The Effect of ECRIF Strategy on EFL Seventh Graders' Vocabulary Learning and Retention

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Abstract
This paper aims at highlighting the effectiveness of Encounter, Clarify ,Remember, Internalize, Fluent Use (ECRIF) strategy in English as a Foreign Language (EFL) Seventh Graders' vocabulary learning and retention. It tries to answer the following question : Are there statistically important differences at ($\alpha \leq 0.05$) in the whole mean scores in vocabulary accomplishment among the students who learn English vocabulary through using ECRIF strategy (experimental group) and those who learn English vocabulary over the traditional technique (control group) in the post test? To accomplish the purpose of the study, the researcher shown the experimental group with a sample involved (125) students for ECRIF strategy. While the traditional technique was used with the control group which involved (100) students in the first term of the school year 2017-2018.The researcher used (pre -post & delayed) vocabulary test and an analysis card to collect data. The study's results suggested that there were statistically important differences at ($\alpha \leq 0.05$) in the whole mean grade in vocabulary accomplishment between experimental and the control groups in the post & delayed test in favor of ECRIF strategy. In addition, the researcher recognized these differences to using ECRIF strategy in teaching English language vocabulary. In light of these outcomes, the study suggested the necessity of applying ECRIF in teaching English language to get better results in students' vocabulary learning and retention in English as a foreign language. Similarly, the ECRIF Strategy would be used with other English skills and sub-skills.
*Key Words***:** ECRIF , EFL, vocabulary, retention , seventh grade, learning.

1.   Introduction & Background

English, as a way of communication, is currently the most generally spread language allover the world. In today's global world, no individual can deny or disrespect the importance of English Language from the time when it is the most familiar language spoken everywhere. English is a worldwide language that is expressed in several countries all around the planet. It is the language of knowledge, science, computer, medicine, leaflets, and commerce. In the phase of globalization and internet, people publically in a small community in which they need no selections but dealing with English Language as the chief methods[1] of communication (Alkhawaldaeh, 2010).

Keashta (2012) describes English as a widespread language; the tongue of communication through countries in the universal world of commerce, corporate, communication, air transportation and knowledge. Moreover, it is expended as a second authorized Language following to the mother Language which is Arabic, then this provides English Language its position in the Arab world. Ediger (2007) specifies that English language is pondered a window to the world and we can converse almost in all statuses in the world with information in English (Ediger, 2007).

In truth, English language is the simply foreign language that has been edified in the Arab world. Arab world students begin learning English language from the early beginning of their school. They start learning English language from the first grade after they are approximately six years old. Speaking about learning as strange language, the first object to think around is words. Min (2013) states that a hard foundation of vocabulary information is essential at each stage of the learner's second language education. Words are the structure blocks of language and lacking them; there is no language (Milton, 2013).

1.1   Vocabulary Learning Strategies

Language teachers have to take into consideration the decisive role of strategies in developing learners' vocabulary. Language teachers to acquire vocabulary utilize various strategies. The vocabulary learning strategies indicates a group of techniques used by teachers to enhance understanding the meaning of the new word to facilitate recovering the word and to widen vocabulary knowledge in general (Intaraprasert, 2014). There are numerous ways of vocabulary learning strategies some of them will be investigated here. According (Dubin, 2010), there are two approaches: the direct approach that involves memory of language learning, cognitive and compensation strategies and indirect method that includes Meta cognitive, community, and affecting strategies.

Moreover, vocabulary-learning strategies can be stated according to (Freeman, 2017) as meta cognitive, cognitive, memory, and activation strategy. Selective attention and self-initiation are clarified as meta cognitive strategies that are essential to comprehend the passage and clarify the meaning of the passage (Mukoroli, 2011). However, cognitive strategies deal with context, which is rich enough to give clues to guess the words meaning. Guessing, dictionary and note talking are related to cognitive strategies .The third type is memory strategies. Rehearsal and programing strategies, word lists, and repetition are examples of rehearsal approaches.

Based on vocabulary learning strategies and according to (Stahl, 2015), the researcher concludes that there is no one strategy suitable for all cases. However, the expert teacher can combine more than one technique and different strategies to help the students to learn vocabulary and the best choices to achieve this goal are by providing a rich context where learners can encounter the word several times in several contexts and thus the word can transform from short-term memory to long term memory easily . Another choice is making and sharing vocabulary notebooks, which is a neat and organized manner to facilitate learning words. So, the researcher discusses in her current study the effectiveness of using of ECRIF strategy to develop vocabulary learning and retention of the EFL seventh graders.

1.2   ECRIF Strategy
1.2.1   The Origin of ECRIF

(Kurzweil, 2007) develops a framework of stages called ECRIF, which gained its popularity in teaching English for Speakers of Others Languages (ESOL). As a framework that focuses on how learners learn, ECRIF is an approach that concentrates on how learners learn thus it moves classroom instruction to student-centered collaboration and independent practices rather than teacher guided lesson. ECRIF contains initial letters reorient the language learning strategy; E=Encounter a problem, C=Clarify, R=Remember, I=Internalize, F=Fluent use. Table 1 clarifies the stages of language learning through ECRIF 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 don't know something	• *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.	• *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/I **REMEMBER & INTERNALIZE**	= Students have a chance to move the knowledge or skill from short-term to long-term memory. They then can begin to personalize it and use it in different contexts. They connect it mentally to prior experiences with images, sounds, and feelings.	• *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.	• *Cool. I can use this skill or knowledge automatically.* • *This is for real-world purposes.* • *I don't have to consciously think about this.*

