ISSN: 2663-9033 (Online) | ISSN: 2616-6224 (Print)

Journal of Language Studies

Contents available at: https://jls.tu.edu.iq/index.php/JLS

The Effect of (ECRIF) Strategy on EFL Preparatory School Pupils'

Achievement in English Language

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Abstract

The research aims to determine the effectiveness of the ECRIF strategy in enhancing pupils' achievement in English. The study has been tested the following hypothesis: there is no significant difference between the mean scores of the experimental and control groups in the post-test. A quasi-experimental design is adopted, employing pre- posttests for both experimental and control groups. This study is conducted on a sample of 50 from the fifth scientific class pupils studying at Sada Al-Marafa High Achievers School for Boys in Baghdad City during the academic year 2024/2025. Both groups have been equalized in such variables from educational attainments of parents. The study is lasted

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ten months during the first semester of the academic year (2024-2025) The findings have revealed that the ECRIF strategy significantly enhanced English language achievement.

Keywords: *(ECRIF) Strategy, EFL, English Language, Preparatory School*

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أثر استراتيجية (ECRIF) على تحصيل تلاميذ المرحلة الإعدادية في اللغة الإنجليزية

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الـمـسـتـخلـص

تهدف هذه الدراسة إلى التحقق من فاعلية استراتيجية ECRIF في تعزيز تحصيل التلاميذ في مادة اللغة الإنجليزية. ولتحقيق هذا الهدف، اختبرت الدراسة الفرضية الآتية: "لا يوجد فرق ذو دلالة إحصائية بين متوسط درجات المجموعة التجريبية والمجموعة الضابطة في اختبارين قبلي وبعدي لكلا المجموعتين (التجريبية والضابطة). أُجريت الدراسة على عينة مكونة من (50) تلميذًا من الصف الخامس العلمي في مدرسة صدى المعرفة للمتفوقين للبنين في مدينة بغداد، أستمرت الدراسة عشرة أشهر خلال الفصل الدراسي الأول للعام الدراسي 2024/2025. تم ضبط المجموعتين من حيث بعض المتغيرات، منها المستوى التعليمي للوالدين. كشفت النتائج عن أن استراتيجية ECRIF ساهمت بشكل كبير في تحسين تحصيل التلاميذ في اللغة الإنجليزية.

الكلمات المفتاحية: استراتيجية(ECRIF) ، اللغة الإنجليزية لغة أجنبية، اللغة الإنجليزية ، المدرسة الاعدادية .

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1. INTRODUCTION

The ECRIF is a well-known strategy, and it improves over time and gains attention in the last years because of its pedagogical contribution to the educational field. In addition, this methodological framework constitutes as an example on how new teaching styles can improve pupils' ability to use English in a general way, so that in their future work and social interactions, the future professionals will be able to use English both accurately and fluently through both spoken and written channels (Andes, 2012). Despite the increasing emphasis on effective teaching strategies in EFL contexts, many

pupils continue to struggle with language acquisition and retention. This issue is particularly pronounced in preparatory school settings, where foundational language skills are critical for future academic success. AlSaleem (2018) shows that innovative instructional strategies like ECRIF can enhance vocabulary learning and retention among EFL learners. This indicates that ECRIF significantly improves vocabulary achievement compared to traditional methods. However, there is a lack of comprehensive studies examining its broader impact on overall English language achievement among preparatory school pupils. According to the above issue, this study aims to fill a critical gap in the literature regarding effective teaching strategies in EFL contexts , and provides insights that could inform pedagogical practices in preparatory schools. The findings may contribute to enhancing educational outcomes for pupils by promoting more engaging and effective language learning experiences. As a result, It is crucial to examine the effect of the ECRIF Strategy on the achievement of EFL preparatory school pupils in the English language.

The study aims at:

1. Finding out the effect of (ECRIF) strategy on EFL preparatory school pupils' achievement in English language

The study is hypothesized that:

1. There is no statistically significant difference between the mean score of the experimental group, whom they taught according to ECRIF strategy and the mean score of the control group, whom they taught according to the prescribed method, in the achievement posttest.

