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

THEME:

**THE ECRIF FRAMEWORK AND THE "POINT AND LEARN" STRATEGY:
THEIR IMPACT ON STUDENTS' PARTICIPATION AND VOCABULARY
LEARNING.**

Research Project Prior to Obtaining the Degree of Master in Pedagogy of National and Foreign Languages, with a Major in English Language Teaching.

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DEDICATION

I dedicate this research project to my mother, my father, my siblings and my nieces.

To my mother Alexandra, for her unconditional support, love, and patience. I deeply admire your strength and resilience.

To my father Juan Carlos, whose smile lights up our family and whose hard work often goes unnoticed, yet always inspires me.

To my siblings Kathy and Pablo, who support our parents tirelessly every weekend, especially while I was away working on this project.

To my three nieces Valentina Samantha and Sofía, who bring joy and laughter to my life, always making me smile after long and challenging days.

Each of you is my reason and my greatest motivation to keep striving every single day.

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RESUMEN EJECUTIVO

El presente proyecto de investigación aborda el problema de la baja participación estudiantil y el limitado aprendizaje de vocabulario en un aula de octavo año de Educación General Básica en una institución pública. Al inicio del estudio, los estudiantes mostraban poco interés en participar en las clases y dificultades para comprender y utilizar nuevo vocabulario en inglés. Por esta razón, el objetivo principal de esta investigación fue mejorar los resultados del aprendizaje mediante la implementación de diez planes de lecciones basados en el marco ECRIF, combinados con la estrategia "Puntos y Aprende", para potenciar la participación de los estudiantes y facilitar el aprendizaje de vocabulario. El estudio se desarrolló bajo un enfoque cualitativo y utilizó la investigación-acción como diseño de investigación. Este proceso permitió al investigador identificar una problemática en el aula, planificar e implementar una intervención pedagógica y reflexionar sobre los resultados obtenidos. La intervención se llevó a cabo durante las clases regulares de inglés. El marco ECRIF guió la planificación de las lecciones a través de las etapas de Encuentro, Clarificación, Recordación, Internalización y Fluidez. La estrategia “Puntos y Aprende” se empleó para fomentar la participación activa mediante puntos y recompensas. La recolección de datos se realizó a través de tres instrumentos de investigación: listas de cotejo de observación, diarios del docente y un grupo focal con estudiantes. Estos instrumentos fueron validados previamente por juicio de 3 expertos. Los resultados evidenciaron un incremento progresivo en la participación de los estudiantes y una mejora en el reconocimiento y uso del vocabulario en inglés. En conclusión, los resultados indican que el marco ECRIF y la estrategia “Puntos y Aprende”, aplicados mediante un proceso de investigación-acción con enfoque cualitativo, contribuyeron positivamente al desarrollo de la participación estudiantil y al aprendizaje de vocabulario en el aula de inglés.

DESCRIPTORES: aprendizaje de vocabulario, ECRIF, estrategia "Puntos y Aprende", participación estudiantil.

UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA
FACULTY OF EDUCATION SCIENCES
MASTER IN PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

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THEME

THE ECRIF FRAMEWORK AND THE "POINTS AND LEARN" STRATEGY: THE IMPACT ON
STUDENT PARTICIPATION AND VOCABULARY LEARNING

ABSTRACT

This research addresses poor student participation and limited vocabulary learning in eighth-grade Elementary students at a public institution. It is worth noting that at the beginning of the research, students showed little interest in participating in class and struggled to understand and use new English vocabulary words. Therefore, the main objective of this research was to enhance learning outcomes by implementing ten lesson plans based on the ECRIF framework, combined with the "Points and Learn" strategy, to promote student participation and facilitate vocabulary acquisition. The study utilized a qualitative methodology and adopted action research as its research design. This approach enabled the researcher to identify an issue in the classroom, design and carry out a teaching intervention, and evaluate the outcomes. Hence, the intervention took place during regular English classes. The ECRIF framework guided lesson planning through the stages of Encounter, Clarification, Recall, Internalization, and Fluency. The "Points and Learn" strategy was implemented to encourage active participation by awarding points and rewards. Data were collected using three research instruments: observation checklists, teacher journals, and a student focus group. Three experts previously validated these instruments. The results showed a progressive increase in student participation and improvement in the recognition and use of English vocabulary. In conclusion, the results indicate that the ECRIF framework and the "Points and Learn" strategy, applied through an action research process with a qualitative approach, positively contributed to the development of student participation and vocabulary learning in the English classroom.

KEYWORDS: ECRIF, "Points and Learn" strategy, student participation, vocabulary learning.



INTRODUCTION

The present study introduces an innovative teaching strategy designed to support English teachers in their work of guiding students in foreign language learning. It particularly assists in the challenge of students who, due to the lack of interesting participation activities, often become disruptive, contributing to noisy and disorganized classrooms. As the main variable of this study, the ECRIF framework is implemented as the model that the researcher will use to develop the proposed teaching strategy, "Points and Learn." The ECRIF framework provides a structured way to understand how learners progress from encountering new language to fluently using it in communication. As Tosuncuoğlu (2017) explains, "ECRIF is that the Teacher prepares the stages of a lesson based upon student-centered learning. Consequently, we can infer by means of ECRIF framework does not how the lesson to be conducted, unlike it gives an idea to the teacher how the learning process is going on." (p. 132).

Building on this foundation, the strategy Points and Learn integrates the principles of ECRIF into a collaborative and motivational classroom environment. Its purpose is to increase students' active participation and support vocabulary development through teamwork and positive reinforcement. By organizing learners into groups and assigning them meaningful team names related to the target vocabulary, the strategy ensures constant exposure to new words in context. At the same time, it aligns with instructional practices that promote guided discovery, meaningful practice, and active involvement in learning tasks. A study investigating the effects of group work found that "students' overall improvement in vocabulary knowledge with group work was significantly higher than that with individual work, further states that learning occurs when learners interact collaboratively in the zone of proximal development (ZPD)" (Lee et al., 2018, p. 110).

The use of a point-based system encourages learners to stay focused, participate regularly, and take responsibility for their progress. Active involvement is a key element of

successful foreign language instruction, as it strengthens students' confidence, promotes autonomy, and reduces disruptive behavior. When learners feel, they are contributing to classroom activities in a purposeful way, they tend to remain more engaged and attentive, which naturally creates a more positive and productive learning atmosphere. In addition, a point-based system creates a sense of healthy competition and collective responsibility, motivating students not only to perform individually but also to support their teammates. This collaborative dynamic helps develop social skills, fosters respectful interaction, and promotes positive attitudes toward learning. As students begin to see the direct connection between their efforts and the points earned, their sense of achievement increases, reinforcing consistent participation and encouraging them to take an active role in their own learning process.

The development of Points and Learn also originates from the real experiences of a novice English teacher who initially struggled with excessive noise, limited student progress, and low participation levels. These difficulties nearly led him to resign from his first formal teaching position. After receiving advice to explore alternative solutions instead of giving up, he began searching for strategies that would help increase student engagement. Through this process, he realized that when students participate actively, classroom disruptions decrease, and the overall learning environment improves. This personal experience became the foundation for designing a strategy that prioritizes participation, motivation, and vocabulary development. This realization is strongly supported by research, as Fredricks et al. (2019) state: "A high level of student engagement is linked to positive outcomes such as higher academic achievement, lower levels of school misconduct, and a greater sense of belonging in the school community" (p. 2).

The present study, situated within the field of pedagogical innovation, proposes a sequence of ten lesson plans that integrate the potential of the ECRIF framework and the "Points and Learn" strategy to enhance classroom participation and vocabulary development. This pedagogical design aligns with the principles of the Ecuadorian English as a Foreign Language Curriculum (Ministry of Education of Ecuador, 2016), which emphasizes heterogeneous, dynamic, and student-centered learning activities that respond to learners' needs and foster motivation. The study addresses a persistent gap in the availability of practical, research-informed resources for English teachers particularly novice educators by offering a structured, reward-based system that places engagement and vocabulary learning under a coherent and effective framework. Consequently, "Points and Learn" represents a meaningful contribution not only to meeting the specific

challenges of Ecuadorian education but also to responding to broader global demands for pedagogical innovation and inclusive teaching practices.

Importance and Relevance

Developing strong vocabulary skills and maintaining active participation in the English classroom are essential components of successful language learning. Around the world, teachers continue to face the challenge of motivating learners who often come from traditional, teacher-centered environments where memorization outweighs communication. Research in different regions consistently shows that approaches involving interaction, movement, and meaningful engagement lead to better retention and more positive learning attitudes. This study contributes to that global discussion by exploring how the ECRIF framework, combined with the “Points and Learn” strategy, can promote more dynamic, student-centered learning experiences in Ecuadorian public schools.

At the European level, Kazazoğlu (2023) carried out a quasi-experimental study in Turkey that compared the use of gamification and storytelling for teaching English vocabulary to young EFL learners. The study worked with 40 students between the ages of 9 and 10 and followed their vocabulary progress through several assessment moments. The findings showed that students who learned in the gamified environment obtained higher vocabulary scores than those who followed the storytelling approach. This suggests that gamified activities were more effective in supporting vocabulary learning and keeping students engaged. These results support the use of game-based strategies, such as the “Points and Learn” approach, and indicate that interactive tasks with rewards can lead to clear improvements in language learning in different European educational settings.

At the Latin American level, the study *Gamification: How does it impact L2 vocabulary learning and engagement?* by Cancino and Castillo (2021) explored how gamified instruction affects vocabulary learning in foreign-language classrooms. Their research involved a group of learners who participated in lessons incorporating points, badges, team competitions, and interactive vocabulary activities. Using mixed methods class observations, engagement measures, and vocabulary assessments the authors found that students showed higher motivation, more active participation, and improved vocabulary retention. These results reinforce the value of integrating reward systems and collaborative tasks into language instruction, elements that are central to the “Points and Learn” strategy and align well with the internalization and fluency stages of ECRIF.

In Ecuador, the study by Chuquitarco (2024), *Using educational games to teach English vocabulary in Ecuadorian public schools*, offers direct evidence that game-based activities can significantly improve vocabulary learning in contexts similar to the one addressed in this thesis. The researcher worked with middle-school students in public institutions, implementing a series of educational games designed to increase engagement and encourage meaningful use of new words. The methodology included classroom interventions supported by performance checks to monitor progress. The results showed marked increases in student involvement and vocabulary use, even in large classes with limited teaching resources. This makes the study especially relevant for the current research because it demonstrates that Ecuadorian learners respond positively to interactive, student-centered techniques, supporting the integration of ECRIF and “Points and Learn” as a viable strategy to improve participation and vocabulary development.

Problem Statement

Effective classroom management and active student participation play a major role in how well learners progress in English classes. In many public schools in Quito, however, teachers continue to struggle with keeping students engaged and helping them learn new vocabulary in ways that feel meaningful. A large part of this problem comes from the continued use of highly traditional, teacher-centered routines that focus on memorizing lists or repeating words without context. When lessons follow this pattern, students often lose interest quickly, participate only when required, and show little motivation to use the language. Research has shown that “student engagement is a complex construct that includes behavioral, cognitive and affective dimensions and is associated with positive learning outcomes” (Salas-Pilco, Yang, & Zhang, 2022, p. 598), which means that when engagement is low, vocabulary development and confidence also tend to decline. Over time, this lack of involvement affects how much vocabulary students actually learn and how comfortable they feel using English.

Several conditions make these challenges even more difficult to overcome. Some teachers have limited preparation in student-centered methods or lack opportunities for professional development, which leaves them relying on older ways of teaching. Large class sizes and restricted resources common in many public schools also reduce the time teachers can spend on interactive tasks or group work. When these factors combine, lessons tend to become more rigid and less dynamic. Many learners end up working

quietly at their desks with few chances to collaborate, discuss, or interact with the content, which limits their exposure to the language and weakens their engagement.

Although teachers often share creative strategies among themselves, many of these ideas circulate informally through social networks, workshops, or personal communication rather than through structured research. As a result, educators frequently hear about interesting techniques but lack clear guidance on how to apply them or evaluate their impact. This issue is reinforced by broader concerns about how research reaches teachers; as the OECD points out, “research results are not always available in a form intelligible to practitioners... and even when they are, research will have insufficient impact if it is not used to challenge conventional wisdom or long-held beliefs in what works” (OECD, 2022, p. 4). Without accessible, research-supported frameworks, teachers especially those early in their careers often rely heavily on trial and error. All of this contributes to a persistent gap between what is discussed in pedagogical theory and what actually happens in everyday classroom practice.

