

UNIVERSIDAD TÉCNICA DE AMBATO



CENTRO DE POSGRADOS

PROGRAMA DE MAESTRÍA EN ENSEÑANZA DE INGLÉS

COMO LENGUA EXTRANJERA

COHORTE 2021

Tema: THE ECRIF METHODOLOGICAL FRAMEWORK (ENCOUNTER, CLARIFY, REMEMBER, INTERNALIZE, FLUENCY) FOR THE DEVELOPMENT OF A1 GRAMMAR LEVEL AMONG EIGHTH GRADERS.

Trabajo de Titulación, previo a la obtención del Título de Cuarto Nivel de Magister en Enseñanza de Inglés como Lengua Extranjera

Modalidad del Trabajo de Titulación: Proyecto de Titulación con Componentes de Investigación Aplicada y de Desarrollo

Autor: Licenciado Darwin David Simba Tipan

Directora: Licenciada Nelly Patricia Galora Moya Magíster

Ambato – Ecuador

2023

A la Unidad Académica de Titulación del Centro de Posgrados

El Tribunal receptor del Trabajo de Titulación, presidido por: Ingeniero Héctor Fernando Gómez Alvarado. PhD, e integrado por las señoras: Licenciada Mariela Alexandra Arias Sislema Magíster y Licenciada Elisa Guadalupe Sánchez Hernández Magíster designadas por la Unidad Académica de Titulación del Centro de Posgrados de la Universidad Técnica de Ambato, para receptor el Trabajo de Titulación con el tema: *THE ECRIF METHODOLOGICAL FRAMEWORK (ENCOUNTER, CLARIFY, REMEMBER, INTERNALIZE, FLUENCY) FOR THE DEVELOPMENT OF A1 GRAMMAR LEVEL AMONG EIGHTH GRADERS* elaborado y presentado por el señor Darwin David Simba Tipan para optar por el Título de cuarto nivel de Magíster en Enseñanza de Inglés como Lengua Extranjera; una vez escuchada la defensa oral del Trabajo de Titulación, el Tribunal aprueba y remite el trabajo para uso y custodia en las bibliotecas de la UTA.

Ing. Héctor Fernando Gómez Alvarado PhD.
Presidente y Miembro del Tribunal

Lcda. Mariela Alexandra Arias Sislema Mg.
Miembro del Tribunal

Lcda. Elisa Guadalupe Sánchez Hernández Mg.
Miembro del Tribunal

AUTORÍA DEL TRABAJO DE TITULACIÓN

La responsabilidad de las opiniones, comentarios y críticas emitidas en el Trabajo de Titulación presentado con el tema: *The Ecrif Methodological Framework (encounter, clarify, remember, internalize, fluency) for the development of a1 grammar level among eighth graders*, le corresponde exclusivamente a: Licenciado Darwin David Simba Tipan, Autor bajo la Dirección de La Licenciada Nelly Patricia Galora Moya Magíster, Directora del Trabajo de Titulación, y el patrimonio intelectual a la Universidad Técnica de Ambato.

Licenciado Darwin David Simba Tipan
c.c.: 0201978939
AUTOR

Licenciada Nelly Patricia Galora Moya
c.c.: 1803104601
DIRECTORA

DERECHOS DE AUTOR

Autorizo a la Universidad Técnica de Ambato, para que el Trabajo de Titulación, sirva como un documento disponible para su lectura, consulta y procesos de investigación, según las normas de la Institución.

Cedo los Derechos de mi trabajo, con fines de difusión pública, además apruebo la reproducción de este, dentro de las regulaciones de la Universidad.

Licenciado Darwin David Simba Tipan
c.c.: 0201978939

INDICE GENERAL DE CONTENIDOS

PORTADA.....	i
A LA UNIDAD ACADÉMICA DE TITULACIÓN DEL CENTRO DE POSGRADOS	ii
AUTORÍA DEL TRABAJO DE TITULACIÓN	iii
DERECHOS DE AUTOR.....	iv
ÍNDICE DE TABLAS	vii
AGRADECIMIENTO.....	viii
DEDICATORIA	ix
RESUMEN EJECUTIVO	x
CHAPTER I	1
THE RESEARCH PROBLEM	1
1.1 Introduction	1
1.2 Justification	4
1.3 Objectives.....	5
1.3.1 General	5
1.3.2 Specific.....	5
CHAPTER II.....	7
RESEARCH BACKGROUND.....	7
2.1 State of the art	7
2.2 Independent Variable Framework: The ECRIF methodological framework.....	11
2.3 Dependent Variable Framework:Grammar level	14
CHAPTER III.....	17
METHODOLOGICAL FRAMEWORK	17
3.1. Location.....	17
3.2 Resources and materials.....	17
3.3. Investigation type	18
3.4 Hypotheses or Scientific Questions.....	19
3.5 Population and sample.....	19

3.6 Techniques and instruments	19
3.7 Data Collection Plan.....	20
3.8 Expected Results	20
CAPITULO IV	22
RESULTS AND DISCUSSION	22
4.1 Analysis of results and data interpretation	22
4.2 Hypothesis verification.....	23
4.2.1 Hypothesis approach	23
4.2.2 Variables.....	23
4.2.3 Decision making.....	23
4.2.4 Data collection and calculation of statistics	24
4.3 Results of final teacher’s Survey.....	25
CHAPTER V CONCLUSIONS AND RECOMMENDATIONS.....	39
5.1 CONCLUSIONS.....	39
5.2 RECOMMENDATIONS	41
CHAPTER VI	42
THE PROPOSAL.....	42
References.....	74
Annexes.....	77

ÍNDICE DE TABLAS

Table 1 Summary of resources and materials	17
Table 2 Results and average total pre-test and post-test	22
Table 3 Results pre-test and post-test.....	24
Table 4 Correlation of pre-test and post-test variables	24
Table 5 It is easy to write a small paragraph in English.....	26
Table 6 Students need a lot of practice to be good at writing well structure sentences	28
Table 7 More grammatical error in students	30
Table 8 How teachers teach grammar to their students.....	31
Table 9 Kind of error students produce when they write in English.....	33
Table 10 Activities to teach grammar	35
Table 11 Teachers know about ECRIF methodological framework.....	37
Table 12 Teachers would like to apply ECRIF approach	38

AGRADECIMIENTO

Firstly, I want to thank God for allowing me to carry out this great challenge of self-improvement, and the academic staff of the Universidad Técnica de Ambato.

Afterward, I would like to express all my gratitude to my family was essential to support in achieving this goal.

David Simba

DEDICATORIA

This current work is dedicated to all who were presented with their motivating words such as family, friends, and even instructors.

But especially to my beloved daughter who demonstrated me with love and affection, everything can be done.

David Simba

UNIVERSIDAD TÉCNICA DE AMBATO
CENTRO DE POSGRADOS
MAESTRÍA EN ENSEÑANZA DE INGLÉS COMO LENGUA EXTRANJERA
COHORTE 2021

TEMA:

THE ECRIF METHODOLOGICAL FRAMEWORK (ENCOUNTER, CLARIFY, REMEMBER, INTERNALIZE, FLUENCY) FOR THE DEVELOPMENT OF A1 GRAMMAR LEVEL AMONG EIGHTH GRADERS

MODALIDAD DE TITULACIÓN: *Proyecto de Titulación con Componentes de Investigación Aplicada y de Desarrollo.*

AUTOR: *Licenciado Darwin David Simba Tipan*

DIRECTOR: *Licenciada Nelly Patricia Galora Moya Magíster*

FECHA: *Veintisiete de febrero del dos mil veintitrés*

RESUMEN EJECUTIVO

The study entitled "The ECRIF methodological framework (encounter, clarification, recall, internalization, fluency) for the development of grammatical level a1 among eighth grade students" aims to analyze how eighth grade students use the ECRIF methodological framework to achieve A1 grammar proficiency. The methodological process used had a quantitative approach with descriptive level. A quasi-experimental design and correlational level were used; the study contemplated the application of a pre-test and post-test directed to a total of twenty students of eight grade at "Unidad Educativa Chinibi", who were divided into two groups for the present study: the control group and the experimental group. The results showed that the ECRIF methodological framework influences the development of the students' A1 grammar level, where Spearman's correlation coefficient established a score of 0.00, a result lower than 0.05.

Thus we concluded that the ECRIF method is an active teaching-learning strategy that by focusing on how the learner learns according to his or her needs, positively influences the learner's grammar level. Grammar is an aspect that has been little explored for English sentence structure because of the difficulties it presents when learning, but the ECRIF methodological framework facilitates this process. However, it is noticed that this strategy is only effective when the teacher knows how to use it in the classroom. Therefore, it is necessary for teachers to be trained in the tool in order to be able to apply it in the classroom. It was also concluded that this method fosters an environment that motivates students to learn grammar, in order to support their degree of fluency and coherence when using the language both orally and writing. Finally, it is important to mention that the benefit of learning grammar in English favors their skills and competencies by promoting good communication with others, generating confidence and a greater understanding of the language to face the current challenges of society.

KEYWORDS: *ECRIF FRAMEWORK, AI GRAMMAR LEVEL, INNOVATIVE STRATEGIES, TEACHING PROCESS.*

CHAPTER I

THE RESEARCH PROBLEM

1.1 Introduction

Currently, the teaching and learning of English as a foreign language is a primary necessity within educational institutions and in different environments where humans interact. Due to its global reach, English is not only used for academic purposes but also for daily activities such as tourism and business. Since English is considered a Lingua-Franca, it is also a second language which millions of people communicate with. Thus it is necessary to develop a methodological framework that meets the necessities of learning the language.

English teaching-learning process has been evolving and the changes are evident. Traditional teaching methods are not meeting the expectations and needs of learners; thus, the learning results are not as expected. The most common methods are focus on the information provided by the teacher without considering the student. The traditional methods commonly used are Grammar Translation Method, Direct Method, and others.

Despite fulfilling their main purpose of teaching language, these methods did not produce effective language to use in real-life situations. In this way, innovative approaches and methods have been developed from the perspective of the student as a learning center among these Content and Language Integrated Learning (CLIL), Communicative Language Teaching (CLT), Cooperative Work, and others. Therefore, these new methodologies seek to meet the necessities of students, considering the new challenges of society.

As grammar is considered an essential aspect of learning a second language, it is important to consider the most appropriate approaches and methods. Learning grammar can be quite challenging for students and if it is not taught in a proper way

that promotes an active participation of the student, it is not possible to develop and learn new skills. Traditional methods can be useful to teach these skills, but they do not help the achievement of significant learning. Therefore, a methodological framework that helps the teacher and the student to achieve the objectives during teaching is Encounter, Clarify, Remember, Internalize, Fluency (ECRIF).

This methodological framework includes stages that allow students to better understand grammar subskills. In the present investigation, all these aspects are taken into consideration and the topic is raised: The ECRIF methodological framework (encounter, clarify, remember, internalize, fluency) for the development of a1 grammar level among eighth graders. This methodological framework for the development of grammar has a quantitative, the descriptive level, the quasi-experimental design, and the correlational level; methodology that helpstoidentify problems and the scope of the framework.

The limitations of the study were given by the lack of information that referred to the specific topic of ECRIF in the development of the grammar level. It suggested locating general information on grammar in the English language. For a better understanding of this research work, the following chapters are described:

- **CHAPTER I:** This chapter covers the description of the study problem. The introduction, justification and objectives are described in this chapter, with general and specific information.
- **CHAPTER II:** This chapter exposes the research background by presenting other academic studies related to this research study, better.
- **CHAPTER III:** In this chapter, the methodological framework is described, location of the study, equipment, materials, type of research, scientific questions, population, and statistical sample.
- **CHAPTER IV:** The results and their discussion are presented.
- **CHAPTER V:** The conclusions and recommendations of the investigation are set

up.

- **CHAPTER VI:** The proposal is presented to solve the identified problem. Finally, the bibliography and the annexes are shown.

1.2 Justification

In the last decades, the English language has become the most important spoken worldwide. Its great expansion in the field of education is evident, English is also used as a universal language since it is spoken in different countries around the world. Due to globalization, learning this language has become essential to establish communication. Thus, teaching and learning English has become essential at all levels of the school system.

In this way, it is necessary to develop methods and techniques that improve the teaching-learning process of English as a foreign language. In this sense, the ECRIF methodological framework stands out among other methods and strategies to strengthen the teaching of English as a foreign language. The ECRIF methodology is feasible at all levels of English education as it provides an innovative methodological framework which meets the needs of students and improves the learning process.

