: Where do you live?				✓				✓				✓				✓
Pregunta 4: How old are you?				✓				✓				✓				✓
Pregunta 5: What´s your phone number?				✓				✓				✓				✓
Pregunta 6: What would you like to order?				✓				✓				✓				✓

Pregunta 7: Ask questions with Have you ever……?			✓				✓				✓				✓
Pregunta 8: Describe the Simpson´s family			✓				✓				✓				✓
Pregunta 9: What´s the weather like in …….?			✓				✓				✓				✓
Pregunta 10: What are you doing?			✓				✓				✓				✓
Pregunta 11: How can you describe this artwork?			✓				✓				✓				✓
Pregunta 12: What do you do everyday?			✓				✓				✓				✓

Observaciones:

_____

_____

_____   _____

Realizado por: *Validado por:*

Lic. Gabriela Alexandra Caiza Aucapiña   *Mg. Lina Mariela Sánchez Sailema*

CI:180333879-5

FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO "ROUND TABLE DISCUSSION" PERTENECIENTE A LA INVESTIGACIÓN:

TÍTULO DEL TRABAJO: THE EFFECT OF ECRIF FRAMEWORK ON THE DEVELOPMENT OF THE SPEAKING SKILL ON STUDENTS.

AUTOR/A: LIC. GABRIELA ALEXANDRA CAIZA AUCAPIÑA

Señale mediante un ✓, según la validación para cada pregunta:

1D- DEFICIENTE   2R- REGULAR   3B- BUENO   4O- ÓPTIMO

PARÁMETROS / PREGUNTAS	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
Pregunta 1: Which skill would you like to practice in the English class?				✓				✓				✓				✓
Pregunta 2: What do you find most difficult when you speak?				✓				✓				✓				✓
Pregunta 3: What activities do you prefer to do while learning English?				✓				✓				✓				✓
Pregunta 4: What kind of interaction pattern do you prefer to work with?				✓				✓				✓				✓

Pregunta 5: What do you prefer, to listen a teacher explanation or to discover knowledge and do activities by yourself?			✓				✓				✓					✓
Pregunta 6: What is better for you to receive more practice or more content for learning English?			✓				✓				✓					✓

Observaciones: El instrumento de Recolección de datos, es práctico interesante y válido.

_____ _____

Realizado por: **Validado por:**

Lic. Gabriela Alexandra Caiza Aucapiña **Dr. Narcisa Fuertes PhD.**

CC: 1002091161

FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO "PRE/POST TEST" PERTENECIENTE A LA INVESTIGACIÓN:

TÍTULO DEL TRABAJO: THE EFFECT OF ECRIF FRAMEWORK ON THE DEVELOPMENT OF THE SPEAKING SKILL ON STUDENTS.

AUTOR/A: LIC. GABRIELA ALEXANDRA CAIZA AUCAPIÑA

Señale mediante un ✓, según la validación para cada pregunta:

1D- DEFICIENTE   **2R- REGULAR**   **3B- BUENO**   **4O- ÓPTIMO**

PARÁMETROS / PREGUNTAS	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
Pregunta 1: What´s your nickname?				✓				✓				✓				✓
Pregunta 2: How are you?				✓				✓				✓				✓
Pregunta 3: Where do you live?				✓				✓				✓				✓
Pregunta 4: How old are you?				✓				✓				✓				✓
Pregunta 5: What´s your phone number?				✓				✓				✓				✓
Pregunta 6: What would you like to eat/drink?				✓				✓				✓				✓

Pregunta 7: Ask questions with Have you ever……?				✓				✓				✓			✓
Pregunta 8: Describe the Simpson´s family				✓				✓				✓			✓
Pregunta 9: What´s the weather like in …….?				✓				✓				✓			✓
Pregunta 10: What are you doing?				✓				✓				✓			✓
Pregunta 11: How can you describe this artwork?				✓				✓				✓			✓
Pregunta 12: What do you do everyday?				✓				✓				✓			✓

Observaciones: El instrumento de Recolección de datos cumple con los parámetros de Validez, se visualiza un apropiado grado de confiabilidad y refleja característica de ser un instrumento innovador y práctico al usar gráficos y rúbrica.

_____

Realizado por:

Lic. Gabriela Alexandra Caiza Aucapiña

Validado por:

Dr. Narcisa Fuertes PhD.