This study seeks to contribute to filling that gap by examining how the ECRIF framework can be combined with the “Points and Learn” strategy to support participation and vocabulary learning in an eighth-grade public school context in Quito. The ECRIF model outlines a sequence of learning stages that help students move from first contact with new language to more confident and fluent use. When paired with “Points and Learn,” which encourages movement, teamwork, quick decision-making, and contextualized vocabulary practice, the two approaches have the potential to create more interactive lessons and help students take a more active role in learning.

By observing how these strategies work in real classrooms and analyzing how students respond to them, this research aims to offer practical guidance that teachers can easily adapt to their own contexts. The goal is not only to improve participation and vocabulary development but also to provide approaches that are realistic for Ecuadorian public schools, where time, space, and materials are often limited. Ultimately, the study hopes to support more engaging English instruction and contribute to better learning experiences for students.

Research question

The creation and use of ten lesson plans based on the ECRIF framework, together with the Points and Learn strategy, aim to improve classroom management, increase participation, and make vocabulary learning more effective in EFL classrooms. This

proposal organizes lessons in a clearer and more interactive way so the classroom feels more dynamic and purposeful. The approach encourages students to take an active role, work with classmates, and stay involved throughout the lesson. In this context, assigning group names linked to vocabulary themes and using a point system helps boost motivation and keeps students focused. Gamified elements such as earning points, setting goals, and receiving feedback give the class a sense of direction and help sustain interest. At the same time, vocabulary development benefits from repeated and meaningful exposure, which the lesson plans are designed to provide. This aligns with recent findings showing that when vocabulary instruction incorporates gamified tasks, “students’ motivation, vocabulary retention, and active participation increased significantly” (Fikri et al., 2024), demonstrating the potential of structured and interactive techniques to enhance learning outcomes.

The Points and Learn strategy is especially useful for teachers who struggle with low participation, excessive noise, or slow progress in vocabulary learning. By combining incentives, structured group work, and steady vocabulary practice, the proposal offers teachers a practical way to improve their classes. It is particularly relevant in settings where maintaining attention and motivation is a constant challenge. For these reasons, the research question guiding this study is well-founded. The goal is not only to introduce new materials but to embed a coherent instructional approach that promotes engagement, collaboration, and steady vocabulary growth. As such, the current study’s research question How does the implementation of ten ECRIF-based lesson plans in combination with “Points and Learn” strategy enhance students’ participation and facilitate their vocabulary learning?

Beneficiaries

The present study is expected to support several groups within the school community. Its application in two eighth-grade classes at a public school in Quito, Ecuador, should bring clear advantages for both students and teachers. For students, using the ECRIF framework together with the Points and Learn strategy aims to make the classroom feel more active, encouraging, and organized. With cooperative tasks, interactive activities, and a simple reward system, learners are given more chances to participate and build their vocabulary in situations that feel purposeful. This aligns with findings showing that “cooperative learning promotes interaction in the classroom, builds confidence, and can improve student achievement” (Laal & Ghodsi, 2012). These conditions can help students feel

more confident and more responsible for their learning, which often leads to stronger progress over time.

For English teachers especially those working in local public schools the study offers a practical model of how to guide a class while keeping students engaged. The lesson plans show, in a step-by-step way, how the ECRIF framework can be used to support both language development and student participation. The Points and Learn strategy also gives teachers a manageable way to encourage positive behavior, reduce unnecessary noise, and promote teamwork among learners.

Beyond the immediate classroom setting, the materials and results from this project may be useful for other educators in Ecuador who are looking for new, organized, and adaptable methods. In this sense, the study contributes to broader efforts to strengthen English teaching in the national curriculum by creating conditions that support motivation, participation, and steady improvement in communicative skills.

Objectives

General objective

To improve learning outcomes through the implementation of ten ECRIF-based lesson plans in combination with “Points and Learn” strategy for enhancing student participation and facilitate vocabulary learning.

Specific objectives

- To analyze the current situation of students’ participation and their vocabulary learning at the beginning of the study
- To implement ten ECRIF-based lesson plans in combination with “Points and Learn” strategy to enhance student participation and facilitate vocabulary learning.
- To reflect on the changes in the level of students’ participation and their vocabulary learning by reviewing classroom observations, journals and focus group responses.

CHAPTER I

THEORETICAL FRAMEWORK

A theoretical framework in research is a structure that gives a study a strong foundation in academic knowledge and explains how the research problem is examined. It is made of connected concepts, theories, and assumptions that help understand and analyze the phenomena. According to Grant and Osanloo (2014), a theoretical framework works like a blueprint for a research project. It guides the logic and direction of the study and helps the researcher make decisions about the design, data collection, and analysis. This framework shows not only what the study wants to investigate but also how it connects to existing theories, helping readers understand the research in a bigger academic context. To build this framework, the researcher identifies the main concepts and theories that support the study and finds logical connections between them. Extensive research was done, consulting theses, doctoral dissertations, books, journals, and academic articles from both national and international sources. Digital tools such as Scopus, ResearchGate, and Google Scholar were used to find information. These sources provide a strong theoretical base and include different perspectives from many authors, which helps enrich the analysis of each concept.

Moreover, a theoretical framework is important because it guides the interpretation of data and clarifies the relationships between key concepts. It is not only about listing ideas; it explains the assumptions and constructs behind the study and shows how they connect to the research questions, methods, and analysis. As Salcedo et al. (2022) say, the framework organizes the concepts, theories, and background needed to understand the research problem. It ensures the study is based on solid academic knowledge and that the links between variables are clear. By including different authors' ideas and scholarly discussions, the framework strengthens the research and helps apply the theory clearly in the specific study context.

Previous studies

AlSaleem (2018) carried out a research which objective was to highlight the effectiveness of Encounter, Clarify, Remember, Internalize, Fluent Use (ECRIF) strategy in English as a Foreign Language (EFL) Seventh Graders' vocabulary learning and retention. The study involved 225 students from Seventh grade in the first term of the school year 2017-2018. The students were divided into two groups: the experimental group that received ECRIF instruction (125) and the control group (100) that received traditional instruction. 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. He 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.

This study was chosen because it offers solid evidence of how the ECRIF framework can support vocabulary learning, which closely aligns with the focus of the present research. The results reported by AlSaleem (2018) show that students who received instruction through the ECRIF stages achieved better vocabulary learning and retention than those taught using traditional methods. Although the study followed a quasi-experimental design and the present research is qualitative in nature, AlSaleem's work was especially useful as a reference for developing the theoretical framework. The detailed explanation of each ECRIF stage and its application to vocabulary instruction helped clarify how the framework can encourage active involvement, repeated exposure, and meaningful use of new lexical items. In this sense, the study served as a guide that supported the pedagogical foundation of the present research and reinforced the decision to explore the impact of ECRIF on students' participation and vocabulary learning in a different methodological context.

Chavarría et al (2022) developed a research which main objective was to analyze the ECRIF Framework and its effects in oral production participation when utilized in Costa

Rican English communicative lessons. The study involved ten 12- to 14-year old students participated in an ECRIF-based conversational online course to learn the target language. The researcher, during the language learning process, implemented questionnaires, observations worksheets, and self-assessment checklists to identify and measure factors that affect oral production in ECRIF- based lessons such as participation, motivation, safety, and communicative skills. Data was collected, triangulated, and analyzed under a QUAL-quan mixed-method approach to measure the effectiveness of the framework to promote oral production. The study results suggest that ECRIF- based lessons can increase students oral production and participation. However, insufficient data and unpredictable factors when developing virtual lessons did not allowed to established definitive results. Adaptations and enhancements are necessary to ensure the effectiveness of the ECRIF-based lessons in an online setting.

This study was selected because it offers meaningful methodological and pedagogical support for examining vocabulary learning through the ECRIF framework. Although Chavarría et al. (2022) focus mainly on oral production, their findings help explain how ECRIF-based lessons encourage student participation, which is closely linked to vocabulary development. As learners engage in communicative activities, they are required to recall, apply, and reuse vocabulary in meaningful situations, especially during the Remember, Internalize, and Fluent Use stages of the framework. In addition, the triangulation of data collection instruments questionnaires, observation worksheets, and self-assessment checklists was particularly useful for the present study, as it provided a clear model for examining learning from multiple perspectives. Despite the limitations identified in the study, such as the small sample size and the online learning context, it offered a practical reference for integrating multiple sources of qualitative data and for strengthening the credibility of the research design adopted in the present study.

Dalkıran and Semerci's (2020) carried out research where the main study was to describe the ECRIF Framework and its role in the development of oral interaction. The study involves 56 students at 4th grade of primary education in 2018–2019 academic years. The researchers used t-test for the dependent groups while comparing the mean scores of the pretest and posttest scores. In addition, for each relationship, to explain power of relation effect size (Cohens' d) values were calculated. The study found that primary students who received instruction designed around the ECRIF stages showed statistically significant improvements in overall academic performance compared to traditional instruction,

suggesting that the framework supports effective acquisition of language components including vocabulary.

This study was considered relevant because it contributed mainly to the development of the theoretical framework of the present research. Dalkıran and Semerci (2020) provide a clear description of the ECRIF framework and explain how its stages can be used to structure foreign language instruction in a gradual and meaningful way. Even though the study focuses on general academic achievement rather than vocabulary learning alone, it helped clarify how vocabulary can be introduced, practiced, and reinforced throughout the ECRIF stages. The way the authors describe the progression from initial exposure to active use of language was particularly useful for understanding how learners internalize new vocabulary over time. For this reason, the study served as a key reference for organizing the theoretical foundations of the present research and for supporting the decision to analyze the impact of ECRIF on students' participation and vocabulary learning from a qualitative perspective.

Tamayo and Cajas (2026) conducted a study where the main objective was to examine the effectiveness of the ECRIF (Encounter, Clarify, Remember, Internalize, Fluent Use) framework in improving vocabulary learning among elementary EFL students in Ecuador. The researchers adopted a mixed-method approach, combining quantitative and qualitative data to obtain a more comprehensive understanding of the learning process. The participants were 56 sixth-grade students from a public school, divided into an experimental group that received instruction based on the ECRIF framework and a control group that followed traditional vocabulary teaching methods. Data were collected through vocabulary pre-tests and post-tests, as well as teacher interviews and classroom observations. The results revealed that students in the experimental group showed statistically significant improvement in vocabulary acquisition compared to those in the control group. Additionally, qualitative findings indicated higher levels of engagement, motivation, and active participation among students exposed to the ECRIF stages, suggesting that the framework supports meaningful and sustained vocabulary learning.

This study supports the present thesis because it provides recent empirical evidence that the ECRIF framework positively influences vocabulary learning in an EFL context similar to that of the current research. Although Tamayo and Cajas (2026) used a mixed-method design and focused on elementary learners, their findings reinforce the idea that structured, staged instruction promotes active student participation and deeper vocabulary processing. The emphasis on gradual exposure, practice, and fluent use of vocabulary

aligns closely with the objectives of the present study, which seeks to explore how ECRIF can enhance students' participation and vocabulary learning from a qualitative perspective. Furthermore, the study's focus on learner engagement and classroom interaction strengthens the theoretical foundation of this research, as it demonstrates that vocabulary development is closely connected to participation and meaningful language use, key elements also examined in the present thesis.

Caisaguano (2022) conducted a documentary, bibliographic research to analyze how the ECRIF framework contributes to the development of English vocabulary among EFL learners. This study systematically reviewed existing literature, including scientific journals, academic articles, and theses from international repositories, to understand how the ECRIF stages (Encounter, Clarify, Remember, Internalize, Fluent Use) support vocabulary learning. The project did not involve classroom experiments with participants; instead, it examined various research findings and reports by EFL teachers and researchers who have implemented ECRIF in countries such as Afghanistan, Pakistan, Peru, and Ecuador. The results of the analysis showed a consensus among researchers and educators that using the ECRIF framework significantly contributes to vocabulary retention and the ability to use words in different contexts. It emphasized that ECRIF provides a structured, student-centered approach to planning and delivering vocabulary instruction, highlighting the importance of adapting activities to learners' needs and preferences.

This study supports your thesis because it highlights the theoretical and practical contribution of the ECRIF framework to vocabulary development, reinforcing the idea that ECRIF provides more than a sequence of activities, it offers a coherent instructional structure that encourages active learner involvement in vocabulary learning. By synthesizing findings from multiple research contexts, Caisaguano's work shows that ECRIF aligns with principles of meaningful language acquisition, such as repeated exposure, contextualized practice, and student engagement, which are key for promoting participation and vocabulary retention. This broad analysis strengthens your argument that structured frameworks like ECRIF are effective for systematic vocabulary instruction, giving your study a solid basis in recognized academic research that links ECRIF to improved language learning outcomes.