The learning of foreign languages demands the development of skills such as listening, speaking, reading, and writing. The ECRIF methodology guarantees the grammar learning of a new language. This research is aimed to identify the strategies that improve the grammatical structure according to the level of education. It is well known that methodological strategies have evolved and improved over time, the ECRIF methodological framework has gained 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 methodologies can improve A1 grammar level among eighth- graders.

The relevance of this research focuses on the innovative methodological framework that allows adjusting the methodological strategies used by the teacher for a better understanding of learning the grammar of the target language. This methodological

framework is especially useful for the teacher because it observes how the teaching-learning process is going and gives alternatives to improve student learning. “ECRIF has a taxonomic characteristic that it is responsible for the learning of the students in their own learning process and it gives the opportunity for students to make decisions and self-regulate on the various aspects of the learning process” (Eker, 2020,p. 3).

The beneficiaries of this research will be directly the A1 level students from “Unidad Educativa Chinibi”. This methodological framework is important because it provides the teacher new strategies to teach second languages. According to AlSaleem (2018), "This framework of the strategy equips teachers and learners of certain steps to follow which enhance achieving maximal learning" (p. 73). ECRIF and its various stages allows the students to improve their learning and motivates them to acquire new knowledge in a second language.

1.3 Objectives

1.3.1 General

To analyze how eighth graders, utilize the ECRIF methodological framework to achieve A1 grammar proficiency.

1.3.2 Specific

- To explain the use of the ECRIF methodological framework for the development of A1 grammar level through literature review and research background.
- To assess the influence of the ECRIF methodological framework on the development of the learners’ A1 grammar level.
- To evaluate the A1 grammar level of students through a grammar pretest
- To find out about grammatical errors in writing texts made by the students of

A1 grammar level among eighth- graders.

- To promote the use of ECRIF-based booklets for the development of students' A1 grammar skills.

CHAPTER II RESEARCH BACKGROUND

2.1 State of the art

Around the ECRIF method related to the English language and the development of the four skills (speaking, listening, writing, and reading), a series of national and international research studies have emerged that highlight its usefulness in each field. Caiza and Sulca (2021) conducted the study “The effect of ECRIF framework on the development of speaking skill on students” aimed to analyze how the ECRIF structure eases the learning of speaking skills (p.11). A total of thirty-two students between the ages of 12 and 14 participated in the study, eighteen boys and fourteen girls from eighth to tenth grade who attended at “Unidad Educativa Chinibi”. The authors conducted a non-experimental design based on previous research. The students took a pretest and post-test after ten virtual sessions using the ECRIF framework through mobile apps such as Zoom or WhatsApp. The tests were graded using a rubric that considered three criteria: grammar and vocabulary, fluency, and communicative interaction. In the pretest, students showed a low level of English and poor planning by their teachers. The results were analyzed using a Wilcoxon test and Shapiro-Wilk test, data were processed with SPSS software. The results showed a difference between the pretest and post-test.

Following the same line of research on the usefulness of ECRIF in the improvement of English orality, the study conducted by Briones (2022) on the topic “The ECRIF framework as a planning tool to foster oral interaction” stands out. The main objective of the research was to investigate the usefulness of the four stages of the ECRIF to improve language learning in students. In this regard, it highlights the importance of planning activities as content that lead to meaningful knowledge.

The methodology, focused on the qualitative approach, concluded that the method

stimulates students to discover and remember the language through personalized activities and a dynamic teaching-learning process. In addition, it involves a flexible instructional framework that guides the teacher to be aware of a learning experience in the student, which should be organized and contextualized to generate interest, thus the activities designed at each stage of ECRIF should be targeted to give students the knowledge and experience.

Amaya and Rosero (2021) conducted the study “Ecrif framework for speaking development in EFL at “Humberto Vaca Gómez” school in the year 2020-2021” with the objective to highlight the advantages of the ECRIF methodology in students at elementary school. In the study, sixty-nine students of fourth grade participated, each student completed several tasks previously assigned to the student. The research had a qualitative and quantitative approach and a non-experimental design. The results showed that working with real life situations and useful content awakes the interest in students to learn and that ECRIF can help them to be engaged to learning.

Now, the usefulness of the ECRIF method in grammar is highlighted by the work developed by Tamrabet (2020), about “Improving Intercultural Communicative Competence Through the ECRIF Model Case Study of Second Year University Students of Oum El Bouagui, Algeria, who set a main objective "to investigate the importance of intercultural communicative competence in foreign language classroom through the ECRIF model" (p. 4). The study with a quasi-experimental design used as tools a pretest and post-test aimed to second-year students at L'arbi Ben M'hidi University. Sixty students were randomly sampled, thirty in the experimental group (to whom the ECRIF method was applied), and thirty in the control group (to whom the traditional method was used). The study concluded that there are significant differences in how knowledge is obtained about aspects such as grammar and grammatical rules. It was determined that the experimental group had a better level in acquiring this knowledge. For this, it is essential to design a lesson plan that involves the four stages of ECRIF, in which the student is actively involved

with the information obtained so that he/she becomes familiar with it. Finally, more research is needed on the usefulness of the ECRIF method in learning English grammar.

Furthermore, AlSaleem (2018) conducted a study entitled “The Effect of ECRIF Strategy on EFL Seventh Graders’ Vocabulary Learning and Retention”, which was designed to compare the benefits of using the ECRIF strategy in EFL to improve vocabulary learning and retention in seventh-grade students. In this experiment, the average grades of students from the control group who learned vocabulary using traditional methods were compared to those from the experimental control who learned vocabulary using ECRIF methods. A total of 225 students participated in the study, 125 learners for the experimental group and one hundred for the control group. The researcher applied a vocabulary pretest and post-test and compared the results using a t-test to evaluate significant differences and processed data with the software SPSS. The results showed a difference between the control group and the experimental group; the authors concluded that the ECRIF methodology is a well-organized, effective, understandable, and well-targeted approach to learning. This can also enhance the student's interest in learning by including diverse activities in class and avoiding boring routines (AlSaleem, 2018, p. 70).

Paredes (2019) conducted the study “Comparing two methods for teaching productive skills of the English Language” where the objective was as the title mentions, to compare the productivity of the traditional method vs the ECRIF Framework in teaching English. For the study, the author compared the score obtained in an observation sheet between the two groups. She concluded that the ECRIF method brings better results in the classroom, she claims that this methodology increases motivation, confidence, and spontaneity during English lessons. In addition, Eker (2020) in his research “A New Taxonomy in Foreign Language Teaching: ECRIF” claimed that the ECRIF structure can help to develop a classification of cognitive objectives.

In the quasi-experimental design study, the author used a pre-test and post-test of vocabulary which was applied to 125 students who were divided into two groups: an experimental group to whom the ECRIF method was applied, and the control group to whom the traditional method was used. In conclusion, it was obtained that the ECRIF method improved vocabulary retention, generating a highly positive effect. The pedagogical implications of ECRIF also determined that this strategy motivates learning now of conducting an activity, generates greater interaction between teacher-student, activates the students' previous knowledge, and improves their learning experience.

For the study, Dalkiran and Semerci (2020) presented another study entitled “The Effect of ECRIF Taxonomy in Foreign Language Teaching on Academic Achievement”. This study aimed to establish the effect of the ECRIF taxonomy in teaching a second language. A total of fifty-six students in fourth grade participated, and a control group was established. For a period of five weeks, the students received lessons about “Cartoon Characters”. All the students took a pretest and post-test, which consisted of tests for listening and speaking developed by the authors. For the statistical analyses, the authors used a t-test for dependent groups and Cohen’s d value to explain the power of relation. The scores of the pretest and post-test were compared, the results showed a significant difference, and the experimental group obtained a higher score. The authors concluded that the ECRIF Taxonomy can improve learning in kids even if the initial English level is low.

All the research mentioned above highlights the benefits of using the ECRIF methodology in teaching English at schools. Andra et al (2020) in the study “Learning Foreign Language Vocabulary with Gestures and Pictures Enhances Vocabulary Memory for Several Months Post-Learning in Eight-Year-Old School Children” emphasize the importance of an interactive environment, new methodologies, activities, and interesting tools that stimulate the wish of learning.

Even though the articles are more focused on vocabulary acquisition and speaking skills, grammar learning is related to all English skills.

2.2 Independent Variable Framework: The ECRIF methodological framework

According to Tosuncuoglu (2017), the ECRIF method "is a framework system of a way of looking at how students learn a language" (p. 131), in whose essence provides environments that allow the student to learn English in a better way by focusing on the learning process, from meaningful activities for each one. The idea is to reorient teaching using strategies expressed in its initials:

"E=Encounter a problem,

C=Clarify, R=Remember, I=Internalize,

F=Fluent use" (AlSaleem, 2018, p. 72).

For Tosuncuoglu (2017), the method meets three objectives:

1. "To plan lessons and adapt course book materials (reflecting for action).
2. to assess where students are in their learning process during a lesson (reflecting in action)
3. to reflect on student learning after a lesson (reflecting on the action)" (p. 131)

The ECRIF strategy proposes a teaching methodology that considers a series of stages that allow students to learn from previous lesson planning, adapting resources and materials according to their needs. As Briones (2022) mentions, the ECRIF framework, developed by Kurzwell and Scholl almost 20 years ago serve as a guide to organize and improve the teaching and learning methodology in class. Several authors such as Cedeño and Cedeño (2022) argued that this methodology is essential in Teaching English as a Foreign Language (EFL), as this method involves an interactive process in learning which brings motivation and more involvement of the student in the class.

In addition, it allows learning through the generation of spaces in which the level of what has been learned is evaluated and verified. The idea is that the teacher verifies

the degree of understanding of the information obtained and that this remains over time. Table 1 below provides a more detailed description of the ECRIF Language Learning Strategy.

Table 1

ECRIF Language Learning Strategy

Stage	What the students are doing	What they may be thinking
E ENCOUNTER	= Students see or hear new language and realize they do not know something	<ul style="list-style-type: none"> • What’s this? • I don’t know this?
C CLARIFY	= Students distinguish the meaning and use of the new knowledge or skill. They ask questions and think about what is correct.	<ul style="list-style-type: none"> • Oh, I see what it means. • Oh, I see how to do this. • What’s the difference between this and that? • Is this right?
R/1 REMEMBER & INTERNALIZE	= Students have a chance to move the knowledge or skill from short-term to long-term memory. Then they can begin to personalize it and use it in different contexts. They connect it mentally to prior experiences with images, sounds, and feelings.	<ul style="list-style-type: none"> • Okay. I’m starting to remember this. • Okay. I’ve got it in this activity. • I’m making connection to my own life.
F FLUENTLY USE	= Students have a chance to use the new language to communicate their ideas. Ss work toward being able to spontaneously use the language in different contexts.	<ul style="list-style-type: none"> • Cool. I can use this skill or knowledge automatically. • This is for real-world purposes. • I don’t have to consciously think about this.

Researcher: Kurzweil (2007, as cited in AlSaleem, 2018)

Caiza and Sulca (2021) think that this methodology offers support to students and teachers to organize ideas while learning. Also, they emphasize that the teacher should be able to select the classroom activities to meet the learning objectives and that the ECRIF steps can help the teacher to plan easier. The main conclusions obtained in the study were that the teacher does not apply any type of class planning to strengthen the fluency of speaking in students, thus the study suggests as an alternative to include the ECRIF stages to improve speaking skills.

In addition, it is essential that the teacher uses the method correctly by first introducing controlled activities and then allowing the development of spontaneous activities as student initiative. Although this research does not exactly address the topic of the present investigation, it demonstrates the benefits of the ECRIF method in the classroom. This methodology not only improves the learning of the English language but also facilitates teachers in the way in which information is transmitted and organized.

Caiza and Sulca (2021) suggest promoting spaces in which the student learns to communicate in different contexts of daily life and thus improve his intercultural competence. This is pointed out by Tamrabet (2020), for whom ECRIF emphasizes how to learn, that instead of describing what the teacher should or should not do, the teacher should identify the consequences of the strategy or, as the author expresses "some changes in learners' abilities to communicate intercultural" (Tamrabet, 2020, p. 405).