CC: 1002091161

ANNEX 7. SCORING RUBRIC FOR SPEAKING SKILL

SCORING RUBRIC FOR SPEAKING SKILL

NAME: _____   **SCORE:** _____

DATE: _____

Criteria	Grammar and vocabulary	Fluency	Interactive Communication
Excellent 4	Shows a good degree of control of simple grammatical forms. Use a range of appropriate vocabulary when interacting in a conversation.	Requires very little prompting and support making interaction with relative ease	React immediately to what others say using verbal/non-verbal communication.
Very Good 3	Show sufficient control of simple grammatical forms Use appropriate vocabulary to interact during the conversation	Requires little prompting and support	Takes a few time to react to what others say using verbal/nonverbal communication.
Good 2	Shows limited control of a few grammatical forms. Use a few words and phrases.	Requires additional prompting and support	Has some difficulty reacting to what others are saying
Regular 1	Shows only limited control of a few grammatical forms. Use isolated words and phrases.	Requires a lot of prompting and support, but still has difficult to express	Has considerably difficulty reacting to what others are saying.
Needs to improve 0	Do not use vocabulary and structures.	Do not use any verbal communication	Do not react to what others are saying.

Elaborated by: Gabriela Alexandra Caiza Aucapiña

ANNEX 8. LESSON PLANS

<table>
<tr><td colspan="5" align="center">UNIDAD EDUCATIVA "GABRIEL URBINA"
EMILIO MARÍA TERÁN- PÍLLARO – TUNGURAHUA
TELÉFONO: 032480042   - Email: cebgabrielurbina@yahoo.es</td></tr>
<tr><td colspan="5" align="center">**Lesson Plan Form 1**</td></tr>
<tr><td colspan="5">**Name:**Gabriela Caiza **Date:**   November 10th, 2020   **Course:** Subnivel medio</td></tr>
<tr><td>**Objective**</td><td colspan="4">By the end of the lesson, SWBAT: use information questions to exchange personal information in a TV show.</td></tr>
<tr><td align="center">**Time**</td><td align="center">**Framework Stage**</td><td align="center">**Procedure**</td><td align="center">**Interaction**</td><td align="center">**Materials needed**</td></tr>
<tr><td align="center">10</td><td align="center">Encounter Stage</td><td>**-**T. starts with a short dialogue with students introducing the information questions. *"What is your nickname? How old are you?, etc."*</td><td>Whole class</td><td>Power point with key words and pictures</td></tr>
<tr><td align="center">10</td><td align="center">Clarify Stage</td><td>- T. asks students to read the questions and match with the correct response in their notebooks.
- T checks the answers with the whole class.</td><td>Individual and whole class</td><td>Zoom whiteboard
Student´s notebooks
A picture with the exercise</td></tr>
<tr><td align="center">10</td><td align="center">Remember Stage</td><td>- T. divide the class into groups: Group 1 Group 2 and post a question on the zoom board. The student who first answers the question gets points for the group.</td><td>Group interaction</td><td>Information questions in Power point</td></tr>
<tr><td align="center">15</td><td align="center">Internalize Stage.</td><td>- T. divides the class in pairs to practice the information questions in an interview. T. models an example with a student to emphasize that the questions must be in disorder and exchanging roles.
- Then, t. changes the pairs as many times as possible.
-T. monitors the activity in the breakout rooms.</td><td>Peer interaction</td><td>Break out rooms
Information questions as a guide</td></tr>
<tr><td align="center">15</td><td align="center">Fluently use Stage.</td><td>- T. divides the class in groups and asks students to simulate a TV show where they ask questions to famous people in a minute. (imagining they are famous characters)</td><td>Group interaction</td><td>Shakira picture
Zoom background, clothes found at home to represent the character.</td></tr>
</table>

Lesson Plan Form 2

Name: Gabriela Caiza   **Date:** November 11th, 2020   **Course:** Subnivel medio

Objective	By the end of the lesson, SWBAT: Use the weather vocabulary to report the weather in Ecuador.