Theoretical Foundation of the Study

The theoretical base of this study draws on ideas from constructivist and sociocultural learning theories, both of which view students as active participants who build understanding through experience, reflection, and interaction with others. These perspectives underline that learning grows from engaging with one's surroundings and from the support that comes through communication and shared activity. In the EFL classroom, this viewpoint encourages approaches that invite students to take part, communicate, and work together while using the target language in meaningful ways.

Within this broader frame, the ECRIF model offers a practical sequence that helps learners move step by step from first contact with new material to confident use. The Points and Learn strategy adds another layer by using simple rewards and game-like elements to maintain attention and keep students motivated. When put together, these two approaches form a student-centered way of teaching that aims to increase participation and support vocabulary growth through steady, purposeful practice. Language teaching works best when it balances cognitive support with emotional and motivational factors, since “engagement serves as a mediator between motivation and effective learning strategies, demonstrating that higher involvement translates into better learning outcomes” (Gavín-Chocano et al., 2024). The ECRIF stages help students progress gradually, while Points and Learn provides the encouragement needed to stay involved across the different phases of learning. This combination aligns with current teaching priorities that emphasise interaction, learner responsibility, and vocabulary development in real and meaningful contexts.

The study also considers how language learning depends on both understanding and producing language. The ECRIF sequence reflects this cycle by beginning with exposure and ending with fluent use, and Points and Learn reinforces it by creating a low-pressure, engaging space for repeated practice. In this sense, the project addresses both the mental and emotional sides of learning a new language.

Finally, the study is supported by motivational principles that highlight the importance of autonomy, competence, and connection with others. Because Points and Learn involves teamwork, gradual progress, and visible achievements, it helps students take ownership of their work and feel supported by their peers. Altogether, the proposed guide is built on a solid mix of constructivist, sociocultural, and motivation-focused ideas that come together to support more active and meaningful language learning.

Development of the independent variables – ECRIF Framework and Points and learn strategy

The ECRIF Framework

The ECRIF framework can be understood as a way of examining how learners move from initial contact with new language to a stage in which they can use it more freely and with greater confidence. Rather than prescribing teacher-driven procedures, ECRIF is “a tool that teachers can use to examine student activities from the perspective of student learning.” (Briones Cedeño, 2022) Instead of seeing learning as a single act of exposure followed by practice, this framework breaks the process into different phases each reflecting how students gradually build familiarity, control, and independence with linguistic forms. What distinguishes ECRIF is its attention to the small steps between introduction and communicative use. As one researcher remarks, ECRIF “does not dictate that a lesson should be staged in a particular order such as the PPP framework suggests.” (Tosuncuoglu, 2017) In this way, it acknowledges that learning is dynamic and layered; understanding does not emerge immediately after presentation but requires recognition, clarification, rehearsal, and gradual consolidation before new language becomes part of learners’ active repertoire.

Teachers who adopt this perspective often find that they can observe student progress more clearly. Instead of concluding that a student “knows” or “does not know” a structure, they can identify which stage the learner is currently navigating. This makes teaching more responsive because instructional decisions shift from intuition to observable evidence. In addition, the framework recognizes that students can move back and forth among stages depending on the complexity of the material, the learning environment, or even their emotional state on a specific day. This flexibility reflects the natural way in which language is acquired, where mastery is rarely linear and where repeated exposure often leads to deeper understanding.

In essence, ECRIF is a conceptual tool that organizes the teaching–learning cycle into manageable and comprehensible segments. It does not prescribe fixed activities; rather, it offers a lens through which teachers can shape lessons in a way that aligns with how learners process new language. Research on instructional design emphasizes the value of frameworks that help teachers structure learning without becoming overly prescriptive. As Nation and Macalister (2010) explain, “a teaching framework should guide teachers’ decisions while still allowing flexibility to adapt to learners’ needs” (p. 4). This idea supports the adaptable nature of ECRIF. Additionally, Richards (2015) highlights that

“effective lesson frameworks offer teachers a way to organize learning experiences while leaving room for contextual variation and responsiveness” (p. 20), which reflects how ECRIF helps teachers manage diverse proficiency levels and different levels of student engagement. In classrooms where linguistic needs vary widely, such flexible structuring becomes essential for supporting the gradual progression from exposure to communicative use.

Stages of ECRIF (Encounter, Clarify, Remember, Internalize, Fluency)

The first stage, Encounter, is when learners come in contact with the target language for the first time. This does not necessarily mean a formal explanation; sometimes the encounter is embedded in a text, an image, a short dialogue, or even a spontaneous classroom moment. The important aspect is that students notice the form or meaning, even if they do not fully understand it. This stage aligns with the idea that the learner’s attention to new language is what transforms exposure into meaningful processing. In this sense, Gass and Mackey (2015) explain that “exposure to input is insufficient unless learners attend to something in that input” (p. 194), highlighting how early attention becomes the basis for recognition and curiosity. For this reason, the Encounter stage lays the groundwork for perception and interest, both of which are necessary for the next phases of the ECRIF sequence.

Next comes Clarify, where students begin to make sense of what they previously noticed. This stage involves examining elements such as meaning, structure, pronunciation, or typical usage. Sometimes the clarification emerges from a teacher’s explanation, while in other cases it arises from student questions or comparisons made during peer interaction. What matters is that the learner organizes the new information in a way that reduces uncertainty. When this ordering process does not occur, students often rely on intuition or partial understanding, which may lead to persistent errors or confusion. As Lightbown and Spada (2013) emphasize, “learners benefit from having some explicit information about the language they are learning” (p. 144), a reminder that clarification supports accuracy by giving learners a clearer mental framework. In this sense, the Clarify stage prevents ambiguity from becoming an obstacle later in the learning sequence.

The third stage, Remember, centers on strengthening short-term recall of the new language. At this point, students make a conscious effort to revisit what they recently understood so that it becomes more familiar and easier to retrieve. Activities such as repeating, imitating, matching, or manipulating structures may appear simple on the

surface, yet they fulfill a crucial role in stabilizing the patterns that will later support more flexible communication. This stage acts as a connection between initial comprehension and meaningful use, since learners need repeated exposure to move beyond passive recognition. As Nation (2013) points out, “repetition is a necessary condition for vocabulary learning” (p. 84), highlighting how memory is strengthened through deliberate practice. Through this consolidation, the Remember stage prepares students for deeper internalization in the subsequent phases.

After that comes Internalize, a stage in which learners begin to incorporate the new language into tasks that extend beyond short, controlled practice. At this point, the language becomes part of a purposeful activity rather than a set of isolated drills. Students may solve problems, exchange viewpoints, negotiate information, or complete tasks that require them to rely on the language in order to achieve a communicative goal. Internalization does not happen all at once; it develops gradually as learners test ideas, adjust their wording, and engage in authentic use. Through this process, the new language becomes more closely linked to their own thinking. As Lantolf and Thorne (2006) explain, “development occurs as learners participate in mediated, socially situated activity” (p. 210), which reinforces the idea that internalization grows out of active engagement rather than simple repetition. In this stage, the language begins to feel less like an external structure and more like a functional tool within the learner’s cognitive processes.

Finally, Fluency refers to the point at which learners can use the language with ease and adaptability. In this framework, fluency does not suggest flawless performance; instead, it reflects a shift in attention away from form and toward meaning. At this stage, learners can participate in conversations, respond in real time, and express themselves in ways that resemble natural communication. The focus is no longer on constructing each sentence deliberately but on conveying ideas smoothly. As Segalowitz (2010) notes, “fluency reflects the ability to efficiently access and produce language in real time” (p. 48), emphasizing that fluency is about flow rather than perfection. Reaching this stage does not mark the end of learning; rather, it signals that the language has become available for spontaneous and functional use in everyday contexts.

Together, these stages illustrate the slow, layered progression through which linguistic knowledge becomes communicative ability. They also remind teachers that each phase has its own challenges, and learners benefit when instruction acknowledges these differences.

ECRIF in Language Teaching

When applied in language teaching, the ECRIF framework acts as a mental map for lesson planning. Instead of jumping directly into exercises or attempting to cover a set portion of the curriculum, teachers can review where students are in the learning sequence and select activities that guide them toward greater autonomy. This method cultivates purpose: lessons become intentional because each activity aligns with a stage of language development rather than arbitrary or generic objectives. As Sharma (2022) explains, “a carefully designed lesson plan serves as a blueprint, helping teachers think about content, methodology, objectives, and process through which measurable and achievable goals can be obtained” (p. 86). In this way, ECRIF offers not a rigid script but a structured yet flexible scaffold that supports varied learners and dynamic classrooms.

In practice, this framework supports learner-centered instruction. For example, during the Encounter phase, the teacher might prioritize tasks that allow students to notice new vocabulary in context rather than introducing it through direct explanation. During Clarify, the teacher guides learners toward identifying patterns or correcting misunderstandings. During Remember, short review tasks simple yet focused help strengthen recall. When students reach Internalize, tasks become more communicative, requiring students to rely on the language to complete meaningful purposes. At the Fluency stage, learners are given opportunities to speak, write, or apply the language without the need for constant scaffolding.

Because of its staged nature, the framework makes it easier to differentiate instruction. In any classroom, students’ progress at different speeds. If a learner is ready to internalize the language but another is still clarifying meaning, the teacher can adjust strategies without altering the overall lesson flow. This flexibility is crucial in EFL contexts with mixed-proficiency groups. As shown by recent research, “EFL students can benefit from differentiation across the learning continuum to a large extent” (Latifi & Amini, 2024, p. 1). Such a framework thus accommodates diverse proficiency levels and varying degrees of engagement, ensuring that all learners receive instruction tailored to their readiness and need.

Furthermore, ECRIF supports feedback practices. Teachers can provide feedback not merely on accuracy but on the learner’s position within the stages. This helps students understand their progress and reduces anxiety because improvement becomes a matter of moving from one stage to another rather than meeting an overwhelming expectation of mastery.

Overall, integrating ECRIF into teaching helps align instruction with the natural rhythm of learning, creating lessons that are both structured and adaptable.

ECRIF: Benefits and Pedagogical Applications

One of the main benefits of using ECRIF is the clarity it brings to the teaching process. Because each stage has distinctive characteristics, teachers can design activities that are appropriate and avoid overwhelming learners with tasks they are not yet prepared to handle. This structure supports cognitive processing, allowing learners to build understanding gradually rather than forcing them to leap into complex tasks too early.

Another advantage is improved student engagement. When tasks match learners' level of readiness, they are more likely to participate willingly. For instance, during the Encounter stage, students might enjoy interpreting visual cues or listening to short dialogues; during Remember, brief interactive drills can energize the class; and during Internalize, collaborative tasks provide a sense of purpose and relevance. In this way, the framework naturally integrates a variety of activity types that keep lessons dynamic. As Purnamaningwulan and Purwanto (2024) report, differentiated-instruction strategies in mixed-proficiency EFL classes “improved students’ motivation and collaborative skills, leading to higher satisfaction and active participation.” (p. 7) This evidence suggests that staging activities to match student readiness can enhance engagement and support effective learning.

Pedagogically, the framework also encourages contextualization. Because students move from noticing to using language, teachers tend to situate new content within meaningful situations rather than presenting isolated forms. This contributes to long-term retention and helps students understand how language functions beyond the classroom.

Additionally, ECRIF provides a foundation for formative assessment. Each stage offers observable behaviors: noticing during Encounter, questioning during Clarify, accurate recall during Remember, creative use during Internalize, and flexibility during Fluency. Teachers can gather informal evidence throughout the lesson instead of relying solely on summative tests. This leads to more responsive teaching and more personalized support. As Al-Jarf (2023) explains, “formative assessment relies on continuous observation of learners’ performance during classroom activities, allowing teachers to adjust instruction and provide immediate support” (p. 2), which aligns well with the staged nature of the framework.

Finally, ECRIF promotes learner autonomy. As students become familiar with the stages, they can recognize their own needs and regulate their learning strategies. They begin to

notice when they need clarification or more practice, and this awareness becomes part of their long-term language development.

ECRIF Effectiveness

Although formal research varies in method and context, many classroom experiences suggest that using sequential learning stages can have a positive influence on language acquisition. When learners follow a pathway that mirrors natural cognitive progression, they tend to retain more vocabulary, use it more confidently, and participate more actively in communicative tasks. Teachers often report that students appear less anxious because the learning expectations are broken into manageable steps.

Furthermore, observations from different educational settings show that structured progression supports consistency. Students who experience lessons built around stages often demonstrate clearer transitions from recognition to fluency, especially when the teacher revisits earlier stages as needed. This cyclical movement, rather than a one-directional approach, seems to help consolidate learning and reduce the likelihood of superficial understanding. As Pathan and Al-Derai (2022) observe, “when instruction follows a clear and staged progression, learners show smoother transitions between levels of understanding, particularly when teachers revisit earlier steps to reinforce concepts” (p. 5), illustrating how structured sequencing strengthens long-term learning.