*(Kurzweil, 2007)

In addition, ECRIF strategy is related deeply to scaffolding in that both ECRIF and scaffolding are focusing on helping learners to acquire the language. Both of them are considered

as planned instructional framework. Two different kinds of scaffolding were reflected by (Brawns, 2016). The first is spontaneous scaffolding, which is the result of the interaction of a learner and the new knowledge during the act of teaching and the process of learning. While the second is planned scaffolding that refers to the support, facilitations and plans that the teacher uses to enhance the successful learning, the excellent use of the objective language and the effortless utilize of the target ability (Brawns, 2016). To Brawn, the two notions of scaffolding are essential for learning as they complement each other, this accommodates with (Vygotsky, 1988) who declares that the ultimate goal of scaffolding is to develop the learning habits while developing learner's ability to use skills naturally and productively - Zone of Proximal Development as the students gradually become more independent and the control of the teacher decreases (Brawns, 2016). Again, based on (Brawns, 2016) the scaffolding concept can be referred to as a designed process with accurate planning to guide curriculum, assessment, and instruction. According to this point of view , ECRIF can be seen as an instructional framework that guides planning for learning experiences in order to enhance the use and production of a target language.

1.2.2   Meaning of ECRIF

ECRIF refers to a frame system or the format that examines how students learn a language. This framework method is an essential aid for teachers to comprehend the way in which students can perform the dynamic process of learning a foreign language (Al-Mobayed, 2016). This framework of the strategy equips teachers and learners of certain steps to follow which enhance achieving maximal learning. The ECRIF framework is a way of looking at how people learn. Rather than prescribing what teachers should or should not do, the aim of this framework is to provide a tool that teachers can use to see student activities and content from the perspective of student learning. In this way, ECRIF is connected to how teachers think about what is happening in their classrooms.

The key to the ECRIF framework is the **focus on the learning process** that students go through as they work with the target skill or knowledge rather than what the teacher is doing during the lesson. In this way, the teacher plans activities and thinks about the content to service learning in a principled way. ECRIF can be used to plan lessons and adapt course book materials = *(reflecting for action)* ,to assess where students are in their learning process during a lesson = *(reflecting in action)* ,and to reflect on student learning after a lesson = *(reflecting on action).*

Who developed ECRIF and where is it being used?
The ECRIF Framework was developed by Josh Kurzweil and Mary Scholl between 2004 and 2005 as they wrote the book *Understanding Teaching Through Learning* for McGraw-Hill and the School for International Training. It has been used on many SIT TESOL Certificate Courses as well as in a variety of workshops given for government and non-governmental organizations. Although it was originally developed for English language teachers, it has also been with content teachers teaching other subjects such as history and math as well as vocational instruction such as using computer software and operating construction equipment.

ECRIF sheds light on the dimension that effects on teaching process and enhances leading learners to be active acquirers. Moreover, (Kalaf, 2016) describes ECRIF as a lesson-designing framework that regulates the comprehension learning as it estimates the students' level and their touch with the educational materials. ECRIF can be used as a useful kind of reformative findings about the learner progress through learning process.

1.2.3   The Goal of ECRIF.

Cordelo and pere, (2014) argue that there are several goals that can be achieved through ECRIF for both learners and teachers. The eventual goal is to expand a technique that stimulates opportunities for observing students' performance and reflections during their learning rather than representing teachers' manner in class. In other words, ECRIF has a great value for teachers as it provides them with appropriate procedures to monitor learners' activities and content based on students' learning. Students' learning process and their work with the target skill or knowledge are the central focus of this strategy. The ultimate goal of ECRIF strategy is not just providing students with new language but also supplying them with different views of employing this language fluently through communication tasks moreover inside or outside the classrooms.

1.2.4   Usage of ECRIF

The substantial concept of ECRIF is related to active learning strategies, which are embodied in centering on the procedures that are required to observe students' activities and reflect their performance during the process of learning (Brawns, 2016). These procedures can guide the teacher to design an accurate plan for classroom movement. Here are the three main procedures that can be applied through ECRIF framework.

1. Designing plans for lessons and knowing the required course book and available school materials.
2. Focusing on the performance of students in the learning process and estimating their levels.
3. Reflecting on actions that pass after a lesson by contemplating on students' learning (Freeman, 2017,p.24).

Moreover, (Vygotsky, 1988) states that ECRIF cannot be described as a current or a forthright way of teaching language. As the first step of ECRIF depends on carrying out the language before learning it, this is accomplished by means of parallelism or explanation from the teacher about any unconscious thing. This comprehension of the unconscious knowledge can enhance and internalize the following important step that involves going back to drilling or exercising fluently. After confronting a new content and before being able to utilize it, students pass through clarifying and remembering meaning of a target input.

Using ECRIF in teaching Vocabulary

- The ECRIF framework does not suggest a 'right' way to teach or any specific methodology. Rather, it has to do with adopting a more learning-centered way of thinking about the lessons that we already teach. In this way, we can understand the lessons from a learner's perspective and make adjustments to the lesson to serve their learning. Look at the

following example taken from a teacher who taught a vocabulary lesson on sports to elementary level students.

Teachers often think of their lessons in the following way:

"I presented the vocabulary words related to sports to the class by showing pictures, saying the sport and writing it on the board.", (Freeman,2017,p.22)

Notice how in the above example the focus is on what the teacher is doing in the lesson, not on the how the students are learning.

