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UNDERGRADUATE PROGRAM

DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY

ENGLISH MAJOR

MODALITY: RESEARCH REPORT

THEME:

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

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

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PUJILI - ECUADOR

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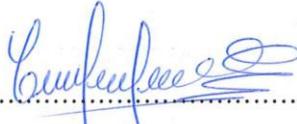
TUTOR'S ENDORSEMENT

In my capacity as a supervisor of the research report entitled “**Peer Teaching Program using ECRIF And PDP Frameworks to improve Speaking and Listening skills in the first level of the Pedagogic English Major at the Technical University of Cotopaxi.**”, and researched by **Helen Mabel Dávalos Gómez**, ID number **1721595948** , for obtaining the bachelor’s degree in National and Foreign language Pedagogy, English Major.

I CERTIFY THAT:

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

Pujilí, March, 2023

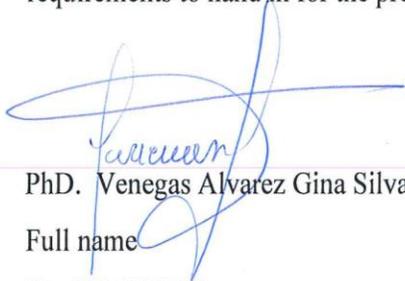


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COMMITTEE APPROVAL

The research report entitled “Peer Teaching Program using ECRIF And PDP Frameworks to improve Speaking and Listening skills in the first level of the Pedagogic English Major at the Technical University of Cotopaxi.”, has been revised, approved and authorized for printing and binding, before obtaining the bachelor’s degree in National and Foreign language Pedagogy, English Major; this meets the substantive and formal requirements to hand in for the presentation and defense.



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Pujilí, March 2023



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DEDICATION

I want to dedicate this project to my parents Jaqueline and José, who always have been near to me in difficult moments. With their guidance, I have learned that the support of someone will help us to grow and appreciate the improvement in others. To my brother Jefferson for being a motivation and support for my achievements. To my little cat Haru, her special company has been an antistress in the long nights.

To all of you, immeasurable appreciation for permitting me to dedicate this success to you, filling you with gratification, and making my pleasure yours.

Helen Dávalos

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

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ABSTRACT

Speaking and listening are fundamental skills that English students must master to become competent users of the language. In the context of teaching English as a Foreign Language (EFL), many students face several problems when developing the above-mentioned skills. That's why the present project was carried out to describe pre-service teachers' and students' experiences in the implementation of the peer teaching program using ECRIF (Encounter, Clarify, Remember, Internalize and Fluently) and PDP (Pre-stage, During-stage and Post-stage) frameworks at the Technical University of Cotopaxi. This implementation idea came from a Project called "Implementing peer-teaching program based on two learner-centered frameworks to enhance the performance in speaking and listening skills of weak students from first, second and third term of English Major at Technical University of Cotopaxi". The researcher applied a qualitative approach, as well as a survey with open-ended, and closed-ended questions that were used as data collection for students. The reflection guide was used also as an instrument to collect data for pre-service teachers. Five first term students of English Major at Technical University of Cotopaxi were the population. The main findings showed positive, and negative aspects about the implementation. The positive results were that by implementing this program with the use of ECRIF and PDP framework 80% percent of students were able to improve their speaking and listening skills through different techniques applied (guessing games, role plays, collaborative work and matching activities). Regarding the material, a major percent of students felt very satisfied with the material implemented whereas a few percent of students felt satisfied, and the rest felt comfortable. In that case, a high percentage of the students felt that this program contributed to their learning improvement. Conversely, the pre-service teachers faced some drawbacks such as lack of class participation, technological problems, lack of time management for the activities, unknown vocabulary for the students and as a student's suggestion the materials for the class development could be improved by using more technological tools. However, as negative points, the pre-service teachers were unable to give clear instructions, and the didactic material had an unfamiliar vocabulary for the students which did not allow them to develop the activities in the requested time. Based on these findings, the researchers suggest strengthening the present project by including it in the curricula to provide a better learning experience for students.

Keywords: Peer-teaching program, Listening & Speaking skills, frameworks, ECRIF, PDP.

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

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RESUMEN

Hablar y escuchar son destrezas fundamentales que los estudiantes de inglés deben dominar para convertirse en usuarios competentes de la lengua. En el contexto de la enseñanza del inglés como lengua extranjera (EFL), muchos estudiantes se enfrentan a diversos problemas a la hora de desarrollar las destrezas mencionadas. Es por eso que el presente proyecto se llevó a cabo para describir las experiencias de los profesores en formación y de los estudiantes en la implementación del programa de enseñanza entre pares utilizando los marcos ECRIF (Encounter, Clarify, Remember , Internalize and Fluently) y PDP (Pre-stage, During-stage and Post-stage) en la Universidad Técnica de Cotopaxi. Esta idea de implementación surgió de un proyecto denominado "Implementación de un programa de enseñanza entre pares basado en dos marcos centrados en el estudiante para mejorar el desempeño en las habilidades de hablar y escuchar de estudiantes débiles del primer, segundo y tercer cuatrimestre de la carrera de Inglés en la Universidad Técnica de Cotopaxi". El investigador aplicó un enfoque cualitativo, así como una encuesta con preguntas abiertas y cerradas que se utilizaron como recolección de datos para los estudiantes. También se utilizó la guía de reflexión como instrumento de recolección de datos para los docentes en formación. La población estuvo conformada por cinco estudiantes del primer cuatrimestre de la carrera de Inglés de la Universidad Técnica de Cotopaxi. Los principales hallazgos mostraron aspectos positivos y negativos de la implementación. Los resultados positivos fueron, que mediante la aplicación de este programa con el uso del marco ECRIF y PDP los estudiantes fueron capaces de mejorar sus habilidades de hablar y escuchar a través de diferentes técnicas aplicadas. Del mismo modo, los estudiantes consideraron que este programa debería aplicarse en clases presenciales en lugar de virtuales. Así, respecto al material la mayoría de los alumnos se sintió muy satisfecho con el material aplicado mientras que el resto de los alumnos se sintió satisfecho, y el resto se sintió cómodo. Por el contrario, los profesores en formación se encontraron con algunos inconvenientes como la falta de participación en clase, problemas tecnológicos, falta de gestión del tiempo para las actividades, vocabulario desconocido para los alumnos y como sugerencia de un alumno los materiales para el desarrollo de la clase podrían mejorarse utilizando más herramientas tecnológicas. Como puntos negativos, los profesores en formación no supieron dar instrucciones claras y el material didáctico tenía un vocabulario desconocido para los alumnos que no les permitió desarrollar las actividades en el tiempo solicitado. Los investigadores sugieren fortalecer el presente proyecto incluyéndose en los planes de estudio para brindar una mejor experiencia de aprendizaje a los estudiantes.

Palabras clave: Programa de enseñanza entre pares, habilidades de escucha y habla, marcos de referencia, ECRIF, PDP.

INDEX

TECHNICAL UNIVERSITY OF COTOPAXI.....	1
TUTOR’S ENDORSEMENT	ii
COMMITTEE APPROVAL.....	iii
COPYRIGHT REFUSE	iv
ABSTRACT	vi
RESUMEN.....	vii
INDEX	viii
1. GENERAL INFORMATION.....	1
2. JUSTIFICATION.....	2
3. BENEFICIARIES	3
4. PROBLEM STATEMENT	3
5. OBJECTIVES	5
6. ACTIVITIES AND TASK SYSTEM IN RELATION TO THE OBJECTIVES PROPOSED.	5
7. SCIENTIFIC AND TECHNICAL FOUNDATION.....	6
7.1 Background	6
7.2 Theoretical Framework	8
8. RESEARCH QUESTIONS.....	18
9. METHODOLOGY.....	18
10. ANALYSIS AND DISCUSSION OF RESULTS	19
11. RESEARCH IMPACTS (TECHNICAL, SOCIAL, ENVIRONMENTAL, EDUCATION OR ECONOMIC):	30
12. CONCLUSIONS AND RECOMMENDATION.....	32
13. REFERENCES.....	35
14. ANNEXES	44

UNDERGRADUATE DEGREE WORK STRUCTURE

1. GENERAL INFORMATION

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

Starting Date: April 2022

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Place of Research: Technical University of Cotopaxi

Sponsoring Faculty: EXTENSION PUJILI

Sponsoring career: National and Foreign Language Pedagogy English

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

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

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Knowledge area: Education

Research line: Education and Communication for human and social development.

Research line of the career: Innovation in the teaching and learning of language as a foreign language.

2. JUSTIFICATION

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

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

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

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

and attitudes toward the practice using the frameworks already mentioned. So, it will contribute to the professional development of the English language area.

3. BENEFICIARIES

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

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

4. PROBLEM STATEMENT

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

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

difficulties for understanding or speaking simple topics like an elemental conversation” (p. 81)

Similarly problem faces institutions from Cotopaxi Province, Guamán (2015) mentions that “Students at sixth year of Basic Education at “Leonardo Moscoso Moreno” School have problems in developing English skills according to their level such as: They have limited vocabulary and do not know basic grammatical structure” (p.16). Likewise, Bastidas (2014) pointed out that students of the seventh grade at Juan Manuel Lasso elementary school present problems in listening and speaking “the basic cycle for students in the English language learning is not good enough since no methodological tools are used for motivating students” (p. 13).

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

5. OBJECTIVES

General objective:

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

Specific objectives:

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

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

Specific objectives	Activities	Results of the activities	Verification Means
To identify theories to teach using the peer teaching program, ECRIF and PDP frameworks.	<ul style="list-style-type: none"> - Bibliographic review of articles, research papers, - Taking notes on relevant information - Drafting the theoretical framework. 	<ul style="list-style-type: none"> - The theoretical framework 	<ul style="list-style-type: none"> - Bibliographical review. - Theoretical foundation.
To implement a peer teaching program by using ECRIF and PDP frameworks to improve the	<ul style="list-style-type: none"> - Elaboration of a timetable for the implementation class. 	<ul style="list-style-type: none"> - Peer teaching program implemented 	<ul style="list-style-type: none"> - Lesson plans. - Teacher's monitoring. - Pictures.

speaking and listening skills.	- Planning and elaboration of didactic material.		
To describe main findings and results with the implementation of the ECRIF and PDP frameworks.	- Elaboration of the instruments. - Validation of the instruments. - Application of the instruments. - Analysis of the data.	- Results analysis - Discussion	Google form survey

7. SCIENTIFIC AND TECHNICAL FOUNDATION

7.1 Background

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

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

Muñoz (2013) carried out a research proposal called “Ecrif in the English Classroom: Students perceptions regarding its implementation” whose main objectives were to

analyze students' perceptions about the implementation of ECRIF, and the feasibility of working following the steps of a teaching framework in an EFL classroom. He used a descriptive case study of a mixed-method quantitative descriptive and qualitative with 21 first level students from different majors at the Universidad Tecnica del Norte, in Ibarra, Ecuador. Data were collected by a questionnaire, interviews, focus group, and journaling. The main findings showed that the perception about the implementation of ECRIF was positive and that working with a framework that guides the learning process is feasible thanks to its criteria and mainly because it is a not prescriptive approach. In conclusion, ECRIF framework is an innovative proposal of which students have positive perspectives since its principles of the learner centered approach allows learners to be involved in the classroom and make them feel more motivated and confident during the pedagogical practice.

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

7.2 Theoretical Framework

Peer teaching

According to Boud et al., peer teaching refers to “the use of teaching and learning strategies in which students learn with and from each other without the immediate intervention of a teacher” (1999, pp. 413-414). Similarly, Topping (2005, p. 631) defines peer teaching as “the acquisition of knowledge and skill through active helping and supporting among status equals or matched companions. It involves people from similar social groupings who are not professional teachers helping each other to learn and learning themselves by so doing”. Thus, Stigmar (2016) states that peer teaching has emerged “to meet the dual requirement of improving teaching and learning quality while doing more with less” (p. 124).

That is why Burton points out that some studies “have found clear and convincing proof that having students teach, individually tutor or academically mentor each other can be an extremely effective tool for improving learning in the classroom” (2012, p. 3). Consequently, peer teaching is highly recommended to be “used in remedial courses to cater to the needs of students who are unable to progress with the class in a normal classroom” (Abu Armana, 2011 as cited in Utha & Rinzin, 2019, p. 1522).

Advantages of Peer Teaching

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

Another advantage of peer teaching is mentioned by Utha & Rinzin (2019) who assert that students feel more comfortable “saying things to each other when the teacher is not around. They add more to the conversation because they are not as intimidated as

they are when they have to answer a teacher's question or address the large group" (p. 1522). Thus, in peer teaching it is essential to "provide a warm, non-threatening environment where the tutee is habitually active and is unafraid to make mistakes, there is indeed tremendous potential" (Rankin & Berman, 2018, p. 20).

Being the learner-centered approach on which peer teaching is based, motivation is one of the main benefits, as in Burton's study "the younger students acting as peer learners were motivated and excited by the experience of being taught by older peers" (2012, p. 12). Similarly, Gordon (2005) concluded that in many schools of the United States of America, "students improved their (. . .) intrinsic and extrinsic motivation regarding schooling, learning, and sometimes life itself" (p. 73). This agrees with the results of Lim's study (2014) where it was concluded that "it was an encouraging outcome that our findings showed that students found peer-teaching a motivating additional element in the classroom" (p. 37).