Another insight from classroom-based experiences is that ECRIF aligns well with task-based and communicative approaches. The stages guide learners from controlled practice to open-ended tasks, which strengthens both accuracy and fluency. Teachers note that students using this progression tend to participate more naturally in pair work and group discussions, as they feel better prepared for communicative challenges.

In sum, the effectiveness of the ECRIF framework emerges from its practicality. It offers a coherent pathway for learning, supports diverse classroom realities, and reinforces the idea that mastery develops gradually. Its value lies not in grand theoretical claims, but in the everyday improvement it brings to language teaching and learning.

ECRIF as the backbone of the learning process

ECRIF offers a step-by-step way of teaching vocabulary, helping students move from first encountering new words to using them confidently and naturally. The different stages Encounter, Clarify, Remember, Internalize, and Fluently Use reflect the mental steps learners go through to really retain words. By following this progression, students are less likely to just recognize words on a page; instead, they gradually develop a deeper

understanding that allows them to use the vocabulary in meaningful ways. As Qu, Liu, Qiao, and Wang (2024) note, “Retrieval practice paired with mnemonic support resulted in significantly better long term retention of vocabulary form and meaning than simple re study, demonstrating that systematic, staged practice facilitates deeper learning” (p. 9).

The “Point and Learn” Strategy

Concept and Theoretical Basis

The “Point and Learn” strategy can be understood as a classroom technique that emphasizes immediate recognition, quick recall, and active participation. At its core, it is a system in which the teacher highlights a linguistic element such as a word, phrase, structure, or visual cue and students respond by identifying, producing, or using that element. While the name suggests a simple pointing gesture, the strategy extends beyond physical pointing. It involves directing the learner’s attention toward specific language items in a fast, engaging, and purposeful manner. Indeed, research on similar techniques shows that such approaches “resulted in positive outcomes such as increased student engagement, enhanced concentration on in-class activities, and enhanced feedback in classrooms” (Çelik, 2021), underscoring the effectiveness of rapid, responsive prompting in promoting active involvement in language tasks.

The underlying idea is that learning becomes more accessible when students are guided to focus on one element at a time but are encouraged to respond quickly and confidently. This approach creates brief cycles of attention and reaction that help strengthen cognitive links. Although it may appear straightforward, the strategy carries a deeper pedagogical intention: to reduce hesitation, encourage risk-taking, and create multiple small opportunities for meaningful retrieval. It relies on the belief that repeated, low-stakes interaction with new language helps build automaticity.

Another important aspect is the social dynamic it creates. Because students must respond rapidly, the classroom environment shifts into a more active space. Learners are not passive listeners but participants who must stay mentally prepared. Research on interactive instruction reinforces this idea, noting that “rapid teacher–student exchanges increase learners’ alertness and involvement, creating a classroom atmosphere where participation becomes continuous rather than occasional” (Shrum & Glisan, 2016, p. 89). In many cases, the teacher moderates the pace, giving more time when the goal is understanding and speeding up when the goal is recall. This flexibility allows the strategy to be useful at different moments of the lesson.

Although it is not tied to any fixed theoretical framework, “Point and Learn” fits naturally within educational ideas that value attention, repetition, and engagement. It acknowledges that learners benefit from concrete prompts and immediate opportunities to respond. Rather than overwhelming students with long explanations, the strategy builds learning through brief, focused episodes that accumulate over time.

Gamification and Positive Reinforcement in Education

One reason the “Point and Learn” strategy works effectively is that it mimics elements found in games. Gamification, in educational settings, refers to the use of game-like features to enhance motivation, such as quick challenges, visible progress, and friendly competition. As Deterding et al. (2011) explain, gamification “uses game design elements in non-game contexts to boost engagement and participation” (p. 10). “Point and Learn” captures this spirit because each prompt feels like a mini-challenge to be solved. Students often react with energy, not because the task is difficult, but because the pace and clarity create a sense of immediacy.

The strategy also makes it easy to introduce positive reinforcement. When students answer correctly, the teacher can acknowledge their effort with verbal encouragement, a gesture, or a simple reward system. This contributes to a learning atmosphere in which students associate participation with satisfaction. The psychological impact may seem minor, but repeated reinforcement helps reduce anxiety and increases willingness to participate.

Importantly, gamification does not need to rely on flashy materials or competitive scoring. In many classrooms, the excitement comes from the quick movement between cues and responses. Students pay attention because they want to succeed in the next prompt, not because of an external prize. This kind of engagement aligns with findings from Hamari et al. (2014), who note that gamified activities often support “increased intrinsic motivation when the tasks are meaningful and engaging in themselves” (p. 6). In this sense, “Point and Learn” draws students in through internal motivation, turning routine practice into something they genuinely enjoy.

When positive reinforcement is embedded naturally into the process, learners begin to take initiative. Instead of waiting passively, they anticipate their turn, show pride when they respond correctly, and try harder when they miss a prompt. Over time, the classroom atmosphere becomes more dynamic and interactive.

In this sense, the “Point and Learn” strategy is not a mere activity but a method of shaping classroom energy. By turning practice into a game-like experience, it reduces boredom

and increases focus, two elements that are essential for vocabulary learning and general participation.

Classroom Management through Reward Systems

Another dimension of “Point and Learn” is its potential as a classroom-management tool. Because the strategy encourages quick and repeated participation, it naturally structures student attention. When learners know they may be called at any moment, they remain alert, which reduces off-task behavior. The fast transitions leave little room for distraction. Teachers can strengthen this effect by incorporating simple reward systems. The reward may be as minor as a point on the board, a sticker, or verbal praise. The purpose is not to create competition but to communicate that active involvement is valued. Even the expectation of a small reward can influence behavior positively. Students are more willing to follow instructions, remain attentive, and contribute when they perceive that participation is recognized. As shown in recent classroom research, “verbal praise given in front of classmates can increase students’ sense of ownership and engagement” (Rahayu, Amaliyah, & Hidayani, 2025). This indicates that even modest, non-material rewards can cultivate a more cooperative and motivated learning atmosphere.

These reward systems also help establish classroom routines. If the teacher uses “Point and Learn” regularly, students become familiar with the flow of the activity. Predictability reduces misbehavior because learners understand what is expected and know how to succeed. A well-structured routine often results in a calmer, more organized environment where time is used efficiently.

In addition, the strategy encourages equitable participation. In some classrooms, a few students dominate interactions while others remain silent. With “Point and Learn,” the teacher can call on any student quickly and repeatedly, but in a non-threatening format. The brevity of the responses, often one word or a short phrase reduces performance pressure. As a result, even shy or hesitant students can contribute without feeling exposed. Another important aspect is that reward systems reinforce desirable attitudes, not just correct answers. Teachers can acknowledge effort, improvement, and willingness to try. This sends the message that learning is a continuous process and that mistakes are acceptable. Such an environment supports a healthier classroom culture, which is essential for long-term language development. Research in educational psychology supports this idea, noting that “praise that focuses on students’ effort and improvement encourages a healthier learning mindset and supports long-term motivation” (Skipper &

Douglas, 2012). In this sense, reward systems shape not only performance but also the attitudes students develop toward language learning.

Ultimately, the classroom-management benefits of “Point and Learn” do not come from strict control but from engagement. When students are immersed in meaningful activity, discipline issues naturally decrease.

Integration of “Point and Learn” with ECRIF

The “Point and Learn” strategy aligns naturally with the ECRIF framework because both emphasize gradual development from initial exposure to fluent use. When the two are integrated, they create a structured yet dynamic learning process that supports different stages of acquisition.

At the Encounter stage, “Point and Learn” can help draw attention to new language in a quick and focused way. A teacher might point to a picture, a written item, or a gesture that introduces the target word or structure. Instead of providing lengthy explanations, the teacher encourages learners to notice and interpret the new element. This active noticing sets a strong foundation for understanding.

During the Clarify stage, the strategy can be used selectively to check comprehension. The teacher might point to different examples and prompt students to differentiate meanings or forms. Because responses are brief, the teacher can collect multiple samples quickly, allowing misunderstandings to surface naturally. Clarification becomes more interactive and immediate.

The Remember stage is where “Point and Learn” is especially powerful. Its rapid-fire style of prompting helps students strengthen short-term recall. The repeated exposure consolidates the form in memory. This is the phase where the strategy contributes most directly to retention, turning exposure into familiarity.

At the Internalize stage, “Point and Learn” can serve as a bridge into more extended tasks. For example, the teacher might begin with quick prompts and then transition into a collaborative activity where students must use the language in sentences or problem-solving tasks. The quick warm-up activates the language needed for deeper use.

Finally, at the Fluency stage, “Point and Learn” can still play a supportive role. Even fluent performance benefits from occasional quick prompts, as they help maintain automaticity and reduce hesitation. Although fluency activities are more open-ended, the strategy can serve as a warm-up or a quick review that keeps the language accessible.

Together, ECRIF and “Point and Learn” create a teaching approach that is both structured and lively. ECRIF offers the logical sequence, while “Point and Learn” injects energy, interaction, and reinforcement. The combination supports different learning styles and helps students move more confidently through the stages of language acquisition.

“Point and Learn” as a motivational and behavioral reinforcement tool

The “Points and Learn” approach uses simple rewards like points, badges, or small prizes to encourage students. It’s not just about motivation this strategy also supports the Remember and Internalize stages of the ECRIF framework by giving learners repeated chances to practice vocabulary in enjoyable, low-pressure situations. As students earn points for participating or giving correct answers, they become more willing to take part, stay focused, and keep practicing, which helps make new words stick. This aligns with research indicating that “Gamification in EFL/ESL instruction enhances students’ language skills and positive emotional response by using game elements such as points, badges, rewards, and feedback which help maintain motivation and foster repeated practice” (Zhang & Hasim, 2022, p. 7).

Development of Dependent variables - Students’ Participation and Vocabulary learning

Students’ participation

Participation in an EFL classroom can be understood as the degree to which students engage with the learning process through verbal, nonverbal, cognitive, and social actions. It is not limited to speaking or answering questions; rather, it encompasses a wide range of behaviors that show involvement. A student who listens attentively, responds with gestures, takes notes, collaborates in groups, asks questions, or even silently reflects is also participating in meaningful ways. Participation is therefore multidimensional, involving both visible and less visible forms of engagement. This perspective aligns with the view that “learner participation involves a combination of observable behaviors such as speaking and responding, as well as internal processes like listening, attention, and mental engagement” (Lee, 2020, p. 54).

One dimension is behavioral participation, which includes actions such as raising hands, responding to prompts, or completing tasks. Another is cognitive participation, which refers to the mental effort students invest in understanding, processing, and applying new language. There is also emotional participation, which involves the learner’s willingness, confidence, and sense of connection to the task or classmates. Finally, there is social

participation, which emerges during pair-work or group activities where learners interact, negotiate meaning, and support each other.

These dimensions overlap constantly. A student might be quiet but mentally active, or very verbal but not deeply engaged cognitively. Recognizing this complexity helps teachers interpret participation more accurately. In many classrooms, visible participation is often valued more, yet meaningful learning also depends on the less visible forms. A balanced view acknowledges that participation exists on a spectrum and varies across tasks, learners, and classroom environments.

Factors Influencing Participation

Participation is shaped by a wide range of internal and external factors. On the internal side, learners bring personality traits, confidence levels, and attitudes toward English. Some students may be naturally talkative, while others feel anxious about speaking. Fear of making mistakes often reduces participation, especially in classes where accuracy is emphasized over communication. Motivation also plays a crucial role; students who see purpose in learning English tend to participate more actively. This aligns with Ushioda's (2011) view that sustained engagement arises when learners connect language learning with their personal goals and self-concept, making participation more meaningful and self-driven.

Language proficiency is another internal factor. When tasks feel too difficult, students may withdraw to avoid embarrassment. When tasks feel too easy, they may disengage from lack of challenge. Participation thrives in a space where students feel capable yet stimulated.

External factors involve the classroom environment, peer relationships, seating arrangements, and the teacher's approach. If a class values mutual respect and mistakes are treated as learning opportunities, students are more likely to contribute. Conversely, environments where learners fear judgment or ridicule discourage participation.

Task type also influences engagement. Activities that require student input such as problem-solving, role-playing, or games, naturally generate higher participation than tasks where students only listen. The clarity of instructions matters as well. When students are uncertain about what to do, they may remain silent to avoid failure. This is consistent with Mohamed's (2018) finding that students participate more actively when classroom tasks are clearly structured and require meaningful involvement, because clarity reduces hesitation and increases willingness to engage.