The ECRIF framework asks the teachers to shift their thinking so that they can adopt the perspective of the student who is doing the actual learning. For example:

"The students encountered some unknown vocabulary words as they saw pictures of sports (i.e. they realized that they didn't know the word for that sport). They then clarified the vocabulary word for that sport by first hearing other students say the sport, hearing the teacher say it (pronunciation), and seeing it written on the board (spelling).", (Freeman,2017,p.28)

By making this shift in thinking the teacher can start to think questions such as: Did the students encounter the target language? (i.e. I may have presented it, but did they have their attention focused and realize that there was something they didn't know and wanted to learn?)

- What can I do in the lesson to support students so that they encounter target language? i.e. How can I focus their attention, so that they notice that there is something that they don't know and so that they feel a need to learn it?
- What can I do in the lesson so that students can actively clarify the form, meaning, and use of the target language? i.e. it is the students that must do the work of clarifying it. The teacher 'telling' does not mean that the students clarified the language point.

When teachers shift their thinking in this way, they can also see that students are really in charge of their own learning process. We can try to set up and guide learning, but it can happen (or not happen) throughout the lesson. For example, students may be working a fluency activity in which they rank the sports that most like and give reasons why. Although the teacher may be hoping that students work on their fluency, one student might encounter a new word uttered by their partner in the conversation and have a strong need to clarify it. Moreover, students do not learn in a lockstep linear way during the lesson. They come in with differing prior knowledge/skills and learn at their own pace. The teacher, thus, works to provide opportunities for learning throughout the lesson.

1.3   Problem Statement

Due to the researcher's experience in teaching English for Arab students at schools and universities, the researcher has observed that students face a lot of difficulties in learning English vocabulary. Neither motivation nor students' classroom level of participation seems to be improved. This problem asserts that young learners have short attention span and they are quickly distracted. In addition, the traditional technique and techniques that teachers implement in teaching English vocabulary do not attract learners towards practicing it effectively. Hence, it is so

important to examine the use of ECRIF strategy in providing effective teaching that enhances students' achievement in English vocabulary and improves their retention.

1.4   Research Questions
This paper is an attempt to answer the following research questions:
1. Are there statistically important differences at ($\alpha \leq 0.05$) in the whole mean scores in vocabulary accomplishment among the students who learn English vocabulary through using ECRIF strategy (experimental group) and those who learn English vocabulary over the traditional technique (control group) in the post test?
2. Are there statistically important differences at ($\alpha \leq 0.05$) in the whole mean scores in vocabulary accomplishment among post application and delayed application (experimental group)?

1.5   Research Hypotheses
The current research hypothesized that :
1. There are no statistically important differences at ($\alpha \leq 0.05$) in the whole mean score in vocabulary accomplishment among the students who learn English vocabulary through using ECRIF strategy (experimental group) and those who learn English vocabulary over the traditional technique (control group) in the post test.
2. There are no statistically important differences at ($\alpha \leq 0.05$) in the whole mean score in vocabulary accomplishment among post application and delayed application over (experimental group).

1.6   Study Objectives
    The study aims at achieving the following objectives:
1. Determining the effectiveness of using ECRIF Strategy in the acquisition of English vocabulary of the EFL seventh graders
2. Comparing of ECRIF Strategy and traditional technique to improving vocabulary acquisition among EFL seventh graders
3. Persuading teachers to integrate interactive methods and strategies, especially the ECRIF Strategy in English language classroom.
4. Determining the effectiveness of using ECRIF Strategy in developing English vocabulary retention of the EFL seventh graders
5. Examining the effectiveness of ECRIF Strategy in the classroom on teaching practices and pedagogy.

2.   Methodology
2.1.   Design
     The researcher assumed a quasi-experimental method. As an assumption was due to the environment of the research, which aimed at finding the efficiency of using ECRIF strategy on the seventh graders' English vocabulary learning and its retention. Moreover, two groups were selected: an experimental group and a control group. All groups were examined. Then, the experimental group was taught vocabulary by using ECRIF strategy. The control group was taught