This study could be valuable to:

1- This study serves as a guideline to EFL teachers and college instructors who are requires changing their methods of teaching from conventional method to new, innovative ones and encourages them to use the (ECRIF) strategy to motivate their pupils achievements.

2-It motivates preparatory school pupils to learn more about the various topics and improve their mastery of a wide range of texts.

3- Researchers, educators, and experts who are involved or interested in creating innovative teaching methods or strategies.

4- Curriculum designer who ought to include some knowledge on how to use the concept of (ECRIF) strategy at different levels of textbooks to be implemented by the teachers.

This study is limited to the following ;

1.Fifth preparatory pupils at "Sada Al-Marafa High Achievers School" for boys in the city of Baghdad.

2.English for Iraq 5th Preparatory Pupil's Book units, two and three.

3.The academic year 2024-2025.

4. Josh Kurzweil and Mary Scholl (2004) model is adopted.

1.2 Definitions of the Basic Terms
1.2.1 The ECRIF Strategy

The ECRIF strategy is a learner-centered instructional approach, which has been designed to guide pupils through the progressive stages of acquiring, processing, and

using language skills effectively. ECRIF stands for Encounter, Clarify, Remember, Internalize, and Fluently use, each representing a distinct phase of the learning process:

Encounter: Learners are introduced to new language concepts, such as vocabulary, grammar, or functional expressions, through meaningful contexts or materials (Richards, 2008).

Clarify: This stage focuses on understanding and analyzing the meaning, form, and usage of the new language. Teachers and learners work together to resolve uncertainties (Ellis, 2003).

Remember: Learners engage in activities that reinforce their understanding through practice and repetition, ensuring the retention of knowledge (Lightbown & Spada, 2013).

Internalize: Pupils apply the language in guide, semi-controlled contexts, bridging the gap between practice and spontaneous use (Vygotsky, 1978).

Fluently Use: Learners demonstrate their ability to use the language confidently and independently in real-world or authentic communicative situations (Harmer, 2007).

Operational Definition

The ECRIF strategy refers to a teaching methodology implemented in EFL classrooms to enhance pupils' language acquisition. The stages of ECRIF operationalizes as follows:

Encounter: Introducing new language concepts using audio-visual materials, texts, or contextualized examples (e.g., showing a video that includes target vocabulary).

Clarify: Facilitating understanding through explicit explanations, question-and-answer sessions, and guided practice (e.g., analyzing sentence patterns).

Remember: Reinforcing retention through controls practice activities such as gap-fills, matching exercises, or sentence construction (e.g., completing a cloze activity using target vocabulary).

Internalize: Encouraging semi-controlled application of language in group discussions, role-plays, or problem-solving tasks (e.g., creating a dialogue using newly learned grammar).

Fluently Use: Enabling learners to use the language independently in authentic or simulated real-world tasks (e.g., giving a presentation or writing an email).

1.2.2 Achievement

Osokoya (1998) states achievement in educational institution known as any desirable learning that observes in the pupil and the value the pupil places upon his own worth effects his academic achievement.

Achievement generally regarded as the display of knowledge attains or skills develops in the school subject (Busari, 2000).

Balasubramanium (1992, p:2), states that "Achievement is the end product of all educational endeavors, the main concern of all educational efforts is to see that the learner achieves".

Operational definition

Achievement is used to describe a pupil's level of knowledge, skills, and competencies gain as a result of learning activities. That can be measured through assessments like tests, projects, or other evaluative tasks and usually aligns with curriculum objectives

2. LITERTURE REVIEW

2.1 Theoretical Background
2.1.1 ECRIF Strategy

The ECRIF framework is developed by Josh Kurzweil and Mary Scholl between 2004 and 2005 as they write the book *Understanding Teaching Through Learning* for McGraw-Hill and the School for International Training. The ECRIF Strategy is an acronym that stands for five words: E=Encounter a problem ,C=Clarify, R=Remember, I=Internalize, and F=Fluently use (AlSaleem, 2018).