Cultural expectations can shape participation too. In some contexts, learners are accustomed to teacher-led instruction and may not feel comfortable speaking spontaneously. Others may value collectivism and hesitate to stand out individually. These cultural relations with authority and peer interaction can subtly shape how students behave in the EFL classroom.

Ultimately, participation is a dynamic outcome of the interaction between students' internal dispositions and the external conditions created by the class. Understanding these factors allows the teacher to design environments where participation can flourish.

Role of Teacher Strategies and Classroom Environment

The teacher plays a decisive role in shaping participation. The strategies chosen can either open or restrict opportunities for students to contribute. A teacher who encourages brief, low-pressure responses helps lower anxiety and allows more frequent participation. On the other hand, activities that require long or complex answers may limit involvement to a few confident learners.

Clear instructions and modeling make participation accessible. When students know exactly what is expected, they participate more willingly. Similarly, varying activity types keeps energy levels steady. Alternating between whole class interaction, pair work, group work, and individual tasks helps accommodate different participation styles. As observed by Zhou and Liu (2024), "when teachers present information in a logical, organized, and clear manner, students' interest, motivation to participate, and general classroom engagement increase significantly" (p. 7). This suggests that clarity plus variety supports broader and more consistent participation across different types of learners.

Another key factor is the emotional climate. A classroom where mistakes are treated as natural encourages risk-taking. Students feel more comfortable experimenting with new language when they know that imperfection is acceptable. Teachers who maintain a supportive tone acknowledging effort, encouraging attempts, and gently redirecting errors help build student confidence.

The teacher also shapes participation through pacing. Slow or monotonous lessons often lead to disengagement, while dynamic lessons with clear transitions help maintain attention. Strategies like quick questioning, interactive drills, or movement-based tasks help sustain participation throughout the class.

The physical environment matters as well. Seating arrangements that promote interaction can increase student involvement. A circle or groups facilitate communication more naturally than rows facing the front. Even small changes such as moving closer to

students, circulating during activities, or positioning materials strategically can signal openness and reduce psychological distance. Research supports this: group oriented seating and thoughtfully designed learning spaces “foster greater student student interaction, cooperation, and task orientation compared with traditional row layouts” (Baum, 2022, p. 6). This evidence suggests that rearranging furniture and designing the classroom layout carefully can significantly enhance participation and interaction among students.

Teachers also influence participation through their expectations. When a teacher expects all students to contribute, they tend to rise to that expectation. When only a few are called on regularly, participation becomes uneven. Equitable participation requires deliberate planning, such as rotating who responds, using random selection strategies, or designing tasks in which every learner has a clear role.

In short, teacher strategies and classroom environment form the structural and emotional scaffolding through which participation emerges. When these elements align, students feel more willing and able to engage actively.

Participation and Communicative Competence

Participation is closely connected to communicative competence because real language development relies on meaningful interaction. When students participate actively, they practice processing and producing language under authentic conditions. Each contribution, even brief, requires the learner to retrieve vocabulary, apply structures, and adapt to the communicative situation. Over time, these repeated actions strengthen fluency, accuracy, and confidence. This aligns with research in EFL contexts, which emphasizes that “active participation in classroom interaction promotes the development of communicative competence and enhances learners’ language performance” (Xiong & Zuo, 2019, p. 45).

Communicative competence involves more than just knowing grammar; it is about using language effectively in real situations. Active participation plays a key role in developing this ability. When students interact with teachers and classmates, they practice processing and producing language under authentic conditions. Each contribution, even brief, requires the learner to retrieve vocabulary, apply structures, and adapt to the communicative situation. Over time, these repeated actions strengthen fluency, accuracy, and confidence. Indeed, classroom interaction has been recognized as “a key factor that promotes EFL learners’ communicative competence by offering opportunities for output,

feedback and negotiation of meaning” (Seddiki, 2022, p. 800). Participation also gives learners the chance to experiment with language, receive feedback, and gradually refine their understanding. At the same time, paying attention to others’ contributions strengthens listening and comprehension skills, especially in group tasks like debates or problem solving activities. Real interaction helps learners develop an awareness of conversational norms, such as polite responses, agreeing or disagreeing appropriately, and handling misunderstandings. Additionally, frequent engagement in class builds confidence in speaking, reduces anxiety, and encourages learners to become active communicators rather than passive observers. In short, meaningful participation is not optional but essential for acquiring the full range of skills needed for effective communication.

Participation as the mediator between instruction and learning

Participation acts as the link between what happens in the classroom and what students actually learn. When learners answer questions, ask for clarification, work together, or volunteer ideas, they get more chances to understand new words, receive feedback, and use vocabulary in ways that make sense. In this sense, participation isn’t just a sign that students are engaged it’s also one of the main ways they actually internalize and remember new vocabulary. The more actively students take part, the better their chances of moving through the ECRIF stages and really making the words their own. As Fitri and Regina (2021) highlight, after implementing interactive and experiential tasks, “students became more active and energetic in the learning process; vocabulary learning improved significantly as a result of increased participation and interactive tasks” (p. 7).

Motivation and Student Engagement

Motivation plays a central role in language learning, and strategies like “Point and Learn” contribute to it by making the learning process lively and interactive. The rapid pace captures student attention, preventing monotony. For many learners, this stimulation is enough to generate interest in the lesson.

The strategy also taps into social motivation. Learners enjoy seeing their classmates respond, compare their answers, and share small moments of success. Even without formal competition, a friendly sense of challenge often emerges. This shared excitement creates momentum that benefits the entire class. Research on classroom motivation supports this idea, noting that “experiences of relatedness contribute to students’

motivation and engagement in classroom activities” (Niemiec & Ryan, 2009). In this sense, the social dimension of the activity enhances learners’ willingness to stay involved and attentive.

Another motivational factor is the feeling of progression. Because students respond repeatedly to small cues, they notice improvements quickly. They may realize that they can recall vocabulary faster, pronounce words more naturally, or use expressions more confidently. These small achievements strengthen their belief that they can learn, which leads to greater effort.

Engagement also increases when learners feel physically and mentally involved. In “Point and Learn,” they must listen, process, and respond almost simultaneously. This active participation contrasts sharply with lessons where students remain silent for long periods. A more interactive classroom reduces boredom and promotes alertness.

Additionally, the strategy supports learners who may feel insecure about producing longer language forms. The short responses required help lower the emotional barrier. Students succeed more often, which fosters a positive connection with language learning. Over time, this confidence expands into more complex tasks. Research on task-supported instruction shows a similar pattern, noting that when students engage in manageable, structured tasks, they “reported gains in confidence and were more willing to participate in subsequent, more demanding communicative activities” (Souzandehfar & Abdel-Al Ibrahim, 2023, p. 10). This illustrates how brief, low-stakes responses can play a crucial role in building long-term communicative confidence.

Beyond motivation, the strategy supports cognitive engagement. Quick retrieval demands attention and mental agility. By continuously activating memory, it strengthens retention, which is especially beneficial for vocabulary. Even students who struggle academically may find this method accessible, as it emphasizes participation over perfection.

The Role of Motivation and Engagement

Motivation plays a big part in how students deal with vocabulary and how much of it they actually remember. When learners feel that the words they are studying matter to them or connect to something enjoyable, they usually try harder. They also tend to speak up more and are willing to experiment with new words, even if they are not fully confident. On the other hand, when vocabulary work feels boring, repetitive, or unrelated to real communication, students often drift away and their progress slows down.

Learners usually respond better when vocabulary lessons involve doing things together rather than working in isolation. Activities like telling short stories, acting out situations, solving problems in groups, or playing simple communication games help students connect new words to real use. These tasks give vocabulary a clearer purpose and allow students to build meaning collaboratively. This is supported by findings from Lin (2018), who notes that “students’ overall improvement in vocabulary knowledge with group work was significantly higher than that with individual work” (p. 163). Using digital tools like images, short videos, or interactive apps can also make the experience more engaging and give students different ways to understand and practice the words. Positive feedback matters as well. A few words of encouragement, acknowledging effort, or including small rewards in class can make students more willing to keep trying. When they notice that they are improving, even just a little, they gain confidence. That sense of “I can do this” encourages them to continue practicing, which is vital for remembering vocabulary over time.

Finally, the classroom atmosphere has a strong influence. When students feel supported and know that making mistakes is part of learning, they are more likely to use new vocabulary without fear. A respectful and relaxed environment helps them take linguistic risks, and those risks are often the moments when real learning happens.

Vocabulary Learning in EFL Contexts

Vocabulary knowledge plays a central role in English as a Foreign Language (EFL) learning, as it forms the foundation upon which learners construct meaning, develop communicative competence, and participate effectively in academic and social interactions. Without sufficient vocabulary, learners struggle to interpret input, express ideas, and understand instructions, even when they have basic grammatical knowledge. In many EFL settings particularly public school systems with limited exposure to authentic English vocabulary learning becomes both a challenge and a strategic priority. Understanding how vocabulary is acquired, what strategies support it, and how motivation influences retention is therefore essential for designing effective classroom practices. Indeed, research with EFL learners demonstrates that “the contribution of vocabulary knowledge to foreign language performance was significant for reading, writing and overall proficiency” (Karakoç & Köse, 2019), which underscores how crucial lexical knowledge is across all language skills. Approaches such as structured frameworks

and gamified learning can significantly reinforce vocabulary knowledge by making learning more structured, memorable, and engaging.

Importance of Vocabulary Knowledge

Vocabulary knowledge plays a central role in English as a Foreign Language (EFL) learning, as it forms the foundation upon which learners construct meaning, develop communicative competence, and participate effectively in academic and social interactions. Without sufficient vocabulary, learners struggle to interpret input, express ideas, and understand instructions, even when they have basic grammatical knowledge. In many EFL settings particularly public school systems with limited exposure to authentic English vocabulary learning becomes both a challenge and a strategic priority. Understanding how vocabulary is acquired, what strategies support it, and how motivation influences retention is therefore essential for designing effective classroom practices. Indeed, research shows that vocabulary size “explains language proficiency to a large extent, with strong relationships between vocabulary knowledge and reading, writing, listening and speaking performance” (Miralpeix & Muñoz, 2018, p. 120), underscoring how crucial lexical knowledge is across all language skills. Therefore, effective vocabulary instruction should go beyond memorizing word lists: it must offer meaningful exposure, repeated practice across different contexts, and opportunities for active use, combining cognitive and motivational strategies to engage students fully.

Theories of Vocabulary Acquisition

Vocabulary acquisition can be understood through several complementary perspectives. Input-based approaches stress the importance of repeated, meaningful exposure to new words in contexts like stories, dialogues, or visual materials, allowing learners to link form, meaning, and use. From a cognitive perspective, learning vocabulary involves processes such as noticing, encoding, retrieval, and consolidation, with repeated practice helping move words from short-term recognition to long-term memory. Interaction-based perspectives highlight the value of communication, as negotiating meaning, asking questions, and attempting expression deepen understanding and provide feedback for refining word use. Task based approaches emphasize using vocabulary in purposeful, authentic activities where words serve as tools to achieve meaningful outcomes, making learning functional, relevant, and more likely to be retained. Indeed, recent research shows that participation in communicative tasks under task based instruction “significantly improved learners’ vocabulary acquisition, particularly when tasks

demanded meaningful output and active use” (Gui & Ismail, 2024, p. 8), affirming that vocabulary knowledge grows strongest when input, cognition, interaction, and purposeful use converge.

Vocabulary Learning Strategies

Vocabulary learning tends to work best when students draw on both explicit and implicit strategies. Explicit approaches involve intentional study and a clear effort to remember new words, while implicit learning grows more naturally through repeated exposure in everyday language use. Research also shows that combining both modes is particularly effective; as Sok and Han (2020) note, “when intentional learning and incidental exposure are combined, learners show significantly greater gains in vocabulary acquisition than when either mode is used alone.” This supports the idea that learners benefit from using a range of explicit techniques. Many students review vocabulary through repetition—using flashcards, rewriting words, or practicing pronunciation until the terms feel more familiar. Others prefer to organize new words into small groups or categories, since arranging them by meaning often helps create mental links that make recall easier. Context plays an important role as well; when students try to guess the meaning of a word based on the surrounding text, they not only build comprehension but also start becoming more independent readers.

Visual strategies can also be helpful. Some learners create mental images or simple drawings that capture the meaning of a new term, which makes the word easier to remember later. For beginners, translating unfamiliar words into their first language can offer a useful starting point by connecting new vocabulary to concepts they already know. Keeping a notebook or vocabulary journal is another common habit. Writing down definitions, brief examples, synonyms, or even sketches encourages learners to think about each word more deeply instead of trying to memorize it quickly.

