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**MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS MENCIÓN ENSEÑANZA DE INGLÉS**

**TÍTULO DE LA MONOGRAFÍA**

**“THE ECRIF FRAMEWORK AS A PLANNING TOOL TO FOSTER ORAL  
INTERACTION”**

**PREVIO A LA OBTENCIÓN DEL TÍTULO DE MAGÍSTER EN  
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS  
MENCIÓN ENSEÑANZA DE INGLÉS.**

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En mi calidad de Tutor de la **Monografía** , “The ECRIF Framework as a Planning Tool to Foster Oral Interaction”, elaborado por la maestranda Lic. KAREN IVETTE BRIONES CEDEÑO, egresada de la **MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN ENSEÑANZA DE INGLÉS PRIMERA COHORTE**, de la Universidad Estatal Península de Santa Elena, previo a la obtención del Título de Magíster **EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN ENSEÑANZA**, me permito declarar que luego de haber orientado, dirigido científica y técnicamente su desarrollo y estructura final del trabajo, cumple y se ajusta a los estándares académicos y científicos, razón por la cual lo apruebo en todas sus partes.

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## **Dedication**

I would like to dedicate this work to my beloved relatives:

To my parents: Yonny and Nelly, for being role models to me, for their love, guidance, and support throughout my life.

To my siblings: Juan Carlos and Gisella, for encouraging me to pursue my dreams.

All of them have been the major inspiration to achieve this goal. Without their true love, and continued support, I would not have had the courage to make this dream come true.

Karen.

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## Glossary

**Accuracy:** Accuracy refers to how correct learners' use of the language system is, including their use of grammar, pronunciation, and vocabulary.

**Approach:** An approach is a way of looking at teaching and learning. It gives rise to methods, the way of teaching something, which use classroom activities to help learners learn.

**Brainstorming:** Brainstorming is the random generation of ideas based on a topic.

**Communicative competence:** It refers to a learner's ability to use language to communicate.

**Drilling:** Drilling is a classroom technique used to practice a new language. It involves the teacher modeling a word or a sentence and the learners repeating it.

**Eliciting:** Eliciting is a term that describes a range of techniques that enable the teacher to get learners to provide information rather than giving it to them.

**Feedback:** Feedback is information a teacher or another learner, gives to learners on how well they are doing, either to help the learner improve specific points, or to help plan their learning.

**Fluency:** Fluency refers to how well a learner communicates meaning rather than how many mistakes they make in grammar, pronunciation, and vocabulary.

**Input:** Input refers to the exposure learners have to authentic language in use. This can be from various sources, including the teacher, learners, and the environment around the learners.

**Productive language skills:** The productive skills are speaking and writing because learners doing these need to produce language. They are also known as active skills.

**Scaffolding:** Scaffolding is breaking up the learning into small units or chunks, and providing a tool for each chunk.

**Target language:** The target language is the language learners are studying, and also the individual items of language that they want to learn, or the teacher wants them to learn.



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**Tema:** "El Marco ECRIF como Herramienta de Planificación para Fomentar la Interacción Oral"

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**Resumen**

Esta investigación documental intenta describir el Marco ECRIF y su papel en el desarrollo de la interacción oral. El marco ECRIF fue instaurado por Josh Kurzweil y Mary Scholl entre 2004 y 2005 como una alternativa en la enseñanza de un idioma extranjero para la Escuela Internacional de Capacitación y ha sido utilizado en cursos de certificación internacional para docentes de inglés - SIT TESOL, así como en una serie de talleres. ECRIF comprende etapas de Encontrar, Aclarar, Recordar, Interiorizar y Usar con fluidez. Este marco enfoca su interés en las etapas de aprendizaje y observa cómo aprenden las personas. Su objetivo es brindar una herramienta que los docentes puedan usar para examinar las actividades de los educandos desde la perspectiva del aprendizaje de los estudiantes mientras intentan descubrir dónde se encuentran los estudiantes en el aprendizaje del idioma. Lo que hay que resaltar de ECRIF es la atención que pone en las etapas del proceso de aprendizaje de los estudiantes, de esta manera, el docente planifica las actividades y contenidos que favorezcan principalmente al aprendizaje.