For Tosuncouglu (2017), it is essential to include in the classroom elements that allow the use of the ECRIF method, i.e., to teach students that there is always something to learn and then make them understand what they are learning. Thus, "teachers of course give a hand to the students in checking, clarifying, and evaluating learners' perception understanding of the target knowledge" (Tosuncouglu, 2017, p. 133).

Caiza and Sulca (2021) mention that the ECRIF methodology has enormous potential in new methodologies of teaching, therefore it is important to further understand and develop new research about the general and specific impact of learning English with the ECRIF framework and its advantages in grammar skills. Furthermore, as Guerrou (2020) several objectives of learning can be achieved using ECRIF framework rather than traditional methodologies, there are new opportunities for teachers to learn the reflections and ideas of their students. Open-ended questions raise learners' curiosity and promote interaction at the fluently use stage, which results in the improvement of learners' creativity and critical thinking. The ECRIF framework is built on each stage's accomplishments. In conclusion, it is evident that ECRIF framework provides useful strategies to teach a language and internalize how to employ it.

2.3 Dependent Variable Framework: Grammar level

Language is a fundamental element for communication since all people have the space to express their ideas, emotions and thoughts. Language reveals the characteristics of a culture, as each community symbolizes situations described in everyday life, shaping an accumulation of experiences that have been transmitted over time. For Dutta (2019), English was not considered a major language in most of the world until the 20th century when it was consolidated as one of the most prestigious languages in the world, which has given it an advantage over other languages.

Rao (2019) mentions that the English language is widely spoken, currently it represents the language of commerce, communication and transportation. The role of English teachers is to develop the linguistic skills of the language in their students. This is why teachers should be able to use various strategies to achieve their goals. Reza et al. (2019); and Albiladi and Alshareef (2019) state that new methodologies, tools, and approaches are available for teachers to improve classroom teaching. In addition, technological development and the simultaneous international relations of today's society and its relationship to the English language must be considered. Undoubtedly,

the English language fosters a global identity as it not only involves learning a language but also multicultural contexts.

For Tosuncuoglu (2017), English as an international language plays a significant role, as it has become the fundamental tool to interact with different social groups worldwide. This in effect, encourages the establishment of spaces for learning the language. Therefore, non-native speakers are required to develop the four linguistic skills (speaking, writing, listening and reading) that allow them to interact with greater ease.

Based on the above, it is important to mention that one of the transcendental aspects to avoid errors in the use of the English language is given by grammar. Wood (2022) states that the use of grammar is the key to speaking English fluently and confidently. However, according to Santos (2022), in practice it is more complex to learn. Therefore, as the author expresses it, although grammar is not a rule that is frequently used for learning a foreign language such as English precisely because of its complexity, it is fundamental for the correct use of the language. But what is the meaning of grammar?

For Santos (2022), grammar is defined as the study of forms and words that work together to facilitate the transmission of messages. On the other hand, for Sioco and De Vera (2018) grammar constitutes the way in which language combines words to form units of meaning. For this, in their view, there is a set of rules for constructing such units of meaning, so that the learner who knows how to use grammar is the one who has managed to master and apply these rules.

However, many students have problems learning grammar because the methods are boring and outdated. Children need to be interested in the subject, so the content and methodology of classes should be planned and prepared according to their needs. Oflaz

(2019) states that learning English can also generate anxiety and fear in early learners, as all the information received is new. Therefore, Kim et al. (2019) believe that teachers should be trained in constructivist methodologies to contribute to the development of the educational environment. The idea is to discover and design tools that manifest themselves in culturally meaningful contexts so that learning in areas such as grammar leads not only to a correct use of the language, but also that what is transmitted is clearly understood.

Thus, faced with the increasingly evident demands of the educational system, it is necessary to update the teaching-learning models in order to generate strengthened and competitive knowledge at the grammatical level. In view of this situation, several methodological proposals have been generated to respond to current demands, which should be applied to the development of linguistic skills in the four English language skills, and in areas such as grammar. Cedeño and Cedeño (2022) emphasize the importance of the use of learning strategies since they have a considerable influence on the level of language proficiency.

CHAPTER III

METHODOLOGICAL FRAMEWORK

This chapter develops the methodological framework, which constitutes the set of actions to be followed within the research process on a phenomenon addressed. To this end, the study describes the approach, the design, the level of investigation, the techniques, and tools, among others, to approach the investigation in an orderly manner. This orients the search for new knowledge and the resolution of the problem evidenced. It follows a logical structure, according to the information collection plan.

3.1. Location

The research work was conducted at “Unidad Educativa Chinibi”, located in Facundo Vela, Guaranda - Ecuador. Address: Mira Flores neighborhood, in the rural area.

The educational center works under the morning attendance modality. The educational level of the institution ranges from kindergarten, basic education, and high school. The type of education is regular. Currently, it has nine teachers, three women and six men. The educative unit has a total of 188 who course from kindergarten to bachelorette.

3.2 Resources and materials

The indispensable materials and resources used for the development of the research are described in the Table:

Table 1

Summary of resources and materials

Materials	Resources	
	Technological resources	Human resources

Office supplies: <ul style="list-style-type: none"> • Pen • A4 sheets. • Notebook 	<ul style="list-style-type: none"> • Laptop computer • Internet • Mobile • Printer 	<ul style="list-style-type: none"> • Students • Teachers • Experts in evaluation tools • Investigator • Tutor
--	--	--

Produced by: Darwin David Simba.

3.3. Investigation type

In the research, according to its nature, a descriptive level was used. For Ahmed (2022) this level aims to provide clarity on issues or problems from the collection of data that facilitate describing a fact, a phenomenon, or characteristics of the behavior of a population sample in a more complete way. It is usually used in quantitative research to validate or not a hypothesis. Thus, applied to the research, it contributes to describe the usefulness of the ECRIF methodological framework towards the achievement of grammatical competence in eighth grade students at “Unidad Educativa Chinibi”, in Facundo Vela, Guaranda, Ecuador.

The quantitative approach was used in this research. According to Lee (as cited in (Adedoyin, 2020), this type of research investigates in an organized way a phenomenon from numerical data and the use of statistical or mathematical techniques. It also involves the use of strategies such as hypothesis testing with the use of a series of restricted responses. Thus, in the study, it facilitated the collection of information to assess the influence of the ECRIF methodological framework on the development of learners' grammar level.

Likewise, in this study the quasi-experimental design was applied. According to Shuttleworth (2021), the term quasi is related to the term similarity, in other words, it is like a true experimental design. The difference, however, lies in the group

assignment, in the quasi-experimental design the independent variable is manipulated but the sample is not chosen randomly. From the above, the present research was used to assess the influence of the ECRIF methodological framework (independent variable) on the development of learners' grammar level.

Finally, the correlational level was considered. "Correlation is a measure of a monotonic association between two variables (...). One in which either (1) as the value of 1 variable increases, so does the value of the other variable; or (2) as the value of 1 variable increases, the other variable value decreases" (Schober et al., 2018, p. 1765). This research is to evaluate the influence of the ECRIF methodological framework (independent variable) on the development of the grammar A1 level (dependent variable).

3.4 Hypotheses or Scientific Questions

Since this is a quantitative study, the following hypotheses have been considered:

Hi: The ECRIF methodological framework influences on the development of learners' grammar level.

Ho: The ECRIF methodological framework does not influence on the development of learners' grammar level.

3.5 Population and sample

For the pre-test and post-test, eighth grade students from "Unidad Educativa Chinibi" were taken as a population sample. The students were divided into two groups: the first control group and the second experimental group. In total, they were 20 students. 10 (pre-test) and 10 (post-test). In addition, a survey was applied to 8 teachers of the English area.

3.6 Techniques and instruments

Two tests were used in the research. The first (pre-test) was applied to the

experimental group, and the second (post-test) was applied to the control group in which the ECRIF methodological framework was applied. The purpose was to determine the influence of the ECRIF on the development of learners' grammar level.

The pre-test and post-test were elaborated according to “English Grammar in use” book from Raymond Murphy (2004) (see annex 1) with its rubric (see annex 2).

Teacher’s survey contains eight questions to evaluate students’ mastery of grammar items through a grammar pre-test and to find out about grammatical errors in writing texts made by the students of A1 grammar level among eighth- graders (see annex 32).

The scale of Likert was used:

- a) Strongly disagree.
- b) Disagree.
- c) Neither agree nor disagree.
- d) Agree.
- e) Strongly agree.

3.7 Data Collection Plan

For the quantitative analysis of the data obtained in the pre-test and post-test, SPSS software was used. The purpose was to obtain statistical information to be plotted in graphs for easier analysis of the results.

3.8 Expected Results

In order to obtain the information required in the research process, it began with the application of a pre-test to the control group, who were informed of the purpose of the test. The instrument was then applied, which lasted a total of 35 minutes,

followed by 7 questions in order to evaluate the grammatical level without applying the ECRIF methodology. This process involved a lesson plan that lasted 5 days prior to the post-test.

Regarding the experimental group, the process was the same, but with the difference that in this group the lesson plan involved the use of the ECRIF methodology. The process allowed to assess the influence of the ECRIF methodological framework on the development of learners' grammar skills level, where the SPSS software was used to apply Spearman's Rho correlation coefficient to validate or not the hypothesis put forward in the research.

The survey was applied to eight teachers. The questions were analyzed through SPSS software and presented through graphs with their respective analysis. The technique was applied online in Google Forms.

CAPITULO IV

RESULTS AND DISCUSSION

The results and discussion chapter describes the information obtained after the research process conducted with the pre-test and post-test instruments. This chapter analyzes and compares the results obtained from the pre-test and post-test instruments to determine whether the hypothesis put forward in the study is accepted or not according to the results of the survey.

4.1 Analysis of results and data interpretation

4.1.1 Pre-test and post-test results

The pre-test was applied to 10 students at “Unidad Educativa Chinibi”. Subsequently, the post-test was applied to 10 students from “Unidad Educativa Chinibi”. The purpose of this was to evaluate the influence of the ECRIF methodological framework on the development of the students' grammatical level. Table 3 describes the results obtained with both groups.

Table 2

Results and average total pre-test and post-test

Student	Pre-test	Post-test
	Control group	Experimental group
1	9	18
2	10	19
3	12	19
4	7	17
5	12	20
6	6	17
7	10	20
8	8	18
9	8	18
1	10	19

0		
Average total	9,5	18,5

Prepared by: David Simba

Interpretation:

According to Table 3, the scores obtained with the experimental group (the group to which the ECRIF method was applied) reflect a significant difference in the results obtained against the control group. The following points explain in detail whether the hypothesis put forward in the present study is accepted or not according to the results obtained in the two tests.

4.2 Hypothesis verification

To verify the hypothesis, the results obtained in both tests were plotted using SPSS software. Student's t-test was used to determine whether the two group means reflect differences or not.

4.2.1 Hypothesis approach

Hi: The ECRIF methodological framework influences on the development of learners' grammar level.

Ho: The ECRIF methodological framework does not influence on the development of learners' grammar level.

4.2.2 Variables

Independent variable: The ECRIF methodological framework.

Dependent variable: Grammar level.

4.2.3 Decision making

The process for applying the Rho Spearman test previously required the establishment of parameters to determine whether the hypothesis put forward in the study is true or not. Thus, the significance level (α) was established as a value

equal to or less than 0.05. In other words, if a value equal to or less than 0.05 is obtained, the null hypothesis is rejected, but if the value is higher, the alternative hypothesis is rejected.

4.2.4 Data collection and calculation of statistics

For the respective analysis, we considered the results obtained both in the pre-test carried out with the control group and in the post-test carried out with the experimental group, as previously explained. See Table 3.

Table 3

Results pre-test and post-test

Student	Pre-test	Post-test
	Control group	Experimental group
1	9	18
2	10	19
3	12	19
4	7	17
5	12	20
6	6	17
7	10	20
8	8	18
9	8	18
10	10	19

Rho Spearman calculation

Table 4

Correlation of pre-test and post-test variables

PRE-TEST			POST-TEST
Rho de	PRE-TEST	correlation coefficient	1,000
		Sig. (bilateral)	,908**
			,000

Spearman	N	10	10
POST- TEST	correlation coefficient	,908**	1,000
	Sig. (bilateral)	,000	.
	N	10	10

** . The correlation is significant at the 0.01 level (bilateral).

The Table 5 shows that the calculated p value is 0.000, that is, less than 0.01. It means that the null hypothesis is rejected and the alternate hypothesis is accepted: the ECRIF methodological framework influences the development of learners' grammar level. The Spearman's rho coefficient is .908, which indicates that the relationship between both variables is direct and maintains a very high degree.