Disadvantages of Peer Teaching

Bulte et al. (2007) comment on some disadvantages of peer teaching since peer teachers "might lose control over the group or the students might not take the near-peer teacher seriously since he or she is also still a student" (pp. 588-589).

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

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

Consequently, Sukrajh (2018) states "some suggestions made by the students was that they receive training on how to teach for effective group learning and guidance on handling difficulties within peer teaching" (p. 19). Similarly, since peer teaching focuses on curriculum content and procedures for interaction, the participants need to "receive generic and/or specific training. Some peer tutoring methods scaffold the interaction with structured materials, while others prescribestructured interactive

behaviours that can be effectively applied to any materials of interest” (Topping, 2005, p. 632).

Listening Skills

In the educational field referring to learning English as a foreign language, one of the most difficult skills to develop is listening comprehension. For that reason, Suzanne (2006) mentions that this skill is understood as an ability to comprehend the language at normal speed in an automatic condition. According to Hossain (2015), listening is a receptive skill that involves receiving, processing and interpreting sounds until they convey messages that have meaning for speakers. In this regard, learners need increased concentration to improve this skill, which is also useful for learning the pronunciation, intonation and stress of words and phrases that are relevant elements for English learners. Undoubtedly “listening is the primary tool of learners to create their understandings in target language and acquire the input” (Yavuz & Celik, 2017, p. 9).

Listening strategies for teaching English.

The strategies of effective listening skills are essential for every great teacher as they improve the listening comprehension of students wherever the language is spoken. In that sense, listening strategies are considered “as techniques or activities that cause directly the listening input to be comprehended and recalled encompassing metacognitive, cognitive and socioa-ffective strategies to facilitate comprehension and to make learning more effective” (Robin & Gou, 2006 as cited in Marzban & Isazadeh, 2012, p. 5436). Moreover, Wah (2019) states that “Learning to develop the listening skill intended to help students to be more fluent and to create a more effective learning environment. The teachers need to practice the students by using effective strategies and activities” (p.886).

That’s why, Nihei (2002) in his research mentioned the following activities to teach listening:

- 1) First, students listen a few times to the contextual material, including reduced forms of words and word boundaries without seeing transcripts of the material.

Through this activity, teachers should help students guess or predict by asking them questions, "How many words can you distinguish?" After listening a few times, as a class or in pairs, students can discuss how many words they are able to distinguish and then listen to the material to confirm what they have heard.

- 2) Then, students see the transcripts of the material and, if necessary, the rules of reduced forms of words and word boundaries are taught or reviewed. (p.15)

In that case, Djiwandono (2015) mentions that "Teachers can manipulate those above features of oral discourse to facilitate the learning of listening comprehension. They can use speech rate as a parameter for selecting materials that will suit their learners' current proficiency level" (p.37). Likewise, Nemtchinova (2013) "It is essential that students receive feedback immediately after the task, while they still remember the activity. At the same time, teachers do not want to embarrass weaker listeners in front of their classmates" (p.19).

Speaking Skills

Learning a foreign language has to do with the four skills that have to be mastered and one of them is the ability to speak. Harmer, 2007 (as cited in Bashrin, 2013, p. 3) states that speaking is a productive skill "where students actually have to produce language themselves". It "involves, expressing ideas, and opinions, (. . .) a wish or desire to do something, negotiating or solving problems, or establishing and maintaining social relations" (McDonough & Shaw, 2003 as cited in Bashrin, 2013, p. 4). Within speaking skills, the development of oral activities can enhance "language fluency and accuracy and (. . .) the learners' confidence as well" (Rao, 2018, p. 142) that are relevant characteristics for English learners.

Speaking skill strategies

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

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

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

Ecrif Framework for Speaking Skill

Within English Language Teaching, “ECRIF is a framework system of a way of looking at how students learn a language” (Tosuncuoglu, 2017, p. 131). It is considered as a new way that facilitates the teaching-learning process and by which the academic performance of learners may be successful (Dalkıran & Semerci, 2020). Mezied (2017, p. 35) states that “it moves classroom instruction to student-centered collaboration and independent practices rather than teacher-guided lesson”. As a framework based on the student, Tamrabet & Ayadi mention that “it is used by the teacher as a lesson planning framework to determine the appropriate feedback to be introduced to the learner that will guide them. Also, it helps the teacher to have a better understanding of the

individual's needs" (2017, p. 20). Furthermore, this framework "aims to facilitate productive language skills development" (Muñoz, 2013, p. 5), that is the main goal in EFL learners to interact and move ahead in the world in this challenging era of globalization (Saidouni, 2019).

ECRIF is useful to develop speaking skill which involves "expressing ideas and opinions, expressing a wish or desire to do something, negotiating or solving problems or establishing and maintaining social relations" (McDonough & Shaw, 2003 as cited in Bashrin, 2013, p. 4). Because of this, developing speaking skills "enhance the learners' language fluency and accuracy and they also boost the learners' confidence as well" (Rao, 2018, p. 142). That is why Urrutia & Vega (2010) argue that "developing fluency implies taking risks by using language in a relaxed, friendly atmosphere –an atmosphere of trust and support. Speaking fluently, of course, involves speaking easily and appropriately with others" (p. 15).

Stages in ECRIF Framework

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

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

Then, referring to Clarify, it is "an internal phase that occurs inside the learner" (Khalaf, 2016 as cited in Mezied, 2017, p. 38) who can "find meaning and use of new item" (Bouزيد, 2017, p. 58). Therefore, he will be able to "connect the target vocabulary with correct meaning and pronunciation. The learner can also choose from

several grammar constructions the suitable one for a certain situation” (Mezied, 2017, p. 38).

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

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

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

- Matching activity,
- Identify correct and incorrect answers,
- Ask CCQs (Concept Checking Questions),
- Clarify contains; Drilling, Gap fill, Information gap, Searches, Scrambled words, Guessing games, Matching, Reading scripts, Dialogues,
- Remember includes; Guessing games Information gaps Storytelling/ role play, Short answer activities, Project structured discussions, Card games,
- Internalize stands for; Guessing games,

- Fluency lines, Debates, Role play, Information gap, Discussions Fluency, fluency is interconnected with aforementioned activities. (p. 130)

Teacher's and student's role in ECRIF Framework

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

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

PDP Framework for listening

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

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

Faced with such a challenge, the PDP framework “enables teachers not only to plan and demonstrate the successful listening lesson, but it also keeps students active,

engaged, and motivated throughout the three stages of the listening lesson: the pre, during, and post ones” (Nehar, 2009 as cited in Abdalla, 2020, p. 6).

Stages in PDP Framework

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

Starting with the pre stage, it is the moment “where EFL student-teachers start to organize their thinking about the teaching process. They think about the reading texts and teaching aids for listening lessons” (Mohammad, 2016, p. 42). That’s why, Povey (2021) mentions that some activities of this stage are: “activating schema, assessing students’ background knowledge, pre-learning the new and necessary vocabulary to understand the text, and generating students’ interest in the topic” (p. 1)

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

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

Listening skill Strategies

Some of the listening strategies for PDP framework are mentioned by Acevedo, et al., (2018) like the following:

Pre:

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

During:

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

Post:

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

Teacher’s and Student’s role in PDP Framework

As is well known, the PDP framework is located within the learner-centered approach, so the student’s and teacher’s roles will be designed according to its principles.

Jeno (2016) mentions that “learner-centered education, as opposed to teacher-centered education, has previously been characterized as a perspective on learning where the main focus is on the learner and learning process not on the teacher, where students take responsibility” (p. 694).

Keeping this in mind, and according to Norova, Amonoca & Burkhanov’s view (2022) the teachers “are facilitators or activators of learning. Instead of giving formulaic sets of worksheets, tasks, or practice problems, teachers today are designing active, engaging learning experiences that build on student strengths and interests.” (p. 272). In addition, she says that as a consequence, “During these learning experiences, students are empowered to think more complexly while creating and engaging with content through real-life problem solving and perseverance” (p. 272).

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

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

8. RESEARCH QUESTIONS

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

9. METHODOLOGY

Research Method

According to Palmer and Bolderston (2006, p. 16), qualitative research is "an interpretative approach, which attempts to gain insight into the specific meanings and behaviors experienced in a certain social phenomena through the subjective experiences of the participants". Based on this concept, the researchers use qualitative research to explore and understand the reality of students who have a low English level. The researchers also applied action research to do the proposal implementation and see the effects of it. According to Formplus Blogs (2020) mentions that action research is designed to provide resourceful solutions to specific problems that affect an individual or group of people. So, the action research involves the practical implementation of a micro curriculum design proposal made in a project called "Implementing peer-teaching program based on two learner-centered frameworks to enhance the performance in speaking and listening skills of weak students from first,

second and third term of English Major at Technical University of Cotopaxi” implemented the peer teaching program proposal to solve the students’ learning problem of low English level from the first level “A” of English Major at the Technical University of Cotopaxi. Therefore, they applied a pedagogical implementation using ECRIF and PDP frameworks to improve speaking and listening skills.

The implementation was conducted at the Technical University of Cotopaxi with five female students from the first level in the English Major. Researchers design lesson plans based on ECRIF and PDP stages with activities that can contribute to developing speaking and listening skills in the students. Moreover, they decided to impart classes virtually due to the students and pre-service teachers’ schedule. The tutor gave access to use her google classroom to teach English. The pre-service teachers used Zoom and Google meet apps to impart the ECRIF and PDP lessons during four weeks on Tuesdays and Thursdays with two hours of lessons. So, through an electronic device such as a computer or a mobile phone the students attended and developed the planned activities.

Data collection methods and tools

In this project, researchers use a reflection guide as a method to collect and analyze the positive and negative aspects of using ECRIF and PDP framework during the teaching process from pre-service teachers.

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

10. ANALYSIS AND DISCUSSION OF RESULTS

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

The researchers found the following data according to the participants' and pre-service teachers' answers.

a) Questions about students' experience in the use of ECRIF and PDP framework implementation

Question N. 1

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

It showed that the majority of the participants felt that ECRIF helped improve their language skills but some disagreed.

Table 1. Students' perception

N° Participants	Yes	No
1	Yes, I improved my speaking skill.	
2	I felt ECRIF helps to improve speaking ability.	
3	Yes, I felt I had an improvement in speaking skill.	
4	Yes, my speaking skill is better than before.	
5		No, I felt that my speaking skill hasn't improved.

Source: 1st level PINE UTC

Elaborated by: (Dávalos, 2023)

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

speaking skill among teenagers, increasing their grammar and vocabulary, speaking with fluency and interacting spontaneously with the classmates in a communicative activity” (p. 31).

Question N. 2

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

A considerable part of the participants said that the PDP framework helped to improve their listening skills while some of them said not.

Figure 2.

Table 2. Students’ perception

N° Participants	Yes	No
1	I felt that I improved my listening skill a little.	
2	Yes, my listening skill is better.	
3	Yes, PDP Framework has improved my listening ability.	
4		No, it is hard for me to understand new vocabulary.
5		No, there were words that I couldn't understand at all.

Source: 1st level PINE UTC

Elaborated by: (Dávalos, 2023)

Based on the result above, the researchers discovered that the majority of the participants were able to improve their listening skills through the use of the PDP in the EFL (English as a foreign Language) classroom. These results are similar to the research of Nehar (2009) as cited in Abdalla (2020) who states that the PDP framework “enables teachers not only to plan and demonstrate the successful listening lesson, but it also keeps students active, engaged, and motivated throughout the three stages of the

listening lesson: the pre, during, and post ones” (p. 6). This was possible because, as in Zúñiga & Gutiérrez study, “the participants developed dynamic assignments that included pre, while, and post intensive-extensive listening practices which allowed them to understand, to interpret oral messages, and to provide suitable responses to do the required tasks” (2018, p. 161).

Question N.3

Do you think the use of ECRIF and PDP to teach English virtually has been effective?
Yes-No Why?

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

Table 3. Excerpts from the students’ thoughts

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

Source: 1st level PINE UTC

Elaborated by: (Dávalos, 2023)

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

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

Question N. 4

On a scale from extremely satisfied, very satisfied, neutral, slightly satisfied and not at all satisfied, how satisfied were you with the teaching materials (slides, videos, Nearpod, etc.) used during the program? Where 1 means dissatisfied and 5 means Very satisfied.

In this sense, a great number of students stimate it is extremely satisfying and a few of them are very satisfied.

Table 4. Students’ perceptions

N° Participants	Extremely satisfied	very satisfied	neutral	slightly satisfied	not at all satisfied
1		Very satisfied			
2		Very satisfied			
3	Extremely satisfied				
4	Extremely satisfied				
5	Extremely satisfied				

Source: 1st level PINE UTC

Elaborated by: (Dávalos, 2023)

Based on the above results, the researchers state that the materials implemented during the program were efficient and they allowed the students to feel comfortable during the

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

Question N. 5

Do you consider that peer teaching led to motivation?