**Palabras clave:** ECRIF, Aprendizaje de idiomas, andamiaje, interacción oral.



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**Theme:** "The ECRIF Framework as a Planning Tool to Foster Oral Interaction"

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**Abstract**

This documentary research attempts to describe the ECRIF Framework and its role in the development of oral interaction. The ECRIF Framework was developed by Josh Kurzweil and Mary Scholl between 2004 and 2005 as an alternative in teaching a foreign language for the International Training School and has been used in many International Certification Courses for teachers of English - SIT TESOL, as well as in a series of workshops. ECRIF comprises stages of Encounter, Clarify, Remember, Internalize, and Fluently use. This framework focuses its interest on the stages of learning and looking at how people learn. It aims to provide a tool that teachers can use to examine student activities from the perspective of student learning while trying to discover where the students are in language learning. The key of ECRIF is the attention it puts on the learning process students are going through, in this way, the teacher plans the activities and thinks about the content to serve learning primarily.

**Keywords:** ECRIF, Language learning, scaffolding, oral interaction.

## Introduction

The Industrial Revolution and the rise of trade opportunities have influenced in considering foreign language as a means of communication with people from everywhere. In the case of the English language, which has become a Lingua Franca, the demand for proficient English speakers is a need in many occupations and professions. There is a necessity for effective teaching and learning of English in numerous contexts. Therefore, a permanent search for better methods in language teaching has been a concern of language teachers and linguists intending to have proficient English language users. Experts say that speaking is one of the most important skills when learning a foreign language since it is the basis to communicate.

One of the new approaches considered to facilitate foreign language teaching and promote oral interaction is the ECRIF Framework which stands for five words: Encounter, Clarify, Remember, Internalize, and Fluently use. Khalaf (2016) stated that ECRIF allowed learners to become more autonomous. Likewise, Tamrabet (2018) pointed out that the ECRIF framework improves learners' communicative competence.

In Ecuador, most students begin learning the English language in primary school. However, after many years of studying English as a Foreign Language, they face many difficulties communicating their ideas. Hence, it is necessary to consider the use of ECRIF in providing efficacious teaching that fosters students' interaction and allows the learner to enhance their communicative competence. Based on previous research, it can be concluded that ECRIF may become the means to facilitate lesson planning and enhance the speaking skills through each of its stages. Finally, it is recommended that investigations like this should be converted to applied research to investigate the students and teachers' perceptions about ECRIF.

This research is divided into the following chapters:

CHAPTER I contains the presentation, objectives, justification, and methodology.

CHAPTER II corresponds to the theoretical Framework.

CHAPTER III corresponds to the conclusions and recommendations.

## Chapter I

### Topic:

The ECRIF Framework as a Planning Tool to Foster Oral Interaction

### Presentation

Throughout the years, important innovations have been observed in the area of teaching English as a foreign language. Various authors have redefined and proposed different methods that help the acquisition and production of a foreign language. Between 2004 and 2005 Josh Kurzweil and Mary Scholl wrote the book "Understanding Teaching Through Learning" in which they propose a new teaching method for the active participation of the students. The ECRIF framework, in its acronym "Encounter, Clarify, Remember, Internalize, and Fluently Use", focuses its strategy on productive skills. This framework can be used for constant monitoring and advice during the student's learning process, as well as for timely feedback, through different stages where the student's progress is verified. The reflection ability of the teachers who apply the ECRIF framework is strengthened, since it requires reflection on their performance as teacher and the reactions of their students after each lesson.

### Objectives

- Provide a better understanding of the ECRIF framework and its influence on the development of oral interaction through documentary research.
- Describe each stage of the ECRIF framework and activities that students may practice to produce the language.

## **Justification**

The final aim of learning a language is to use the target language to convey ideas in an efficient and meaningful way. Based on the experiences acquired as teachers of the English language, it has been observed that neither the methodologies for teaching a second language nor the textbooks and the didactic material are designed to promote the natural knowledge acquisition and retention process. At the same time, they are not designed in a way to meet the different learning styles of the students, thus generating disadvantages for those not included in the activities to be carried out in the classroom. Hence, it is detrimental to implement teaching methodologies that help learners achieve that goal. The purpose of this work is to describe a new framework to teach foreign languages such as ECRIF. It is clear that the Language Teaching and Learning Framework pioneered by Kurzweil and Scholl presents a useful guide for planning and teaching in the communicative method era. Hopefully, ECRIF can be put into consideration of upcoming lesson plans as an alternative to foster English language production.