vocabulary through the traditional technique. The research includes two variables; the first variable is (ECRIF strategy), the second is the (Traditional technique),and the third variable is vocabulary included in English language curriculum for the EFL Seventh graders at the Jordanian Schools.
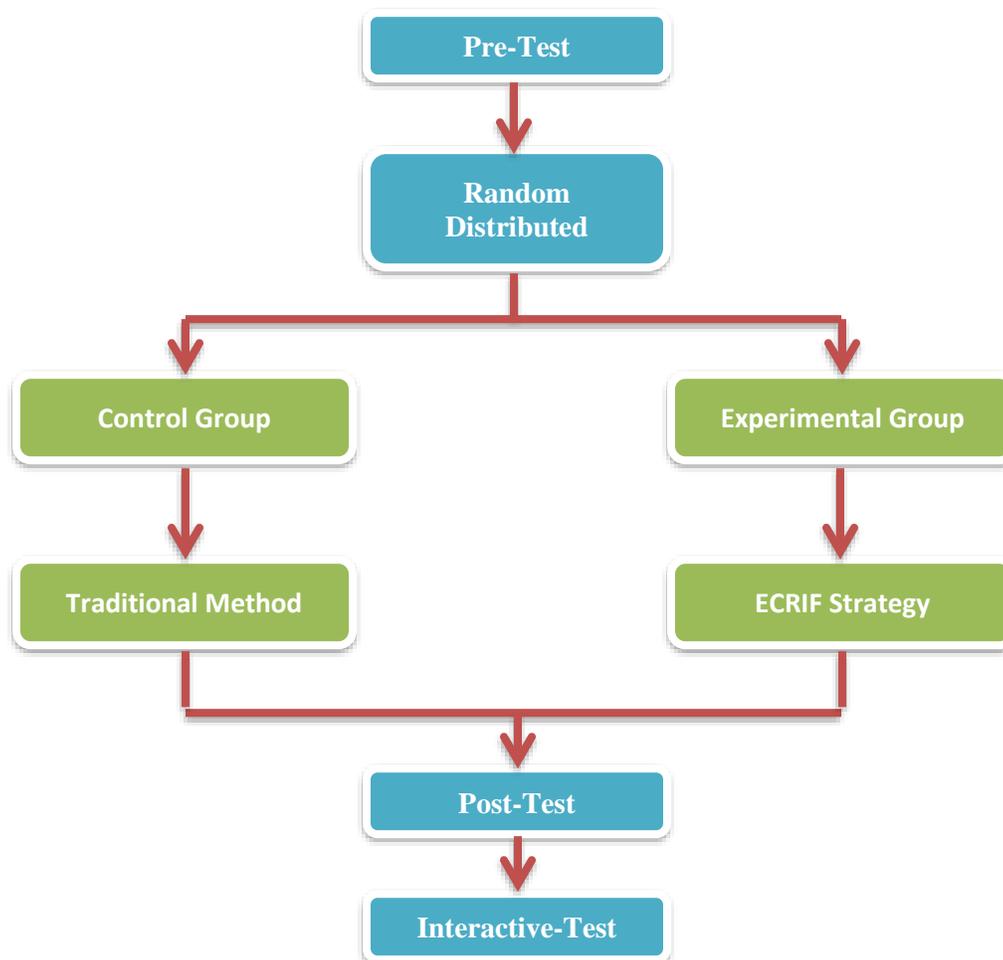
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Figure 1 Research Steps

The researcher chose randomly two classes from the seventh classes as a sample of the current study from AlJame'a Second Private Schools in Amman . The sample consisted of (225) seventh graders .The two classes were appointed randomly into two groups: control group, experimental group. Table 2 shows the spreading of the model.

Table 2
Study Sample-Spreading Model

Group	N
Control	100
Experimental	125
Total	**225**

2.2.   Data Collection

In order to collect the data the research included the amount of tools:

2.3.1.   Vocabulary Achievement Test

The vocabulary achievement test was prepared to measure the students' performance level, in which the researcher depends on the outcomes of content analysis in modifying the tests.

2.3.2.   The Aim of the Vocabulary Achievement Test

The test aimed at measuring the effectiveness of using ECRIF strategy on the seventh grade vocabulary learning and its retention. It also aimed at testing the hypotheses of the study.

2.3.3.   Description of the Vocabulary Achievement Test

The vocabulary achievement tests like pre-test, post-test, and delayed test were administered to test students' performance. The questions were direct from their textbooks. Therefore, they were normal that most students could answer. The questions were given a suitable time before the test began in order to give students time to discuss the answers. Each question aimed at evaluating the students' implementation corresponding to one vocabulary. The questions were fitting to students' levels and interests. The test contained of (50) items spread into nine major questions as follows:

Table 3
Vocabulary Test

Question (1)	Look and Match	10 items
Question (2)	Choose and Write	10 items
Question (3)	Read and finish the sentences	10 items
Question (4)	Re-write the letters to form correct words	10 items
Question (5)	Read and circle the correct answer	10 items

The total mark of the vocabulary achievement test is (50) marks.

2.3.4.   Pilot study (control group)

The test was applied on a random sample of (100) students from seventh grade of AlJame'a Second Private Schools in Amman. The results were documented and statistically analyzed to measure their reliability. The items of the test were modified in the simple of the statistical results.

2.3.5.   Internal Consistency Validity

The researcher used Pearson correlations coefficients to compute the internals consistency of the vocabulary's achievement test items. To measure such validity, Pearson Correlations computed the correlation of the results: the items with their domains, the factors with the total test, and the area with the test as a whole. Table 4 describes the internals consistency of the vocabulary's achievement test questions.

Table 4
Correlation Coefficients Between Questions and The Total Degree

Vocabulary questions	Correlation coefficients	Sign value

Question (1)	0.417	Sign at (0.01)
Question (2)	0.359	Sign at (0.01)
Question (3)	0.704	Sign at (0.01)
Question (4)	0.744	Sign at (0.01)
Question (5)	0.587	Sign at (0.01)

Table 4 shows that correlations coefficients were important (0.05), so vocabulary achievement test questions were suitable and valid.

2.3.6. Difficulty Coefficient
Difficulty Coefficients means the measurement of the students who gave wrong answers to the total of school students who took the test. It may be estimated by handling the following equation:

Equation 1 Co. Of difficulty

$$Co.of\ difficulty = \frac{Number\ of\ students\ who\ gave\ wrong\ answers}{Total\ number\ of\ students}$$

Table 5 shows the difficulty coefficient for every point of the grammar achievements test.

2.3.7. Discrimination Coefficient
Discrimination coefficients refer to the test ability to separate among the high achieving students and the low achieving counterparts.

Equation 2 Co. of discrimination equation

$$Co.of\ discrimination$$
$$= \frac{No.of\ correct\ items\ of\ high\ archieves - No.of\ correct\ items\ of\ low\ archieves}{No.of\ one\ group}$$

Table 5 shows the discrimination coefficient for every item of the grammar achievement test.