While these deliberate methods support focused study, much vocabulary is picked up informally. Reading for pleasure, chatting with others, listening to stories, or watching videos and other digital content exposes students to new language in a more relaxed way. Through this type of contact, learners often absorb words without realizing it, especially when they encounter them repeatedly in meaningful situations.

In the EFL classroom, teachers can guide students to use a mix of these strategies, taking into account their level and personal learning style. Clear instruction gives structure and direction, whereas incidental learning nurtures curiosity and helps students feel more

autonomous. When both elements are present, vocabulary tends to develop more steadily and becomes easier to use in real communication.

Vocabulary Retention through ECRIF and Gamified Learning

The ECRIF framework Encounter, Clarify, Remember, Internalize, and Fluently Use provides a clear path for helping students actually keep and use new vocabulary. Instead of treating words as something learners just memorize once, the framework breaks the process into stages that gradually move vocabulary from first contact to more automatic use. Students usually begin by meeting new words through a reading, an image, or something the teacher shows or explains. After that initial exposure, they need time to make sense of the word's meaning, its form, and how it works in real communication. This clarification stage often involves examples, short explanations, or guided practice. Once students understand the basics, they shift into remembering the words, which usually requires practice that strengthens memory things like matching tasks, grouping words, or controlled exercises. As learners become more familiar with the vocabulary, they can start to use it more freely. This internalization step is where they experiment with the words and try them out in meaningful situations. With enough practice across different tasks and contexts, the vocabulary eventually becomes something they can use fluently without thinking too much about it. As van den Broek et al. (2022) emphasize, "Practicing the retrieval of words from memory enhances later recall of word form and meaning, compared to other learning strategies such as studying with translations" (p. 8), highlighting the importance of repeated, purposeful practice for durable vocabulary learning.

Gamified learning can make this whole progression more engaging. Adding elements like points, small challenges, friendly competition, or group goals helps keep students focused and motivated. It also encourages the kind of repetition that vocabulary learning really needs. For instance, during the remembering stage, a quick team race or a timed challenge can make word recall more dynamic. Later, when students are trying to internalize the vocabulary, activities such as quests, role-plays, or problem-solving tasks can push them to use the words spontaneously. Besides reinforcing memory, these kinds of tasks help students feel more confident and more willing to participate.

Gamification also supports intrinsic and extrinsic motivation. While rewards provide immediate encouragement, the enjoyment of play fosters genuine interest in language

learning. As learners associate vocabulary practice with positive emotions, they are more likely to review words voluntarily and engage with English outside the classroom.

Relationship between ECRIF, “Point and Learn”, Participation, and Vocabulary Learning

The interaction between ECRIF, the “Point and Learn” strategy, student participation, and vocabulary learning forms the core pedagogical foundation of this study. Each element contributes differently to the learning process, but together they create a coherent instructional model that supports meaningful engagement and long-term vocabulary retention in EFL classrooms. Understanding how these components relate to each other allows teachers to intentionally design lessons that are clear, motivating, and aligned with how learners naturally acquire and use new language.

Pedagogical Implications

Bringing together ECRIF, Points and Learn, and participation really changes how vocabulary can be taught in the classroom. When teachers follow a clear sequence through the ECRIF stages, students don’t just see new words once and forget them, they get to understand the meaning, the form, and how to actually use them. Activities like matching words, categorizing them, or small group challenges make remembering more interactive, while role-plays or collaborative tasks help students start using the words more naturally. Adding game-like elements doesn’t just make it fun; it actually helps students practice more without feeling pressured, which makes learning stick better. As Fikri et al. (2024) point out, “Incorporating a gamified Word Wall into vocabulary instruction enhanced students’ motivation, vocabulary retention, and active participation.”

Motivation is just as important as the structure itself. Even simple rewards, like points, stickers, or small class goals, can really encourage students to join in and keep trying. And participation isn’t something students either have or don’t, it’s something we can help them develop. Using routines like turn-taking, think-pair-share, or random selection gives everyone a chance to speak up. When these strategies are combined with Points and Learn, students feel more confident and willing to get involved, which makes the classroom more dynamic and engaging for everyone.

It’s also important to pay attention to how students are doing at each stage. Some may need more clarification on meaning, while others might benefit from extra practice using words in sentences or conversations. Watching participation can tell a teacher a lot too if

students are quiet, it might mean the instructions weren't clear, the task is too hard, or they just need more motivation. By combining structured lessons, motivational strategies, and intentional opportunities to participate, teachers can create vocabulary activities that are not only more effective but also more memorable. Students end up remembering words better and feeling more confident using English outside of class, which is really the goal. As Al Ibrahim, et al (2023) highlight, "Engaging learners with scaffolding and collaborative tasks, along with feedback, promotes deeper processing of language input and supports learner autonomy and motivation" (p. 5).

CHAPTER II

METHODOLOGICAL DESIGN

Research methodology is the organized way that researchers use to study a problem and get reliable results. It shows the steps to collect, organize, analyze, and interpret data in a way that answers the research questions and makes the study more trustworthy. According to Mwange et al. (2023), research methodology is the "systematic steps that research takes to solve a research question." It includes choosing the right methods, techniques, and ways to analyze data so that the study is clear and gives meaningful results. This shows that it is very important to have a clear and careful plan for the methodology because it guides how the data is collected and studied, and it helps make sure that the results are useful and correct for the research goals.

Research approach and design

This study takes a qualitative approach because the main goal is to understand how teachers and students experience the ECRIF framework and the Points and Learn strategy in the classroom. The focus is on exploring how learners and instructors perceive the strategies, how they respond to them, and how these methods affect participation and vocabulary learning. Rather than looking for numbers or test scores, the study seeks to capture the real, everyday experiences of people in their natural settings consistent with the idea that “Qualitative research involves collecting and analyzing non numerical data (e.g., text, video, or audio) to understand concepts, opinions, or experiences. It can be used to gather in depth insights into a problem or generate new ideas for research.” (Bhandari, 2020).

In qualitative research, the aim is to see the full picture of how learning happens. For English language teaching, this means paying attention not just to what students get right or wrong, but also to how they interact, how they react emotionally, and how they handle new vocabulary in real situations. To gather this kind of information, the study relies on classroom observations, semi-structured interviews, and student reflections. These methods help create a rich, detailed understanding of what happens when the strategies are put into practice.

The study is also framed as action research, which means it’s not just observing it’s also trying to improve teaching at the same time. As Seepiwsiw and Seehamongkon (2023) explain, “Action research is a cyclical process that consists of four important steps: planning, action, observation, and reflection” (p. 42). The process follows cycles of planning, acting, observing, and reflecting. In practice, this looks like designing lessons using the ECRIF stages, applying the strategies in class, noting what works and what doesn’t, and adjusting the approach for future lessons. This way, the research stays connected to the classroom reality and helps explain why and how these strategies affect students’ engagement and their ability to remember and use new vocabulary.

Description of the Participants and Research Context

The participants in this study are two eighth-grade groups from a public school in Quito, Ecuador. Each class has around thirty-five students, which is common in the country’s public education system. The students are at an age where their cognitive, social, and language development is especially important for learning a foreign language. Because

of this, they are a suitable group for examining strategies that encourage participation and support vocabulary development.

The school serves a diverse group of learners, both culturally and ethnically, reflecting the community around it. As a public institution, it follows the Ministry of Education's curriculum and standards. These guidelines emphasize communicative skills, keeping students engaged, and using meaningful tasks in the English classroom. They also stress the need to offer equal learning opportunities and to promote active involvement in class activities, which aligns with the aims of this study.

These two eighth-grade classes were chosen because they fit well with the focus of the research. At this stage, students are moving from simple exposure to English toward using the language in a more structured way. Participation and vocabulary growth are key parts of their learning process. The groups also showed challenges commonly seen in public-school EFL classes, such as irregular participation, difficulty retaining new words, and low engagement during lessons. These issues made the classes an appropriate setting for trying out an intervention designed to address them.

The study takes place within the normal school environment, which provides an authentic context for applying the ECRIF framework and the "Point and Learn" strategy. Working in this everyday setting makes it possible to observe how the strategies influence student participation, motivation, and vocabulary learning as they naturally occur in the classroom.

Data collection process

To collect data for this qualitative study, the researcher followed a systematic process designed to maintain organization and ensure alignment with the research objectives. Three main instruments were used throughout the study: an observation checklist, a teacher's journal, and a focus group. Each instrument served a distinct purpose and contributed to building a comprehensive understanding of how the ECRIF-based lesson plans, together with the "Points and Learn" strategy, influenced students' participation and vocabulary development.

Operationalization chart with variables

Table N° 1 Operationalization chart with variables

Variables	Conceptualization	Dimensions	Indicator	Instrument
Independent variable	"The acronym ECRIF means <i>Encounter, Clarify,</i>	Instructional Stages	Use of visual and	Teacher's Journal

ECRIF Framework & “Points and Learn” strategy	<i>Remember, Internalize, and Fluency</i> , all of these stages guide and support the teaching–learning process. ECRIF is a framework that offers a systematic process to help students develop speaking skills by engaging them in meaningful, contextualized activities.” (Noguera, 2021)	(ECRIF Framework)	contextual input Teacher guidance and clarification of meaning and pronunciation Opportunities for practice and progression	Focus group
		Engagement through Points & Learn	Use of points to encourage participation Student interest in gaining or recovering points Use of healthy competition to maintain attention	Observational checklist Teacher’s Journal Focus group
Dependent variable Students’ participation & Vocabulary learning	“Participation in the classroom is defined as students actively taking part in various learning activities such as posing questions,	Students’ Participation	Frequency of oral participation during activities	Observational checklist Teacher’s Journal Focus group

	offering comments, responding to teacher prompts, engaging in group work, and interacting with peers to demonstrate involvement and learning.” (Benyo, 2023)		Student– student interaction in pair or group work Willingness to participate without teacher prompting	
	“Vocabulary learning is the process by which people learn vocabulary in another language after the acquisition of the first language. It is a vital part of foreign language learning, as learners must develop both knowledge of word form and meaning to communicate effectively in the target language.” (Carvajal, 2023)	Vocabulary Learning Progress	Recognition and understanding of new vocabulary Ability to remember vocabulary across activities Use of vocabulary in meaningful or semi-authentic contexts	Observational checklist Teacher’s Journal Focus group

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Source: Created by the author

Techniques and data collection instruments

The first instrument implemented was a structured observation checklist. This tool was applied at the initial stage of the study to examine classroom conditions before the introduction of the instructional strategies. The checklist focused on two core dimensions: student participation and vocabulary learning. Regarding participation, it recorded aspects such as student interaction with peers and the teacher, willingness to volunteer, and ways students expressed ideas during activities. In terms of vocabulary learning, the checklist examined students' ability to recognize new words, respond to vocabulary prompts, and attempt to use new vocabulary in simple communicative contexts. This initial observation provided a baseline against which later changes could be compared.

Throughout the ten ECRIF-based lessons, the teacher's journal was the instrument used most consistently. It allowed for regular and detailed documentation of classroom events in a natural manner. The researcher recorded observations related to student collaboration, turn-taking, idea sharing, and reflection during activities. Particular attention was given to vocabulary-related behaviors, including how students identified new terms, attempted to explain meanings, used contextual clues, applied vocabulary spontaneously, or self-corrected during tasks. Additionally, the journal included reflections on the implementation of the "Points and Learn" strategy, documenting student reactions to the system, group dynamics, motivational changes related to earning or losing points, and how these moments influenced participation and vocabulary use. The journal also served to track students' progression through the ECRIF stages; Encounter, Clarify, Remember, Internalize, and Fluently Use, based on observable classroom behaviors.

At the end of the instructional intervention, a focus group was conducted with six eighth-grade students to gather their perspectives on the overall experience. Guided by open-ended questions, the discussion explored students' perceptions of their participation, group work, vocabulary learning, and opinions about both the ECRIF framework and the "Points and Learn" strategy. Students reflected on how group names supported vocabulary retention, how the scoring system encouraged active involvement, and how specific activities facilitated more confident vocabulary use. These insights added a reflective dimension that complemented the data obtained through observations and journal entries.

The sequence in which the instruments were applied was also purposeful. The observation checklist was used first to establish baseline conditions. The teacher's journal was maintained throughout the ten instructional sessions to document ongoing changes, while

the focus group was conducted at the end of the intervention to allow students to reflect on the complete learning experience. This structured sequence enabled the collection of rich and varied data, providing multiple perspectives on how the instructional intervention influenced classroom interaction and vocabulary learning.

Validity/reliability

To ensure the validity of the data collection instruments, they were reviewed by two English teachers with experience in language teaching. Both reviewers have master's degrees related to English pedagogy and linguistics.