## **Methodology**

This investigation uses documentary research. Documentary research is conducted through the consultation of documents (books, magazines, newspapers, constitutions, etc.). Data collection must be a well-defined systematic process and sources must be cited. Documentary research relies principally on the information that is consulted in documents, this term being understood, in a broad sense, as all material of a permanent nature, that is, which can be used as a source or reference at any time or place. The documentary sources can be written documents, such as books, newspapers, notarial acts, surveys, and written conferences; film documents, such



as films, slides, recorded documents, such as records, tapes, and cassettes, even electronic documents such as web pages.

### **Content**

In the next chapter, the results of some of the latest research studies and relevant information related to ECRIF, the Communicative Language Teaching approach, and oral interaction is presented.

## Chapter II

### Literature Review

This paper has its support based on various authors of articles, papers, and books. The researcher took articles of significance from diverse sources like google scholar, and University repositories to support this investigation.

#### *ECRIF Framework studies*

In one study conducted by AlSaleem (2018), the researcher described that students had problems internalizing vocabulary. As a solution, AlSaleem applied the ECRIF framework dividing a group of 225 students into two classes: 125 students where ECRIF was applied and 100 students where the traditional strategy was applied. Additionally, the researcher used a pre-test and post-test to collect data. AlSaleem concluded that there were statistically significant differences in vocabulary accomplishment between the experimental and the control group in the post-test in favor of ECRIF. Considering those outcomes, the study suggested the implementation of ECRIF to obtain better results in students' vocabulary retention in English as a foreign language.

In another study, Paredes (2019) compared two methods for teaching productive skills: the ECRIF Framework and the traditional method. The research aimed to determine which teaching method was the most suitable for students. Paredes used an observation sheet to gather data and established a comparison between the two teaching methods concluding that ECRIF was the most appropriate method for learners because it motivated them during the lesson, and learners demonstrated confidence and spontaneity in practicing English.

In one last study carried out by Caiza (2021) with 32 teenage students and ten Zoom sessions to collect data. The researcher used a pre-test and a post-test. using a speaking rubric. The rubric considered three criteria: grammar and vocabulary, fluency, and interactive communication. In light of the results, Caiza stated that ECRIF facilitates the activities planning to foster oral participation. These activities go from controlled to spontaneous practice. In addition, the researcher suggested that teachers need to choose the activities carefully based on ECRIF to achieve the lesson objectives.

### ***The origin and meaning of ECRIF***

Mary Scholl and Josh Kurzweil created the ECRIF framework 2005 when they wrote the book *Understanding Teaching Through Learning*. ECRIF was in conceived as an alternative to the Presentation, Practice, Production (PPP) approach. Josh Kurzweil says that one of the troubles that he often has with PPP is figuring out the protagonist of a lesson. For him, just the word “present” in most cases invites instructors to do a long presentation, which in turn is basically a teacher-fronted class and it should not be in that way, because the students should be the main protagonists of the learning process.

ECRIF has become popular in Teaching English for Speakers of Other Languages (TESOL) courses. The ECRIF framework is deeply related to scaffolding and guides teachers in planning productive language skills. Khalaf (2016) defines ECRIF as a lesson-designing framework that controls learning as it considers the learners’ level and the educational materials. Al-Mobayed (2016) states that the ECRIF framework is an indispensable resource for educators to understand how students can perform the interactive process of mastering a language. ECRIF concentrates on learners, it examines how students can learn a language and focus on student-

centered collaboration. The ECRIF framework is an acronym. It stands for five words: **E**ncounter, **C**larify, **R**emember, **I**nternalize, and **F**luently use.

### ***ECRIF Procedures***

ECRIF is associated with active learning strategies, that are embodied in centering on the procedures that are required to observe the learner's activities and analyze his performance during the learning process. These procedures can guide the teachers to create an accurate plan for classroom flow. These are the key procedures that can be related to the ECRIF framework:

1. Planning lessons and knowing the educational materials.
2. Focusing on the student's performance in the learning process and estimating his level.
3. Reflecting after a lesson by contemplating on the students' performance.

Cordero & Perez (2014) claim that many goals can be accomplished through ECRIF for both instructors and students. The ultimate goal is to increase opportunities for observing learners' performance during their learning process. ECRIF is valuable for instructors as it equips them with procedures to monitor content and activities based on students' learning.