Table 5
Difficulties and Discrimination Coefficients

Q	Items	Difficulty Coefficients	Discrimination coefficient
Q(1)	1	0.45	0.39
	2	0.45	0.54
	3	0.58	0.46
	4	0.38	0.61
	5	0.35	0.45
	6	0.34	0.41
	7	0.42	0.25
	8	0.32	0.64
	9	0.48	0.41
	10	0.51	0.35
Q (2)	1	0.68	0.51
	2	0.35	0.64
	3	0.60	0.45

	4	0.50	0.40
	5	0.58	0.53
	6	0.34	0.54
	7	0.67	0.40
	8	0.71	0.48
	9	0.45	0.43
	10	0.35	0.35
Q (3)	1	0.53	0.35
	2	0.60	0.40
	3	0.65	0.66
	4	0.60	0.47
	5	0.38	0.63
	6	0.47	0.35
	7	0.49	0.65
	8	0.68	0.51
	9	0.39	0.53
	10	0.41	0.36
Q (4)	1	0.55	0.65
	2	0.35	0.40
	3	0.45	0.48
	4	0.70	0.53
	5	0.40	0.53
	6	0.48	0.53
	7	0.47	0.53
	8	0.40	0.54
	9	0.51	0.63
	10	0.46	0.43
Q (5)	1	0.53	0.43
	2	0.53	0.65
	3	0.53	0.50
	4	0.43	0.43
	5	0.35	0.35
	6	0.45	0.45
	7	0.50	0.31
	8	0.36	0.36
	9	0.41	0.39
	10	0.35	0.42
	Average	0.490	0.509

The results in Table 5 show that the difficulty coefficients varied from (0.350) to (0.700), where the average of all difficulty coefficient was (0.490). This indicates that each item was acceptable or within the normal limit of difficulties corresponding to the viewpoints of measurement and evaluation specialists. Moreover, the results show that the discrimination coefficients rated from (0.340) to (0.700), where the average of all discriminations coefficients was (0.509). The discriminations coefficients of all test items were similarly acceptable because they were above (30%). This indicates that the test items had good difficulty and discriminations coefficients.

2.3.8. Split Half Method

This method depends on splitting the vocabulary achievement test, calculating the correlations between the parts, and then making corrections for the correlations coefficients by Prophecy Formula.

Equation 3 Spearmen Brown Coefficients

$$Spearmen\ Brown\ Coefficient = \frac{2R}{1+R}$$

where R is Reliability coefficients

Equation 4 Reliability Coefficients

$$Holesti\ formula\ \ R = \frac{2C}{C1 + c2}$$

Where

R = Reliability coefficient.

2(C) = Number of agreements between the two analyses.

C1 = Total points in the first analysis.

C2 = Total points in the second analysis.

Table 6 shows split half coefficients for the vocabulary achievement test:

Table 6
Reliability for the Vocabulary Achievement Test by Spilt Half Method

Model	Items	Correlation	Reliability
Spilt half method	50	**0.724	0.840

The results in Table 5 show that the reliability coefficient is acceptable because it was above 0.700, which means that the test was reliable and valid to apply.

2.3.9   Controlling the Variables

To assure the accuracy of the results and avoid any extraneous interference, the researcher tried to control some variables prior to the study. The researcher taught all groups. This was done to prevent any other factors related to the difference in the teachers affect the results. Study groups received eight-week instructions. The control group was taught traditionally; that is, students acted as usual to answer questions. The experimental group was taught vocabulary by using ECRIF strategy. Moreover, the researcher controlled the following variables:

a- Age Variable

T-test was used to measure the statistical differences between the groups concerning their ages. Table 7 shows the results:

Table 7
T-test for Differences Between Groups Due to Age

	Group	N	Mean	Std. Deviation	t	Sig. value	sig. level
Age	Control	100	12.792	0.537	-1.558	0.123	not sig.
	Experimental	125	13.053	0.920			

The results in Table 7 show that Sig.value was more than (0.050), and the calculated t was less than t table. Therefore, there were no statistical differences at (0.050) among the groups concerning the ages variables.

b- General achievement variable

T-test was used to measure the statistical differences between the groups concerning their general achievements. Subject-related results in the first term test of the school year (2017-2018) were recorded and analyzed. Table 8 presented the results:

Table 8
T-test for Differences Between Groups Due to General Achievement

	Group	No.	Mean	Std.	t	Sig. value	Sig. level
General achievement	Control	100	179.12	37.8	0.682	0.497	not sig.
	Experimental	125	172.80	44.99			

"t" table value at (79) d f. at (0.05) sig. level equal 2.00
"t" table value at (79) d f. at (0.01) sig. level equal 2.66
Results in Table 8 show that Sig.value was more than (0.050), and the calculated t is less than t table. Therefore, there were no statistical differences at (0.050) between groups concerning the general achievement variable

c- English language achievement variable

T-test was used to measure the statistical differences between the groups concerning their English language achievement. The subject-based results in the first term test of the school year (2017-2018) were recorded and analyzed. Results were presented in Table 9 below:

Table 9
T-test Results of Controlling English Language Achievement Variable

Variable	Group	N	Mean	Std.	T	Sig. value	sig. level
English language achievement	Control	100	57.50	23.16	0.044	0.965	not sig.
	Experimental	125	57.73	24.57			

"t" table value at (81) d f. at (0.05) sig. level equal 2.00
"t" table value at (81) d f. at (0.01) sig. level equal 2.66
The results in Table 9 show that Sig.value was more than (0.050), and calculated t was less than t table. Therefore, there were no statistical differences at (0.050) between groups concerning the English language accomplishment variable
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2.4.Procedures of the study
  ➢ Studying and revising the researches and previous studies conducted the use of ECRIF strategy.