Time	Framework Stage	Procedure	Interaction	Materials needed
10	Encounter Stage	- T. introduce the class by saying It´s cold today in Pillaro. What´s the weather like in Quito? - Students: It is sun/cold - T. shares a link in WhastApp to complete a Kahoot exercise. T. says that students have to read and choose the best response.	Teacher-students Individual	WhatsApp Zoom smartphone/computer Link: https://kahoot.it/challenge/03650171?challenge-id=7e86add0-dbce-43ad-98e8-81f06d87f928_1597183163431 Game PIN: 03650171
10	Clarify Stage	- T. shows a power point presentation with the vocabulary about the weather. – T. shows a picture and asks ss to question. "What is the weather like in Quito? and T. answers "It is a …… day, in Quito"	Whole class	Power point with the weather vocabulary

10	Remember Stage	- T. records an audio in WhastApp and asks students to record their answer using the weather vocabulary. *Example:* *T. What´s the weather like in Ambato?* *Student A: In Ambato, it is a cold day.* *Student B: In Ambato, it is a sunny day, etc.*	Whole class	Whatsapp Smartcellphone/computer
15	Internalize Stage	- T. asks students to design a chart in their notebooks and complete by asking questions to different students in pairs. -T. changes partners after 3 minutes using the breakout rooms. - T. monitors the activity in the breakout rooms	Peer interaction	Break out rooms A notebook Teacher´s chart Pencil
15	Fluently use Stage	-t. asks students to draw different weather forecast for Ecuador. -T. models an example reporting the weather in WhastsApp. *Example: Hello. This is Gabriela Caiza. I am going to report the weather. In Ambato, It is a cloudy day. In Quito, it is a sunny day. In Puyo, it is a stormy day. Thank you.*	Individual interaction	A bond paper Colors WhatsApp Smartphone

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	Lesson Plan Form 3			
Name: Gabriela Caiza	**Date:** November 12th, 2020		**Course:** Subnivel medio	
Objective	By the end of the lesson, SWBAT: use food and drinks vocabulary to order food in a restaurant			
Time	**Framework Stage**	**Procedure**	**Interaction**	**Materials needed**
10	Encounter Stage	- T. asks ss. to watch the video about food and drinks (1-4´) (7´-8.12´) and take notes in a notebook.	Individual	YouTube Video: https://www.youtube.com/watch?v=rkoKjUayyS8
10	Clarify Stage	-Teacher says a food word and students draw a picture that represents the food. - T. shows the pictures to compare answers.	Whole class	Flashcards about food https://quizlet.com/516553472/flashcards
10	Remember Stage	- T. sends a link in WhatsApp and models students how to complete the exercise in Quizlet. - T. asks students to look at the food and write the name.	Individual	Quizlet link: https://quizlet.com/516553472/write
15	Internalize stage	-T. asks students to draw 5 big foods per student in a paper bond.	Peer interaction	Teacher´s example (5 foods) Paper bond Colors Break out rooms

		-T. divides the class in pairs and asks them to assign roles 1 student be the waiter and the other the customer. -T. models an example to develop the activity. *Example:* *WAITER: "What would you like to order?"* *CUSTOMER: I´d like a pizza, please. I´d like a vegetable salad, please and I´d like a tea, please.* -T. makes new pairs to practice the vocabulary. -T. monitors the interactions in the breakout rooms		
15	Fluently use Stage	- T. makes groups and ask students to simulate a role-play to request food Assign roles 1 waiter, 2 customers. -T. mentions that the waiter has to write the order and then draw it using the whiteboard. Then, they exchange roles. *Example:* *A: Good morning welcome to …restaurant. What would you like to order?* *B: I'd like……, please.* *Thank you it looks delicious.* -T. monitors the activity in the breakout rooms	Group interaction	Breakout rooms Zoom whiteboard Decoration and real food (optional)

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Lesson Plan Form 4

Name: Gabriela Caiza	**Date:** November 13th, 2020	**Course:** Subnivel medio

Objective	By the end of the lesson, SWBAT: use family vocabulary to describe photographs in a group conversation		

Time	**Framework Stage**	**Procedure**	**Interaction**	**Materials needed**
10	Encounter Stage.	-T. introduces her family members twice and asks some students questions like: *T: Who´s Cristian?* *Ss: Miss Gaby´s brother*	Teacher-student	Family tree link: https://miro.com/app/board/o9J_ko0vLq0=/
10	Clarify Stage.	- T. asks "How do you say …(family member).. in English?" to the whole class and students voluntarily answer the question. T. writes their answers in the whiteboard (in zoom)	Whole class	Zoom Whiteboard
10	Remember Stage.	- T. shows a picture of the Simpsons family and signals Bart. Then, t. signals Homer and says "Homer is Bart´s father"	Whole class	The Simpsons´ family picture