### ***ECRIF stages***

#### ***Encounter***

Encounter is the first stage of the learning process, which attempts to activate learners' background knowledge. The instructor chooses a suitable input from the immediate knowledge that is related to the topic of the lesson, and then he intends to create situations through which students can gain a background about the target topic. This stage includes the following

activities: pictures, storytelling, categorizing, sorting, predicting, matching activity, identifying correct and incorrect answers, and asking checking questions.

### ***Clarify***

According to Khalaf (2016), clarify is a stage that arises inside the learner. The focus relies on the learner and his ability to connect the target vocabulary with correct form, meaning, and/or pronunciation. Teachers' role is important in this stage as they help learners to clarify the information. Teachers check or assess students' understanding by using comprehension checking questions (CCQ's). This stage occurs when the student can figure out, for example, the correct meaning or pronunciation of a word, or the best use of a certain grammar structure. Clarify involves gap fill, scrambled words, drilling, information gap, searches, guessing games, reading scripts, and matching.

### **Four kinds of CCQ'S**

1. Non-verbal affirmation—"Bring me an apple."
2. Positive/negative "Is this an apple?" "Can I buy oranges at the market?"
3. Discrimination "If I want to buy pears, do I go to the pharmacy or the market?"
4. Short answer "What is the name of a local market?"

### ***Remember***

This stage refers to committing new material to memory. There is strong scaffolding at this stage. Remember stage is characterized by repetition and drilling. This stage involves picture card games, information gaps, matching, reading scripts, scrambled words/sentences, and short-answer activities. The activities for this stage are also called controlled practice. This means that

the students have lots of support to successfully complete the activities. Those activities help learners gain confidence and develop accuracy with the target material.

### ***Internalize***

In the internalized stage, the target material is committed to long-term memory. This stage depends on continuous less controlled and freer practices where learners can make suitable decisions and choose from the options depending on the information given without the teacher's support. After the information has been internalized, the student does not need to rely on support materials because the information is already stored in his memory. In this stage, the students are able to use the language more naturally. Internalize comprises information gaps, find someone who, role plays, discussions, and debates.

### ***Fluently use***

According to Cordero & Perez (2014), this is the final stage and the goal of the learning process. It is the stage where students can use the language fluently in a personalized and meaningful way. The interaction dynamic is usually s-s or small groups. This knowledge production is the outcome of learners' understanding and internalization of the target material. Fluently use contains poster presentations, storytelling, debates, discussions, and roleplays. It is important to remark that teachers should not use corrective feedback during fluency activities because it interrupts the flow of production of the language.

It is necessary to point out that ECRIF is not a linear framework. Students can practice fluency before they have internalized the target grammar or vocabulary. They can go back to clarify any information that is not completely understood, then find themselves back to drill or fluency practice. After students have internalized the meaning of a specific structure, they might encounter a new meaning that again directs them to clarify, remember, and so on. Given the fact that the ECRIF framework is not linear, teachers can order the stages of the lesson based upon the students' learning. It may be that a teacher starts a lesson with fluency practice or goes back to pronunciation drilling based upon the assessment of the students' production in the internalization or fluently use stage.

### ***Teachers' and students' roles according to the ECRIF framework***

The teaching process becomes learner-centered through ECRIF. The first step consists of accepting the learners' levels, their interests, needs, and individual differences. Learners have new roles that encourage them to be active users of the target language. Teachers assume a more creative role in ECRIF. They should be more aware of their decisions that reflect the best options for classroom activities. Furthermore, ECRIF enables educators to become a facilitator in the learning process by creating social contexts and combining techniques to foster learning.

### ***Communicative Language Teaching***

After the decline of the Audiolingual Method (the early 1960s), a rooted behavioristic approach, it became evident that students needed a central role and a reduction of teacher talking time was crucial to accomplish that goal. Therefore, teachers simply got students to talk through pair or group work. However, this increase in intensity in student talk did not mean that students

communicated among themselves since the activities were highly controlled. Due to this situation, the Communicative Language Teaching approach emerged in the 1980s as a response to the demand of proficient users of a language. CLT has been defined as a set of various principles that stress the engagement of learners in meaningful, authentic, and fluent communication, generally through task-based activities which seek to increase chances for the expression, and negotiation of meaning in an integrated language skills context; and facilitate discovery learning of the grammatical, sociolinguistic, strategic, pragmatic and discourse rules of the target language to develop communicative competence.