➢ Analyzing the content of the suggested units.
➢ Preparing a teacher's guide to teach the content of the suggested units though ECRIF strategy.
➢ Designing the achievement test.
➢ Consulting experts in English language and methodology for modifying both the material and tool according to the referees' comments.
➢ Using the pre-test, recording and understanding the outcomes.
➢ Teaching the content using the ECRIF strategy with the experimental group and the traditional technique with control group.
➢ Applying the post-test, recording and interpreting the results.
➢ Applying the delayed test, recording and interpreting the results.
➢ Presenting recommendations and suggestions in the light of the results.

2.5 **Statistical Analysis Procedures**
    The researcher used a number of the statistical techniques that suit the study nature; the data were collected and computed by using the Statistical Package for Social Sciences (SPSS IBM- Version 22.0) as follows:
1. Frequencies and Percentage.
2. Correlation coefficient.
3. Split-Half Coefficient.
4. Difficulty equation to identify the difficulty of the test items
5. Discrimination equation to identify the discrimination of the test items
6. T-test Paired Sample was used to measure the differences in developing vocabulary between a pre and post applied, or post and iterative applied.
7. Independent Samples T–Test was used to measure the differences between control and experimental group.

3   Results
This portion of the study is dedicated to answr its questions
3.5   Question #1: ***Are there statistically important differences at (α = 0.05) in the whole mean score in vocabulary accomplishment among the students who learn English vocabulary through using ECRIF strategy (experimental group) and those who learn English vocabulary through the traditional technique (control group) in the post test?***
To answer the first question the researcher tested the first hypothesis by using independent samples T test. The results show no statistically important differences at (α = 0.05) in the whole mean score in vocabulary accomplishment among the students who learn English vocabulary through using ECRIF strategy (experimental group) and those who learn English vocabulary through the traditional technique (control group) in the post test. The results of the independent samples T test revealed that there were statistically important differences as pointed out in Table 10 :

Table 10
T Test for Differences Between Control and Experimental Group Due to Teaching Strategy

Model	Group	No.	Mean	Std.	t	Sig.	η²

Post vocabulary achievement test	Control	100	19.30	5.7	12.55	0.000	0.66
	Experimental	125	38.93	5.2			

"t" table value at (79) d f. at (0.05) sig. level equal 2.00
"t" table value at (79) d f. at (0.01) sig. level equal 2.66

Table 10 shows that sign value is less than (0.01), and (t) calculated are more than (t) table. So there were statistical important differences among control and experimental group. So the researcher concluded that there were statistically important differences at (α = 0.05) in the whole mean score in vocabulary accomplishment among the students who learn English vocabulary through using ECRIF strategy (experimental group) and those who learn English vocabulary through the traditional technique (control group) in the post test. And these differences are in favor to (experimental group).

Also table 10 shows that Eta Square equals (0.66), that's mean using ECRIF strategy in teaching English language vocabulary, is interested in high effect, where Eta Square (η²) was more than (0.14).

3.6   Question#2: ***Are there statistically important differences at (α = 0.05) in the whole mean score in vocabulary accomplishment among post application and interactive application among (experimental group)?***

To answer the second question, the researcher tested the second hypothesis by using Paired samples T test.
There were no statistically important differences at (α = 0.05) in the whole mean score in vocabulary accomplishment among post application and iterative application (experimental group).The results of the Paired samples T test revealed that there were no statistically important differences as pointed out in Table 11:

Table 1 *T Test for Differences Between Post Application and Interactive Application among (Experimental Group)*

Model	Application	No.	Mean	Std.	t	Sig.	η²
Experimental	Post – test	125	38.93	5.20	1.962	0.057	0.10
	Iterative – test	125	38.60	8.12			

"t" table value at (40) d f. at (0.05) sig. level equal 2.021
"t" table value at (40) d f. at (0.01) sig. level equal 2.704

Table 11 shows that sig. value was more than (0.05), and (t) calculated was less that (t) table. So, there were no statistical important differences between post application and iterative application among (experimental group).
Accordingly, the researcher concluded that using ECRIF strategy had a high effect on developing student's vocabulary and its retention. Moreover, there were no statistically important differences at (α = 0.05) in the whole mean score in vocabulary accomplishment among post application and interactive application (experimental group).

3.7   Summary

The first hypothesis results proved that there were statistically important differences at (α = 0.05) in the whole mean score in vocabulary accomplishment among the students who learned English vocabulary through using ECRIF strategy (experimental group) and those who learned English vocabulary through the traditional technique (control group) in the post test. Moreover, these differences were in favor of experimental group. In addition, these differences were due to using ECRIF strategy in teaching English language vocabulary.

Accordingly, the results of the second hypothesis indicated that there were no statistically important differences at ($\alpha \leq 0.05$) in the whole mean score in vocabulary accomplishment among post application and interactive application (experimental group). In addition, the results showed that using ECRIF strategy had a high effect on developing students' vocabulary retention.

The study results indicated that there were statistically important differences at ($\alpha \leq 0.05$) in the total mean score in vocabulary accomplishment among the students who learned English vocabulary through ECRIF strategy (experimental group) and those who learned English vocabulary through the traditional technique (control group) in the post test. The researcher attributed these differences to using ECRIF strategy in teaching English language vocabulary. In this sense, Eta square was high (0.66), and using ECRIF strategy had a high effect on developing English language vocabulary among EFL seventh graders. The results agreed with Kalaf,2016 which showed that using ECRIF framework enhanced practicing the target language.