4.3 Results of final teacher's Survey

In this section, the results of the teacher survey are presented. The purpose is to obtain relevant data about evaluate students' mastery of grammar items through a grammar pre-test and to find out about grammatical errors in writing texts made by the students of A1 grammar level among eighth- graders.

Q1 It is easy for your students to write a small paragraph in English

Table 5

It is easy to write a small paragraph in English

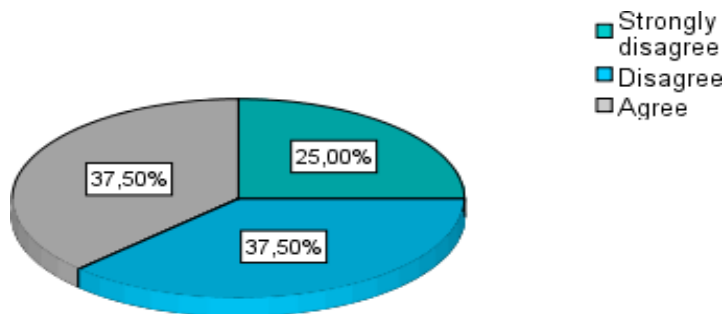
		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	Strongly disagree	2	25,0	25,0	25,0
	Disagree	3	37,5	37,5	62,5
	Agree	3	37,5	37,5	100,0
	Total	8	100,0	100,0	

Source: Survey to English teachers

Researcher: David Simba

Figure 1

It is easy to write a small paragraph in English



Source: Survey to English teachers

Researcher: David Simba

Analysis

In this question, it was observed that 37,5% of the teachers disagree and agree that it is easy for their students to write a small paragraph in English, and 25% of teachers strongly degree.

Interpretation

According to the responses, there is a certain tendency to point out that the student needs to improve their English grammar, because more than 60% disagree and

strongly disagree that this is the case.

According to Sawir, (as cited in Sandy, 2020) many studies conclude that grammar is the most difficult area in learning English but the same studies understand that grammar structures allow students to improve their communicative area. That's why it is important to get better their grammar in English.

Q2- My students need a lot of practice to be good at writing well structure sentences.

Table 6

Students need a lot of practice to be good at writing well structure sentences

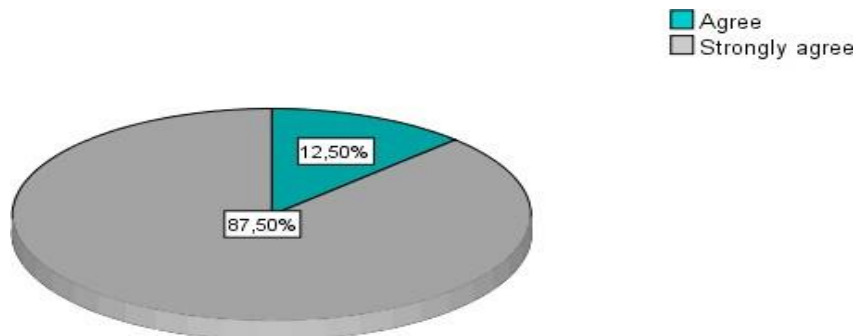
		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	Agree	1	12,5	12,5	12,5
	Strongly agree	7	87,5	87,5	100,0
	Total	8	100,0	100,0	

Source: Survey to English teachers

Researcher: David Simba

Figure 2

Students need a lot of practice to be good at writing well structure sentences



Source: Survey to English teachers

Researcher: David Simba

Analysis

The study found that 87,50% of teachers are strongly agree that students need a lot of practice to be good at writing well structure sentences, and 12,50% of them agree.

Interpretation

According to the results obtained, teachers are clear that students need to practice to be good at writing well structure sentences. This is a problem that in countries like Pakistan the study by Sarwat et al. (2021) concluded that eighth grade students at an

educational center have difficulty writing effectively at the elementary level. One of the reasons is that teachers don't use creative activities or motivate them to learn. Thus, the use of the ECRIF method can improve grammar in students.

Q3- Where do you usually find more grammatical error?

Table 7

More grammatical error in students

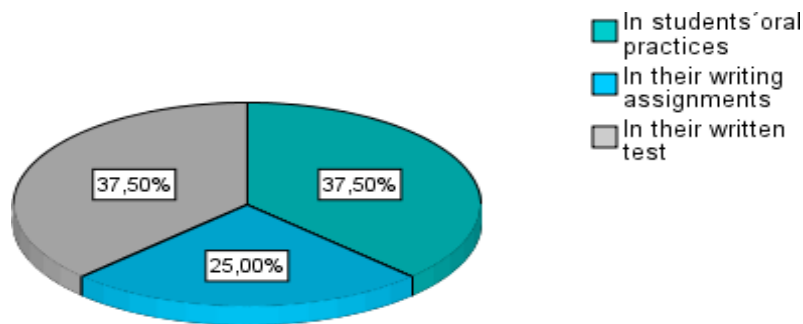
		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	In students' oral practices	3	37,5	37,5	37,5
	In their writing assignments	2	25,0	25,0	62,5
	In their written test	3	37,5	37,5	100,0
	Total	8	100,0	100,0	

Source: Survey to English teachers

Researcher: David Simba

Figure 3

More grammatical error in students



Source: Survey to English teachers

Researcher: David Simba

Analysis

In this study, it was observed that 37,50% of teachers consider that grammatical mistakes are usually found in oral practice and in written assignments. The 25% think that it is usually in their writing assignments.

Interpretation

The responses indicate that students also have difficulty improving their oral practice and grammatical errors. The common grammatical mistakes are found in writing assignments and written test, better instructions and methodology can help the student improve its grammar without neglecting the oral practice.

Q4.- How do you teach grammar to your students? Grammar plays a central role in learning and teaching English

Table 8

How teachers teach grammar to their students

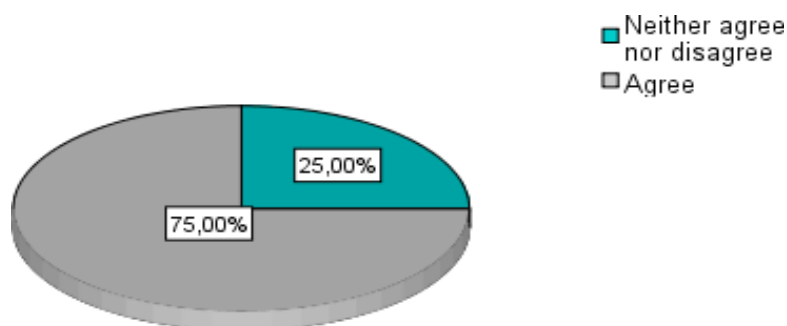
		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	Neither agree nor disagree	2	25,0	25,0	25,0
	Agree	6	75,0	75,0	100,0
	Total	8	100,0	100,0	

Source: Survey to English teachers

Researcher: David Simba

Figure 4

How teachers teach grammar to their students



Source: Survey to English teachers

Researcher: David Simba

Analysis

Regarding the question of how teachers teach grammar to their students, if grammar plays a central role in learning and teaching English, the results indicate that 75% of them agree and 25% neither agree nor disagree.

Interpretation

The results indicate that for the teacher the teaching of grammar is very important;

however, from the results obtained previously, it can be seen that the methodology used does not obtain the expected results. This suggests the need for a proposal focused on a more active methodology as suggested by ECRIF.

According to Tosuncuoglu (2017) “the main idea of ECRIF framework is to focus on the learning process” (p. 131). It means that this methodology helps students to be active participants of their own knowledge, which suggests that teachers have to use creative activities to develop English communication skills where grammar is a central point for teaching languages.

Q5. What kind of error do your students produce when they write in English?

Table 9

Kind of error students produce when they write in English

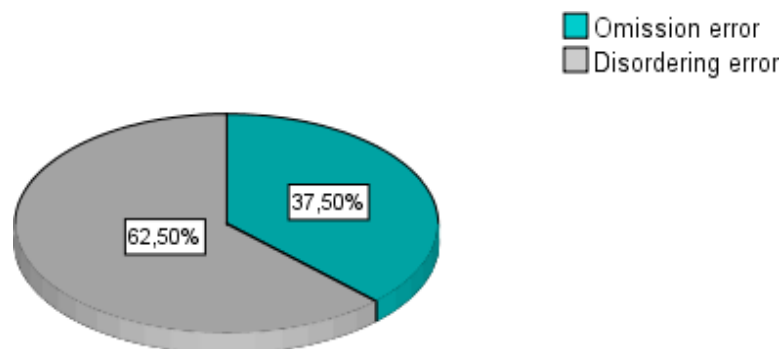
		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	Omission error	3	37,5	37,5	37,5
	Disordering error	5	62,5	62,5	100,0
	Total	8	100,0	100,0	

Source: Survey to English teachers

Researcher: David Simba

Figure 5

Kind of error students produce when they write in English



Source: Survey to English teachers

Researcher: David Simba

Analysis

In this question, 62,5% thinks that disordering error are the main problem, and 37,50% consider that it is omission error.

Interpretation

The study carried out by Özkayran and Emrullah (2020) coincides with the present answer, as it is understood that of the group addressed, the most common errors are misspelling, word form, word choice, capitalization and word order or disordering

error. It means the proposal must aimed at strengthening this area from the use of ECRIF, where Özkayran and Emrullah (2020) also highlights that its study is a shortcoming in the student.

Q6. Which activity do you do when you teach grammar?

Table 10

Activities to teach grammar

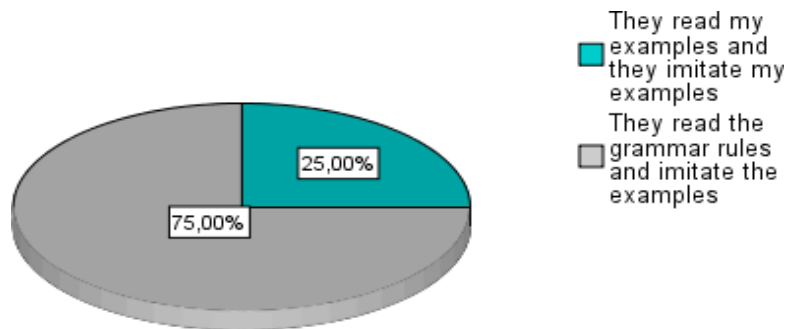
		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	They read my examples and they imitate my examples	2	25,0	25,0	25,0
	They read the grammar rules and imitate the examples	6	75,0	75,0	100,0
	Total	8	100,0	100,0	

Source: Survey to English teachers

Researcher: David Simba

Figure 6

Activities to teach grammar



Source: Survey to English teachers

Researcher: David Simba

Analysis

Regarding the question that what do teacher usually do in class when teach grammar? the answers indicate that 75% think students read the grammar rules and imitate the examples. The 25% students read their examples and they imitate their examples.

Interpretation

Most of the answers indicate that students read the grammar rules and imitate

examples. It means that teachers use a traditional methodology in class of English to improve their grammar because nobody said, for example, they teach grammar, give examples and ask to produce their own examples.

The study of Richards and Rodgers (as cited in Gamboa, 2019) concluded that grammar translation method was criticized because it consisted of translating each word of a text and learning all the grammatical rules deductively instead of having a general idea of the text focusing only on grammatical rules without generating significant learning.

Q7. Do you know anything about ECRIF methodological framework?

Table 11

Teachers know about ECRIF methodological framework

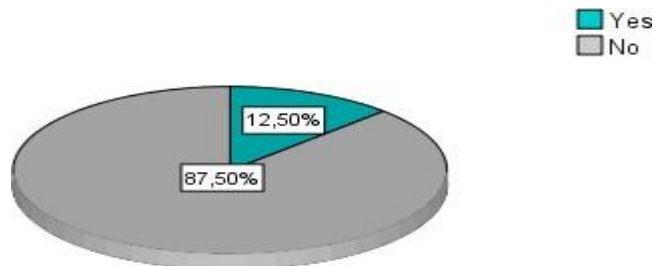
		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	Yes	1	12,5	12,5	12,5
	No	7	87,5	87,5	100,0
	Total	8	100,0	100,0	

Source: Survey to English teachers

Researcher: David Simba

Figure 7

Teachers know about ECRIF methodological framework



Source: Survey to English teachers

Researcher: David Simba

Analysis

In this study, it was observed that 87,5% of teachers don't know about ECRIF methodological framework and only 12,5% know about ECRIF methodological framework

Interpretation

The answers suggest that only one teacher knows about ECRIF methodological framework, which indicates that it is necessary to design a short tutorial about the use of ECRIF in the classroom to get the most out of its benefits.