CLT envisions an ideal classroom where learners have a leading role and meaningful interaction is promoted. In order to have learner-centered lessons, the teacher's role must be that of a facilitator. In consequence, learners become active participants who are responsible for their learning. Cooperation with classmates is critical. Meaningful interaction is attained through activity types that promote fluency such as those that replicate natural use of language.

In Ecuador, CLT has been adopted as the key approach to language teaching; nevertheless, it must be stressed that CLT is a set of approaches rather than a single one. The shift from a single paradigm to a distributed paradigm has had significant implications for teaching, learning design, and classroom environments. CLT places emphasis on activities that encourage real communication and create the need for meaningful language use. The development of Communicative Language Teaching (CLT) has brought a variety of activities for creating a real oral interaction in the EFL classroom.



### *Oral Interaction*

Speaking is a crucial skill to learn a language. It is recognized as one of the most beneficial and interactive skills to communicate in English. It is a skill that is necessary to perform authentic situations in and outside the classroom. Students can improve their speaking skills through oral interaction. Oral interaction refers to the usage of the target language in its spoken form in meaningful conversations with partners. It encompasses language production, but also active listening. Classroom interactions are necessary to develop language knowledge and skills to help students improve their communicative competence (Contreras & Chapetón, 2016). Oral interaction possibly is the best teaching strategy to improve learners' speaking skills and encourage them to produce language.

According to Eisenring & Margana (2019), interaction turns out to be the principal way for teachers and students to interchange their feelings, ideas, opinions, among others. Teacher-students' and students' interactions play a major role in foreign language acquisition. There are activities like role-plays, simulations, debates, discussions, among others called communicative activities which are used by teachers to promote oral communication.

ECRIF seems to meet up the requirements of Communicative Language Teaching. ECRIF is a flexible, dynamic, coherent instructional framework. It guides language instructors to be conscious of the student's learning experience in an organized and contextualized way to maintain students' interest and motivation. It aids instructors in the designing and organization of the activities from the controlled to the less controlled ones and finally to the use which is free in a way that this practice will lead gradually to the fluent use of the target language for authentic communication. The procedure and the practice activities designed, adapted, and applied by the language instructor at each stage are intended to give students the knowledge and experiential

learning needed to attain language fluency at the end of a process. It is required for the instructors to play several roles in the different stages of a lesson. They can take the role of presenters, designers, organizers, guiders, scaffolders, discussion leaders, resource providers, needs analysts, and facilitators to lead the students along the sequence of different learning activities (ECRIF stages) to achieve the different objectives of the productive lesson.

## Chapter III

### Conclusions

Based on previous studies related to the ECRIF framework and its influence on oral interaction, it can be said that ECRIF facilitates the planning of a lesson, and its activities per stage promote the development of the speaking skill. The implementation of ECRIF in language teaching carries many benefits and challenges at the same time. Educators have to bear in mind that the acquisition of a foreign language is not an easy task, it is a complex process that requires lots of practice. Students need to follow a set of steps (E-C-R-I-F) that prove certain grades of language acquisition. ECRIF stimulates learners to discover, remember, and recall the new target language through personalized activities. In this light, ECRIF could be the path to make lessons learner-centered, dynamic and meaningful to students.

### Recommendations

The implementation of ECRIF in the EFL classroom may be a positive first step toward incorporating a framework to guide English language teaching and learning under the principles of CLT which attempts to aid learners to become fluent and effective users of the language. It is recommended to apply the ECRIF Framework either in a face-to-face or online class to develop the speaking skill because each stage involves enough scaffolding to help learners communicate spontaneously. Hence, the ECRIF Framework can make the difference compared to other language teaching approaches which are teacher-centered. On the other hand, ECRIF drives teachers to plan learner-centered lessons and step-by-step activities or tasks that resemble real-life communication. Additionally, investigations like this should be replicated and converted to applied research to investigate the perceptions of teachers and students about ECRIF.