It shows that a big part of the participants considered they felt motivated through this program. And the rest of them considered that it did not lead to motivation.

Table 5. Students’ perceptions

N° participants	Yes	No
1	Yes, I felt motivated when other students teach me	
2	Yes, I was motivated to participate more.	
3	Yes, the peer teaching program helped us to feel motivated in class.	
4		No, I didn't feel motivated at all.
5		No, I don't feel motivated if other partners teaching us.

Source: 1st level PINE UTC

Elaborated by: (Dávalos, 2023)

Based on the above results, the researchers can determine that the Peer-teaching program led to motivation since most of the participants responded to this question positively. Also, these results showed that motivation increased in the most number of

students, this idea is supported in a study made by Burton (2012) who concluded that “learners were motivated and excited by the experience of being taught by older peers” (p. 12). Therefore, taking into account the student’s answers and Burton’s conclusion, it is correct to say that peer-teaching is a useful tool that can help to increase students’ confidence and make them be more active in the classes.

Question N. 6

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

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

Table 6. Students’ perceptions

N° participants	Yes	No
1	Yes, I was not afraid of making mistakes.	
2	Yes, I felt free to participate without a major teacher.	
3	I was not scared to participate during the class.	
4		No, I didn't feel confident about participating in class.
5		No, I don't feel that I have good English to participate at all.

Source: 1st level PINE UTC

Elaborated by: (Dávalos, 2023)

At this point, the results show that most of the students with the peer teaching program feel confident to participate in the English class. It can be because there is no

intervention from the primary teacher, and these results are similar to Utha & Rinzin (2019) who assert that students feel more comfortable “saying things to each other when the teacher is not around. They add more to the conversation because they are not as intimidated as they are when they have to answer a teacher’s question or address the large group” (p. 1522). So, taking into consideration the student’s answers and Utha & Rinzin’s comments, it is correct to say that peer- teaching allows students to feel more confident in participating and to let go of the fear of being mistaken or judged.

Question N. 7

Do you consider that peer teaching contributes to learning?

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

Table 7. Students’ perceptions

N° participants	Yes	No
1	Yes, the teachers taught us new things to employ.	
2	Yes, I was able to use new vocabulary.	
3	Yes, the peer teaching program helps us to improve our skills.	
4	Yes, the teacher helped us to improve our pronunciation.	
5		No, it was hard for me to understand new vocabulary. .

Source: 1st level PINE UTC

Elaborated by: (Dávalos, 2023)

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

Question N. 8

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

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

Table 8. Students’ perceptions

N° participants	Yes	No
5	Yes, collaborative work help us to practice and improve English language	

Source: 1st level PINE UTC

Elaborated by: (Dávalos, 2023)

Undoubtedly, the results obtained from the survey points out that the collaborative work helped students to practice the English language. In the same way, these results are similar to Topping's study (2005, p. 631) who states that peer teaching helps to “the acquisition of knowledge and skill through active helping and supporting among status equals or matched companions. It involves people from similar social groupings who are not professional teachers helping each other to learn and learning themselves by so

doing”. Thus, to help students to improve their English language, Stigmar (2016) states that peer teaching has emerged “to meet the dual requirement of improving teaching and learning quality while doing more with less” (p. 124).

Question N. 9

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

Table 9. Excerpts from the students’ recommendations

N.	Students’ excerpts	Traduction
1	Los materiales para el desarrollo de la clase podrían ser mejorados con el uso de más herramientas tecnológicas.	Materials for the class development could be improved using more technological tools.
2	Brindar más tiempo para las actividades.	Provide more time for the activities.
3	Considerar el nivel de Inglés de los estudiantes.	Consider the English level of students.
4	No presionar a participar.	Do not force to participate.
5	Dar indicaciones de forma clara.	Giving instructions clearly.

Source: 1st level PINE UTC

Elaborated by: (Dávalos, 2023)

The above-mentioned results showed that although there were some benefits of implementing the peer teaching program, the students surveyed mentioned some aspects that could hinder the learning process. They were about the materials, the length of the activities, the classroom management, the ECRIF framework and the feedback provided. Thus, Gordon (2005, as cited in Burton, 2012, pp. 19-20) found some studies

with the same problems: “lack of time for the peer tutoring, insufficient training for the peer teachers and inadequate initial preparation of the curriculum teaching and material”.

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

Results of pre-service teachers from the reflection guide.

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

Positive points	Negative points
<ul style="list-style-type: none"> - Pre Service Teachers got more experience teaching English. - Teachers could improve their professional development. - Teachers can prepare a satisfactory didactic material. - Teachers gained experience preparing activities with these frameworks. 	<ul style="list-style-type: none"> - Pre-service Teachers’ instructions weren’t clear at all. - The students' knowledge was very low in relation to the frameworks. - Teachers had prepared a class without considering the English level of students at the beginning of the peer teaching program. - The didact material used to have an unknown vocabulary for students. - Teacher noticed that students needed more time with the activities prepared in their lesson plan. - Students’ participation wasn't active at all.

Source: 1st level PINE UTC

Elaborated by: (Dávalos, 2023)

Based on the above chart, the pre-service teachers can determine that they gained more experience in teaching English using these two frameworks. These results are similar to Norova, Amonoca & Burkhanov's view (2022) who states that the teachers "are facilitators or activators of learning. Instead of giving formulaic sets of worksheets, tasks, or practice problems, teachers today are designing active, engaging learning experiences that build on student strengths and interests." (p. 272). However, students' participation wasn't active at all as Muñoz (2013) mentions that students "become the primary constructors of their learning. The students appropriate language knowledge and skill from what they do in the classroom with the teacher, their classmates, the material and the text" (p. 6).

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

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

11. RESEARCH IMPACTS (TECHNICAL, SOCIAL, ENVIRONMENTAL, EDUCATION OR ECONOMIC):

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

Educational Impacts

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

12. CONCLUSIONS AND RECOMMENDATION

Conclusions

- According to the literature review, the peer-teaching program provides students the opportunity to receive personalized and authentic learning experiences. Likewise, the ECRIF framework which is a systematic process helps students to speak and the PDP framework which is designed to teach receptive skills helps teachers to plan and provide effective listening lessons. These frameworks showed clearly that the shift from a traditional to a more active learning approach produces significant changes in the educational setting, especially when a more meaningful learning environment is needed. So, teachers appeal to students' strengths and capabilities to enhance their learning.
- The implementation of the peer teaching program using ECRIF and PDP frameworks came from a Project called “Implementing peer-teaching program based on two learner-centered frameworks to enhance the performance in speaking and listening skills of weak students from first, second and third term of English Major at Technical University of Cotopaxi” in which a micro-curricular proposal was designed based on the ECRIF and PDP. So, this implementation was carried out with the students who dropped out of the first term during four weeks on Tuesdays and Thursdays with two hours of lessons using zoom and google meet apps during the academic period April - August 2022.
- Through the implementation of this program using ECRIF and PDP frameworks the researcher experienced both positive and negative effects. First, a great part of the students showed their speaking and listening skills were improved through different techniques like guessing games, role plays, collaborative work and matching activities. However, students consider that to reach academic success the implementation would be even greater if applied in face-to-face classes

instead of virtually. Additionally, during the learning process the majority of the students felt very satisfied with the class material to participate without being afraid of making mistakes, so they felt motivated through this implementation. Similarly, pre-service teachers faced some drawbacks such as the lack of class participation, technological problems, lack of time management for the activities, and among others. On the other hand, the pre-service teachers had positive and negative experiences through this implementation. As positive points, they gained experience in teaching English and preparing activities with these frameworks. However, the negative points were that the pre-service teachers were unable to give clear instructions and the didactic material had an unfamiliar vocabulary for the students which impeded them to develop the activities in the requested time. In that sense, these findings show that students need a program in which teachers can adopt a new methodology to improve the teaching-learning process by which students can learn English smoothly.

Recommendations

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

13. REFERENCES

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14. ANNEXES

Lesson Plans

LESSON PLAN 1

GENERAL INFORMATION

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

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

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

	<p>class.</p> <ul style="list-style-type: none"> - b. _____ five apples in the basket. - c. Can you pass me _____ books over there, please?. - d. How much is _____ dress?. 		
Remember and Internalize Stage (early)			
30 minutes	<ul style="list-style-type: none"> • The teacher presents a Matching questions-answers. - 1.- Sally: How many tables are there in the classroom? There is one table in the classroom. - 2.- Sally: How many cats are there on the roof? Willy: There are nine cats on the roof. - 3.- David: Could you give me that book on the table over there? Frank: Do you mean this book here? - 4.- David: What's the name of this mountain in front of us? Frank: This is Mt. Hood. It's the tallest mountain in Oregon. 	<ul style="list-style-type: none"> • Students have to do the Matching questions-answers activity in which they have to notice the keywords and match sentences using “there is, there are, this, these and nouns plurals”. 	<ul style="list-style-type: none"> • Nearpod
Remember and Internalize Stage (later)			
30 minutes	<ul style="list-style-type: none"> • The teacher gives instructions about how to do the activity: - ask and answer questions using “there is, there are, this, these and nouns plurals” • The teacher provides an example of the activity. A: What about these shoes for Oliver? B: No, hold on, what about those one over there? A: Are there any other labels for shoes? 	<ul style="list-style-type: none"> • Students have to make questions and answers using there is, there are, this, these and nouns plurals 	<ul style="list-style-type: none"> • Google slides • Nearpod

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

LESSON PLAN 2

GENERAL INFORMATION

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

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

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

	<p>your digital footprint.</p> <ul style="list-style-type: none"> - to edit - a spam account - a screenshot - to scrutinise 	<p>4. f 9. j 5. c 10. g</p>	
	During Stage (early)		
30 minutes	<ul style="list-style-type: none"> ● The teacher presents the listening material about Oversharing and your digital footprint and plays the audio two times. ● The teacher gives instructions and asks students to do the activity: <ul style="list-style-type: none"> - Listen to the audio file about travel plans. - Determine: How many people are speaking? ; Where are they? ; What are they talking about? ● The teacher asks students to write their answers and send it to the chatbox. ● The teacher checks the students' understanding through their answers and reflects on them. 	<ul style="list-style-type: none"> ● Students listen to the teacher's instructions carefully. ● Students listen to the audio carefully. ● Students write their answers determining: How many people are speaking? ; Where are they? ; What are they talking about? ● Students compare and check their answers to reflect about them. 	<ul style="list-style-type: none"> ● Audio ● Chatbox
	During Stage (later)		
30 minutes	<ul style="list-style-type: none"> ● The teacher gives instructions and asks 	<ul style="list-style-type: none"> ● Students listen to the teachers' instructions. 	<ul style="list-style-type: none"> ● Google Docs ● Google meet

	<p>students to complete a chart about what they should and shouldn't do when using social media.</p> <ul style="list-style-type: none"> • The teacher asks students to write their answers on the google document. • The teacher plays the audio two times for students' understanding. 	<ul style="list-style-type: none"> • While students listen to the audio again they complete the chart. • Students write their answers on the google document. • Students compare and check their answers to reflect on them. 	
During Stage (final)			
25 minutes	<ul style="list-style-type: none"> • The teacher gives instructions and asks students to complete a gap fill/cloze activity about the audio "Oversharing and your digital footprint" • The teacher presents the sentences about the dialogue <ul style="list-style-type: none"> - Having a lot of people see your _____ can be kind of _____. - If you're a _____, you're going to make bad _____ sometimes. - _____ is putting too much of your personal life in front of a ___ _____ of people. - What you share is going to affect how other _ 	<ul style="list-style-type: none"> • Students listen carefully to the teacher's instructions. • Students fill in the blanks of each sentence according to the audio. <p>Answers:</p> <ul style="list-style-type: none"> - Having a lot of people see your posts can be kind of scary. - If you're a teenager, you're going to make bad decisions sometimes. - Oversharing is putting too much of your personal life in front of a wide audience of people. - What you share is going to affect how other people view you. - Just because you post 	<ul style="list-style-type: none"> • Google Docs

	<p>_____ view you.</p> <p>- _____ Just because you _____ all the time doesn't mean that everyone is going to like you.</p> <ul style="list-style-type: none"> • The teacher plays the audio one more time. 	<p>all the time doesn't mean that everyone is going to like you.</p> <ul style="list-style-type: none"> • They compare and check their answers to reflect on them. 	
Post Stage			
15 minutes	<ul style="list-style-type: none"> • The teacher gives instructions and asks students to write in a sheet of paper their personal opinion about - What do they think about people who post too often and share too much personal information? - What do you do to stay safe on social media? • The teacher asks the students to send their answer to the chatbox. 	<ul style="list-style-type: none"> • Students listen to the teachers instructions. • Students write their answers about sharing their personal information on social media and explain their answers. • Students upload their answers to the chatbox. 	<ul style="list-style-type: none"> • Chatbox • Google meet
<ul style="list-style-type: none"> • Homework/ further work: Record a video of 3 minutes about your opinion of the listening material and upload it on Flipgrid. 			