Q8. Would you like to apply ECRIF approach to enhance students' grammatical level?

Table 12

		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	Yes	8	100,0	100,0	100,0

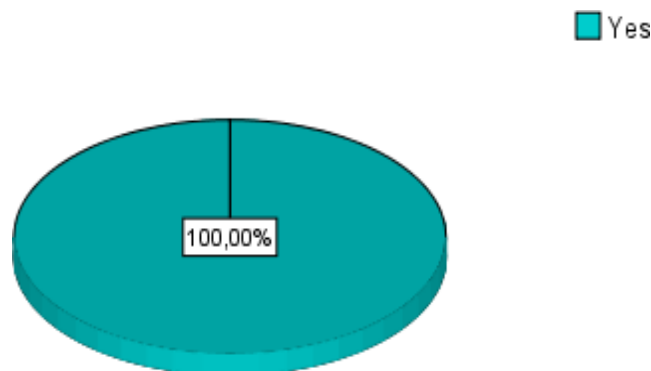
Teachers would like to apply ECRIF approach to enhance students' grammatical level

Source: Survey to English teachers

Researcher: David Simba

Figure 8

Teachers would like to apply ECRIF approach to enhance students' grammatical level



Source: Survey to English teachers

Researcher: David Simba

Analysis

Finally, 100% of teachers would like to apply ECRIF approach to enhance students' grammatical level.

Interpretation

100% of teachers answered that they are interested to apply a different methodology in class. It suggests that the proposal in this study may generate high interest in new methodologies applied in the classroom. The new methodology can improve English grammar level in students.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

From the review of the literature and the background of the research, considering the use of the ECRIF methodological framework for the development of the A1 grammar level. The study concluded that the literature on the subject presented in this study is limited as there are no studies aimed to improve specifically the grammatical level of the students based on the ECRIF method.

It is also concluded that the method focuses on active teaching-learning methodologies, where the student is the protagonist of knowledge. This is based on class planning with the use of dynamic, practical and interactive activities, which are carried out in a series of stages that are adapted to the student's needs. In addition, it emphasizes the interest in knowing how the student learns, adjusting the activities to their way of abstracting knowledge; but also, to modify the lessons to strengthen learning; therefore, it is understood that the method emphasizes the learning process rather than the result of what has been learned.

Regarding the objective of assessing the influence of the ECRIF methodological framework on the development of learners' grammar level, it is concluded that its incidence on grammar is significant. The results validated the hypothesis that refers to the ECRIF methodological framework influences on the development of learners' grammar level, this tendency was evidenced in the grades obtained by the students. The control group obtained a good overall grade. On the other hand, the experimental group obtained grades ranging from very good to outstanding. This factor determines its validity in English grammar as long as it is used in the correct way, which is why it requires the teacher to have a deep knowledge of its use in order to obtain the expected results.

In relation to evaluate students' mastery of grammar items through a grammar pre-test, it is concluded that in the experimental group there were strong shortcomings in the responses, because they obtained a general grade of insufficient. This is related to the fact that in the survey it was determined that the teacher uses mostly the traditional methodology. For example, students read the grammar rules and imitate the examples, consequently most of the students can't write a small paragraph in English, and they need a lot of practice to be good at writing well structure sentences.

Regarding the objective "To find out about grammatical errors in writing texts made by the students of A1 grammar level among eighth- graders" it is concluded that they present mistakes in oral practice but mostly writing assignments and written test. Besides, most of them produce mostly disordering error followed by omission error. This despite most teachers agree that grammar plays a central role in learning and teaching English. At this point it is also concluded that most teachers do not know ECRIF, but all are interested in applying this methodology in grammar classes. It is recommended to designing a short tutorial on ECRIF for best results.

Finally, on the objective "To promote the use of ECRIF based booklets for the development of students' A1 grammar skills", the study concluded that the proposal should first include an induction on how to use the ECRIF method to improve the grammatical level of eighthgrade students, in order to provide the teacher with a specific idea of how it should be applied. Subsequently, the activities in the booklet should be based on the five stages of the method, i.e., ENCOUNTER, CLARIFY, REMEMBER, INTERNALIZE, FLUENCY, combining activities on the following topics:

- Present Continuous (I am doing)
- Past simple
- Future simple and
- Countable nouns with a/an and some

5.2 RECOMMENDATIONS

As an initial point, it is recommended that the graduates of the current Teaching English as a foreign language master's program at the Human Sciences and Education Faculty at the Technical University of Ambato continue to study the influence of the ECRIF method in the development of other communicative skills of the English language such as reading comprehension and grammar skills.

It is also suggested that teacher of the current Master's program encourage the graduates of the careers to apply their proposals such as the present study in more schools with inter-institutional agreements, so that the approaches transcend into the teaching practice on new teaching methodologies in the English language with a focus on developing and improving skills in English in all the country.

Finally, it is recommended for who are interested in the use of active methodologies for teaching English, and it can be useful as a basis, which proposes a series of activities from the ECRIF method focused specifically on improving the A1 grammar level of the students, an area little explored by researchers.

CHAPTER VI THE PROPOSAL

TOPIC: The use of ECRIF-based booklets for the development of students' A1
grammar skills

6.1.1 Informative data

Name of the Institution: “Unidad Educativa Chinibi”

Students: Eight grade.

Estimated time of execution: Four
weeks

Beginning: March 6th.

Ending: March 31th.

Responsible: Lcdo. Darwin David Simba Tipán.

6.1.2 Introduction

The present proposal is developed based on the results obtained in the teacher's survey and the pre-test and post-test that were conducted in the two groups of students (control and experimental group) at “Unidad Educativa Chinibi”, it was concluded that the ECRIF method helps significantly in the development of the students' grammatical level.

Thus, the background of the proposal, the justification, the objectives, and the feasibility analysis are previously presented, followed by the phase of the proposal based on a booklet for the development of students' A1 grammar skills.

6.1.3 Background of the Proposal

Within the teaching-learning process on the English language to improve the grammatical level in the eighth-grade students at “Unidad Educativa Chinibi”, it

was observed that there has been a model based almost exclusively on the traditional methodology that has led the group of students to reduce their capacity of abstraction of how to structure words, syntagms and combine them in a sentence. A situation that was concluded as a result of the results obtained with the survey and in the pre-test elaborated with the usual classroom methodology, and that only with the application of the ECRIF method was a significant improvement in the grades obtained.

Therefore, and based on the results of both instruments, it was considered necessary to suggest a proposal aimed at improving the grammatical level, based on ECRIF, an active teaching-learning methodology that is designed to improve the knowledge of the language based on the five phases it presents. According to Tosuncuoglu (2017) it does not constitute a forced teaching process, on the contrary, it facilitates the teacher to choose the activities of each class according to the interests and needs of the student. In addition, it helps students to develop in those aspects in which they have difficulties in learning.

The intention is to contribute to improve the teaching of the English language in the group of students of the educational center under study from the correct use of grammar. This factor is important since it helps to better manage both oral and written communication, a point that is not always easy to understand under the traditional methodology.

6.1.4 Justification

Faced with the demands of the working world that requires the educational system to have highly competitive professionals in their area, and in view of the fact that the English language is a fundamental tool to increase job opportunities and professional growth, a variety of active methodologies have emerged focused on developing the four communicative skills of English. The literature shows a greater emphasis on oral skills, leaving aside other skills such as reading and grammar, which also contribute to the individual's ability to communicate effectively.

The proposal is justified by the need to improve the A1 grammar level of eighth graders at the “Unidad Educativa Chinibi”, since it is one of the shortcomings of the students when learning English specially in disordering error followed by omission error. In addition to this, grammar also becomes a fundamental part of the strengthening of the knowledge of the language, which demands from the student greater skills in the field.

In this sense, the proposal is one of the many alternatives that are suggested to improve language learning, but based on active methodologies such as ECRIF, which is part of a new proposal that has not yet reached a wide knowledge about its application and benefits. It suggests carrying out a booklet with activities based on the phases of the method on learning themes for the A1 level of the language, in order to offer other teaching possibilities that are more attractive and motivating in the classroom.

6.2 Objectives

6.2.1 General objective

To design a booklet based on ECRIF methodological framework towards the improvement of level grammar of the A1 level students at “Unidad Educativa Chinibi”.

6.2.2 Specific Objectives

- To introduce the teacher in the ECRIF methodological framework through a short tutorial about this one.
- To elaborate activities of grammar based on the five levels of the ECRIF methodological framework.
- To design activities according to the A1 level of the English language grammar.

6.3 Feasibility analysis

The feasibility of the proposal is based on the different investigations that have been conducted on the English language and that have reported positive results in its application. Likewise, in the results obtained with the present study where its applicability in the improvement of grammar in eighth grade students was determined.

Thus, as a teaching-learning method based on an active methodology, the activities of the proposal are focused on highlighting the benefits of ECRIF according to its five phases: encounter, clarify, remember, internalize, fluency, which guide the student towards a better understanding of the acquired knowledge.

6.4 Methodology

The booklet based on ECRIF methodological framework contains 6 topics divided in 2 sessions each one. Time: 30 minutes for session.

- Past tense simple
- Present tense simple
- Simple future tense
- Past tense continuous
- Present tense continuous
- Future continuous

The activities are developed according to the ECRIF method, which includes five phases.

- Encourage
- clarify
- Remember
- Internalize and
- Fluency

6.5 Operating model of the proposal

Lesson	Topic	Materials	Number of hours/sessions	Language skills	Activities
One	Past tense simple Regular verbs	<ul style="list-style-type: none"> • Guessing games • Paper sheet • Pen/pencil • Video • PPT • Storyteller • Markers, sheets of paper, cardboard, etc. 	60 minutes/ two sessions	Grammar	<ul style="list-style-type: none"> • Questions about the video • Complete the sentences • Short answer activities about storyteller • Guessing games. • Creative presentation (PPT) about what they have learned.
Two	Present tense simple	<ul style="list-style-type: none"> • Worksheet • Flashcards • Pen/pencil • Video • Storyteller 	60 minutes/ two sessions	Grammar	<ul style="list-style-type: none"> • Questions about the video. • Put the words in the correct order to make sentences. • Short answer activities about storyteller • Complete the information about the video. • Creative activity (dramatization)

Three	Future sentence simple	<ul style="list-style-type: none"> ▪ Short dialogues ▪ Sentences ▪ Video ▪ Storyteller ▪ Worksheet ▪ Pen/pencil ▪ Guessing games 	60 minutes/ two sessions	Grammar	<ul style="list-style-type: none"> • Questions about the video • Complete the sentences using future tense simple. • Short answer activities about storyteller • Guessing games • make a short story in PPT.
-------	---------------------------	---	--------------------------------	---------	---

		<ul style="list-style-type: none"> ▪ Paper sheet ▪ PPT 			
Four	Past tense continuous	<ul style="list-style-type: none"> • Guessing games • Paper sheet • Pen/pencil • Video • Storyteller • Worksheet • PPT 	60 minutes/ two sessions	Grammar	<ul style="list-style-type: none"> • Questions about the video • Complete the sentences • Short answer activities about storyteller • Guessing games • make a short dialogue in a dynamic PPT
Five	Present tense continuous	<ul style="list-style-type: none"> • Guessing words • Paper sheet • Pen/pencil • Videos • Storyteller • Worksheet • Flashcards • Materials for dramatization 	60 minutes/ two sessions	Grammar	<ul style="list-style-type: none"> • Questions about the video • Complete the sentences • Short answer activities about storyteller • Dramatization. • Short answer activities about each dramatization.
Six	Future tense continuous	<ul style="list-style-type: none"> • Paper sheet • Pen/pencil • Videos • Storyteller • Worksheet • Flashcards • Materials for dramatization 	60 minutes/ two sessions	Grammar	<ul style="list-style-type: none"> • Questions about the video • Complete the sentences • Short answer activities about storyteller • Dramatization role play • Short answer activities about each dramatization. • Make a short story in a video

Prepared by: David Simba

TUTORIAL

THE ECRIF METHODOLOGICAL FRAMEWORK

INTRODUCTION

This tutorial is aimed at English language teachers who are interested in improving the four communication skills, especially grammar, in their students. For this, the objectives of the method and the 5 phases of ECRIB are briefly exposed with a brief explanation and general activities to be applied. It should be noted that the tutorial is an introductory guide for the teacher.