ECRIF is one alternative to replace the PPP approach (present, practice, and produce). Josh Kurzweil states that, "one of the inherent challenges that I always had with it (PPP) is finding out who the actor is in the class. Josh Kurzweil quote, "in most situations, only the term "present" inspires professors to lecture or give a long presentation. As a result, it is exhausting to give lessons and give long presentations" (Muñoz, 2013: p27). Because of the complex adaptation of PPP in planning, Kurzweil is driven to create a new framework that places a high value on learning , and concentrates and centers on what Pupils do to achieve the goal at each stage of their class.

2.1.2 ECRIF Strategy Stages

The ECRIF strategy is an acronym for Encounter, Clarify, Remember, Internalize, and Fluency that is a systematic pedagogical system which ensures mastery of the language through the sequential staging of learning and guiding learners sequentially to language mastery. It enables mental engagement and memorization, thereby advancing pupils from exposure to fluent and spontaneous use of language (Kumaravadivelu, 2006). The stages of this strategy can be illustrated as follows:

1. **Encounter Stage**

   The Encounter stage of EFL learning exposes learners to new language aspects such as , function, grammar, or vocabulary via authentic or semi-authentic input such as texts, videos, or conversation. For example, it is feasible for an EFL instructor to introduce new words by displaying images or viewing a brief video demonstrating words in context. This stage plays a vital role in stimulating learners' interest , and developing their initial level of consciousness of the language (Harmer, 2007).

2. **Clarify Stage**

   The clarify stage allows learners to delve deeper into understanding the meaning, usage, and structure of the language they encountered. Teachers guide pupils through activities like analyzing sentence patterns, discussing word meanings, or practicing pronunciation. For instance, after introducing a new grammatical structure, the teacher might provide explicit explanations and examples, ensuring pupils understanding in how and when to use it (Ellis, 2003).

3- **Remember Stage**

   The Remember stage involves practicing and consolidating new introduced language through controlled and semi-controlled practice. Fill-in-the-blank exercises, matching exercises, and repetition drills are some of the activities that assist learners to consolidate their learning , and develop confidence in the usage of the language. With repetition and practice, this stage supports long-term storage (Nation, 2001).

   Apart from mere memorization, the Remember stage is marked by active interaction with the language through systematic practice, enabling learners to

recall and apply it in context. This facilitates easier retrieval, and gives learners the ability to consolidate learning at a more basic level. During the next Internalize stage, learners relate new language to existing knowledge, enabling deeper processing and successful learning (Craik & Lockhart, 1972).

4. Internalize Stage

During the Internalize stage, pupils start to apply the language independently in real contexts. Role plays, pair work, and writing tasks enable pupils to apply what they have acquired in real-life, communicative contexts. The stage is a bridging point between controlled practice and authentic use of language, enabling pupils to progress towards higher autonomy (Vygotsky, 1978).

Pupils incorporate new language at this point into a reservoir of contemporary knowledge and consequently make it readily available to authentic communication. Through exercises such as group discussions and problem-solving exercises, they construct stronger connections between the language and their surrounding life experiences. Through language practice in real situations of use, internalization takes place, therefore allowing learners to establish a more spontaneous, and intuitive grasp of its structure and forms (Vygotsky, 1978).

5. Fluently Use Stage

The fluently use stage focuses on enabling learners to use the language fluently and confidently in real-world scenarios. Open-ended tasks such as debates, presentations, or free writing exercises encourage learners to demonstrate their mastery of the language. This stage also provides opportunities for learners to express creativity , and adapt their language use to various contexts (Richards, 2008).

2.1.3 ECRIF Strategy as a Cyclical, Not Linear

In contrast to the conventional step-by-step teaching, the ECRIF Strategy is cyclical, not linear. That is, learners can go back to some of the stages repeatedly according to their needs and not move on in a set order (Nation, 2009). With the flexibility embedded in this process, reinforcement maintained such that the learner fully understands language structures and how they function.

In a cycle model of acquisition, learners do not just go through one level and progress to the next, but rather go back to prior levels as needed. For example, a learner in the Internalize stage might need to go back to the Clarify stage to work out some subtlety of a grammatical model (Swain, 1995). This dynamic movement is in accordance with Vygotsky's (1978) Zone of Proximal Development (ZPD), where learners are forever in movement between levels depending on their changing cognition and ability.