		- T. encourages students to describe two other members of the family to the whole class and gives feedback. -T. asks students to do the same, but in pairs and monitors the activity in the breakout rooms	Peer interaction	
15	Internalize Stage.	- T. asks students to describe their family tree to a friend, *Example: Hello. My name is Gaby and this is my family. Cecy is my mother. Alfredo is my father. Etc. - -* meanwhile the friend has to draw what he/she listens to. -Then, students change roles and check if their drawings were correctly with the description. - T. monitors the activity in the breakout rooms	Peer interaction	Breakout rooms A notebook Colors
15	Fluently use Stage.	- T. shows photographs about her family in her cellphone and starts describing who is there and the relationships they have each other. - T. divides the class in groups and asks students to describe their family using photographs from their cellphones by sharing screens. *Example: Hello, My name is Carlos and this is my family. Mary is my mother. Erick is my father. Antonio is Erick´s father, etc.* -T. monitors the activity in the breakout rooms	Teacher-students Group interaction	Teacher´s family photographs Cellphone Students´ family photographs Breakout rooms

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Lesson Plan Form 5		
Name: Gabriela Caiza	**Date:** November 16th, 2020	**Course:** Subnivel medio

By the end of the lesson, SWBAT: Use adjectives to describe artwork in an art exhibition.

Time	Framework Stage	Procedure	Interaction	Materials needed
10	Encounter Stage.	-T. starts a short conversation. Do you love art? Have you gone to a museum? How can you describe this artwork? - Students look at the artwork and choose the best word that describe it by saying aloud. -T. provides clues to help students say the answer by saying checking comprehension questions like: is it shocking? Are you sure? Isn´t it imaginary?	Whole class	Power point presentation with different artworks.
10	Clarify Stage.	- T. presents the adjectives to describe an artwork and makes them repeat the pronunciation and clarify meaning by mimicking the words and showing pictures. t. shows a picture and asks students to elicit the word.	Whole class	Power point presentation with different artworks.

10	Remember Stage.	- T. records an audio saying "How can you describe this artwork?" and sends with a picture to WhatsApp. -Students have to record their answers and say for example: "It is shocking" , "It Is luminous" and/OR "It´s depressing". -T. provides feedback if necessary.	Whole class	WhatsApp Cellphone Artwork pictures

15	Internalize Stage.	- T. models an example of the activity by sending a picture of Sheet B to WhatsApp and she projects Sheet A in Zoom. Then, she describes: *" It is interesting, it is peaceful and it is energetic. What is it?"*
		- T. encourages students to look at student B sheet and say the name of the artwork. Example:
		     Ss: is it Persistence of art?
		    T: Yes, it is
		-T. divides the class in groups and asks them to continue the activity in their groups. First students A, then student B.
		T. monitors the activity in the breakout rooms
			Whole class
			
			Group interaction
				Student A and student B sheets
				WhatsApp
				Break out rooms

15	Fluently use Stage.	- T. encourage students to find an artwork at home and describe it in groups imagining they are in an Art Exhibition. *Example: Good morning. My name is Leonardo DaVinci. This is The Mona Lisa (invents a name) and it is mysterious, it is funny and it is shocking. Thank you.* -T. monitors the activity in the breakout rooms	Group interaction	Students´ different artwork available at home Breakout rooms

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Lesson Plan Form 6	

Name: Gabriela Caiza   **Date:** November 17th, 2020   **Course:** Subnivel medio

Objective	By the end of the lesson, SWBAT: use Have you ever…..? to ask and answer questions about experiences in a class survey.

Time	Framework Stage	Procedure	Interaction	Materials needed
10	Encounter Stage.	- T. shows different pictures and say the question "Have you ever …….? been to …..? played the…..? taken photographs? Etc. -T. encourages students randomly to answer "Yes, I have or "No, I haven´t"	Teacher-students	Power point with the Have you ever…? questions
10	Clarify Stage.	- T. sends a link in WhatsApp and asks students to choose the correct translation per each question.	Individual interaction	Online exercise link: quizizz.com/join?gc=4085363
10	Remember Stage.	- T. models a boardgame activity with the class. T. uses an online dice and formulates a question using picture prompts in the boardgame *"Have you ever gone skiing?" a*nd one student answers *"Yes, I have".* Then, T. gives the turn to another student to throw the dice and formulate a question.	Whole class	Online dice link: https://freeonlinedice.com/ Boardgame picture