The first expert was MCs. Stephanie Abigail Yepez Fuel, who has a Bachelor's degree in Pedagogy of National and Foreign Languages from Universidad Central del Ecuador and a Master's degree in Applied Linguistics from Universidad Europea del Atlántico. The second expert was MCs. Jorge Israel Rivadeneira Cepeda, who obtained his Bachelor's degree in English Pedagogy from Universidad Técnica de Cotopaxi and his Master's degree in English Pedagogy from Universidad Indoamérica. The third expert was MCs. Michelle Veronica Proaño Melo who got her Bachelor's degree in educational sciences, multilingual specialization at Universidad Central del Ecuador and her Master's degree in English Pedagogy from Universidad Estatal de Milagro.

The three experts reviewed the instruments used in this study, such as the observation checklists, teacher journals, and student focus group questions. They checked if the questions were clear, understandable, and appropriate for eighth-grade students. They also verified if the instruments were related to the objectives of the study and to the variables of students' participation and vocabulary learning. Based on their suggestions, some small changes were made to improve the wording and clarity of the instruments. This process helped to improve the content validity and reliability of the data collection instruments.

Analysis of the Results

This chapter explains the analysis of the information gathered from the three research instruments, the diagnostic checklists, the ten teacher journals, and the focus group conducted with five eighth-grade students. The objective of this analysis is to understand how student engagement and vocabulary learning improved through the use of the ECRIF framework with the Points and Learn strategy.

Diagnosis phase throughout the Observation checklists

Before the instructional intervention using the Points & Learn strategy and the ECRIF framework was introduced, a diagnostic phase was carried out over three observed lessons on October 6th, 7th, and 8th. During this stage, structured observation checklists were applied to record students' levels of participation and vocabulary learning, with the purpose of establishing a clear baseline of classroom conditions. The information collected during this phase shows that student participation was generally low, uneven, and highly dependent on teacher guidance. Peer interaction was limited, as many students remained quiet during group work and waited for direct instructions from the teacher, as reflected in the observation that "Most students remain silent during group activities and wait for instructions from the teacher" (Checklist, October 6th). Opportunities for cooperation or shared problem-solving were rare, and another checklist noted that "there is little evidence of students helping each other or exchanging ideas during tasks" (Checklist, October 7th).

Interaction patterns during the diagnostic phase were largely teacher-centered. Students seldom initiated communication and usually spoke only when prompted. One checklist reported that "students answer when called on, but do not ask questions or expand their responses" (Checklist, October 6th), while another pointed out that "interaction is mainly between teacher and a few confident students; most learners do not participate orally" (Checklist, October 8th). These observations suggest that oral participation was concentrated among a small group of students, while the majority remained passive throughout the lessons.

Expressive participation was especially limited before the intervention. In most cases, students' oral contributions were restricted to repetition or isolated words, with little evidence of complete sentences. This was evident in the observation that "students repeat vocabulary after the teacher but show difficulty using it in sentences" (Checklist, October 7th). In addition, affective factors appeared to play an important role, as some students avoided eye contact and chose not to speak during oral tasks. One checklist noted that "several students avoid eye contact and remain silent during oral activities" (Checklist, October 8th). These behaviors suggest low confidence and a fear of making mistakes when using English.

In terms of vocabulary learning, the diagnostic checklists show that students were able to recognize basic vocabulary, especially when Spanish translations were provided. However, they had difficulty using new words independently or in meaningful ways. One

observation stated that “students recognize basic vocabulary when translated into Spanish, but struggle to recall meaning independently” (Checklist, October 6th). Vocabulary use was mostly mechanical, as “vocabulary is used only through repetition; students do not apply words in meaningful contexts” (Checklist, October 7th). This indicates that vocabulary learning at this stage was mainly receptive rather than productive.

Students also relied heavily on teacher explanations and translation to understand new vocabulary. The checklists reported that “students frequently ask for Spanish equivalents instead of using images or context” (Checklist, October 7th), which shows limited use of inference strategies. Similarly, another observation mentioned that “students wait for the teacher to explain the meaning rather than inferring from visuals” (Checklist, October 8th). This pattern suggests that learners had not yet developed autonomy when learning new vocabulary.

The diagnostic data also reveal limited progress across different stages of vocabulary learning. Although repetition activities were present, there was little evidence that students moved beyond controlled practice toward internalization or fluent use. One checklist clearly stated that “students do not move beyond repetition; opportunities for free use of vocabulary are minimal” (Checklist, October 6th). In the same way, spontaneous use of vocabulary in oral interaction was almost nonexistent, as noted in the observation that “there is no evidence of students using vocabulary in spontaneous oral exchanges” (Checklist, October 8th).

Overall, the diagnostic checklists describe a classroom environment marked by low student participation, limited peer interaction, and a strong dependence on teacher support. Vocabulary learning was mostly based on repetition and translation, with few chances for meaningful use or independent learning. Students were often described as “passive during oral activities” (Checklist, October 6th), “dependent on teacher explanations” (Checklist, October 7th), and “reluctant to speak without direct support” (Checklist, October 8th). These initial conditions clearly show the need for an instructional intervention aimed at increasing active participation, encouraging collaboration, and supporting vocabulary learning through structured stages. In this context, the implementation of the Points & Learn strategy within the ECRIF framework responds directly to the needs identified during the diagnostic phase.

Table N° 2 Diagnostic Results before the Instructional Intervention

Diagnostic Results before the Instructional Intervention		
Category	Description of Results	Evidence from Checklists
Category A: Student Participation	Before the intervention, students' participation was generally low. Many students did not speak during activities and waited for the teacher to give instructions. Peer interaction was limited and group work was not very active. Only a small number of confident students participated orally, while most of the class remained silent. Some students showed low confidence and avoided speaking in English.	"Most students remain silent during group activities and wait for instructions from the teacher" (Checklist, October 6th). "There is little evidence of students helping each other or exchanging ideas during tasks" (Checklist, October 7th). "Interaction is mainly between teacher and a few confident students; most learners do not participate orally" (Checklist, October 8th).
Category B: Vocabulary Learning	Before the intervention, students' participation was generally low. Many students did not speak during activities and waited for the teacher to give instructions. Peer interaction was limited and group work was not very active. Only a small number of confident students participated orally, while most of the class remained silent. Some students showed low confidence and avoided speaking in English.	"Students recognize basic vocabulary when translated into Spanish, but struggle to recall meaning independently" (Checklist, October 6th). "Vocabulary is used only through repetition; students do not apply words in meaningful contexts" (Checklist, October 7th). "Students wait for the teacher to explain the meaning rather than

		inferring from visuals” (Checklist, October 8th).
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Elaborated by: Lcdo. David Palate

Source: Created by the author

Data analysis from Teacher’s Journal and Focus group after the implementation

The purpose of this analysis is to examine how the implementation of the Points & Learn strategy influenced students’ participation and how vocabulary learning developed across the ECRIF stages. The data were systematically organized into two main categories: (A) Student Participation and the Influence of the Points & Learn Strategy, and (B) Vocabulary Learning within the ECRIF Stages. Each category is further divided into subcategories that reflect key patterns observed in classroom interaction, learner engagement, behavioral regulation, and vocabulary use. To enhance transparency and credibility, the analysis integrates direct excerpts from the journals and the focus group, which illustrate students’ behaviors, perceptions, and learning processes throughout the intervention.

Table N° 3 Categories and subcategories for data analysis

Categories and subcategories for data analysis	
Categories	Subcategories
Category A: Student Participation and the Influence of the Points & Learn Strategy	➤ Peer Interaction and Cooperative Participation ➤ Motivation and Engagement through Points & Learn ➤ Expressive Participation and Confidence Development ➤ Behavioral Regulation and Group Responsibility
Category B: Vocabulary Learning within the ECRIF Stages	➤ Encounter: Initial Exposure and Visual Comprehension ➤ Clarify: Meaning and Pronunciation Support ➤ Remember: Practice and Vocabulary Consolidation ➤ Internalize: Transition toward Independent Vocabulary Use ➤ Fluent Use: Meaningful and Contextual Vocabulary Use

Elaborated by: Lcdo. David Palate

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Category A: Student Participation and the Influence of the Points & Learn Strategy

A1. Peer Interaction and Cooperative Participation

Student–student interaction, collaboration, and negotiation of meaning showed a clear progression across the intervention. In the initial lessons, peer interaction was present but hesitant, with students often relying on confirmation rather than collective reasoning. However, as the Points & Learn strategy became familiar, students increasingly engaged in collaborative dialogue to solve tasks and clarify meaning together.

Several journals document students negotiating vocabulary meaning within their groups. For example, during early vocabulary activities, students discussed object functions and categories, as noted in:

“When matching definitions, most groups discussed options (‘No, the ruler is for measuring’)” (Journal 2).

As lessons progressed, negotiation of meaning became more spontaneous and student-led. In later sessions, learners corrected each other respectfully and justified their choices: “Students corrected one another (‘No, elephant is wild, not domestic’)” (Journal 10).

Collaboration and teamwork also strengthened over time. Groups increasingly divided roles and supported quieter peers:

“Most teams divided responsibilities (drawing, writing, organizing ideas)” (Journal 3).

“Some groups naturally divided roles (writer, illustrator, presenter)” (Journal 4).

This collaborative environment was also reflected in the focus group, where students highlighted peer support as a motivator:

“Mis compañeros me ayudan cuando no sé la palabra” (Focus Group).

Overall, peer interaction evolved from limited cooperation to more balanced teamwork, characterized by shared responsibility and meaningful negotiation of meaning.

A2. Motivation and Engagement through Points & Learn

The Points & Learn strategy played a central role in motivating participation and sustaining engagement throughout the lessons. Competitive motivation was evident as students closely monitored the point grids and reacted immediately to gains or losses.

Multiple journals describe increased energy and focus when points, especially blue points, were at stake:

“The anticipation of blue points during the Internalize activity visibly increased energy” (Journal 2).

“Blue points were effective during Internalize and Fluent Use. Students wanted to earn their final points and kept participation high” (Journal 10).

Sustained engagement was also observed as students remained attentive across all ECRIF stages, not only during games or movement activities. The visual scoreboard functioned as a constant reminder of group goals:

“Students monitored their grids constantly. The grids helped maintain structure and discipline” (Journal 3).

Participation was often directly triggered by the point rewards, encouraging even shy students to contribute:

“Even shy students attempted to produce target words to help their group earn the point” (Journal 2).

This motivational effect was echoed in the focus group, where students explicitly connected points with effort:

“Cuando veo los puntos, quiero participar más” (Focus Group).

“Aunque me da vergüenza, hablo para que mi grupo gane puntos” (Focus Group).

These findings suggest that Points & Learn functioned not only as a motivational tool but also as a mechanism for sustaining attention and encouraging consistent participation.

A3. Expressive Participation and Confidence Development

Expressive participation and oral confidence developed gradually across the intervention. Initially, students’ oral contributions were short and cautious, often limited to single words or memorized phrases. Over time, however, students increasingly expressed ideas, opinions, and personal connections.

Journal entries show a steady increase in expressive language use:

“Students expressed more ideas compared to previous lessons (‘Broccoli is healthy because it has vitamins’)” (Journal 3).

“Students described themselves or family members in simple but clear terms (‘My mother is very friendly’)” (Journal 4).

Willingness to speak also improved, particularly during interactive and communicative tasks:

“Students moved around the classroom confidently, and most of them managed to ask at least two classmates” (Journal 6).

Confidence development was especially noticeable when students spoke about familiar or personal topics, as well as fictional characters, which reduced anxiety:

“Shy students were more willing to speak when describing fictional characters rather than themselves” (Journal 4).

The focus group further reinforces this growing confidence:

“Antes no hablaba casi nada, ahora intento decir frases” (Focus Group).

“Con los juegos y los puntos ya no tengo tanto miedo” (Focus Group).

These data indicate that expressive participation evolved alongside confidence, supported by repeated opportunities for oral use and a low-anxiety, game-informed environment.

A4. Behavioral Regulation and Group Responsibility

Behavioral regulation and group responsibility were strongly linked to the point system. Students demonstrated increasing self-regulation, often correcting their behavior without teacher intervention to protect their group’s score.

Several journals describe students monitoring themselves and peers:

“Groups reminded each other to stay on task to avoid losing points” (Journal 2).

“When the Rainy group lost a point for talking too loudly, the group self-corrected immediately” (Journal 6).

Group accountability became a defining feature of classroom behavior. Students understood that individual actions affected the entire team:

“The group tried to help him regain points to return to his group” (Journal 3).

Responsibility linked to point gain or loss encouraged reflection and improvement rather than punishment:

“After demonstrating responsibility and earning points independently, he rejoined his original group” (Journal 3).