LESSON PLAN 3

GENERAL INFORMATION

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

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

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

									
Remember and Internalize Stage (early)									
30 minutes	<ul style="list-style-type: none"> The teacher presents Matching meanings/words. Students have to classified some word in a/an -some The words : Paper clips / abacus / calendar / compasses / map / eraser / desktop/ crayons / Art room <table border="1" data-bbox="730 964 1192 1052" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">a</td> <td style="width: 33%; text-align: center;">an</td> <td style="width: 33%; text-align: center;">some</td> </tr> <tr> <td style="height: 20px;"></td> <td></td> <td></td> </tr> </table> <ul style="list-style-type: none"> Questions with Where; possessive ‘s and s’ Teacher presents a short dialogue and asks students to read and notice the use of the grammar point. 	a	an	some				<ul style="list-style-type: none"> Students have to do the Matching meanings/words. Students have to classify some words in a/an -some. Students focus their attention in the dialogue to understand the use of “Where; possessive ‘s and s” 	<ul style="list-style-type: none"> Meer Chatbox Google Slides
a	an	some							

	<p>Mrs. Evans OK, so . . . where's the VCR? Paula It's in the closet. Mrs. Evans Oh, right. And the videos? Where are they? Paula They're on the desk, under your coat. Mrs. Evans OK, um . . . and where are the students' homework papers? Paula They're on the floor. Mrs. Evans Uh-oh, what's this under my foot? Paula It's Mario's homework. Mrs. Evans Oops! . . . Uh, where are my glasses? They're not on my desk. Paula Uh . . . they're on your head!</p>											
Remember and Internalize Stage (later)												
30 minutes	<ul style="list-style-type: none"> The teacher presents a short explanation about the uses of Where; possessive 's and s' to explain the grammar point. - ask and answer questions using “there is, there are, this, these and nouns plurals” <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Where's Mario's homework? It's on the floor. Mario's homework Where's the teacher's coat? It's on the desk. the teacher's glasses Where are the students' papers? They're on the floor. three students' papers</p> <p>Where's = Where is</p> <p style="text-align: center;">POSSESSIVE: -'S and -S'</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"> singular nouns: add -'s example: boy → boy's </td> <td style="padding: 5px; text-align: center;">  </td> <td style="padding: 5px;"> The boy's bicycle is blue. <small>It belongs to the boy.</small> </td> </tr> <tr> <td style="padding: 5px;"> plural nouns: add -s' example: boys → boys' </td> <td style="padding: 5px; text-align: center;">  </td> <td style="padding: 5px;"> The boys' bicycles are blue. <small>They belong to the boys.</small> </td> </tr> <tr> <td style="padding: 5px;"> some irregular plural nouns: add -'s example: children → children's </td> <td style="padding: 5px; text-align: center;">  </td> <td style="padding: 5px;"> The children's bicycles are blue. <small>They belong to the children.</small> </td> </tr> </table> </div> <ul style="list-style-type: none"> The teacher provides an example of the activity. <p>The student has a pen. The pen is on the table. <u>The student's pen is on the table.</u></p> <ul style="list-style-type: none"> The teacher asks the students to complete the rest of the sentences. 	singular nouns: add -'s example: boy → boy's		The boy's bicycle is blue. <small>It belongs to the boy.</small>	plural nouns: add -s' example: boys → boys'		The boys' bicycles are blue. <small>They belong to the boys.</small>	some irregular plural nouns: add -'s example: children → children's		The children's bicycles are blue. <small>They belong to the children.</small>	<ul style="list-style-type: none"> Students focus their attention in the chart to understand the use of Where; possessive 's and s' Students have to complete the activities by using the grammar focus Where; possessive 's and s' 	<ul style="list-style-type: none"> Google slides Chatbox
singular nouns: add -'s example: boy → boy's		The boy's bicycle is blue. <small>It belongs to the boy.</small>										
plural nouns: add -s' example: boys → boys'		The boys' bicycles are blue. <small>They belong to the boys.</small>										
some irregular plural nouns: add -'s example: children → children's		The children's bicycles are blue. <small>They belong to the children.</small>										

	<p>2. The man has a car. The car is in the garage. _____</p> <p>3. My friends had a party. The party was fun. _____</p> <p>4. The women have kids. The kids are playing. _____</p> <p>5. India has a population. The population is very large. _____</p> <p>6. The children have a mother. The mother is over there. _____</p> <p>7. My sisters have friends. The friends are interesting. _____</p> <p>8. The teachers had a meeting. The meeting was last week. _____</p>		
Fluent Use Stage			
25 minutes	<ul style="list-style-type: none"> ● The teacher gives specific instructions for the last activity: (1) take turns, (2) student A asks, (3) student B answers, and (4) exchange roles. ● The teacher show the questions: <ul style="list-style-type: none"> 1. Where's the teacher's desk? 2. Where's the TV? 3. Where's the teacher's chair? 4. Where are the students' dictionaries? 5. Where's the computer? 6. Where are the posters? <ul style="list-style-type: none"> ● The teacher breaks out 4 Zoom rooms to assign two students in each room. ● The teacher supervises the activity. 	<ul style="list-style-type: none"> ● Students listen carefully to the teacher's instructions. ● They analyze the questions to know what to do in pairs. ● They go to their respective Zoom rooms to work in pairs. ● They take turns and develop oral activity to find information about their partner. 	<ul style="list-style-type: none"> ● Zoom rooms ● Nearpod
<ul style="list-style-type: none"> ● Homework/Further work: Record a video (2 minutes) on Flipgrid telling us about things in your classroom. 			

LESSON PLAN 4

GENERAL INFORMATION

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

Group: First Level - English Major	Date: 7th July, 2022.	Time: 120 minutes	No. of students: 5
Recent topic work: The first English class.		Recent Language work: Core values vocabulary	
Aims: To develop listening skills in students.			
Learning Objective: At the end of the lesson, SWBAT show understanding about the first English class by completing listening comprehension exercises and then write a paragraph about their experiences in their first class.			
Assessment: Students listen to the audio about the first English class and write a personal opinion.			
Success indicator: Students can understand main ideas and some details about the audio of the first English class, using contextual clues to help identify the most relevant information.			
Anticipated problems - solutions: The English level of some students is low. The teacher will give straightforward instructions and make comprehension check questions to make sure if the students understand what they have to do during each activity. Moreover, some students have internet connection problems. The teacher will send the activities in the WhatsApp group and upload the class recordings so the students can be aware of the lesson topic.			
Timing	Teacher's activity	Students' activity	Materials
	Warm-Up activity		
5 minutes	<ul style="list-style-type: none"> ● The teacher presents a picture - The picture 	<ul style="list-style-type: none"> ● Students analyze the picture to guess what the topic is about. 	<ul style="list-style-type: none"> ● Google meet ● Chatbox ● Pictures

	<p>represents an English class.</p> <ul style="list-style-type: none"> The teacher asks the students to analyze the pictures to answer what they are doing. 	<ul style="list-style-type: none"> Students think and answer the discussion question written and orally. 	
	Pre Stage		
15 minutes	<ul style="list-style-type: none"> The teacher asks the students to make a brainstorming with a mind map on the topic.  <ul style="list-style-type: none"> The teachers ask students to share their answers with her. The teacher listens to the students' answers to analyze if students can predict the topic about the listening lesson (The first English class). 	<ul style="list-style-type: none"> Students listen to the teacher's instructions carefully. Students make a mind map about the topic on the google document. Students answer the teacher's question. They tell the teacher their answers to verify if they are correct or not. 	<ul style="list-style-type: none"> Google Docs Google meet.
	During Stage (early)		
30 minutes	<ul style="list-style-type: none"> The teacher presents the next activity in which students have to listen to the audio to choose 3 pictures relates to the topic The teacher plays the audio twice. The teacher asks 	<ul style="list-style-type: none"> Students listen to the teacher's instructions. Students listen to the audio carefully and try to choose the 3 pictures related to the topic. Students tell their answers to the teacher. 	<ul style="list-style-type: none"> Google Docs Whatsapp

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

	<p>class in? a) Room 13 b) Room 30 c) Room 33 3.</p> <p>- What days is the class? a) Monday and Tuesday b) Monday and Wednesday c) Monday and Thursday</p>		
During Stage (Final)			
25 minutes	<ul style="list-style-type: none"> • The teacher gives instructions for the next activity in which students have to order events according to what they hear in the audio. • The teacher plays the audio again. • The teacher asks the students to share their answers. 	<ul style="list-style-type: none"> • They listen to the teacher's instructions and try to follow them. • Students listen to the audio again carefully to order the events presented in the activity. • Students ask to participate to share their answers. 	<ul style="list-style-type: none"> • Google Docs • Google meet • Chatbox
Post Stage			
15 minutes	<ul style="list-style-type: none"> • The teacher gives specific instructions and asks students to correct mistakes in the transcript. • The teacher asks the students to take a picture of their corrections and send it to the WhatsApp group. 	<ul style="list-style-type: none"> • They correct their transcription about what they heard. • They take a picture of their answers and send it to the WhatsApp group. 	<ul style="list-style-type: none"> • WhatsApp • Google meet
<ul style="list-style-type: none"> • Homework/Further work: Write a paragraph of 40-50 words, saying what are your goals for your English career and what you could do to improve your skills. 			

LESSON PLAN 5

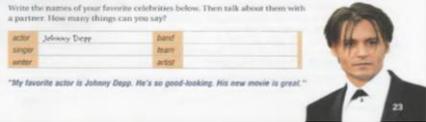
GENERAL INFORMATION

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

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

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

	<p>about to be verb and possessive adjectives.</p> <div style="background-color: #f4a460; padding: 5px;"> <p>I'm a Sean Penn fan. My favorite actor is Sean Penn. You're a tennis fan. Your favorite sport is tennis. He's an actor. His new movie is great. She's a famous singer. Her voice is amazing. We're Giants fans. Our favorite team is the Giants. They're tennis players. Their matches are exciting.</p> </div> <p>The students have to complete the following exercise according to the example: I'am Lisa. _____ hometowns is in toronto. She is a teacher. _____ students are good. Ben has a brother. _____ name is Tom. We love cycling. Cycling is _____ hobby. You need to go back. _____ mom is calling. The monkey is hurt. _____ tail is bleeding. Dave and Dolly are siblings. _____ parents are kind.</p>	<p>the complete activity in which they have to notice the keywords and complete the sentences “Her, their, his, my, your, our, their”.</p>	
Remember and Internalize Stage (later)			
30 minutes	<ul style="list-style-type: none"> • The teacher gives instructions about how to do the activity: • Students have to select the correct form of verb to be and possessive to make a conversation. 	<ul style="list-style-type: none"> • Students have to select the correct answer using Her, their, his, my, your, our, their 	<ul style="list-style-type: none"> • Google slides • Meet

	<p>1. A I'm / My a Sting fan. B Yeah, he's / his music is amazing. A You know, he's / his real name is Gordon Matthew Sumner.</p> <p>2. A I'm / My favorite band is Black Eyed Peas. B Oh, they're / their very good. A You know, they're / their new CD is out now.</p> <p>3. A Nicole Kidman's new movie is really great. B Yeah? She's / Her movies are always good. A I know. She's / Her my favorite actor.</p> <p>4. A What's you're / your favorite show? B I'm / My favorite show? <i>Friends</i>. A Yeah. It's we're / our favorite show, too. In our family, we're / our all <i>Friends</i> fans.</p> <p>Students will read the conversation and point to the correct answer.</p>		
Fluent Use Stage			
25 minutes	<ul style="list-style-type: none"> The teacher gives specific instructions for the last activity: Teacher will show a chart about celebrities.  <ul style="list-style-type: none"> Students have to complete the chart and then talk about the filled chart after 10minutes. 	<ul style="list-style-type: none"> Students listen carefully to the teacher's instructions. They analyze the chart sample to know what to do by themselves. . Teacher will ask one by one to talk about their favorite celebrity. . 	<ul style="list-style-type: none"> Meet
<ul style="list-style-type: none"> Homework/Further work: Record a video (4 minutes) answer the following questions: Who is your favorite celebrity? 2 What is her/his full name? 3 How old is she/he? 4 Is he/she single? 5 Is he/she in a movie right now? 6 What is the movie? 7 What is your favorite show/movie/ song? 			