Furthermore, the cyclical process facilitates active learning by getting pupils involved with material at various levels of abstraction. Schmidt (1990) argues that noticing and frequent exposure to new contexts for language structures enhance mastery and memory. The ECRIF Strategy provides for the pupils to develop their skills progressively through interaction rather than following a pre-determined step-by-step format, hence long-term learning.

Overall, the ECRIF Strategy may be more appropriately termed as a cyclical and recursive process rather than a linear one. The latter structure provides opportunities for pupils to revisit their knowledge, develop greater understanding, and build language capabilities at their own speed. Through using the cyclical process, EFL learners are in a

position to acquire increased fluency and self-confidence in the usage of the language, thus affirming the viability of the ECRIF Strategy in authentic language acquisition (Larsen-Freeman, 2011). As shown in Figure 1.

Figure 1
ECRIF Stages
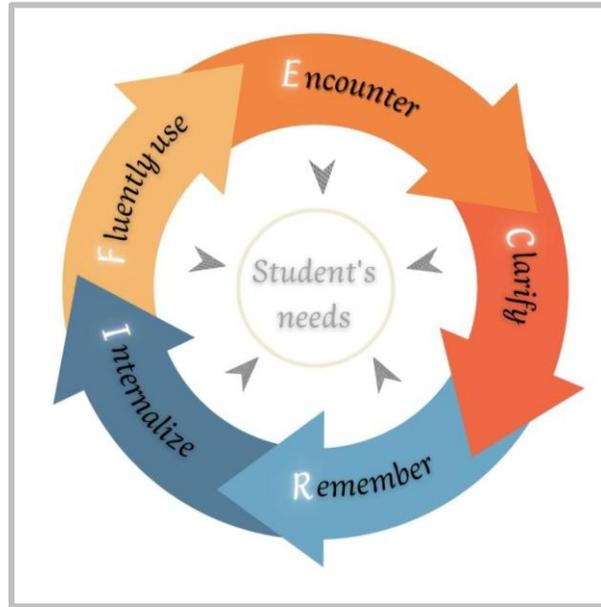
(designed by the researcher, 2025)

The Encounter stage introduces pupils to new linguistic concepts, engaging their prior knowledge and creating an initial connection with the material. Unlike traditional models that separate learning into rigid steps, this stage ensures that pupils are continuously exposed to language in meaningful contexts. The cyclical nature of ECRIF allows pupils to revisit this stage when needed, reinforcing learning as they progress (Schmidt, 1990).

During the Clarify stage, learners refine their understanding of language structures through guided explanations, discussions, and examples. The central placement of the pupil within the cycle reflects their active role in asking questions, making connections, and refining their knowledge. This aligns with Swain's (1995) Output Hypothesis, which stresses that language production fosters deeper comprehension , and helps learners internalize grammatical forms.

The Remember stage emphasizes practice and retention, reinforcing linguistic elements through controlled activities such as repetition, structured exercises, and retrieval-based learning. In the cyclical ECRIF framework, pupils are not expected to perfect their understanding in one pass; instead, they move between stages as needed, strengthening their grasp of language over time.

The Internalize stage encourages pupils to integrate language skills into more complex and realistic tasks. The pupil's position within the cycle's core highlights their engagement in problem-solving, reflection, and real-world applications. This stage aligns with Vygotsky's ZPD, which emphasizes that learners develop skills through meaningful interactions and scaffolded support (Vygotsky, 1978).

Finally, in the Fluently Use stage, pupils demonstrate their ability to use language spontaneously and effectively in various contexts. However, rather than marking the end of the process, this stage naturally connects back to previous ones when pupils encounter new challenges or require reinforcement. The cyclical design acknowledges that fluency is not a static endpoint but a continuous process of learning and refinement (Larsen-Freeman, 2011).

2.1.4 The Role of Teacher and Pupil in ECRIF Strategy

The ECRIF strategy is a learner-centered approach to language teaching. Its success depends on the complementary roles of teachers and Pupils. Teachers act as facilitators and guides, while pupils actively participate and take ownership of their learning. So, there are some of roles of teacher can be presented as follows:

1. **Facilitator of Learning**

Teachers guide pupils through the ECRIF stages, ensuring that tasks and activities are scaffolded to support progressive learning (Vygotsky, 1978). Example: During the **Encounter** stage, the teacher introduces new vocabulary using visual aids or contextual examples.