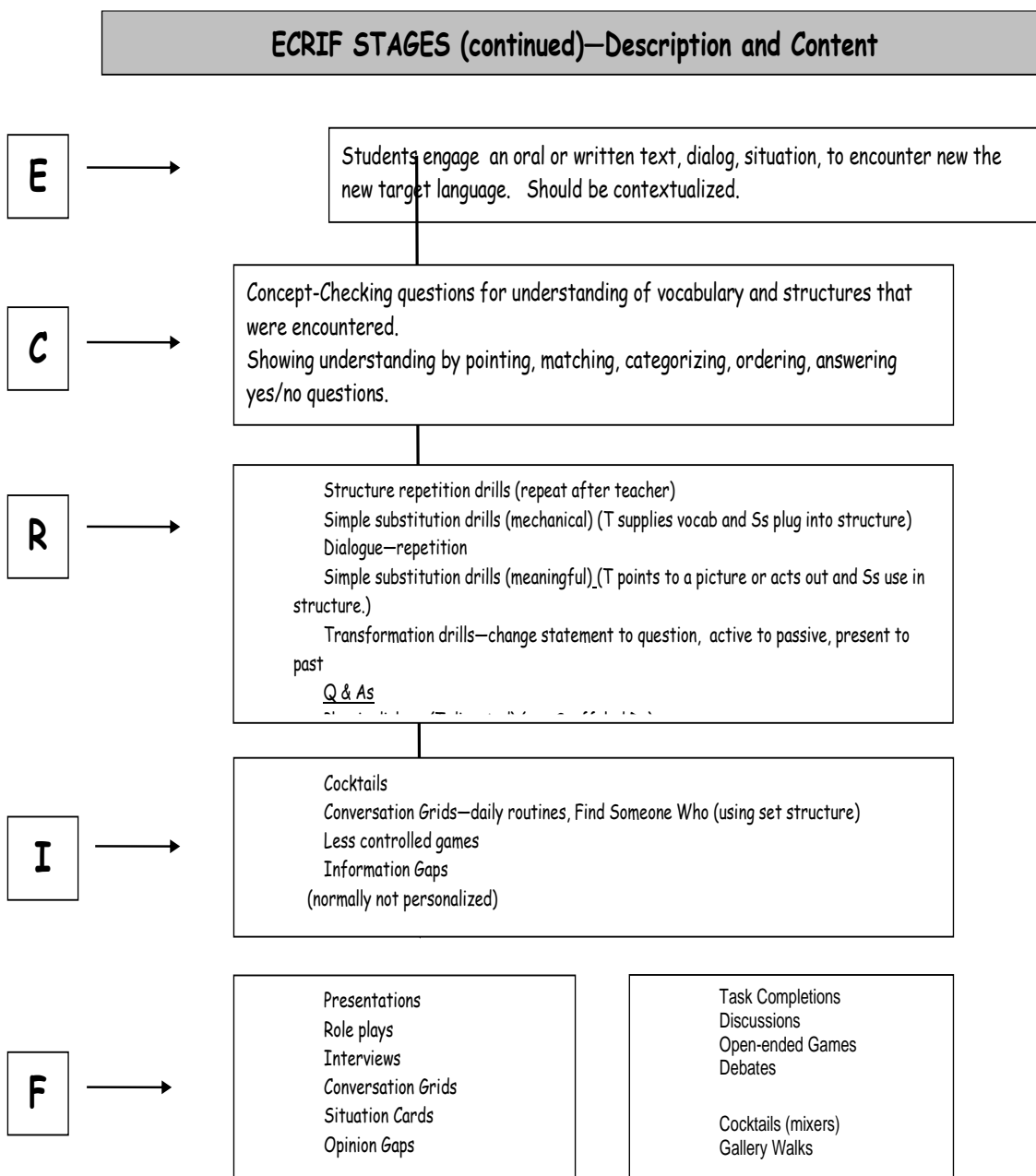
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## Appendix