LESSON PLAN 6

GENERAL INFORMATION

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

Group: First Level - English Major	Date: 14th July, 2022	Time: 120 minutes	No. of students: 5
Recent topic work: Describing people.		Recent Language work: Personal pronouns, adjectives and family context vocabulary.	
<p>Aims: To develop listening skills in students.</p>			
<p>Learning Objective: At the end of the lesson, SWBAT show understanding about describing people by completing multiple-choice activities and then to develop discussion questions about personal opinions and experience with the topic.</p>			
<p>Assessment: Students discuss questions about personal opinions and experiences with the topic.</p>			
<p>Success indicators: Students can attach their personal opinions and experiences with the topic to create clear and understandable ideas and also to answer questions about the topic</p>			
<p>Anticipated problems - solutions: The English level of some students is low. The teacher will give straightforward instructions and make comprehension check questions to make sure if the students understand what they have to do during each activity. Moreover, some students have internet connection problems. The teacher will send the activities in the WhatsApp group and upload the class recordings so the students can be aware of the lesson topic.</p>			
Timing	Teacher's activity	Students' activity	Materials
Warm-Up activity			
5 minutes	<ul style="list-style-type: none"> ● The teacher starts the lesson presenting a discussion 	<ul style="list-style-type: none"> ● Students analyze the questions 	<ul style="list-style-type: none"> ● Google meet ● Google

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

	<p>has long, brown hair / a girlfriend / a twin sister .</p> <ul style="list-style-type: none"> - Hannah has one brother / two brothers / a brother and a sister . - Alex and Jem look different / look the same / have the same hair but different eyes . <ul style="list-style-type: none"> ● The teacher checks the students' understanding through their answers and reflects on them. ● Then, the teacher asks students to listen to the audio and choose 3 pictures related to the topic. 	<ul style="list-style-type: none"> - Alex and Jem look the same. ● They compare and check their answers to reflect about them. ● Students listen to the audio again and choose the 3 pictures related to the topic. 	
During Stage (later)			
30 minutes	<ul style="list-style-type: none"> ● The teacher gives instructions and asks the students to complete the true/false activity. ● The teacher checks the students' understanding through their answers and reflects on them. 	<ul style="list-style-type: none"> ● Students listen to the audio again and complete the true/false activity. ● They compare and check their answers to reflect on them. 	<ul style="list-style-type: none"> ● Google document ● audio material ● Google meet
During Stage (final)			
25 minutes	<ul style="list-style-type: none"> ● The teacher gives instructions and asks students to complete gap fill/cloze activity. ● The teacher checks the 	<ul style="list-style-type: none"> ● They fill in the blanks of each sentence according to the audio.. ● They compare and 	<ul style="list-style-type: none"> ● Google document ● Google meet

	students' understanding through their answers and reflects on them.	check their answers to reflect on them.	
Post Stage			
15 minutes	<ul style="list-style-type: none"> ● The teacher gives instructions and asks students to discuss questions about personal opinion and experience with the topic. <ul style="list-style-type: none"> - What do you look like? - What kind of hair have you got? - What colour eyes have you got? - Are you happy with your appearance? Why? Why not? ● The teacher asks the students to take a picture of their answers and send them to the whatsapp group. 	<ul style="list-style-type: none"> ● Students listen to the teacher's instructions. ● They answer the questions telling a personal opinion about it. ● They take a picture of their answers and send it to the WhatsApp group. 	<ul style="list-style-type: none"> ● Google meet ● WhatsApp
<ul style="list-style-type: none"> ● Homework/ further work: Write a paragraph describing yourself 			

LESSON PLAN 7

GENERAL INFORMATION

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

Group: Tutoring Group	Date: 19th July, 2022.	Time: 120 minutes	No. of students: 5
Recent topic work: Every day life		Recent Language work: Students will be able to explain activities that they do or don't. .	
Aims: To develop communicative skills in students.			
Learning Objective: At the end of the lesson, SWBAT explain what they do in their everyday life.			
Assessment: Learners go to the Zoom Rooms and develop a pair dialogue in which student A and B have to take turns and make sentences to know about their plans or decisions and with another one using correctly “do/does in simple present form”. The teacher will observe whether each student makes sentences fluently using the target language. (Example: Student A: Where do you study? Student B: I study in Latacunga..)			
Success indicator: Learners can produce sentences using “She doesn’t; He likes; I do”, taking into account if they are sure or not to use the different uses correctly. Learners can hesitate and respond slowly but it does not hinder the interaction.			
Anticipated problems - solutions: The English level of some students is low. The teacher will give straightforward instructions and make comprehension check questions to make sure if the students understand. Moreover, some students have internet connection problems. The teacher will provide students with the recording of the class and interact by Whatsapp when it is necessary.			
Timing	Teacher’s activity	Students’ activity	Materials
	Warm-Up activity		
10 minutes	<ul style="list-style-type: none"> ● The teacher starts with describing a picture. 	<ul style="list-style-type: none"> ● Students analyze the picture provided by the 	<ul style="list-style-type: none"> ● Meet

	 <ul style="list-style-type: none"> Who does sports? Who works as an office man? 	<p>teacher.</p> <ul style="list-style-type: none"> Then, they answer the question using “The men of the picture number two works in an office” 	<ul style="list-style-type: none"> Chat Box.
Encounter and Clarify Stage			
25 minutes	<ul style="list-style-type: none"> The teacher presents a picture with a short information about people's everyday life where the students can identify the structure of “ I don’t; He doesn’t; we get up”.  <ul style="list-style-type: none"> The teacher explain about the different use of simple present: <ul style="list-style-type: none"> habits truth in present general fact future timetables 	<ul style="list-style-type: none"> Students read the information carefully with the correct stress and intonation. Students focus their attention in the chart to understand the structure of “ I don’t; He doesn’t; we get up” They have to memorize the different uses of simple present. 	<ul style="list-style-type: none"> Meet
Remember and Internalize Stage (early)			

30 minutes	<ul style="list-style-type: none"> The teacher presents sentences to complete. <p>I) Put the verbs in the right form</p> <p>You _____ too much tv. (watch)</p> <p>She _____ everyday. (swim)</p> <p>They _____ to a music camp every summer. (go)</p> <p>It _____ a lot in autumn. (rain)</p> <p>I _____ my bike everyday to go to work. (ride)</p> <p>He _____ going to the museum. (love)</p> <p>We _____ in the choir every Sunday morning. (sing)</p> 	<ul style="list-style-type: none"> Students have to complete the activity in which they have to notice the keywords and match sentences using “Watches, swim”. 	<ul style="list-style-type: none"> Meet
Remember and Internalize Stage (later)			
30 minutes	<ul style="list-style-type: none"> The teacher gives instructions about how to do the activity: <ul style="list-style-type: none"> - answer questions using “ I don’t; He doesn’t; we get up” <ol style="list-style-type: none"> What time do you get up on weekdays? _____ Where do you eat lunch? _____ What do you do on weekends? _____ Where do you go shopping? _____ 	<ul style="list-style-type: none"> Students have to answers using I don’t; He doesn’t; we get up 	<ul style="list-style-type: none"> Google slides Meet
Fluent Use Stage			
25 minutes	<ul style="list-style-type: none"> The teacher gives specific instructions for the last activity: <ul style="list-style-type: none"> Complete the questions Answer their partners' question 	<ul style="list-style-type: none"> Students listen carefully to the teacher’s instructions. <ul style="list-style-type: none"> They analyze the sample questions to know what to do by themselves.. They take turns and develop oral activity to answer information about their partner. 	<ul style="list-style-type: none"> Meet Google slides

	<p>A Complete the questions. Compare with a partner.</p> <ol style="list-style-type: none"> 1. <u>Do</u> you eat a lot of snacks every day? 2. ____ you make a lot of phone calls before breakfast? 3. ____ you clean the house on the weekends? 4. ____ you ____ your homework late at night? 5. ____ you ____ TV after dinner? 6. ____ your friends ____ their e-mail every day? 7. ____ your teacher work in the evening? 8. ____ your best friend ____ a class on Saturdays? 		
<ul style="list-style-type: none"> ● Homework/Further work: Record a video (4 minutes) answer the following questions <ul style="list-style-type: none"> THE SIMPLE PRESENT TENSE: WH-QUESTIONS WITH DIFFERENT VERBS ▪ Where do you live? Who do you live with? ▪ What school subjects do you like? Why do you study English? ▪ On most days, what do you have for lunch? What time do you have lunch? ▪ What do you do to stay healthy? How many glasses of water do you drink a day? ▪ What time do you wake up? What time do you go to bed? 			

LESSON PLAN 8

GENERAL INFORMATION

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

Group: First Level - English Major	Date: 21st July, 2022.	Time: 120 minutes	No. of students: 5
Recent topic work: Shopping for clothes		Recent Language work: Dress vocabulary, countable and uncountable nouns.	
Aims: To develop listening skills in students.			
Learning Objective: At the end of the lesson, SWBAT show understanding about the use of many & much for countable-uncountable nouns by completing listening comprehension exercises, and then write a short dialogue.			
Assessment: Students listen to the audio file about Shopping for clothes and then make a dialogue about buying clothes.			
Success indicator: Learners can understand main ideas and some details in the audio about Shopping for clothes, using contextual clues to help identify the most relevant information.			
Anticipated problems - solutions: The English level of some students is low. The teacher will give straightforward instructions and make comprehension check questions to make sure if the students understand. Moreover, some students have internet connection problems. The teacher will provide students with the recording of the class and interact by Whatsapp when it is necessary.			
Timing	Teacher's activity	Students' activity	Materials
	Warm-Up activity		
5 minutes	<ul style="list-style-type: none"> ● The teacher starts with discussion questions about the 	<ul style="list-style-type: none"> ● Students analyze the questions provided by the 	<ul style="list-style-type: none"> ● Google document

	<p>topic.</p> <ul style="list-style-type: none"> - What do you think about buying clothes at the mall? ● He/she provides answer examples such as: - I think that is cheaper to buy when there are some sales at the mall. ● Then, the teacher asks the students to type their answers in the chat box. 	<p>teacher.</p> <ul style="list-style-type: none"> ● Then, they answer the question based on the teacher's answer and they respond orally or in a written way about their real life, if they've been to an airport and why?.. 	<ul style="list-style-type: none"> ● Meet. ● Chat box.
Pre Stage			
15 minutes	<ul style="list-style-type: none"> ● Teacher gives instructions to do a matching activity in which students have to connect words with the correct picture. ● The teacher presents the key words with some pictures about clothes. - jeans - dress - socks - sweater - coat ● The teacher asks students to answer the questions: 1. What are you wearing today? 2. Which three items have a plural form? Why? 3. How many pairs of jeans do you own? 	<ul style="list-style-type: none"> ● They listen carefully to the teacher' instructions. ● Students look at the pictures and match with the correct words. - Answers: 1. coat 2. dress 3. jeans 4. shirt 5. shoes ● Students read the questions carefully and send their answers to the chat box. 	<ul style="list-style-type: none"> ● Google document ● Google meet ● Chat box
During Stage (early)			

30 minutes	<ul style="list-style-type: none"> ● The teacher plays a video two times about Shopping for clothes ● The teacher give some instructions to do the activity: <ul style="list-style-type: none"> - Listen to the audio file about Claire. - Determine <ol style="list-style-type: none"> 1. What does Claire want? 2. What size is she? 3. How much does it cost? 4. How does she pay? ● The teacher asks students to write their answers about the audio file on a sheet of paper. ● The teacher asks the students to take a picture of their answer and send it to the WhatsApp group. 	<ul style="list-style-type: none"> ● Students listen to the teacher’s instructions carefully. ● Students write their answers to the chat box. - Answers: <ol style="list-style-type: none"> 1. a shirt 2. small 3. £30 4. credit card ● They take a picture of their answers and send them to the WhatsApp group. 	<ul style="list-style-type: none"> ● Google Slides ● Whatsapp ● Audio file
During Stage (later)			
30 minutes	<ul style="list-style-type: none"> ● The teacher presents a dialogue and asks students to listen again and write the one missing word in each gap. - Shop assistant: Can I help you? - Claire: Yes. 1__ you 2__ any shirts? - Shop assistant: Yes, we do.__ 3 size are you? - Claire: A small. - Shop assistant: Here you are. - Claire: Thanks. 4__ can I 	<ul style="list-style-type: none"> ● Students listen to the audio again carefully. ● Students write their answers in a sheet of paper completing the missing words of the dialogue - Answers: <ol style="list-style-type: none"> 1. Do 2. have 3. What 4. Where 5. much 6. paying ● They take a picture of 	<ul style="list-style-type: none"> ● Google document ● Audio file ● Google meet

	<p>try it on?</p> <ul style="list-style-type: none"> - Shop assistant: The changing rooms are over there. ... It looks really good on you. - Claire: Hmmm. How 5__ is it? - Shop assistant: It's thirty pounds. - Claire: Fine. - Shop assistant: Are you 6__ in cash? - Claire: No, by credit card. • The teacher asks students to write their answers about the dialogue on a sheet of paper. • After that, the teacher asks the students to listen to the audio to complete a chart with useful language for shopping. • The teacher asks the students to take a picture of their answer and send it to the WhatsApp group. • The teacher plays the audio two times. 	<p>their answers and send them to the WhatsApp group.</p> <ul style="list-style-type: none"> • Students write S (sales assistant) or C (customer) in each box to show who is talking. - Answers 1. S 2. C 3. C, 4. S 5. S 6. C 7. C 8. S 9. C 10. S 11. S 12. C 	
	During stage (final)		
25 minutes	<ul style="list-style-type: none"> • The teacher presents a dialogue in which students have to complete a gap fill/cloze activity about Shopping for clothes. • The teacher presents the dialogues. 1. What size are you? I'm very 	<ul style="list-style-type: none"> • Students listen carefully to the teacher's instructions. • They listen to the audio about Shopping for clothes • Students record their answers and send them by 	<ul style="list-style-type: none"> • Google document • Whatsapp • Audio file

	<p>large. / It's a large. / I'm a large.</p> <p>2. Where I can try it on? / Where can I try it on? / Where do I can try it on? The changing rooms are at the back of the shop.</p> <p>3. It looks good on you. It doesn't fit. / It don't fit. / It fits not.</p> <p>4. It suits you. Why don't you like it? / I don't think I like it. / I not like it.</p> <p>5. What does colours come in? / It does come in what colours? / What colours does it come in? Blue, black and green.</p> <p>6. How much do these shoes cost? / How many do these shoes cost? / How do these shoes cost? / They're \$40.</p> <ul style="list-style-type: none"> ● The teacher asks students to complete the dialogue with 'be going to' and using one of the verbs below. - visit (x2) - stay meet (x3) - enjoy be buy (x2) - do (x3) - watch ● The teacher asks students to record their answers and send them by Whatsapp. ● The teacher plays the audio one more time. 	<p>Whatsapp.</p> <p>- Answers:</p> <ol style="list-style-type: none"> 1. I'm a large. 2. Where can I try it on? 3. It doesn't fit. 4. I don't think I like it. 5. What colours does it come in? 6. How much do these shoes cost? 	
Post Stage			

<p>15 minutes</p>	<ul style="list-style-type: none"> ● The teacher asks students to correct mistakes in a transcript. ● The teacher asks students to send them by Whatsapp. 	<ul style="list-style-type: none"> ● Students listen to the teacher's instructions. ● They correct the mistakes in the transcription and send their answers by Whatsapp. 	<ul style="list-style-type: none"> ● Google document ● Whatsapp ● Google meet.
<ul style="list-style-type: none"> ● Homework/Further work: Put the sentences in order to make a dialogue in a shop. 			