4   Discussion

The results showed that using ECRIF strategy has a great effect on developing English language vocabulary retention among seventh graders. They also showed that the using of ECRIF strategy helped students to retain vocabulary in English language Ediger,(2007).

Thus, ECRIF strategy contributed to understanding vocabulary and comprehending the texts. Clearly, the results, which were in favor of ECRIF attributed to the way of teaching vocabulary. Through this strategy the understanding and acquisition of vocabulary are influenced by integrated skills. As the strategy concentrated on addressing students with the target vocabulary and clarifying its words in an interesting manner through applying a purposeful discussion and connecting vocabulary with its various implications. From the early beginning with the first step "encounter," where students confront new vocabulary passing through "clarify," where students set the correct meaning of the vocabulary, then saving new vocabulary in memory through "remember." This process leads to depositing vocabulary to long-term memory by means of continuous practice to help "internalize" the new vocabulary. All these previous connected and integrated steps lead to the final stage "fluently use," which is the ultimate goal of the learning process that enables the learner to produce, employ, and practice vocabulary fluently Freeman (2017).

Factually, ECRIF strategy reinforces learning vocabulary as the strategy employs a variety of activities and interesting educational games. And these activities facilitate the teacher's task in

teaching English vocabulary. Moreover, these interesting activities encourage students to acquire vocabulary through the learning process and lead them to be more active and do their ultimate efforts to develop both acquiring and producing vocabulary. These activities include storytelling, roleplaying, recording, matching, categorizing, and brainstorming. Every one of these educational activities gives more attention to students' vocabulary and help building their own knowledge of vocabulary. Moreover, these educational activities provide appropriate educational opportunities to deal with vocabulary in more than one certain context. For example, using role play, which is a dynamic activity, gives students more confidence and lead them to be more independent on choosing appropriate vocabulary, as it gives learners the chance to decide what, when, and how to use the target vocabulary without the assistance of their teacher. Further, opportunities of real interaction with other colleagues develop the social items and manners of learners as they reflect new aspects of vocabulary learning and new abilities in producing the learned vocabulary. Generally, ECRIF activities contain visual and sound effects that activate students' senses attract their attention towards the vocabulary related to these effects. Thus, students can learn vocabulary well and recall it easily in new teaching situations.

ECRIF strategy develops vocabulary learning through meeting the needs of students and interests. Every student studies English for their own reasons, and students intend to develop some skills more than others depending on each one's own interests. For language learners, who aim to acquire vocabulary for communicating, ECRIF is a good way to develop their basic building blocks of communication that is vocabulary Freeman (2017). Then giving them the chance of having a balanced linguistic skill scores is satisfactory. Through ECRIF, all students should implement and encounter vocabulary before they learn it. Students can ask their teacher for more explanations to help them comprehend the meaning of the target vocabulary, giving them a chance to go back to practice more drills and exercises related to the intended vocabulary fluently. The first stage which is "encounter" also gives the teacher a chance to recognize his students' abilities and interests of vocabulary. When students are encountered with new vocabulary and new situations, depending on real reaction towards the action, the teacher can estimate the level of his students. The teacher can identify his students' vocabulary, its types and purposes, and how to improve their vocabulary. All these things lead students to master vocabulary through clarifying, remembering, and other steps of the ECRIF, and thus students can catch the important meaning of a target input of vocabulary.

The study results that were in favor of ECRIF may attributed to teaching through ECRIF framework that shifts the thinking of the teacher and his imagination to different aspects of teaching knowledge. The teacher becomes aware that the real critique for teaching is the logical sequence in presenting the ideas and vocabulary. There are different logical steps that have a big influence on teaching vocabulary that deserves attention. ECRIF eventually gives attention to cognitive processes such as thinking, identifying, recognizing, analyzing, and practicing which constitute an appropriate sequence for enhancing acquiring vocabulary Milton (2013).

In addition, the metacognitive processes such as designing, projecting, regulating, and controlling are useful for focusing, organizing, and estimating the process of learning vocabulary. Moreover, the social process is reflected through preparing group activities to practice the intended vocabulary. All these aspects lead to the target and ultimate goal that is producing vocabulary fluently through a social context.

The cause of high and important differences in vocabulary retention, which were in favor of ECRIF, can be attributed to the capacity of ECRIF to enhance retaining the words. This is achieved by means of focusing on the cognitive significance of words, the semantic level, effective application, and the useful employment of words Freeman (2017). While students grasp new words, they are conveyed directly by means of drilling and practicing to long term memory. This is reflected through the stage of "internalize" where students refer to vocabulary in order to internalize. They can use their storage of words to retain the needed vocabulary. Moreover, the following practices develop and improve retention very well. This high level of understanding and perception of the new vocabulary and materials leads students smoothly and freely to invest the target vocabulary productively and fluently.

Another equally more important point that deserves consideration is that learning words does not happen because of using materials only. The main reason of this learning of vocabulary is motivating students to study words cooperatively, which contributes to building their vocabulary knowledge to be outstanding speakers in the future. This creates a social sense through vocabulary lesson and teamwork among students leads to perfect performance of vocabulary as students learn vocabulary from each other Min (2013). On the contrary, traditional techniques do not concentrate on the value of sharing and co-operation as its main goal is teaching vocabulary rather than the social aspect of this vocabulary. Also, students can learn better from sharing their vocabulary knowledge with others and through correcting mistakes and errors related to the pronunciation, spelling, and form of the vocabulary, which create more vocabulary producers.