### Appendix A



Source: <https://sites.google.com/site/globalteflinc/lesson-planning>

## Appendix B

## ECRIF in the classroom

	<i>At this stage teachers can help students by</i>	<i>Activities at this stage might include</i>
<b>E N C O U N T E R</b>	<ul style="list-style-type: none"> <li>• Providing a clear context</li> <li>• Give students a chance to talk about a topic. This burst of fluency at the beginning of the lesson can help establish context and help students activate experiences, vocabulary, and grammar that may help them in the lesson.</li> <li>• Providing a text to read or listen to. First focus on the overall meaning of the text to establish context.</li> <li>• Eliciting vocabulary, sentences from students Ex. What words do you know to describe personality?</li> </ul>	<ul style="list-style-type: none"> <li>• Brainstorming vocabulary</li> <li>• Answering questions with the target language in it.</li> <li>• Labeling or describing a picture</li> <li>• Doing a gap fill activity</li> <li>• Using keywords to make sentences or complete a dialogue</li> <li>• Choosing the best response or question for a dialogue</li> <li>• Marking particular words, phrases, or sentences in a text.</li> </ul>
<b>C L A R I F Y</b>	<ul style="list-style-type: none"> <li>• Finding out what students already know.</li> <li>• Providing students a chance to peer teach. Ex. Show each other the meaning</li> <li>• Eliciting ideas from students rather than just telling them.</li> <li>• Being ready to explain the language item in a variety of ways</li> <li>• Highlighting the language item on the board with different colors.</li> <li>• Slowing down or repeating the language item several times</li> <li>• Asking concept check questions</li> </ul>	<ul style="list-style-type: none"> <li>• Matching meanings or rules to words or sentences</li> <li>• Sorting sentences or words into groups ( Ex. adjectives vs. adverbs, finished actions vs. unfinished actions)</li> <li>• Discuss the meaning, pronunciation, or rules of the language items.</li> <li>• Using dictionaries</li> </ul>
<b>R E M E M B E R</b>	<ul style="list-style-type: none"> <li>• Doing choral repetition</li> <li>• Paying close attention to problems that students may have</li> <li>• Giving students specific feedback (Ex. Is their answer or pronunciation correct?)</li> </ul>	<ul style="list-style-type: none"> <li>• Having students quiz each other (Ex. With pictures, meanings, and words)</li> <li>• Having students do drills (Ex. Making or changing a sentence from keywords)</li> <li>• Playing games like Bingo, concentration</li> <li>• Doing a lot of recognition activities</li> <li>• Saying a word or sentence and pointing to a picture.</li> <li>• Matching questions/ answers, meanings and words, sentences, and situations, etc.</li> </ul>

I N T E R N A L I Z E	<ul style="list-style-type: none"> <li>• Providing chances to use the vocabulary or structure to talk about themselves.</li> <li>• Giving students “think time” to get ideas or recall experiences.</li> <li>• Allowing students to write and ask questions first and then put away the paper during the subsequent fluency activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe using the target language or skill.</li> <li>• Doing gap-fill activities</li> <li>• Information gap: Students A/B have different information, must communicate to get the information the other has</li> <li>• Correcting sentences</li> <li>• Creating a survey: use words to make a survey to ask other students</li> <li>• Making sentences about yourself: make true sentences about people</li> <li>• Putting words in order: get a list of words, put them so that makes sense.</li> <li>• Ranking: put words in order based on preferences, usefulness, etc. Students choose their best 3 or worst 3</li> </ul>
F L U E N T L Y  U S E	<ul style="list-style-type: none"> <li>• Providing a good model of the activity</li> <li>• Providing a clear communicative task that is motivating and real to students</li> <li>• Encouraging students to ask more questions and giving longer answers.</li> <li>• Giving students enough time to get ideas</li> <li>• Noting errors that students make (for future lessons) but not correcting in the moment as it can interfere with student communication</li> </ul>	<ul style="list-style-type: none"> <li>• Retelling story: List of TL, teacher tells a story, students teach words they hear as they listen. Retell the story to their partner using the words</li> <li>• Doing a role-play</li> <li>• Discussing questions</li> <li>• Jigsaw activities in which students teach each other about a topic</li> <li>• Making a decision together. Ex. What should we take on a desert island and why? OR Who should receive the scholarship?</li> </ul>

Source: <https://www.ecrif.com/planning-with-ecrif.html>



## Appendix C

### Lesson Plan Form

**Action points** (Things you are working on or experimenting with in your teaching, based on previous experience and reflection):

1. Clear instructions.
2. Monitoring to make sure students are active in breakout rooms.
3. Motivating students' participation.