Reflection guide of the pre-teaching service

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

REFLECTION GUIDE (POSITIVE POINTS)

WEEK 1 - CLASS 1			
Descriptive observation and reflection experience class		Analysis of the experience	
Name: Helen Davalos	Date: 28th June, 2022.	Topic: What is in your bag?	
ACTIVITIES: STEPS / DESCRIBE	FEELINGS/ REFLECTIONS	HELP	HINDER
<p>1. Was the objective accomplished? What happened in classes? or what did I do to make students understand? What did students do? Was it significant? Why did it happen?</p>	<p>2. How did I feel? What am I thinking? What can I learn from it?</p>	<p>3. What helped learning?</p>	<p>4. What hindered learning?</p>
<ul style="list-style-type: none"> ● I considered that the learning objective was accomplished in 70 percent due to the activities were completed efficiently, which allowed students to understand the last activity without difficulty and put their speaking skills into practice. ● During the class, I carried out activities from least to most complex and sequentially. ● I applied the ECRIF framework according to their level (A1), and used the understable instructors. 	<ul style="list-style-type: none"> ● At the beginning, I felt nervous, after that I liked it because I started interacting with the students and felt more confident. ● During the lesson, I was thinking about how well the activities were developing and if they were adjustable. ● First, I learned to feel sure of myself and structure the 	<ul style="list-style-type: none"> ● The positive aspects that helped to improve the students learning were: ● To provide students with prior content about the lesson's topic to make students practice. ● To use play activities during the lesson. ● Most of the instructions were clear, and the students could do their activities successfully. 	<ul style="list-style-type: none"> ● The hindrance which did not help in this lesson was the bad internet connection that some students had. ● On the other hand, the lack of the students' English level has affected the learning process.

<ul style="list-style-type: none"> ● Students participated, asked questions, developed activities, and practiced speaking skills. ● Absolutely, the lesson was significant because students reached the learning objective. 	<p>instructions well to avoid wasting time.</p>	<ul style="list-style-type: none"> ● The content was understandable for the students. ● Do the activities which help students to improve their communicative competencies. 	
<p>5. My action plan: After the reflective practice made with my partner, I will change my presentation with an interactive program in order to keep student's attention, and help them to practice. Besides, I will look for innovative ECRIF framework activities to help them improve their communicative competencies. On the other hand, I will prepare my instructions better for the following lessons.</p>			

REFLECTION GUIDE (NEGATIVE POINTS)

WEEK 1 - CLASS 1			
Descriptive observation and reflection experience class		Analysis of the experience	
Name: Helen Dávalos	Date: 28th June, 2021.	Topic: What is in your bag?	
ACTIVITIES: STEPS / DESCRIBE	FEELINGS/ REFLECTIONS	HELP	HINDER
<p>1. Was the objective accomplished ? What happened in classes? or what did I do to make students understand? What did students do? Was it significant? Why did it happen?</p>	<p>2. How did I feel? What am I thinking? What can I learn from it?</p>	<p>3. What helped learning?</p>	<p>4. What hindered learning?</p>
<ul style="list-style-type: none"> ● My learning objective was not accomplished in 30 percent due to some of the students have not completed the before activities on time. ● During the class, Some students were distracted and they could not grasp the instruction. ● I did not apply alternative activities that support the students' learning outcomes. ● Some students were distracted, did not participate in the class, and could not even do the activities. ● Despite the difficulties, the lesson was significant except for the students who were not attentive. 	<ul style="list-style-type: none"> ● During the class, I felt concerned about the students who did not participate or do the activity in the lesson. ● During the lesson, I was thinking about how to make the students with low-performance practice more. ● I learned that I should make other activities like support, and try to do the instructions more specifically. 	<ul style="list-style-type: none"> ● The negative aspects that did not help students learning were: ● The bad internet connection . ● Not being clear in some instructions. ● Not motivate students to participate. 	<ul style="list-style-type: none"> ● The hindrance which did not help in this lesson was the bad internet connection that some students had. ● On the other hand, the lack of the students' English level has affected the learning process.

5. My action plan: After the reflective practice made with my partner, I considered the following points: I will give students enough time to develop the activities. I am going to motivate them to work without being afraid to make mistakes. I will consider using clearer instructions, and activities that attract their attention.

REFLECTION GUIDE (POSITIVE POINTS)

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

WEEK 1 - CLASS 2			
Descriptive observation and reflection experience class		Analysis of the experience	
Name: Grecia Gavilanes	Date: 30th June, 2022	Topic: Listening Lesson: Oversharing and your digital footprint	
ACTIVITIES: STEPS / DESCRIBE	FEELINGS/ REFLECTIONS	HELP	HINDER
<p>1. Was the objective accomplished? What happened in classes? or what did I do to make students understand? What did students do? Was it significant? Why did it happen?</p>	<p>2. How did I feel? What was I thinking? What can I learn from it?</p>	<p>3. What helped learning?</p>	<p>4. What hindered learning?</p>
<ul style="list-style-type: none"> ● In my second experience, I consider that the learning objective was achieved in 75%. ● From my point of view, the topic I selected for the listening class captured the students' attention as it was a topic of youthful interest. This contributed to the active participation of the students, even those who in the previous class did not. ● It is important to emphasize that the first activities used were of 	<ul style="list-style-type: none"> ● On this occasion I felt more secure and confident, unlike my previous teaching experience, since seeing all the students collaborate and actively participate, motivated me to do my best so that this teaching-learning environment was maintained until the end of the class. ● In fact, at the time, I was thinking of different ways 	<ul style="list-style-type: none"> ● During the reflection with my classmates, we came to the conclusion that it is important that they have constant exposure to the auditory material so that they not only manage to complete the activities, but also increase their level of understanding so that later are able to interact with more complex audios. 	<ul style="list-style-type: none"> ● In this case, what hindered the development of the class a bit was the understanding of the audio with a British accent, but when you provided the students with the meaning of the keywords through sentences related to the audio, they had a better

<p>great help for the students to have partial knowledge of the subject that was going to be discussed. So, as the following tasks required greater concentration, I repeated the audio to them as many times as necessary for them to achieve their complete understanding. As a result, they were able to easily complete the final activities and even provide critical feedback on their experience with the topic.</p> <ul style="list-style-type: none"> ● Likewise, the instructions were stated clearly and concisely to avoid misunderstandings during the development of the activities. ● It was significant since during the development of the class it allowed me to show that the students who presented a lower level of English than the others, felt more confident to try to participate. 	<p>to interact with my students to continue to maintain their comfort during class, as well as my expectations of myself.</p> <ul style="list-style-type: none"> ● From this second experience I was able to learn that for the class to be motivating and interactive, it is important to look for and choose topics that focus on real situations with which they as young people can identify. As a result, they will be able to think critically when answering the discussion questions posed in class. 	<ul style="list-style-type: none"> ● As a result of this, they will be able to increase their vocabulary and have an easier time expressing themselves in front of others with more freedom and security. 	<p>understanding.</p> <ul style="list-style-type: none"> ● Something that hindered the class was the problem that arose to play the audio, but then I decided to send it to the WhatsApp group, so students could continue doing the activities.
<p>5. My action plan: After reflecting with my classmates, I will continue to use topics of youth interest since in this way the students feel more comfortable and identified. In this way they will be able to share their different points of view and work better. Therefore, I will develop more activities that involve critical opinion of relevant topics so that they do not lose interest in the class and thus they can progressively improve their listening skills.</p>			

REFLECTION GUIDE (NEGATIVE POINTS)

WEEK 1 - CLASS 2			
Descriptive observation and reflection experience class		Analysis of the experience	
Name: Grecia Gavilanes	Date: 30th June, 2022	Topic: Listening Lesson: Oversharing and your digital footprint	
ACTIVITIES: STEPS / DESCRIBE	FEELINGS/ REFLECTIONS	HELP	HINDER
<p>1. Was the objective accomplished ? What happened in classes? or what did I do to make students understand? What did students do? Was it significant? Why did it happen?</p>	<p>2. How did I feel? What am I thinking? What can I learn from it?</p>	<p>3. What helped learning?</p>	<p>4. What hindered learning?</p>
<ul style="list-style-type: none"> ● I noticed that the learning objective was not achieved in 25%. ● During the course of the class, as expected, two students had connection problems. One of them even left the meeting and was unable to log in again. This situation generated a minimum delay during the first activities, since when I called one of them on 2 occasions, I didn't get an answer. Despite this, I had to continue the class. ● As I mentioned earlier, two students were unable to complete the activities. So they were left without learning the new 	<ul style="list-style-type: none"> ● I felt somewhat concerned about the situation of the two students, since they could not participate in the activities as I would have liked to have happened. ● Actually, I was thinking that internet connection problems will continue to happen in subsequent classes and consequently prevent equal learning in all students. 	<ul style="list-style-type: none"> ● During the reflection with my classmates, we came to the conclusion that it is important that they have constant exposure to the auditory material so that they not only manage to complete the activities, but also increase their level of understanding so that later are able to interact with more complex audios. ● As a result of this, they will be able to increase their vocabulary and have an easier time 	<ul style="list-style-type: none"> ● The main thing that was difficult for the development of the lesson was the internet problems since some students couldn't hear some instructions as well as fulfill all the activities successfully.

<p>vocabulary about social media that others could acquire.</p> <ul style="list-style-type: none"> ● This situation was relevant because it allowed me to find out that those students who had connection problems come from places with little internet access. Likewise, it helped me understand that not all students have the same possibilities and realities. ● It was the result of motivation and the exchange of responses and ideas regarding the topic discussed, which would help students to express their own knowledge and opinions based on their experience with the use of social media. 		<p>expressing themselves in front of others with more freedom and security.</p>	
<p>5. My action plan: After doing the reflective practice in the class, I conclude that I must take into account those students who cannot participate to help them by sending the activities and instructions to the WhatsApp group and in this way they can acquire the same knowledge as their classmates. In addition, I will motivate them to participate more frequently regardless of making mistakes, since I will be ready to support them and clear their doubts.</p>			

REFLECTION GUIDE (POSITIVE POINTS)

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

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

<p>possessive s'. Moreover, I motivated them to respond even though they made mistakes.</p> <ul style="list-style-type: none"> ● The students were able to share their answers using the slides and the Meet chatbox. Consequently, they felt more confident to participate in the class. They corrected their answers themselves and noticed the correct structure. 		<p>enhanced the learning process.</p>	
<p>5. My action plan: After the reflective practice made with my partner, we will send links with general information about each lesson topic in order to provide material that students can use to have an idea before the class starts. Furthermore, I will continue using slides to make the class easier.</p>			

REFLECTION GUIDE (NEGATIVE POINTS)

WEEK 2 - CLASS 3			
Descriptive observation and reflection experience class		Analysis of the experience	
Name: Helen Dávalos	Date: 5th July, 2022.	Topic: In the classroom.	
ACTIVITIES: STEPS / DESCRIBE	FEELINGS/ REFLECTIONS	HELP	HINDER
<p>1. Was the objective accomplished? What happened in classes? or what did I do to make students understand? What did students do? Was it significant? Why did it happen?</p>	<p>2. How did I feel? What am I thinking? What can I learn from it?</p>	<p>3. What helped learning?</p>	<p>4. What hindered learning?</p>
<ul style="list-style-type: none"> ● Actually, there was a part of the learning activities which made the objective difficult. So, there was a 25% of the objective that was not achieved. ● Although I made my own examples, I spent too much time on it and I did not pay attention to the time. ● It influenced the class a lot because it is necessary the time to put in practice the topic. 	<ul style="list-style-type: none"> ● It was disappointing because I didn't realize the mistakes. ● I was thinking about correcting my mistakes immediately to improve the class. ● For this reason, I learned that during planning it is better to make use of the time correctly. . 	<ul style="list-style-type: none"> ● During the reflective practice, my partner and I assumed that a website with information, provided days before the class, was a good idea that would motivate the students to improve their self-education. ● Moreover, emphasizing the structure and key vocabulary of the topic helped students to understand how to use possessive s'. ● Group in Zoom Rooms was another thing that enhanced the learning process. 	<ul style="list-style-type: none"> ● Learning was very difficult when students joined the class late and missed the explanation. As a result, they were confused and did not know what to do in activities where grammatical structure was needed. This interrupted the learning process of the rest of the students and no matter how many explanations we

			tried to give, those students still did not fully understand the grammatical part to complete the activities.
5. My action plan: After the reflective practice made with my partner, it is necessary to avoid lost time. It is necessary to continue with the class and provide more example while the class is continuing.			