15	Internalize Stage.	- T. divides the class in small groups and asks students to continue the activity. T. sends the boardgame to the WhatsApp group. - T. monitors students´ performance using the breakout rooms.	Group interaction	Boardgame picture WhatsApp group Breakout rooms Screen sharing
15	Fluently use Stage.	- T. starts a stopwatch in 2 minutes and assigns one student to be a counter. Then, she starts asking students as many questions as possible with Have you ever….? when, the time stops the counter say how many questions she said in two minutes. Then, t. asks another student to take her role. - T. explains they are going to do the same in groups of 3, but she emphasizes when all students have changed roles they have to reduce time to 1 minute and 30 seconds. - T. monitors students´ performance using the breakout rooms.	Group interaction	Online stopwatch Breakout rooms A notebook to record the points A pen/pencil

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Lesson Plan Form 7

Name: Gabriela Caiza   **Date:** November 18th, 2020   **Course:** Subnivel medio

Objective	By the end of the lesson, SWBAT: Use daily routine verbs to report their routine in a whole class interaction.

Time	Framework Stage	Procedure	Interaction	Materials needed
10	Encounter Stage.	- T. sends a link to the WhatsApp group and explains that students have to match the pictures with expression they think it is correct. (online) -T. send the answers to WhatsApp.	Individual	Online exercise link: https://quizlet.com/_8jquig?x=1qqt&i=2ylh5f
10	Clarify Stage.	-T. models the question "What do you do everyday, teacher? And the students repeat. - t. shows some pictures and elicit the answers for example: "I get dressed at ….o´clock, I take a shower at ….", etc.	Whole class	Power point with the pictures
10	Remember Stage.	- T. encourages students to ask and answer questions in pairs using "What do you do every day at ….o´clock? and a picture. -T. models an example using Student A picture Student A asks: *Teacher, What do you do at 8 o´clock?* T. answers: *"I brush my teeth at 8 o´clock."* Then, they change roles using Student B picture.	Whole class Peer interaction	Student A and student B pictures Break out rooms WhatsApp group

		- T. divides the class in pairs and asks them to continue the activity. T. send the pictures to the WhatsApp group to share screens		
15	Internalize Stage.	- T. shows a chart with different hours of the day and asks students to complete the survey by asking the question *"What do you do at 9 o´clock?"* and another student answers *"I take a shower at 9 o´clock"*. -T. makes the breakout rooms in pairs twice or three times and monitors the activity.	Peer interaction	A survey format A notebook A pen/pencil
15	Fluently use Stage.	- T. asks students to report their daily routine through WhatsApp by modeling an example. *Hello. This is Gabriela. This is my daily routine. I get up at 6 o´clock. I brush my teeth, I have breakfast at 7:00 o´clock. Etc. I go to bed at 22 o´clock. Thank you* -T. encourages students to report as many ways/ times as possible.	Individual	WhatsApp group Smartphone

Lesson Plan Form 8

Name: Gabriela Caiza	**Date:** November 19th, 2020	**Course:** Subnivel medio

Objective	By the end of the lesson, SWBAT: use present continuous to describe what my family is doing in an improvised conversation.

Time	**Framework Stage**	**Procedure**	**Interaction**	**Materials needed**
10	Encounter Stage.	-T. presents the videosong "What are you doing? and ask students to sing the song. - T. shows photos of her family and encourages students to ask questions like. *"What is your father doing?", What is your cousin doing? ,etc* -T. looks at the pictures and answers *" My father is ironing the clothes, "My cousin is doing the laundry"*	Whole class	YouTube video link: https://www.youtube.com/watch?v=HrHqq8xJiU4 Power point presentation with teacher´s family photographs
10	Clarify Stage.	- T. sends a link to the WhatsApp group and asks students to match the pictures with the meanings.	Individual	Online exercise link https://quizlet.com/516891853/learn
10	Remember Stage.	- Teacher sends a picture to the WhatsApp group and records the question *"What are you doing?"*. So, students look at the picture and provides answers by recording an audio in WhatsApp. *Example: I am talking on the phone*		Daily routines pictures WhatsApp group