2. **Provider of Meaningful Input**

Teachers select and present comprehensible authentic materials aligned with the learners' proficiency and objectives (Krashen, 1985). Example: Providing a short video clip or dialogue that introduces target language structures.

3. **Clarifier and Explainer**

During the **Clarify** stage, the teacher helps learners understand new language concepts, focusing on meaning, usage, and form. Example: Explaining grammar rules or nuances in word usage and providing examples. (Swain, 2000).

4. **Monitor and Feedback Provider**

Teachers observe learners' progress in the **Remember** and **Internalize** stages, offering constructive feedback to help them refine their skills (Black & Wiliam, 1998). Example: Monitoring pair work and correcting errors during speaking practice without interrupting fluency.

5. **Encourager of Autonomy**

Teachers empower learners to reflect on their progress and apply strategies for self-improvement, particularly in the **Fluently use** stage (Zimmerman, 2002). Example: Encouraging learners to use English outside the classroom, such as writing a blog or engaging in online forums.

6. **Designer of Activities**

Teachers design tasks for each ECRIF stage that cater to different learning styles and proficiency levels (Ellis, 2003). Example: Preparing controlled practice exercises for the **Remember** stage and role-play scenarios for the **Fluently use** stage.

In addition, there are some roles of pupils in this strategy as follows:

1. **Active Participant**

Pupils engage actively in tasks, processing language at every stage of the strategy. Example: Listening attentively during the **Encounter** stage and asking questions during the **Clarify** stage (Kurzweil and Scholl, 2007) .

2. **Reflective Learner**

Pupils reflect on their learning process, monitor their progress, and identify areas for improvement (Flavell, 1979). Example: Using a journal to track new vocabulary and noting which words they struggle to remember.

3. **Collaborator**

Pupils work with peers to complete tasks, share ideas, and practice language in authentic contexts. Example: Engaging in group discussions during the **Internalize** stage to practice using language in meaningful ways (Richards and Rodgers, 2014).

4. **Communicator**

In the Fluently use stage, pupils demonstrate their ability to use the language independently in real-world or simulated contexts. Example: Giving a presentation, participating in a debate, or writing an email in English (Brown, 2007).

5. **Autonomous Learner**

Pupils take responsibility for their learning, using resources and strategies to strengthen their skills outside of class. Example: Watching English-language media or completing self-assigned language tasks for additional practice (Holec, 1981).

6. **Problem-Solver**

Pupils engage in tasks requiring critical thinking and creativity, such as solving language-related problems or producing original content. Example: Analyzing a text to infer meaning or collaborating to create a travel itinerary in English (Larsen-Freeman, & Anderson, 2011).

2.2 Previous Studies

The following section reviews previous studies relevant in some manner to the current study on the ECRIF strategy and its impact on language learning. The studies are discussed to explore various aspects such as vocabulary learning, and speaking skills, which are the key to understand how the ECRIF strategy influences language acquisition.

2.2.1. Mezied (2017)

The study is entitled "The Effectiveness of Using ECRIF and PPP Strategies in Fifth Graders' Vocabulary Learning and Its Retention," aims to evaluate the effectiveness of ECRIF and PPP strategies in vocabulary learning and retention.

The sample of the study consists of (143) fifth-grade pupils, divide into three groups: (41) pupils in the ECRIF experimental group, (42) in the PPP experimental group, and 42 in the control group using traditional methods.

The tools are used for data collection include (pre-, post-, and delayed) vocabulary tests, along with a content analysis card.

The results reveal statistically significant differences in vocabulary achievement between the ECRIF group and the PPP group, with the ECRIF group showing better retention in both post- and delayed tests. This study supports the claim that ECRIF is an effective strategy for enhancing vocabulary learning.

2.2.2. AlSaleem (2018)

The study is entitled, "The Effect of ECRIF Strategy on EFL Seventh Graders' Vocabulary Learning and Retention," aims to assess the impact of the ECRIF strategy on vocabulary learning and retention among seventh-grade EFL pupils.