REFLECTION GUIDE (POSITIVE POINTS)

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

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

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

REFLECTION GUIDE (NEGATIVE POINTS)

WEEK 2 - CLASS 4			
Descriptive observation and reflection experience class		Analysis of the experience	
Name: Grecia Gavilanes.	Date: 7th July, 2022.	Topic: The first English class.	
ACTIVITIES: STEPS / DESCRIBE	FEELINGS/ REFLECTIONS	HELP	HINDER
<p>1. Was the objective accomplished? What happened in classes? or what did I do to make students understand? What did students do? Was it significant? Why did it happen?</p>	<p>2. How did I feel? What am I thinking? What can I learn from it?</p>	<p>3. What helped learning?</p>	<p>4. What hindered learning?</p>
<ul style="list-style-type: none"> ● I noticed that my learning goal was not fully achieved due to, in 20%, some students having various internet problems getting into the class. ● During the class, students presented different difficulties to enter due to the bad internet connection. Furthermore, they could not develop all the activities because they did not listen to the instructions and knew what they had to do on the websites. ● Although many of the students participated during the class, other students were afraid to respond, and despite being called, they did not participate in the activities. ● This problem was significant since 	<ul style="list-style-type: none"> ● Even though I was sure of what I had to do during the class, I felt nervous because I was afraid I couldn't control the time. ● For this reason, I was thinking about what could happen if I do not comply with all the planned activities or not knowing how to answer my students' questions. ● I can learn that in case of any difficulty. I should design another activity that helps the student's understanding. 	<ul style="list-style-type: none"> ● The thing that did not help learning was that the students did not feel so identified with the topic and were not interested in doing the activities like discussion questions. 	<ul style="list-style-type: none"> ● I consider that the vastest difficulty was the internet since due to this the students could not complete all the activities. ● Likewise, the lack of interest of some students for the subject makes the class not develop correctly and their skills do not improve. ● The lack of knowledge in the use of technological tools

<p>unfortunately, the students who have this type of problem are those with low English proficiency.</p> <ul style="list-style-type: none">● I think it happens because students are afraid of making mistakes when participating in class.			<p>makes it difficult for students to develop the activities correctly.</p>
<p>5. My action plan: After having done the reflective practice with my classmates, I conclude that I should have other options for activities because when using websites like Google docs, students have several problems when entering the page due to their internet connection problems. Also, motivate students to lose their fear of participating in classes.</p>			

REFLECTION GUIDE (POSITIVE POINTS)

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

WEEK 3 - CLASS 5			
Descriptive observation and reflection experience class		Analysis of the experience	
Name: Helen Dávalos	Date: 12th July, 2022.	Topic: Favorite people.	
ACTIVITIES: STEPS / DESCRIBE	FEELINGS/ REFLECTIONS	HELP	HINDER
<p>1. Was the objective accomplished? What happened in classes? or what did I do to make students understand? What did students do? Was it significant? Why did it happen?</p>	<p>2. How did I feel? What am I thinking? What can I learn from it?</p>	<p>3. What helped learning?</p>	<p>4. What hindered learning?</p>
<ul style="list-style-type: none"> ● Regarding the achievement of the objective, I can say that 90 percent of what was expected was achieved significantly. ● The learning and teaching process was carried out through specific and meaningful activities that made it successful. ● According to the students' activities, the attention and participation were the most relevant. ● In conclusion, I can say that the class was meaningful because most of the students were able to understand the topic and 	<ul style="list-style-type: none"> ● In relation to my feelings I can say that the emotions that predominated myself after, during and at the of the class were the scare and the excitement because, on the one hand I did not want to make mistakes and, on the other hand I think teaching is a very beautiful activity. ● I am thinking to be more confident with myself so that I can avoid the bad feeling and develop the 	<ul style="list-style-type: none"> ● Mainly I can point out that the ECRIF framework activities help the teacher and students' performance to achieve the learning objective strategically and cyclically. 	<ul style="list-style-type: none"> ● The most common problem during the class was the internet connection problems of the students because it was avoiding the comprehension of the topic explanation and also the participation of the students ● In addition, sometimes they were not able to unmute their

<p>participate quite well in the class.</p>	<p>class better.</p> <ul style="list-style-type: none"> ● I can learn from this class that the teacher's activity inside the educational process is are very important and they must be executed with responsibility and precision to achieve the students' learning. 		<p>microphone and answer the questions.</p>
<p>5. My action plan: The activities that I will use to improve and avoid problems in the class are focused mainly on the teaching procedure, specifically at the moment of giving instructions since I could realize that If students have a clear address to do the activities they will complete them better.</p>			

REFLECTION GUIDE (NEGATIVE POINTS)

WEEK 3 - CLASS 5			
Descriptive observation and reflection experience class		Analysis of the experience	
Name: Helen Dávalos	Date: 12th July, 2022.	Topic: Favorite people	
ACTIVITIES: STEPS / DESCRIBE	FEELINGS/ REFLECTIONS	HELP	HINDER
1. Was the objective accomplished ? What happened in classes? or what did I do to make students understand? What did students do? Was it significant? Why did it happen?	2. How did I feel? What am I thinking? What can I learn from it?	3. What helped learning?	4. What hindered learning?
<ul style="list-style-type: none"> ● Approximately 10% percent of the students were not able to achieve the learning objective but it was not by teacher's actions but tech inconvenientes or disinterest by students. ● During the class in some cases, I could realize that some students were not paying attention to the class because when I called some of them they did not answer or did that incorrectly. 	<ul style="list-style-type: none"> ● According to my feelings from a negative point of view, I can say that twice I made a couple of mistakes that confused me and I felt so nervous that I almost lost the rhythm of the class. ● I am thinking of practicing more in the class prepared, the instructions and stuff, in order to reduce the possible mistakes during the class. ● I learnt a very important thing from this. The 	<ul style="list-style-type: none"> ● Mainly I can point out that the ECRIF framework activities help the teacher and students' performance to achieve the learning objective strategically and cyclically. 	<ul style="list-style-type: none"> ● The most common problem during the class was the internet connection problems of the students because it was avoiding the comprehension of the topic explanation and also the participation of the students ● In addition, sometimes they were not able to unmute their microphone and

	teachers cannot improvise in the clas they really need to prepare the		answer the questions.
5. My action plan: I will try to implement more activities which catch the student's attention so that they are more motivated into the class. And also I will try to practice once or twice before the class so I can develop myself better during the class.			

REFLECTION GUIDE (POSITIVE POINTS)

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

WEEK 3 - CLASS 6			
Descriptive observation and reflection experience class		Analysis of the experience	
Name: Grecia Gavilanes	Date: 14th July, 2022.	Topic: Describing people.	
ACTIVITIES: STEPS / DESCRIBE	FEELINGS/ REFLECTIONS	HELP	HINDER
<p>1. Was the objective accomplished? What happened in classes? or what did I do to make students understand? What did students do? Was it significant? Why did it happen?</p>	<p>2. How did I feel? What am I thinking? What can I learn from it?</p>	<p>3. What helped learning?</p>	<p>4. What hindered learning?</p>
<ul style="list-style-type: none"> ● According to the level of achievement, I can say that 95 percent of what students were expected to learn was obtained. ● The learning and teaching process was executed successfully through significant and useful activities. ● In relation to student's activity, thanks to the activities designed, students had a good participation. ● Taking this in mind, I can say that the class was successful, due students were able to understand the topic and 	<ul style="list-style-type: none"> ● In this class my feelings were better than my first time teaching because although I felt a bit nervous I could manage my feelings and so I was able to develop the class much better. ● I am thinking of practicing more by myself since this will allow me to increase my teaching abilities. ● I could learn from this class that a teacher, of course, is prepared at university so much, but it 	<ul style="list-style-type: none"> ● I consider the most useful aspect that allows to develop the class effectively was the activities provided in the PDP framework due to this strategy offers a systematic order of activities to develop in a listening class. 	<ul style="list-style-type: none"> ● The most common problem during the class was the internet connection problems of the students because it was avoiding the comprehension of the topic explanation and also the participation of the students.

participate in the class.	is necessary to do fieldwork in this profession to acquire a complete formation.		
<p>5. My action plan: I will continue working in this manner since I could realize that little by little me and my group will have the goal of being good English teachers. Therefore, I will implement new online activities so that students can use the technology to learn and develop their English skills. And finally will try to distribute the time for the activities much appropriately to carry out all of them during the class.</p>			

REFLECTION GUIDE (NEGATIVE POINTS)

WEEK 3 - CLASS 6			
Descriptive observation and reflection experience class		Analysis of the experience	
Name: Grecia Gavilanes	Date: 14th July, 2022.	Topic: Describing people.	
ACTIVITIES: STEPS / DESCRIBE	FEELINGS/ REFLECTIONS	HELP	HINDER
<p>1. Was the objective accomplished ? What happened in classes? or what did I do to make students understand? What did students do? Was it significant? Why did it happen?</p>	<p>2. How did I feel? What am I thinking? What can I learn from it?</p>	<p>3. What helped learning?</p>	<p>4. What hindered learning?</p>
<ul style="list-style-type: none"> ● The objective accomplishment was not able to be gained in approximately 5 percent of the class, but it occurred due to the internet connection problems of the students and the lack of interest of some students to learn. ● Some students were not paying attention to the class since when I called some of them to participate in the class they did not answer the call. ● The time for the activities in some cases were not appropriate for the level of difficulty that they had. 	<ul style="list-style-type: none"> ● In this class, although I did not make as many mistakes as my first class I was , even though I was feeling a bit insecure. ● I am thinking that teaching is a hard procedure, and complicated as well, but I try not to think about that. ● I learnt that there are some characteristics in our personality that sometimes are very difficult to avoid , so we have to learn to manage our feelings. 	<ul style="list-style-type: none"> ● I consider the most useful aspect that allows to develop the class effectively was the activities provided in the PDP framework due to this strategy offers a systematic order of activities to develop in a listening class. 	<ul style="list-style-type: none"> ● The most common problem during the class was the internet connection problems of the students because it was avoiding the comprehension of the topic explanation and also the participation of the students.

5. My action plan: I will search for advice for novice teachers on some online platforms and books in order to improve my teaching abilities. In addition I will try to practice more and more and design the lesson plans more precisely.

REFLECTION GUIDE (POSITIVE POINTS)

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

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

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

REFLECTION GUIDE (NEGATIVE POINTS)

WEEK 4 - CLASS 7			
Descriptive observation and reflection experience class		Analysis of the experience	
Name: Helen Dávalos	Date: 19th July, 2022.	Topic: Everyday life	
ACTIVITIES: STEPS / DESCRIBE	FEELINGS/ REFLECTIONS	HELP	HINDER
<p>1. Was the objective accomplished? What happened in classes? or what did I do to make students understand? What did students do? Was it significant? Why did it happen?</p>	<p>2. How did I feel? What am I thinking? What can I learn from it?</p>	<p>3. What helped learning?</p>	<p>4. What hindered learning?</p>
<ul style="list-style-type: none"> ● I realized that my learning objective was not fully achieved because, in 5%, some students could not enter the class on time and did not know how to carry out the assigned activities. ● During the class, the learning experience was interrupted because some students had a lot of problems with their internet connection, and I had to spend more time than expected on the activities. ● Although the majority of students participated during the class, some of them were afraid to respond, and they did not participate in the activities as I 	<ul style="list-style-type: none"> ● Although I was unsure of what to do during class, I felt insecure because I did not know if the students were going to understand the topic. ● In that sense, I was thinking about what could happen if I made a mistake or if I did not comply with all the planned activities. ● I learned that I must practice and allocate adequate time for each activity that I will develop in my class. 	<ul style="list-style-type: none"> ● The one thing that did not help learning was that in the activities that required recording, students often did not have the necessary devices to complete the activity. So, many of them preferred not to send anything. 	<ul style="list-style-type: none"> ● From my point of view, I think what made learning difficult was the poor internet connection of the students. ● On the other hand, I consider that another thing that makes learning difficult was the pressure students feel for the time they have to develop the speaking activities.