GOAL OF THE ECRIF METHOD

- To focus on the teaching-learning process in which the teacher verifies the activities from the monitoring of the students.
- To evaluate the stage of student learning.
- To give protagonism of the class to the students following the sequence of each stage

REMEMBER

- The teacher guides the process and provides the tools.
- The student develops the activities.

ECRIF STAGE ONE

ENCOUNTER

The encounter with the language is activated. The student becomes familiar with the unknown.

Purpose:

Introduce the student to the new language to improve the 4 communication skills.

Activities:

- ❖ Link answers.
- ❖ Identify correct/incorrect answers.
- ❖ Verification questions.
- ❖ Concept questions.

STAGE TWO

CLARIFY

It begins to motivate the student to

speak Purpose:

Distinguish the meaning and form of the new language.

Activities:

- ❖ Fill in the gaps.
- ❖ Guessing games
- ❖ Dialogue reading

STAGE THREE

REMEMBER

They practice the language.

Purpose:

Memorize the language, learn and change it

Activities:

- ❖ Guessing games
- ❖ Storytelling
- ❖ Role play
- ❖ Short answer activities
- ❖ Card games

STAGE FOUR

INTERNALIZE

The students are able to remember enough information of the language. Purpose:

Practice the language so that it flows naturally.

Activities:

- ❖ Role play
- ❖ Discussions
- ❖ Guessing game
- ❖ Role playing games
- ❖ Activities to complete information.

STAGE FIVE

FLUENCY

This stage connects to all stages of

ECRIF Purpose:

Demonstrates how the students use the new language in a real context.

Activities:

Task development in groups, between students. In this stage the students use their

creativity in each task.

**BOOKLET BASED ON
ECRIF METHODOLOGICAL
FRAMEWORK**

**A1
GRAMMAR
LEVEL
EIGHT
GRADES**

By David Simba

PRESENTATION

This booklet based on ECRIF methodological framework is aimed at eighth grade students, level 1, in order to strengthen their knowledge of the English language at the grammar level. For this, a series of activities based on the 5 phases of ECRIF are presented with practical activities to be developed taking into account the theme of simple and continuous verb tenses.

The booklet is expected to be a guiding instrument for the teacher to improve grammar in the students.

CONTENT

PRESENTATION.....	53
CONTENT	54
CLASS OBJETIVES	56
LESSON'S TOPIC.....	57
LESSON ONE	57
LESSON TWO	59
LESSON THREE	60
LESSON FOUR	62
LESSON FIVE	64
LESSON SIX	65
REFERENCES PROPOSAL	66

**VERB TENSES SIMPLE AND CONTINUOUS
LEVEL ONE**

TARGET GROUP

This current proposal is focused on the development of A1 grammar level among eight graders at Unidad Educativa "Chinibi"

CLASS OBJETIVES

By the end of class lessons students will have all the elements necessary to use the grammar correctly about the verb tenses.

Students will improve their knowledge about simple and continuous verb tenses through dynamic activities.

LESSON'S TOPIC

LESSON ONE

PRESENT SIMPLE TENSE

Time:	60 minutes/ two sessions
STAGE ONE: Encourage	Materials
Activities: <ul style="list-style-type: none"> • The teacher greets and calls the roll. • The teacher introduces the student to the present simple tense presenting a short video. • While the video is being shown, the teacher takes explanatory breaks. • The teacher verifies questions about the video. 	Video: https://www.youtube.com/watch?v=TROvA706BAs Prompt questions: What does Sara like? Do you work with animals? Do you study English?
STAGE TWO: Clarify	Materials
Activities: <ul style="list-style-type: none"> ▪ Guessing sentences: <ul style="list-style-type: none"> ○ Teacher divides the class into pairs work. ○ Teacher provides some worksheets each group. ○ Students have to put the words in the correct order to make sentences. ○ The group that complete the sentences first wins. 	Worksheet: https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Present_Simple/Present_Simple_Tense_qe1735hg <ul style="list-style-type: none"> ▪ Flashcards ▪ Pen/pencil
STAGE THREE: Remember	Materials
Activities: <ul style="list-style-type: none"> ▪ The teacher introduces a story about “The Gruffalo” using a video. ▪ Students do short answer activities about the video. 	Video: https://www.youtube.com/watch?v=X_EM-iZNguo Worksheet: https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Storytelling/The_Gruffalo_vm457337fs <ul style="list-style-type: none"> ▪ Pen/pencil
STAGE FOUR: Internalize	Materials

<p>Activities:</p> <ul style="list-style-type: none"> ▪ Activities to complete information: <ul style="list-style-type: none"> ○ Teacher divides the class into pairs work. ○ Teacher projects a short video about a short history. ○ Students have to complete the information about the video. 	<p>Video:</p> <p>https://www.youtube.com/watch?v=U_FU7NKth6s</p>
<p>STAGE FIVE: Fluency</p>	<p>Materials</p>
<p>Activities:</p> <ul style="list-style-type: none"> ▪ Teacher divides the class into pairs work. ▪ Students have to make a creative activity (dramatization) about what they have learned. <p>Students have to use written words in their dialogues.</p>	<ul style="list-style-type: none"> ▪ Scenery ▪ Clothes

LESSON TWO

SIMPLE PAST TENSE REGULAR VERBS

Time:	60 minutes/ two sessions	
STAGE ONE: Encourage		Materials
Activities: <ul style="list-style-type: none"> • The teacher greets and calls the roll. • The teacher introduces the student to the past tense simple (regular verbs) presenting a short video. • The teacher verifies questions about the video 		Video: https://www.youtube.com/watch?v=_p456fUA_qE Prompt questions: What did you play yesterday? Where did you walk last Friday? When did you call Carlos?
STAGE TWO: Clarify		Materials
Activities: <ul style="list-style-type: none"> ▪ Teacher uses a guessing games using sentences in simple past tense. ▪ Students have to complete the sentences. 		Worksheet: https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Past_tenses/PAST_SIMPLE_TENSE_-_regular_verbs_(affirmative)_z11256748pt <ul style="list-style-type: none"> ▪ Guessing games ▪ Pen/pencil
STAGE THREE: Remember		Materials
Activities: <ul style="list-style-type: none"> ▪ The teacher introduces a story using a video. ▪ Students do short answer activities about storyteller 		Video https://www.youtube.com/watch?v=WDg85KdxFHU Worksheet: https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Irregular_verbs/Simple_Past_Tense_(Irregular_Verbs)_yd1415150oq
STAGE FOUR: Internalize		Materials

<p>Activities:</p> <ul style="list-style-type: none"> ▪ Teacher divides the class into pairs work. ▪ Teacher encourages them to practice through guessing games. 	<p>Worksheet:</p> <p>https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Past_simple/Simple_Past_Tense_ts35901ms</p> <ul style="list-style-type: none"> ▪ Guessing games ▪ Pen/pencil
<p>STAGE FIVE: Fluency</p>	<p>Materials</p>
<p>Activities:</p> <ul style="list-style-type: none"> ▪ Teacher divides the class into pairs work. ▪ Students have to make a creative presentation (PPT) about what they have learned. 	<ul style="list-style-type: none"> ▪ Markers, sheets of paper, cardboard, etc.

LESSON THREE

FUTURE TENSE SIMPLE

Time:	60 minutes/ two sessions	
STAGE ONE: Encourage		Materials
<ul style="list-style-type: none"> • The teacher greets and calls the roll. • The teacher introduces the student to the future tense simple presenting a short video. • The teacher verifies questions about the video. 		<p>Video: https://www.youtube.com/watch?v=NfmfH-9RIYQ</p> <ul style="list-style-type: none"> ▪ Complete: ▪ She arrive for your birthday ▪ Change the sentence in question: I will dance tonight
STAGE TWO: Clarify		Materials
<p>Activities:</p> <ul style="list-style-type: none"> ▪ Dialogue reading: <ul style="list-style-type: none"> ○ Teacher divides the class into pairs work. ○ Teacher gives each group a short dialogue and sentences. ○ One student of each group read each dialogue to their classmates. <ul style="list-style-type: none"> ○ Students have to complete the sentences using future tense simple. ○ The group that complete the crossword first wins. 		<p>Dialogues: https://en.islcollective.com/english-esl-worksheets/grammar-practice/general-grammar-practice/future-simple-tense-will/simple-future-tense-dialogues-willwont/111002</p> <ul style="list-style-type: none"> ▪ Notebooks ▪ Pens, pencils, etc.
STAGE THREE: Remember		Materials
<p>Activities:</p> <ul style="list-style-type: none"> ▪ The teacher presents a story in Future Tense using a video. ▪ Students do short answer activities about the video. 		<p>Video: https://www.youtube.com/watch?v=vjoZvhzWfxI</p> <p>Worksheet: https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Future_-_will/Future_simple._will_ns601964ax</p> <ul style="list-style-type: none"> ▪ Pen/pencil

STAGE FOUR: Internalize	Materials
<p>Activities:</p> <ul style="list-style-type: none"> ▪ Guessing games: <ul style="list-style-type: none"> ○ Teacher divides the class into pairs work and encourages them to practice through guessing games. 	<p>Worksheet:</p> <p>https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Future_-_will/Simple_Future_Tense_tz1699907ha</p> <ul style="list-style-type: none"> ▪ Guessing games ▪ Pen/pencil
STAGE FIVE: Fluency	Materials
<p>Activities:</p> <ul style="list-style-type: none"> ▪ Teacher divides the class into pairs work. ▪ Students have to make a short story in PPT. Theme: What will do this summer? 	<ul style="list-style-type: none"> ▪ PPT

LESSON FOUR

PRESENT CONTINUOUS TENSE

Time:	60 minutes/ two sessions
STAGE ONE: Encourage	Materials
<ul style="list-style-type: none"> • The teacher greets and calls the roll. • The teacher introduces the student to the present continuous presenting a short video. • The teacher verifies questions about the video. 	<p>Video: https://www.youtube.com/watch?v=sfiOlAX5vkY</p> <p>Unscramble the sentences:</p> <ul style="list-style-type: none"> ▪ Am soccer I playing. ▪ Math studying she is. ▪ A letter Juan not reading is.
STAGE TWO: Clarify	Materials
<p>Activities:</p> <ul style="list-style-type: none"> ▪ Teacher uses a guessing words about sentences in present tense continuous ▪ Students have to complete the sentences 	<p>Worksheet: https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Present_continuous/Present_Continuous_ic481867ji</p> <ul style="list-style-type: none"> ▪ Guessing words ▪ Paper sheet ▪ Pen/pencil
STAGE THREE: Remember	Materials
<p>Activities:</p> <ul style="list-style-type: none"> ▪ The teacher presents a story in present continuous tense using a video. ▪ Students do short answer activities about storyteller 	<p>Video: https://www.youtube.com/watch?v=UdEasleUc54</p> <p>Worksheet: https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Present_continuous/Present_continuous_vr1224476cl</p>
STAGE FOUR: Internalize	Materials

<p>Activities:</p> <ul style="list-style-type: none"> ▪ Role play: <ul style="list-style-type: none"> ○ Teacher divides the class into pairs work. ○ Teacher gives each group a flashcard. ○ Each group has to dramatize a role play. ▪ Students do short answer activities about each dramatization. 	<ul style="list-style-type: none"> ▪ Flashcards ▪ Materials for dramatization.
<p>STAGE FIVE: Fluency</p>	<p>Materials</p>
<p>Activities:</p> <ul style="list-style-type: none"> ▪ Teacher divides the class into pairs work. ▪ Students have to make a short dialogue about the video. ▪ Students have to make sentences using present continuous. 	<p>Video: https://www.youtube.com/watch?v=ceU3WnVUHAw</p>