The study sample includes (225) pupils, with (125) in the experimental group and 100 in the control group. Both groups are compared using pre- and post-vocabulary tests, and the data is analyzed by using t-tests as a statistical tools.

The findings indicate a significant difference between the experimental and control groups, with the ECRIF group outperforming the control group. The study concludes that ECRIF is a highly effective approach for improving pupils' vocabulary learning, showing their higher levels of engagement and retention.

2.2.3. Caiza Aucapiña (2021)

A study, which is entitled "The Effect of the ECRIF Framework on the Development of Speaking Skills in Pupils," which aims to investigate how the ECRIF framework helps develop speaking skills in pupils.

The sample consists of (32) pupils aged (12 - 14) from eight to ten grades. The study uses pre- and post-tests, as well as a speaking rubric to assess pupils' speaking abilities after ten virtual sessions using ECRIF through mobile applications like Zoom and WhatsApp.

The findings show significant improvements in speaking skills, particularly in fluency and spontaneity, following the use of the ECRIF framework. This study demonstrates the effectiveness of ECRIF in enhancing speaking abilities, it also notes that pupils initially have low speaking skills, indicating the need for continues practice and alternative teaching techniques.

2.2.4. Muñoz (2023)

This study focuses on the "Implementation of the ECRIF framework to improve speaking skills in A1-level pupils at Instituto Tecnológico T'Sachila in Santo Domingo".

The sample consists of (33) participants, including 30 pupils and 3 teachers, with ages ranging from (17 - 40). The study employs pre- and post-tests, interviews, and surveys to gather data.

The findings reveal significant improvements in pupils' speaking skills, particularly in areas such as pronunciation, intonation, grammatical accuracy, fluency, and communication strategies.

The study concludes that ECRIF effectively improves pupils oral production in English at the A1 level, aligning with the CEFR standards. This study also highlights the role of teachers in facilitating the success of the ECRIF framework.

2.3 Discussion of Previous Related Studies

The results of the previous studies consistently highlight the positive effects of the ECRIF strategy on language learning. Mezied (2017) finds that ECRIF outperformed PPP in vocabulary achievement and retention. AlSaleem (2018) concludes that the ECRIF strategy significantly improved vocabulary learning and pupil interest in EFL. Caiza Aucapiña (2021) demonstrates that ECRIF is effective in enhancing speaking skills, with notable improvements in fluency and correctness. Muñoz (2023) reports that improvements in various aspects of speaking, such as pronunciation, fluency, and grammatical accuracy. Similarly, the current study expects to find that the ECRIF strategy will improve English language achievement, contributing to a more holistic understanding of how the strategy enhances both language proficiency and pupil involvement in the learning process. However, the current study is unique in its focus on achievement, which distinguishes it from the primarily skill-specific findings of the previous researches.

3. METHODOLOGY

3.0 An Introductory Note

To prove the aims of this study and to formulate its hypotheses, an experiment is conducted. This section structured to the detailed description of the methods used, and conducted by the researcher in the experiment. It discusses the following:
1. The Experimental design.
2. The population and the sample of study .
3. Equalization between experimental and control groups.
4. Building an achievement test.
5. Piloting the test, validating the test, checking that it is reliable, and investigating its items.
6. Administering the test construct.
7. Hacking statistical methods of data analysis

3.1 Experimental Design

Experimental design encompasses carrying out studies in a structured and controlled environment to achieve optimum accuracy and come up with clear conclusions regarding a hypothesis (Bell, 2009).

Concerning the current study, the use of aims and hypotheses demands on the Non-Randomized Experiment Group Pretest - Posttest Design. It consists of two classes where one is the experimental group and the other is the control group. This design takes the following form as shown in Table (2).

Table (1):
The Experimental Design of the Study

Groups	The pretest	Treatment	Posttest
Experimental group	Achievement test	(ECRIF) Strategy	Achievement test
Control group		Conventional method	

3.2 Population and Sample of the Study

3.2.1 The Population of the Study

The participants in this study are consist of (175) EFL Iraqi preparatory pupils of fifth scientific stage for boys from three preparatory high achievers schools in Baghdad city, at Al-karkh 2**.**

3.2.2 The Sample of the Study

For the purpose of fulfilling the goals ,the current study has randomly chosen (50) pupils from fifth scientific branch class, which is Sada Al-Marafa High achievers School for boys because it contains the highest number of sample for the period of the academic year 2024-2025, at Baghdad city, Al-karkh 2.