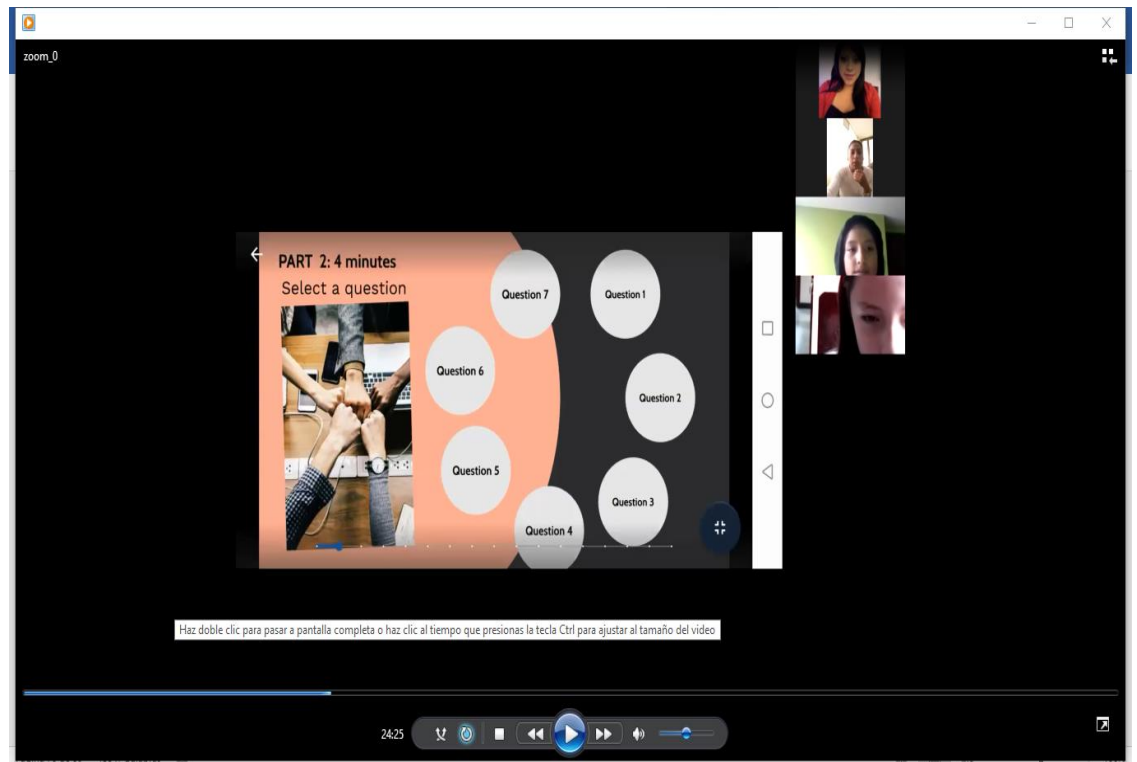|		_ T. shows another picture and this time asks "*What is your mother doing?*" . So, students record their responses. *Example: My mom is cooking.*		
15	Internalize Stage.	-T. models the activity with one student. T. asks the students to look at a picture in the WhatsApp and answer the question. *For example:* *T: What is the father doing?* *S: The father is using the computer.* -Then, the student compares if the father is doing the same activity and says *"No, the father is talking on the phone.* -T. divides the class in pairs and asks them to find out the differences in the pictures and write down in a notebook. - T. monitors the activity in the breakout rooms	Teacher-students Peer interaction	Student A and Student B pictures A notebook Breakout rooms
15	Fluently use Stage.	- T. asks students to describe what they and their family are doing? *For example: I am talking on the phone. My mom is doing the laundry, my brother is using the laptop, my father is watching the news, etc,*	Individual and whole class	WhatsApp Smartphone

Folder with the resources to perform the activities

Link: https://drive.google.com/drive/folders/1lIrHNBFwHp1g9fxjMXsJV-2vJJkgdDQv?usp=sharing

ANNEX 9. PHOTOGRAPH (ROUND TABLE DISCUSSION)

ANNEX 10. PHOTOGRAPHS (PRETEST AND POSTTEST APPLICATION)

ANNEX 11. URKUND ANALYSIS

URKUND

Document Information

Analyzed document	Tesis Gaby Caiza cap1-5.docx (D91183300)
Submitted	1/7/2021 12:48:00 AM
Submitted by	
Submitter email	gabaleja25@gmail.com
Similarity	3%
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Sources included in the report

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