<p>expected.</p> <ul style="list-style-type: none">● It was significant since, unfortunately, students cannot improve their English skills and therefore they have academic gaps.● I think it happens because students have a bad internet connection or because they are afraid of making mistakes in the activities.			
<p>5. My action plan: We will send links with information on the topic of the lesson so that they acquire a prior knowledge of what is going to be discussed in the class and can participate. On the other hand, be more flexible in the time of the activities, so that the students can complete them correctly.</p>			

REFLECTION GUIDE (POSITIVE POINTS)

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

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

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

REFLECTION GUIDE (NEGATIVE POINTS)

WEEK 4 - CLASS 8			
Descriptive observation and reflection experience class		Analysis of the experience	
Name: Grecia Gavilanes	Date: 21st July, 2022	Topic: Shopping for clothes	
ACTIVITIES: STEPS / DESCRIBE	FEELINGS/ REFLECTIONS	HELP	HINDER
<p>1. Was the objective accomplished ? What happened in classes? or what did I do to make students understand? What did students do? Was it significant? Why did it happen?</p>	<p>2. How did I feel? What am I thinking? What can I learn from it?</p>	<p>3. What helped learning?</p>	<p>4. What hindered learning?</p>
<ul style="list-style-type: none"> ● I realized that 10% of the goal was not met, as some students had connection problems. ● This type of inconvenience is inevitable during virtual teaching, so the teaching-learning process is interrupted. Therefore, some students cannot understand the instructions clearly and it was necessary to repeat what was said. It should be noted that these students, having a low internet connection, tend to leave the meeting again and again, so they cannot complete their activities 100%. ● There were certain students who did not participate voluntarily, unlike others, either because of fear of making mistakes or 	<ul style="list-style-type: none"> ● I felt anxious when I looked at the clock every moment and thought that I would not be able to complete all the activities planned for the class. ● At that moment, I was thinking about what would happen if during class I made a mistake in the instructions or if I was nervous, not knowing what to answer if a student asked me something. ● I learned that even if planned in advance, unexpected situations can arise during class, for which as a teacher I must have a plan B in case that 	<ul style="list-style-type: none"> ● I consider that what helped to achieve learning was the use of appropriate and striking strategies such as illustrations and interactive questions regarding listening, which allowed us to know the degree of understanding and learning of the students. 	<ul style="list-style-type: none"> ● The main thing that was difficult for the development of the lesson was the internet problems since some students could not fulfill all the activities. ● The lack of knowledge in the use of technological tools such as Flipgrid made it difficult for some students to develop the activities on time.

<p>because of internet problems. This caused the interaction to be mostly with the same students.</p> <ul style="list-style-type: none"> ● This problem was significant since it allowed me to locate those students with less disposition to work and thus in later classes help them to feel more confident to communicate in the target language. ● As I mentioned before, I believe that these problems are due more than anything to the fear of being wrong and getting a bad score. On the other hand, connection problems are something that anyone can happen to and it is impossible to foresee it. 	<p>happens. I mean, I have to make sure that my lesson plan is always adjustable.</p>		
<p>5. My action plan: I conclude that during the revision and correction of the activities I will take into account the students who participate less in order to help them lose the fear of speaking and sharing their ideas. In addition, I will motivate them to continue participating and overcoming their fears so that later on they can see an improvement in their language skills.</p>			

Screenshots

Class 1

This screenshot shows a Google Meet window with a presentation slide from Nearpod. The slide is titled "Short dialogues" and contains two dialogues:

Dialogue 1
A: What's in this box?
B: Oh, there are some magazines and those are my old dolls.

Dialogue 2
A: Are there any cookies in the kitchen?
B: There isn't any cookie in the kitchen, but there are some slices of cake.

The presentation interface includes a "nearpod" logo, a search bar, and a "Related Content" sidebar with items like "Calculating Net Force", "Acids and Bases", and "Complex Sentences". The meeting controls at the bottom show a timer at 19:38 and the ID "jpw-brmo-oik".

This screenshot shows the same Google Meet window, but the presentation slide has changed to "This / those". The slide features four boxes illustrating the use of "this", "that", "these", and "those" with images of apples:

- This (near)**: This is an apple.
- That (far)**: That is an apple.
- These (near)**: These are apples.
- Those (far)**: Those are apples.

The "Related Content" sidebar and meeting controls remain the same as in the previous screenshot. A "Salir de la llamada" (Leave call) button is visible above the meeting controls.

Meet - jpw-brmo-oik

meet.google.com/jpw-brmo-oik

Compartiendo <https://nearpod.com> con meet.google.com Dejar de compartir Ver pestaña: nearpod.com

Estás presentando para todos Audio de la presentación Dejar de presentar

nearpod

All Search by topic or standard Create Quick Launch

Students have to make questions and answers using there is, there are, this, these and nouns plurals

Example:
 A: What about these shoes for Oliver?
 B: No, hold on, what about those one over there?
 A: Are there any other labels for shoes?
 B: No, sorry. There is just one label of those shoes.

Related Content

- Calculating Net Force
- Acids and Bases: pH, pOH, and the pH scale
- Complex Sentences
- Writing Complex Sentences

GEORGINA APONTE NOEMI GRECIA MISHEL GAVILANES ...

MARIA JOSE ANDAGUA TIGA... MARYURI FERNANDA UGSHA...

TU

19:39 | jpw-brmo-oik

19:39 14/8/2022

Class 2

Meet - jpw-brmo-oik

meet.google.com/jpw-brmo-oik

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LAST CLASS...pdf

1 / 5 110%

WARM UP
 Look at the picture and guess the topic.



PRE-STAGE
 Match the pictures of clothes with the words

GEORGINA APONTE NOEMI GRECIA MISHEL GAVILANES ...

MARIA JOSE ANDAGUA TIGASI MARYURI FERNANDA UGSHA...

TU

19:44 | jpw-brmo-oik

19:44 14/8/2022

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LAST CLASS...pdf

1 / 5 110%

Match the pictures of clothes with the words

jeans	dress	socks	sweater
coat	skirt	shirt	shoes

1. What are you wearing today?

19:45 | jpw-brmo-oik

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

Meet - jpw-brmo-oik

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LAST CLASS...pdf

4 / 5 110%

FINAL DURING STAGE

Choose the correct phrase to complete the dialogues.

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

19:45 | jpw-brmo-oik

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

Class 3

PRE-BAC ENGLISH AL3 PRIMERO Meet - eno-axrz-fug

meet.google.com/eno-axrz-fug?authuser=0&ip=1

HELEN MABEL DAVALOS GOMEZ está presentando

Which things are in these places?

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

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

13:17 | eno-axrz-fug

HELEN MABEL DAVALOS GOMEZ
GRECIA MISHIEL GAVILANES PL...
WILMA ESTHEFANIA MORENO...
MARIA JOSE CALUPINA SALG...
MAR YURI FERNANDA UGHA...
TU

PRE-BAC ENGLISH AL3 PRIMERO Facebook Meet - eno-axrz-fug

meet.google.com/eno-axrz-fug?authuser=0&ip=1

HELEN MABEL DAVALOS GOMEZ está presentando

a/an - some

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

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

What are there in the classroom?

There is a

There are some

13:27 | eno-axrz-fug

HELEN MABEL DAVALOS GOMEZ
GRECIA MISHIEL GAVILANES PL...
WILMA ESTHEFANIA MORENO...
MARIA JOSE CALUPINA SALG...
MAR YURI FERNANDA UGHA...
TU

HELEN MABEL DAVALOS GOMEZ está presentando

Be in statements and possessive adjectives

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

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

13:41 | enc-axrz-fug

Class 4

Meet - jpw-brmo-oik

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WARM UP...pdf

WARM UP
Look at the picture and guess the topic.

PRE-STAGE
Match the person with the correct description and write a-d next to the numbers 1-4.

19:46 | jpw-brmo-oik

Meet - jpw-brmo-oik

meet.google.com/jpw-brmo-oik

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Estás presentando para todos Audio de la presentación Dejar de presentar

WARM UP .pdf

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Meet - jpw-brmo-oik

meet.google.com/jpw-brmo-oik

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Favorite People

- The verb be in statements.
- Possessive adjectives.



GEORGINA APONTE NOEMI

GRECIA MISHEL GAVILANES ...

MARIA JOSE ANDAGUA TIGASI

MARYURI FERNANDA UGSHA...

Tu

19:41 | jpw-brmo-oik

Meet - jpw-brmo-oik

meet.google.com/jpw-brmo-oik

Compartiendo <https://docs.google.com> con meet.google.com [Dejar de compartir](#) Ver pestaña: docs.google.com

Estás presentando para todos **Audio de la presentación** [Dejar de presentar](#)

Be in statements and possessive adjectives

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

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

GEORGINA APONTE NOEMI

GRECIA MISHEL GAVILANES ...

MARIA JOSE ANDAGUA TIGASI

MARYURI FERNANDA UGSHA...

Tu

19:42 | jpw-brmo-oik

Meet - jpw-brmo-oik

meet.google.com/jpw-brmo-oik

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Estás presentando para todos **Audio de la presentación** [Dejar de presentar](#)

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

actor	Johnny Depp	band	
singer		team	
writer		artist	

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



GEORGINA APONTE NOEMI

GRECIA MISHEL GAVILANES ...

No puedes activar el micrófono de otra persona

MARYURI FERNANDA UGSHA...

Tú

19:42 | jpw-brmo-oik

19:42 14/8/2022

Class 6

Meet - jpw-brmo-oik

meet.google.com/jpw-brmo-oik

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Estás presentando para todos **Audio de la presentación** [Dejar de presentar](#)

LISTENING CLASS.pdf

1 / 3 100%

WARM UP
Look at the picture and guess the topic.



PRE-STAGE
Match the vocabulary with the correct definition and write a-j next to the numbers 1-10.

1 to edit a. a saved image of what is on a computer or phone screen.

2 significant b. to make changes.

GEORGINA APONTE NOEMI

GRECIA MISHEL GAVILANES ...

MARIA JOSE ANDAGUA TIGASI

MARYURI FERNANDA UGSHA...

Tú

19:47 | jpw-brmo-oik

19:47 14/8/2022

Meet - jpw-brmo-oik

meet.google.com/jpw-brmo-oik

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LISTENING CLASS.pdf

2 / 3 100% +

10..... cautious j. to examine something very carefully

EARLY DURING STAGE

Listen to the audio and identify:

- How many people are speaking?
- Where are they?

• What are they talking about?

- Social media, fashion or revolution.
- Oversharing and your digital footprint.
- Cyberbullying and proper use of social media.

LATER DURING STAGE

19:47 | jpw-brmo-oik

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

Meet - jpw-brmo-oik

meet.google.com/jpw-brmo-oik

Compartiendo file:// con meet.google.com Dejar de compartir Ver pestaña: file://

Estás presentando para todos Audio de la presentación Dejar de presentar

LISTENING CLASS.pdf

2 / 3 100% +

FINAL DURING STAGE

Fill in the message.

Having too much of personal life in front of _____ can be kind of _____.

If you're a _____ you're going to make bad _____ sometimes.

_____ is putting too much of your personal life in front of a _____ of people.

What you share is going to affect how other _____ view you.

Just because you _____ all the time doesn't mean that everyone is going to like you.

Once you put something _____ it can be there forever.

19:47 | jpw-brmo-oik

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

Class 7

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Simple present

When do we use the simple present?

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

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

19:43 | jpw-brmo-oik

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

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Yes / No Questions and short answers

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

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

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

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

1) Put the verbs in the right form

1 (+) You watch too much tv.

You _____ too much tv. (watch)
She _____ everyday. (swim)
They _____ to a music camp every summer. (go)
It _____ a lot in autumn. (rain)
I _____ my bike everyday to go to work. (ride)
He _____ going to the museum. (love)
We _____ in the choir every Sunday morning. (sing)

GEORGINA APONTE NOEMI

GRECIA MISHEL GAVILANES ...

MARIA JOSE ANDAGUA TIGASI

MARYURI FERNANDA UGSHA...

Tú

19:43 | jpw-brmo-oik

14/8/2022

Class 8

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CLASS 2 .pdf

PRE-STAGE

Make a brainstorming with a mind map on topic.

```

graph TD
    A[My first English Class] --- B[I felt happy]
    A --- C[I set myself the goal of getting good scores.]
    A --- D[ ]
    A --- E[ ]
    A --- F[ ]
  
```

GEORGINA APONTE NOEMI

GRECIA MISHEL GAVILANES ...

MARIA JOSE ANDAGUA TIGASI

MARYURI FERNANDA UGSHA...

Tú

19:48 | jpw-brmo-oik

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CLASS 2 .pdf

1 / 5 100%

WARM UP
Look at the picture and guess the topic.



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

19:48 | jpw-brmo-oik

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CLASS 2 .pdf

3 / 5 100%

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

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

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

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

19:49 | jpw-brmo-oik

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

Survey

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

1. Cual es tu edad?

Preguntas para identificar la efectividad de los frameworks

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

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

Si

No

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

Si

No

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

Preguntas para identificar la efectividad del programa.

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

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

Insatisfecho 1 2 3 4 5 Muy satisfecho

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

Si

No

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

Si

No

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

Si

No

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

Si

No

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