LESSON FIVE

PAST CONTINUOUS TENSE

Time:	60 minutes/ two sessions	
STAGE ONE: Encourage		Materials
<ul style="list-style-type: none"> • The teacher greets and calls the roll. • The teacher introduces the student to the past tense continuous presenting a short video. • The teacher verifies questions about the video. 		<p>Video: https://www.youtube.com/watch?v=mX19UrtjzC0</p> <p>Complete: Ana came when I sleeping. I...was watching Tv Theylistening</p>
STAGE TWO: Clarify		Materials
<p>Activities:</p> <ul style="list-style-type: none"> ▪ Teacher uses a guessing games about sentences in past tense continuous ▪ Students have to complete the sentences 		<p>Worksheet: https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Grammar/Past_continuous_tense_uj2883371nu</p> <ul style="list-style-type: none"> ▪ Guessing games ▪ Pen/pencil
STAGE THREE: Remember		Materials
<p>Activities:</p> <ul style="list-style-type: none"> ❖ The teacher presents a story in past continuous using a video. ❖ Students do short answer activities about the video. 		<p>Video: https://www.youtube.com/watch?v=K0ACblFmyWg</p> <p>Worksheet: https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Past_continuou/Past_Continuous_jv1600243la</p>
STAGE FOUR: Internalize		Materials

<p>Activities:</p> <ul style="list-style-type: none"> ▪ Guessing games <ul style="list-style-type: none"> o Teacher divides the class into pairs <ul style="list-style-type: none"> • Teacher encourages them to practice through guessing games. 	<p>Worksheet:</p> <p>https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Past_continuous/Past_Continuous_Tense_ug3134274gr</p> <ul style="list-style-type: none"> ▪ Guessing games ▪ Pen/pencil
<p>STAGE FIVE: Fluency</p>	<p>Materials</p>
<p>Activities:</p> <ul style="list-style-type: none"> ▪ Teacher divides the class into pairs work ▪ Students have to make a short dialogue in a dynamic PPT ▪ Free theme. 	<ul style="list-style-type: none"> ▪ PPT

LESSON SIX

FUTURE CONTINUOUS TENSE

Time:	60 minutes/ two sessions
STAGE ONE: Encourage	Materials
<ul style="list-style-type: none"> • The teacher greets and calls the roll. • The teacher introduces the student to the future tense continuous presenting a short video. • The teacher verifies questions about the video. 	<p>Video: https://www.youtube.com/watch?v=eOs0cZ12Fhk</p> <p>Complete: He.....be doing exercises We.....be dancing Ibe traveling</p>
STAGE TWO: Clarify	Materials
<p>Activities:</p> <ul style="list-style-type: none"> ▪ Teacher uses a dialogue reading about sentences in future tense continuous. ▪ Students have to complete the sentences 	<p>Worksheet: https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Future_continuous/Future_Progressive_Tense_jq15769uo</p> <ul style="list-style-type: none"> ▪ Pen/pencil
STAGE THREE: Remember	Materials
<p>Activities:</p> <ul style="list-style-type: none"> ▪ The teacher presents a story in future using a video. ▪ Students do short answer activities about the video. 	<p>Video: https://www.youtube.com/watch?v=fVtaHshNr4</p> <p>Worksheet: https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Future_continuous/Future_Continuous_ytm896877tm</p> <ul style="list-style-type: none"> ▪ Pen/pencil
STAGE FOUR: Internalize	Materials

<p>Activities:</p> <ul style="list-style-type: none"> ▪ Role play: <ul style="list-style-type: none"> ○ Teacher divides the class into pairs work. ○ Teacher gives each group a flashcard. ○ Each group has to dramatize a role play. ○ Students do short answer activities about each dramatization. 	<p>Worksheet:</p> <p>https://es.liveworksheets.com/xg2930349lp</p> <ul style="list-style-type: none"> ▪ Materials for dramatization
STAGE FIVE: Fluency	
<p>Activities:</p> <ul style="list-style-type: none"> • Teacher divides the class into pairs work. ▪ Students have to make a short story in a video. ▪ Theme: Their future 	<p>Video:</p> <p>https://www.youtube.com/watch?v=5GkroAMODL0</p>

PROPOSAL REFERENCES:

- Avilés, C. (2022). *Lesson plan ECRIF*. [Video]. YouTube
<https://www.youtube.com/watch?v=r4S7BB-S1zQ>
- Educraft. (2018, October 24). Future continuous tense [Video]. [Video]. YouTube.
<https://www.youtube.com/watch?v=fVtaHshNrQ4>
- Educraft. (2018, October 20). *Future simple tense* [Video]. [Video]. YouTube.
<https://www.youtube.com/watch?v=vjoZvhzWfxI>
- EasyEnglish. (2020, April 8). *Future Continuous Tense* [Video]. [Video]. YouTube.
<https://www.youtube.com/watch?v=eOs0cZ12Fhk>
- EasyEnglish. (2019, May 15). *Present continuous tense* [Video]. [Video]. YouTube.
<https://www.youtube.com/watch?v=UdEasleUc54>
- E-learning. (2022, May 31). *Past simple story*[Video]. [Video]. YouTube.
<https://www.youtube.com/watch?v=WDg85KdxFHU>
- EverydayEnglish. (2021, July 3). Past Continuous [Video]. [Video]. YouTube.
<https://www.youtube.com/watch?v=mX19UrtjzC0>
- Funnypets. (2020, April 15). Present continuous tense[Video]. [Video]. YouTube.
<https://www.youtube.com/watch?v=ceU3WnVUHAw>
- Islcollective. (n.d). *Simple future tense dialogues*. <https://en.islcollective.com/english-esl-worksheets/grammar-practice/general-grammar-practice/future-simple-tense-will/simple-future-tense-dialogues-willwont/111002>
- Liveworksheets. (n.d). *Future continuous*.
[https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/Future_continuous/Future_Continuous_ym896877tm](https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Future_continuous/Future_Continuous_ym896877tm)
- Liveworksheets. (n.d). *Future continuous tense*.
<https://es.liveworksheets.com/xg2930349lp>
- Liveworksheets. (n.d). *Future progressive tense*.
[https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/Future_continuous/Future_Progressive_Tense_jq15769uo](https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Future_continuous/Future_Progressive_Tense_jq15769uo)
- Liveworksheet. (n.d). *Future simple*.
https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language

[\(ESL\)/Future - will/Future simple. will ns601964ax](#)

Liveworksheets. (n.d). *Future simple tense.*

[https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/Future_-_will/Simple_Future_Tense_tz1699907ha](https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Future_-_will/Simple_Future_Tense_tz1699907ha)

Liveworksheets. (n.d). *Past continuous.*

[https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/Grammar/Past_continuous_tense_uj2883371nu](https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Grammar/Past_continuous_tense_uj2883371nu)

Liveworksheets. (n.d). *Past continuous.*

[https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/Past_continuous/Past_Continuous_jv1600243la](https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Past_continuous/Past_Continuous_jv1600243la)

Liveworksheets. (n.d). *Past continuous tense.*

[https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/Past_continuous/Past_Continuous_Tense_ug3134274gr](https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Past_continuous/Past_Continuous_Tense_ug3134274gr)

Liveworksheets. (n.d). *Past simple tense.*

[https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/Past_tenses/PAST_SIMPLE_TENSE_-_regular_verbs_\(affirmative\)_zl1256748pt](https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Past_tenses/PAST_SIMPLE_TENSE_-_regular_verbs_(affirmative)_zl1256748pt)

Liveworksheets. (n.d). *Present continuous.*

[https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/Present_continuous/Present_Continuous_ic481867ji](https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Present_continuous/Present_Continuous_ic481867ji)

Liveworksheets. (n.d). *Present continuous.*

[https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/Present_continuous/Present_continuous_vr1224476cl](https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Present_continuous/Present_continuous_vr1224476cl)

Liveworksheets. (n.d). *Present simple tense.*

[https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/Present_Simple/Present_Simple_Tense_qe1735hg](https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Present_Simple/Present_Simple_Tense_qe1735hg)

Liveworksheet. (n.d). *The gruffalo.*

[https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/Storytelling/The_Gruffalo_vm457337fs](https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Storytelling/The_Gruffalo_vm457337fs)

Liveworksheets. (n.d). *Simple past tense.*

[https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/Irregular_verbs/Simple_Past_Tense_\(Irregular_Verbs\)_yd1415150oq](https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Irregular_verbs/Simple_Past_Tense_(Irregular_Verbs)_yd1415150oq)

- Liveworksheets. (n.d). *Simple past tense*.
[https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/Past_simple/Simple_Past_Tense_ts35901ms](https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Past_simple/Simple_Past_Tense_ts35901ms)
- MsLaura. (2020, June 22). Past continuous [Video]. [Video]. YouTube.
<https://www.youtube.com/watch?v=K0ACblFmyWg>
- Paredes, N. & Baque, T. (2020). Aplicación del método ECRIF para desarrollar la destreza del habla del idioma inglés. [Resumen de presentación de la ponencia]. En G.E. Cevallos, Y. Ramos, A. Alcívar & L. Jácome (Eds.), 1° Congreso tecnológico COTEC-2020. Congreso llevado a cabo en Instituto superior Tecnológico Tsáchilas, Santo Domingo, Ecuador
- Roldan, W. (2019, February 12). *Simple Past Tense* [Video]. YouTube.
https://www.youtube.com/watch?v=p456fUA_qE
- Sanook. (2020, December 26). *Present continuous tense* [Video]. [Video]. YouTube.
<https://www.youtube.com/watch?v=sfiOlAX5vkY>
- Sunshine. (2021, April 1). *Future continuous tense* [Video]. [Video]. YouTube.
<https://www.youtube.com/watch?v=5GkroAMODL0>
- Sunshine. (2022, May 31). *Future simple tense* [Video]. [Video]. YouTube.
<https://www.youtube.com/watch?v=NfmfH-9RIYQ>
- Sunshine. (2022, March 26). *Present simple tense English conversation English tenses English speaking practice* [Video]. [Video]. YouTube.
<https://www.youtube.com/watch?v=TROvA706BAs>
- Storyvision. (2020, May 8). *The Gruffalo* [Video]. [Video]. YouTube.
https://www.youtube.com/watch?v=X_EM-iZNguo
- Teacher Anareli. (2020, September 29). *Friends story* [Video]. YouTube.
https://www.youtube.com/watch?v=U_FU7NKth6s

References

- Amaya Noguera A. (2021). *Ecrif framework for speaking development in EFL at "Humberto Vacas Gómez" school in the year 2020-2021. UTC. Latacunga. 66*
- Adedoyin, O. B. (2020). Quantitative Research Method. *Research gate*, 1-8.
- Ahmed, S. (2022). What are the parameters of descriptive and fundamental research? Which one is suitable for education? *Research Gate*, 1-9.
- Albiladi, W. S., & Alshareef, K. K. (2019). Blended learning in English teaching and learning: A review of the current literature. *Journal of Language Teaching and Research*, 10(2), 232. <https://doi.org/10.17507/jltr.1002.03>.
- Andrä, C., Mathias, B., Schwager, A., Macedonia, M., & von Kriegstein, K. (2020). Learning Foreign Language Vocabulary with Gestures and Pictures Enhances Vocabulary Memory for Several Months Post-Learning in Eight-Year-Old School Children. *Educational Psychology Review*, 32(3), 815–850. <https://doi.org/10.1007/s10648-020-09527-z>
- AlSaleem, B. I. (2018). The Effect of ECRIF Strategy on EFL Seventh Graders' Vocabulary Learning and retention. *Arab World English Journal (AWEJ)*, 9(2), 70-91.
- Bland, J. (2019). Teaching English to Young Learners: More Teacher Education and More Children's Literature! *Online Submission*.
- Briones, K. (2022). "The ECRIF framework as a planning tool to foster oral interaction. Santa Elena, Ecuador: Universidad estatal Península de Santa Elena.
- Caiza, G. & Sulca, M. (2021). "The effect of ecrif framework on the development of speaking skill on students." Ambato: Universidad Técnica de Ambato.
- Cedeño, J., & Cedeño, T. (2022). Comparative study of the teaching strategies applied in the learning of the grammar of the English language in level A1 students of the Instituto Superior Tecnológico Tsáchila, Santo Domingo, Ecuador. En E.-a. d. inglés. Santo Domingo: Rediem.
- Guerrou, M. (2020). *Integrating Critical Thinking in Teaching English as a Foreign*

Language (TEFL) [Master thesis].