Based on the results that were in favor of ECRIF, it is of a great value to refer to the new role of the teacher as one of the main reasons that enhance learning vocabulary. In ECRIF, the teacher becomes "a learner of vocabulary." This is reflected as a professional learner of teaching vocabulary while being aware of the options and opportunities related to words in each classroom situation. Teacher's correct choices of the target vocabulary and wide range of vocabulary possibilities prove that he becomes a decision vocabulary maker. Thus, decisions on vocabulary and careful examination of the suitable words are not a matter of chance or a random process. It is a process of deep thinking, clear strategies, wide vocabulary, open mindedness, careful searching for the best vocabulary for certain situations Min (2013). Excellent teachers believe that teaching vocabulary does not necessary lead to accurate vocabulary learning; it certainly does influence it. Teachers develop, asses, evaluate, encourage, motivate, and create situations to develop learning vocabulary. He is a facilitator of vocabulary acquisition process through ECRIF, contrary to his traditional role in the traditional strategies where he dominates the class and guides vocabulary learning.

ECRIF proved important in learning vocabulary because it is a framework that concentrates on integrating vocabulary in all language skills. Progressing the receptive and productive language services homogeneously is most favorable in vocabulary learning. Through the five stages of ECRIF, these vocabulary skills are introduced and developed by means of different tasks, techniques, materials, and activities. This leads to the maximum level of learning vocabulary that is the basic for communicative skills that enable learners to use vocabulary fluently. The productive language skill of speaking is probably the fastest way to show students' vocabulary competence. Then, the similarity here just shows that it is possible to help students to develop this skill using a variety of teaching vocabulary models Min (2013).

5   Conclusion

The study results showed that ECRIF has a high effect on developing vocabulary among EFL seventh graders in Jordan. The researcher observed that the seventh graders gained a relatively substantial amount of improvement in learning new vocabulary and retrieving it when needed. Based on the results, the researcher concluded that ECRIF was superior to the traditional ways of teaching English and added a lot of learning situations. It has provided students with a better learning environment and created many types of collaborative learning within the same group and competing with other groups. Various courses have been provided, offering different situations depending on participants' contributions, and using R-enabled real-time role-playing for students and teachers despite various geographical domains.

Moreover, the results have shown a big difference between teaching vocabulary through new modernized strategies and traditional ones. This has led us to conclude the importance of diversifying teaching steps and skills such as presentation, practice, and production model. Such steps give teachers the feeling of control and power that actually could be transformed to students if teachers use an approach that motivates students' L2 use. Then, changing this approach to ECRIF strategy, as it has been attempted here, could be a way to make classes more students centered and get used to students' freedom and avoid intervening too much. Working on this pattern could be a suitable start since students will be encouraged to find the language activity, as it is an aid to conserving memory. It also increases intellectual potency, learning motivation becomes intrinsic, and the learning of heuristics itself helps learners acquire techniques for problem resolving, learning, and detection.

To conclude, the use of enhanced ECRIF strategy is purposeful, clear, organized, and valued goals, targets, and evaluation criteria are clearly realized. Enhanced ECRIF strategy include many different types of activities, such as problem solving, role-play, discussion, image descriptions, and appropriate response. Therefore, students rarely get instructions through these bored and tiring techniques. This makes them focus on how to use language and communicate their ideas and feelings. They are not exposed to pressure, so they can produce the right words, and may inspire them to express their joy and happiness when they all participate in every activity. As such, students become energized, interested, excited, and encouraged to take the task on. This gives them the ability to get rid of hesitation in speech and give them opportunities to develop strategies to interpret and understand the language as it is actually handled by their native speakers. In this light,

the researcher believed that ECRIF strategy motivate and stimulate students to discover, save, and retrieve new vocabulary as needed.

6   Pedagogical Implications

In light of the study results, the researcher put following suggestions

1. Using ECRIF strategy in the teaching and learning process encourages students to be active and motivated when doing an activity.
2. Employing ECRIF strategy supports teaching English vocabulary with different steps for creating a better learning environment.
3. The ECRIF strategy steps help to reduce the gap between teachers and learners when interacting together.
4. Using ECRIF strategy enables students to learn the English vocabulary with the atmosphere of joy and happiness.
5. Using ECRIF strategy develops students' vocabulary.
6. The ECRIF strategy instructions provide students with immediate feedback and different types of reinforcement.
7. Using ECRIF strategy activates students' prior knowledge and this operates students' thinking and restores their experience about the topic.
8. Promotion of English vocabulary among basic stages by enriching textbooks in the light of appropriate subjects

7   Recommendations

Based on the results of the study, the researcher suggests following recommendations:

7.1.   For curriculum designers and decision makers:
1. Produce guiding materials to equip teachers with the needed knowledge to use ECRIF strategy.
2. Develop teachers' abilities in choosing the ideal vocabulary lesson strategy.
3. Include new methods in teaching English for EFL learners depending on active learning.

7.2.   For English language teachers:
1. It is necessary to integrate all language skills such as listening, speaking, reading, and writing in teaching vocabulary.
2. They should select the vocabulary and present them during classes in an interesting way.
3. Use more than one strategy in teaching vocabulary.
4. Good organized planning of the steps in teaching each strategy in teaching vocabulary.

7.3.   For further studies:
1. This study was limited to developing the student's vocabulary. The ECRIF strategy would be applied for others English services and sub-skills.
2. Conducting studies to investigate the effect of ECRIF strategy on students' attitudes toward English language learning.
3. Conducting studies to explore the effectiveness of ECRIF strategy on developing the reading comprehension.
4. Comparing ECRIF strategy with other English language strategies.

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