3.3 Equivalence of the Two Groups

The primary motivation for conducting equivalency is to control variables that would have an effect on the outcome of the experiment (Porte, 2002). In order to confirm the equalization of both groups, the following variables are examined: Parents' Academic

Level ,age ,pupils' achievement in English subject at previous schooling year, and pre-test scores.

3.4 Pilot Study

A pilot study is a small-scale preliminary study conducted before the main research, aimed at testing the suitability of time, cost, risk, and potential for the improvement of full-scale study. It helps identify problems in research design, data collection instruments, or procedures (Van Teijlingen, 2020) .

After securing the face validity of the test, pilot administration is conducted. The sample is selected randomly from both groups (20) pupils to submit the pilot test from the fifth scientific class at Sada Al-Marafa High Achievers School for Boys. On the 22nd of Dec 2024, which means there is a between the pilot study exam and the post-test exam. The test's papers are then collected and graded by the researcher herself.

To complete a pilot administration of the instrument, this type of implementation is done to:

1. Determine the clarity of the test instructions.
2. Determine the time required for pupils to answer post-test questions.
3. Determine the reliability of the test.

The pilot sample needs sixty minutes to complete the English achievement test. The results of this application demonstrate that the contents of the tests are appropriate and useful.

4. ANALYSIS OF RESULTS

4.1 Results Related to the Hypothesis

"There is no statistically significant difference between the mean score of the experimental group, whom they taught according to ECRIF strategy and the mean score of the control group, whom they taught according to the prescribed method, in the achievement posttest."

To ascertain whether there is a significant difference between the experimental and control groups' post-test mean scores. Statistics have showed that the control group has a mean score of (59.88) , while the experimental group has a mean score of (78.72). The tabular t-value is (2.011), while the calculated t-value, as shown by the t-test method for two independent samples, is (5.403) at the degree of freedom (48) and level of significance (0.05). '

Since the Tabulated-t value is lower than the Computed-t value, the null hypothesis rejected, indicating that a statistically significant difference in favor of the experimental group, as Table (2) shows.

Table (2)

Means, Standard Deviation, and T-Values of the Two Groups in Achievement Test

Groups	No. of pupils	Mean	SD.	T-Value		DF	Level of Significance
EG.	25	78.72	14.53	Calculated	Tabulated	48	0.05
CG.	25	59.88	9.63	5.403	2.011		

4.2 Discussion of the obtained Results

The analysis of the post-test results reveals a significant difference in performance between the experimental and control groups, with the experimental group outperforming the control group. This outcome indicates that the treatment applied to the experimental group had a positive effect on learners' achievement, as reflected by the substantially higher mean score (78.72) compared to the control group (59.88).

The statistical evidence, particularly the calculated t-value (5.403) being significantly greater than the tabular t-value (2.011) at the 0.05 level of significance, confirms that the difference is not due to chance. Thus, it can be inferred that the strategy or method implemented with the experimental group contributed meaningfully to enhancing their understanding, retention, or application of the subject matter.

5. CONCLUSIONS

Based on the analysis and discussion of the post-test results, the following conclusions can be drawn:

1. There is a statistically significant difference between the mean scores of the experimental and control groups in favor of the experimental group. This indicates that the instructional strategy used with the experimental group is more effective in enhancing pupils' achievement.
2. The rejection of the hypothesis confirms that the positive impact of the experimental treatment, demonstrating that carefully designed instructional methods can lead to measurable improvements in learners' academic performance.
3. The findings support the view that innovative, pupil-centered strategies contribute more effectively to EFL learners' achievement than traditional teaching methods.
4. The significant improvement in the experimental group's performance suggests that similar teaching strategies can be beneficial when applied in other educational contexts, particularly with learners at the preparatory school level.
5. The results provide empirical evidence that may guide teachers, curriculum designers, and educational policymakers in adopting and promoting more effective instructional practices in EFL classrooms.

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