- Dalkıran, B., & Semerci, Ç. (2020). The effect of ECRIF taxonomy in foreign language teaching on academic achievement. *Advances in Language and Literary Studies*, 11(4), 7. <https://doi.org/10.7575/aiac.all.v.11n.4p.7>
- Dutta, S. (2019). The importance of “english” language in today’s world. *International Journal of English Learning & Teaching Skills*, 2(1), 1028–1035. <https://doi.org/10.15864/ijelts.2119>
- Eker, C. (2020). A New Taxonomy in Foreign Language Teaching: ECRIF. *Iojes*, 12(5), 1-9.
- Kim, S., Raza, M., & Seidman, E. (2019). Improving 21st-century teaching skills: The key to effective 21st-century learners. *Research in Comparative and International Education*, 14(1), 99-117.
- Oflaz, A. (2019). The effects of anxiety, shyness and language learning strategies on speaking skills and academic achievement. *European Journal of Educational Research*, 8(4), 999–1011. <https://doi.org/10.12973/eu-jer.8.4.999>
- Papadakis, S., Vaiopoulou, J., Kalogiannakis, M., & Stamovlasis, D. (2020). Developing and Exploring an Evaluation Tool for Educational Apps (E.T.E.A.) Targeting Kindergarten Children. *Sustainability*, 12(10), 4201. <https://doi.org/10.3390/su12104201>
- Paredes N. (2019). Comparing two methods for teaching productive skills of the English Language. <http://redisd.org/index.php/es/resumen-recibidos-mt3/877-comparacion-de-dos-metodos-para-la-ensenanza-de-habilidades-productivas-del-idioma-ingles>
- Rao, P. S. (2019). The role of English as a global language. *Research Journal Of English*, 4(1), 65–79.
- Reza, Z. G., Hossein, P., & Mahmood, K. (2019). *English Language Cultural Bias in the Process of Globalization: Analysis of Interchange Series. The impact of cooperative learning on developing speaking ability and motivation Toward learning English*. (n.d.). <https://cyberleninka.ru/article/n/the-impact-of-cooperative-learning-on-developing-speaking-ability-and-motivation-toward->

learning-english/viewer

- Schober, P., MMedStat, B., & Schwarte, L. (2018). Correlation Coefficients: Appropriate Use and Interpretation. *Anesthesia & Analgesia*, 126(5), 1763-1768.
- Shuttleworth, M. (2021). *Quasi-Experimental Design*. Obtenido de <https://explorable.com/quasi-experimental-design>
- Tamrabet, N. (2020). Improving Intercultural Communicative Competence Through the ECRIF Model Case Study of Second Year University Students of Oum El Bouagui, Algeria. *ECLSS International Online Conference*, 402-407.
- Tosuncuoglu, I. (2017). ECRIF Framework System. *Journal of Education and Training Studies*, 5(3), 130-134.

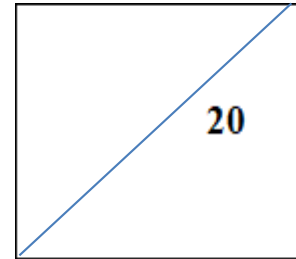
Annexes

Annex 1

PRE-TEST

NAME: _____

SCHOOL YEAR: _____



Instructions:

READ AND ANSWER THE FOLLOWING QUESTIONS. You have 35 minutes.

1. Present Continuous (I am doing)

What's happening in the pictures? Choose from these verbs (2 points)

cross ~~take~~ tie



- a) *She's taking*a picture
- b) He..... a shoelace.
- c) the road.

Match the numbers (2-4) with the letter(b-d). (2 points)



- 1b....
- 2
- 3
- 4

- a) I'm getting hungry
- ~~b) I'm trying to work~~
- c) It's getting late
- d) I'm staying with friends

- 1. Please don't make so much noise.
- 2. We need to leave soon.
- 3. I don't have anywhere to live right now.
- 4. I need to eat something soon.

2. Past simple (I did)

Complete the sentences, with the correct positive (+) or negative (-) form of Past simple. (2 points)

- a) It was warm, so I ...*took*...off my coat. (take)
- b) I knew Sara was busy, so I her. (disturb)
- c) We were very tired, so wethe party early. (leave)
- d) It was hard carrying the bags. Theyreally heavy. (be)
- e) The bed was very uncomfortable. I well. (sleep)

3. I am going to (do)

Complete the sentences using will (ll) or (be) going to for the future form. (2 points)

- 1) A: Why are you turning on the TV?

B: *I'm going to watch...* the news. (I/watch)

2) A: Why are you filling that bucket with water?

B: the car. (I/wash)

3) A: I don't know how to use the washing machine.

B: It's easy you. (I/show)

4) A: I've decided to paint this room.

B: That's nice. What colourIt? (you/paint)

5) A: Where are you going? Are you going shopping?

B: Yes, some things for dinner tonight. (I/buy)

4. Questions

Put the words in the correct order to make questions. (3 points)

a) (when/ was/ built / this house? *When was this house built?....*

b) (how/cheese/ is/ made?)

.....
...

c) (why/Sue/working /isn't/ today?)

.....

d) (what time/arriving/your friends/ are?)

.....

5.- Read the sentences and write the correct question using who or what. (3 points)

a) Somebody hit me.

Who hit you?.....

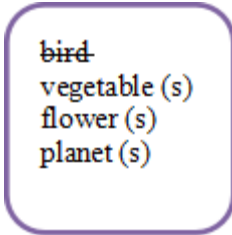
b) Somebody paid the bill

Who

.....

- c) Something happened.
.....
- d) I'm worried about something What
.....

6. Countable nouns with a/an and some.



What are these things? Write the sentence using a/ an /some and the information in the table. (3 points)

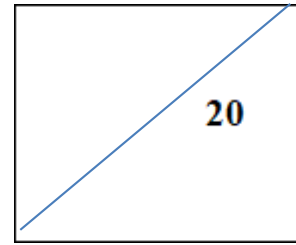
- a) an eagle *...It's a bird.....*
- b) carrots and onions
- c) a tulip
- d) Earth, Mars and Jupiter

7.- Complete the sentences with a/ an /some. Leave the space empty where possible. (3 points)

- a) I've seen *...some....* good movies recently.
- b) I know lots of people. Most of them arestudents.
- c) When I was.....child. I used to be very shy.
- d) birds, for example the penguin, cannot fly.

Post-test

POST-TEST



NAME: _____

SCHOOL YEAR: _____

Instructions:

READ AND ANSWER THE FOLLOWING QUESTIONS. You have 35 minutes.

1. Present Continuous (I am doing)

What's happening in the pictures? Choose from these verbs. (2 points)

scratch wave hide



- d) *He is scratch*his head.
- e) behind a tree.
- f)to somebody.

Match the numbers (2-4) with the letter(b-d). (2 points)

- | | |
|---------------------------------|------------|
| e) The company is losing money. | 1 ...b.... |
| f) They're trying to sell it. | 2 |
| g) It's starting to rain. | 3 |
| h) They're lying. | 4 |

- 5. They don't need their car any more.
- 6. Things are not so good at work.
- 7. It isn't true what they say.
- 8. We're going to get wet.

2. Past simple (I did)

Complete the sentences, with the correct positive (+) or negative (-) form of Past simple. (2 points)

- f) The film wasn't very good. I. *didn't.. enjoy....* it much. (enjoy)
- g) This watch wasn't expensive. It much (cost)
- h) The window was open and a birdinto the room. (fly)
- i) I was in a hurry, so Itime to call you. (have)
- j) I didn't like the hotel. The room very clean. (be)

3. I am going to (do)

Complete the sentences using will ('ll) or (be) going to for the future form. (2

points)

6) A: I forgot my wallet. I don't have any money.

B: Not to worry ...*I'll..lend...*you some. /I/lend)

7) A: What would you like to eat?

B: a pizza, please. (I/have)

8) A: This food doesn't taste very good, does it?

B: No, it's horribleit. (I/not/finish)

9) A: Tom is starting an evening class next month.

B: Is he? What? (he/study)

10) A: Did you call Lisa?

B: Oh, no. I completely forgot her now. (I/ call)

4. Questions

Put the words in the correct order to make questions. (3 points)

e) (why/ was/ cancelled/ the meeting?) ...*Why was the meeting cancelled?.....*

f) (when/ invented/ paper/ was?)
.....

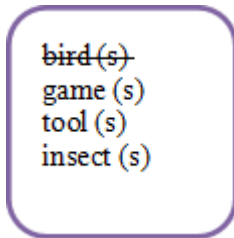
g) (where/ your parents/ were/ born?)
.....

h) (why/ you/ to the party/ didn't/ come?)
.....

5. Read the sentences and write the correct question using who or what. (3 points)

- a) I hit somebody. ..Who did you hit?.....
- b) Diane said something.
.....
- c) This book belongs to somebody
.....
- d) Somebody lives in that house.
.....

6. Countable nouns with a/an and some



What are these things? Write the sentence using a/ an /some and the information in the table. (3 points)

- e) a pigeon, a duck and a penguin ...They're birds.....
- f) chess
- g) a hammer, a saw and a screwdriver
- h) a mosquito

7. Complete the sentences with a/ an /some. Leave the space empty where possible. (3 points)

- a) Are you feeling all right? Do you have aheadache?
- b) Would you like to be.....? actor?
- c) Questions, questions, questions! You're always asking
question!
- d) I didn't expect to see you. What surprise!

Annex 2

Rubric pre-test and post-test

Criteria	In the beginning	In process	Achieved	Score
Estructure of sentences in present continuous (I am doing) (4 points)	Students don't identify and complete a sentence in present continuous. (0 points)	Students identify and complete a sentence in present continuous with some errors. (2.5 points)	Students identify and complete a sentence in present continuous correctly. (4 points)	
Estructure of sentences in past simple (I did) (4 points)	Students can't complete the sentences, with the correct positive (+) or negative (-) form of the past simple. (0 points)	Students complete the sentences, with the correct positive (+) or negative (-) form of the past simple with some errors. (2.5 points)	Students complete the sentences, with the correct positive (+) or negative (-) form of the past simple correctly. (4 points)	
Estructure of sentences in future simple. I am going to (do) (4 points)	Students can't complete the sentences using will ('ll) or (be) going to for the future. (0 points)	Students complete the sentences using will ('ll) or (be) going to for the future with some errors. (2.5 points)	Students complete the sentences using will ('ll) or (be) going to for the future correctly. (4 points)	
Estructure of questions (4 points)	Students can't put the words in the correct order to make questions and write the correct question using who or what. (0 points)	Students put the words in the correct order to make questions and write the correct question using who or what with some errors. (2.5 points)	Students put the words in the correct order to make questions and write the correct question using who or what correctly. (4 points)	
Estructure of sentences with countable nouns a/an and some (4 points)	Students can't write and complete the sentence using a/ an /some. (0 points)	Students write and complete the sentence using a/ an /some with some errors. (2.5 points)	Students write and complete the sentence using a/ an /some correctly. (4 points)	

Annex 3

Teacher's survey

TEACHER'S SURVEY

The proposal of the survey is to analyze how eighth graders utilize the ECRIF methodological framework to achieve A1 grammar proficiency. It is requested to fill the survey with the sincerity of the case.

Likert (SUS)

- | | |
|----------------------------|-----|
| Strongly disagree | (1) |
| Disagree | (2) |
| Neither agree nor disagree | (3) |
| Agree | (4) |
| Strongly agree | (5) |

Q1 It is easy for your students to write a small paragraph in English

- a. Strongly disagree
- b.- Disagree
- c.- Neither agree nor disagree
- d- Agree
- e.- Strongly agree

Q2- My students need a lot of practice to be good at writing well structure sentences.

- a. Strongly disagree
- b.- Disagree
- c.- Neither agree nor disagree
- d- Agree
- e.- Strongly agree

Q3- Where do you usually find more grammatical error?

- a.-In students 'oral practices
- b.- In their writing assignments
- c.- In their written test

Q4.- How do you teach grammar to your students?

Grammar plays a central role in learning and teaching English

- a. Strongly disagree
- b.- Disagree
- c.- Neither agree nor disagree
- d- Agree
- e.- Strongly agree

Q5. What kind of error do your students produce when they write in english?

- A.- Addition error
- b.- Omission error
- c.- Malformation error
- d.- Disordering error

Q6. Which activity do you do when you teach grammar?

- a.- Students watch a video of grammar explanation
- b.- They read my examples and they imitate my examples
- c.- They read the grammar rules and imitate the examples
- d.- I teach grammar, give examples and ask to produce their own examples
- e.- Other? Which one? ones?

Q7. Do you know anything about ECRIF methodological framework?

- Yes
- No

Q8. Would you like to apply ECRIF approach to enhance students 'grammatical level?

- Yes
- No

THANKS