**What is your Student Learning Objective for the lesson?**

By the end of the lesson, SWBAT: **USE** Should and shouldn't **TO** give advice to different problems **IN** pairs

**When/How in the lesson will I check students' progress toward the above Learning Objective? What behaviors/activities will show me whether they have mastered the material?**

From the first activity, they will ask and answer orally and in the chat box. I will see how they do with the activities as I monitor. I will ask them to perform some dialogues to check the way in which they give the advice to different problems.

**Preliminary considerations:**

a. What vocabulary/grammar/information/skills do your students already know in relation to today's lesson?

They already know verbs in infinitive and vocabulary related to daily problems according to their ages.

b. What aspects of the lesson do you anticipate your students might find challenging/difficult?

To give the appropriate advice to each problem, maybe they find it difficult to analyze the correct advice.

c. How will you avoid and/or address these problem areas in your lesson?

I will help them with some cues based on pictures or showed in the chat, also I will ask to other learners for help.

Time	Framework Stage	Teacher will...	Procedure Students will...	Interaction (T-S/S-S/S), VAKT	Materials Needed
16:00	Encounter	Present a matching activity that is based on some real life problems. Ask students to read the problems from the PPT, then ask them to give advice for each problem, this activity will be in the whole group. Introduce the forms of modal verb SHOULD.	Answer in the chat box.  Provide the advice for each problem based on the example, this activity is in the whole group and orally .	T-SS  S-SS	Zoom. PPT <a href="https://docs.google.com/presentation/d/1Bm3yY9SZNpOIGBdWQwCvrm_cRqUwatHw/edit?usp=sharing&amp;ouid=116668010652221171662&amp;rtfpof=true&amp;sd=true">https://docs.google.com/presentation/d/1Bm3yY9SZNpOIGBdWQwCvrm_cRqUwatHw/edit?usp=sharing&amp;ouid=116668010652221171662&amp;rtfpof=true&amp;sd=true</a>
16:12	Internalize	Ask students to read the problems in column A and advice in column B, demonstrate the activity with two examples. Ask students to match them in the live worksheet. Provides the link to students to work in breakout rooms.	Students work in the liveworksheet, matching the problems with the corresponding advice.	T-Ss  Ss -Ss	PPT <a href="https://docs.google.com/presentation/d/1Bm3yY9SZNpOIGBdWQwCvrm_cRqUwatHw/edit?usp=sharing&amp;ouid=116668010652221171662&amp;rtfpof=true&amp;sd=true">https://docs.google.com/presentation/d/1Bm3yY9SZNpOIGBdWQwCvrm_cRqUwatHw/edit?usp=sharing&amp;ouid=116668010652221171662&amp;rtfpof=true&amp;sd=true</a>  Liveworksheet <a href="https://es.liveworksheets.com/qx1812355tu">https://es.liveworksheets.com/qx1812355tu</a>
16:18	Internalize	Ask students to read a conversation between two students. Ask students to go into the breakout rooms to perform the same dialogue in pairs.	Read the conversation and perform it in pairs. Go into the breakout rooms to practice the conversation in pairs, based on the provided pictures.	T-SS  Ss- Ss	Zoom PPT <a href="https://docs.google.com/document/d/1Hwfe7ojogvdV4Fp-sKhMhx9R3LViDx-O-wDAeAlvOlo/edit">https://docs.google.com/document/d/1Hwfe7ojogvdV4Fp-sKhMhx9R3LViDx-O-wDAeAlvOlo/edit</a>
16:25	Fluently use	Teacher models an example of a problem and ask a strong student to give the advice and vice versa. Checks and support students' participation.	Tell their problems and provide with some advice to their peers.	T – Ss	Zoom

## APPENDIX D

### CERTIFICADO ANTIPLAGIO

En mi calidad de Tutor de la monografía **“THE ECRIF FRAMEWORK AS A PLANNING TOOL TO FOSTER ORAL INTERACTION”** elaborado por Karen Ivette Briones Cedeño egresada de la **MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS ENSEÑANZA DE INGLÉS PRIMERA COHORTE**, de la Universidad Estatal Península de Santa Elena previo a la obtención del Título de Magister en Pedagogía de los Idiomas Nacionales y Extranjeros Mención Enseñanza de Inglés, me permito declarar que una vez analizado anti-plagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con el 1% de la valoración permitida, por consiguiente se procede a emitir el presente informe. Adjunto reporte de similitud.

**Original**

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