This perception of fairness and shared responsibility was also expressed by students:

“Si alguien se porta mal, perdemos todos, entonces nos cuidamos” (Focus Group).

Overall, Points & Learn supported positive behavioral regulation by fostering collective accountability and encouraging students to take responsibility for both learning and conduct.

Category B: Vocabulary Learning within the ECRIF Stages

B1. Encounter: Initial Exposure and Visual Comprehension

The Encounter stage consistently benefited from the use of images, realia, and visual stimuli. These supports activated prior knowledge and facilitated immediate recognition of new vocabulary.

Journals repeatedly highlight the effectiveness of visual input:

“Encounter was very successful because the objects were tangible” (Journal 2).

“Students reacted instantly to the images” (Journal 6).

Students often connected new vocabulary with existing knowledge or personal experience:

“Students commented on transportation they had seen” (Journal 5).

“Students recognized common jobs immediately” (Journal 8).

This initial understanding was also reflected in the focus group:

“Con las imágenes entiendo más rápido” (Focus Group).

B2. Clarify: Meaning and Pronunciation Support

During the Clarify stage, teacher explanations, pronunciation modeling, gestures, and peer correction supported deeper understanding. Students frequently asked for clarification and repeated words to improve accuracy.

Examples from the journals include:

“Students asked several clarification questions, especially about pronunciation” (Journal 6).

“Clarify was effective; students clearly understood categories and corrected each other respectfully” (Journal 3).

Gestures and examples further supported meaning-making:

“Students used physical characteristics to explain meaning” (Journal 2).

These practices reduced confusion and built a shared understanding of vocabulary before practice.

B3. Remember: Practice and Vocabulary Consolidation

Controlled practice activities during the Remember stage supported retention and reduced anxiety. Matching tasks, worksheets, and guided exercises allowed students to consolidate vocabulary safely.

Evidence from the journals includes:

“Students handled the worksheet calmly” (Journal 6).

“Remember supported consolidation and prepared students well for interviews” (Journal 4).

Students appeared more confident during this stage, as tasks were structured and predictable:

“Students matched items to rooms with confidence” (Journal 7).

B4. Internalize: Transition toward Independent Vocabulary Use

The Internalize stage marked a shift toward greater autonomy and cognitive demand. Students began forming sentences with limited support and relying less on visual aids.

Journal evidence shows this transition clearly:

“Students produced simple but correct sentences” (Journal 9).

“Some produced spontaneous sentences during the partner activity” (Journal 5).

Points & Learn strongly influenced participation during this stage:

“The blue point in Internalize increased speaking attempts” (Journal 3).

Students themselves recognized this challenge:

“Aquí ya no copiamos, tenemos que pensar” (Focus Group).

B5. Fluent Use: Meaningful and Contextual Vocabulary Use

The Fluent Use stage provided opportunities for semi-authentic communication. Students used vocabulary in presentations, interviews, posters, and role-play activities with reduced reliance on visual support.

Examples include:

“Students presented confidently and most spoke without reading” (Journal 10).

“Students produced sentences during the map presentation without needing to read from the board” (Journal 9).

Vocabulary use became more personal and contextual:

“Many students related animals to their daily life” (Journal 10).

“Students talked about real places in their neighborhoods” (Journal 9).

The focus group confirms this shift toward meaningful use:

“Ya puedo usar las palabras para hablar de mi vida” (Focus Group).

Taken together, the journals and focus group data show that the Points & Learn strategy positively influenced participation, motivation, behavioral regulation, and oral confidence, while the ECRIF framework provided a clear progression from recognition to meaningful use of vocabulary. The combination of both approaches created a supportive environment that gradually moved students from hesitant participation to more confident and autonomous language use.

Triangulation

According to Denzin as cited in Carter et al. (2014), triangulation in qualitative research involves the use of multiple data collection methods to analyze the same phenomenon and improve the validity and credibility of the findings. This process allows researchers to compare information from different instruments and confirm whether similar patterns appear across the data sources.

The triangulation process in this study was done by comparing the results from the observation checklists, the teacher journals, and the focus group. At the beginning, the observation checklists showed that students' participation and vocabulary learning were low. Vocabulary was taught in an unstructured way, and students did not interact much or use the new words confidently. After the implementation of the Points & Learn strategy together with the ECRIF framework, the information from the teacher journals and the focus group showed clear changes. The teacher journals described more active participation, better organization of the lessons, and more frequent use of vocabulary during the activities. In the same way, the focus group revealed that students felt more motivated and more confident to speak and participate in class. Since similar results were found in the three instruments, the triangulation helped confirm that the data was valid and that students' participation and vocabulary learning improved after the intervention.

Table N° 4 Triangulation

Category A: Student Participation through the “Points and learn” strategy				
Subcategory	Checklist evidence (before the implementation)	Teacher’s Journal evidence (during the implementation)	Fucus group evidence (after the implementation)	Triangulation interpretation
Peer Interaction and Cooperative Participation	“Most students remain silent during group activities and wait for instructions from the teacher” (Checklist, October 6th). “There is little evidence of students helping each other or exchanging ideas during tasks” (Checklist, October 7th).	“Most teams divided responsibilities (drawing, writing, organizing ideas)” (Journal 3). “Students corrected one another (‘No, elephant is wild, not domestic’)” (Journal 10).	“Mis compañeros me ayudan cuando no sé la palabra” (Focus Group).	The checklist shows limited peer interaction before the intervention, while journals and focus group confirm increased cooperation and negotiation of meaning after implementation.
Motivation and Engagement through Points & Learn	“Students answer when called on, but do not ask questions or expand their responses” (Checklist, October 6th).	“The anticipation of blue points during the Internalize activity visibly increased energy” (Journal 2). “Students monitored their grids constantly” (Journal 3).	“Cuando veo los puntos, quiero participar más” (Focus Group).	Before the intervention, motivation was low and teacher-dependent. After implementation, points increased engagement and active participation.
Expressive Participation	“Students repeat vocabulary after the teacher but show difficulty	“Students expressed more ideas compared to previous lessons” (Journal 3).	“Antes no hablaba casi nada, ahora intento decir frases” (Focus Group).	Triangulation shows a clear change from low confidence

and Confidence Development	using it in sentences” (Checklist, October 7th). “Several students avoid eye contact and remain silent during oral activities” (Checklist, October 8th).	“Students moved around the classroom confidently” (Journal 6)		and silence to increased expressive participation and willingness to speak.
Behavioral Regulation and Group Responsibility	“Students are passive during oral activities” (Checklist, October 6th).	“Groups reminded each other to stay on task to avoid losing points” (Journal 2). “The group tried to help him regain points to return to his group” (Journal 3).	“Si alguien se porta mal, perdemos todos, entonces nos cuidamos” (Focus Group).	Checklist data shows lack of self-regulation before the intervention, while later data shows shared responsibility linked to the point system.
Category B: Vocabulary learning through ECRIF framework				
Encounter: Initial Exposure and Visual Comprehension	“Students wait for the teacher to explain the meaning rather than inferring from visuals” (Checklist, October 8th). .	“Encounter was very successful because the objects were tangible” (Journal 2). “Students reacted instantly to the images” (Journal 6).	“Con las imágenes entiendo más rápido” (Focus Group).	Before intervention, students depended on explanations. After implementation, visuals supported faster understanding.

Clarify: Meaning and Pronunciation Support	“Students frequently ask for Spanish equivalents instead of using images or context” (Checklist, October 7th).	“Students asked several clarification questions, especially about pronunciation” (Journal 6). “Students corrected each other respectfully” (Journal 3).	“El profesor repite y así entendemos mejor” (Focus Group).	The data shows a shift from translation dependency to supported clarification through modeling and repetition.
Remember: Practice and Vocabulary Consolidation	“Vocabulary is used only through repetition; students do not apply words in meaningful contexts” (Checklist, October 7th).	“Students handled the worksheet calmly” (Journal 6). “Remember supported consolidation” (Journal 4).	“Así practicamos sin miedo a equivocarnos” (Focus Group).	Triangulation indicates that controlled practice helped reduce anxiety and improve retention after the intervention.
Internalize: Transition toward Independent Vocabulary Use	“Students do not move beyond repetition; opportunities for free use of vocabulary are minimal” (Checklist, October 6th).	“Students produced simple but correct sentences” (Journal 9). “Some produced spontaneous sentences” (Journal 5).	“Aquí ya no copiamos, tenemos que pensar” (Focus Group).	Evidence shows movement from repetition to early independent sentence production.
Fluent Use: Meaningful and Contextual Vocabulary Use	“There is no evidence of students using vocabulary in spontaneous oral exchanges” (Checklist, October 8th).	“Students presented confidently and most spoke without reading” (Journal 10). “Students talked about real places in their neighborhoods” (Journal 9).	“Ya puedo usar las palabras para hablar de mi vida” (Focus Group).	Checklist confirms lack of fluent use before intervention, while journals and focus group show meaningful and contextual vocabulary use after.

Elaborated by: Lcdo. David Palate

Source: Created by the author

CHAPTER III

PRODUCT

Innovative Proposal to the Problem

This chapter describes the proposal developed for eighth-grade students in General Basic Education. The proposal includes ten lesson plans that combine the ECRIF framework with the Points and Learn strategy. The main purpose of this proposal is to offer English teachers a practical alternative that can be used in the classroom. It focuses on improving students' behavior, encouraging them to participate more, and helping them learn vocabulary in a more meaningful way.

The proposal provides basic guidelines, examples of classroom activities, and step-by-step instructions that teachers can follow during the lessons. The intention is to motivate students and support the English learning process, making it easier and more effective in different classroom contexts.

Proposal Name

“ECRIF and Points and Learn: Enhancing students' participation and facilitating vocabulary learning.” An educational booklet for 8th-year English learners

This proposal is presented as a practical set of ten lesson plans that are designed to help teachers increase students' participation and encourage active vocabulary learning. The lesson plans combine the ECRIF learning cycle with the Points and Learn strategy, which is based on group motivation. By working with both approaches together, the lessons aim to improve the learning experience and support students' language development in a more gradual and meaningful way.

Type of Product

The product consists of a set of ten lesson plans that guide teachers in applying the Points and Learn strategy alongside ECRIF-based activities in general education classrooms. These lesson plans function as a structured tool that assists teachers in organizing learning activities, promoting student participation, and supporting vocabulary development in a consistent and systematic manner.

Van Diggele et al. (2020) note that “Planning, preparing, and structuring a small group teaching session is essential for effective instruction and student engagement.” In alignment with this perspective, the lesson plans provide teachers with step-by-step instructional sequences, ensuring that the Points and Learn strategy is applied coherently and effectively. This systematic structure enables teachers to adapt activities to different classroom realities while maintaining pedagogical integrity.

Furthermore, well-structured lesson plans support teacher reflection and professional development. As König (2021) states, “Lesson planning typically demands specific cognitive skills that teachers must master to create high-quality instructional practice.”

By offering clearly defined procedures and concrete examples, the set of lesson plans empowers teachers to encourage student engagement, maintain orderly behavior, and support learning outcomes while preserving teacher autonomy.

This proposal also aligns with principles of explicit instruction. Rosenshine (2012) highlights that “successful teachers spend more than half of the class time lecturing, demonstrating, and asking questions.” Following this idea, the lesson plans incorporate structured moments especially during the Encounter and Clarify stages of the ECRIF cycle that help maintain a positive classroom climate, guide students through the learning process, and enhance vocabulary acquisition.

Overall, the set of ten lesson plans provides teachers with a coherent, practical, and flexible structure for implementing the Points and Learn strategy. Its organization allows teachers to facilitate interactive, motivating, and student-centered lessons that contribute to greater participation and vocabulary development.

Objective of the Proposal

To enhance classroom participation and vocabulary learning in eighth-grade students through the implementation of a set of 10 lesson plans based on the Points and Learn strategy and aligned with the ECRIF learning cycle.

Structure of the Product

The proposal is structured as a set of ten lesson plans that offer teachers clear directions to implement the Points and Learn strategy in alignment with each stage of the ECRIF framework. The lesson plans include methodological recommendations, required materials, teacher instructions, activity examples, and classroom activities suggestions that promote active participation, positive behavior, and vocabulary learning.

The structure supports interactive and dynamic learning processes. Each lesson plan encourages students to collaborate, reflect, and use new vocabulary in meaningful and age-appropriate ways. The activities were designed with consideration of the needs and developmental characteristics of eighth graders and can be adapted to various teaching contexts.

The product is organized as follows:

Cover Page: It shows a clear and straightforward presentation of the proposal, its name and the author

Table of contents: It shows in a well-organized manner all the contents the booklet contains.

PAGE 1 “Introduction”: This page presents a presentation paragraph of the booklet. It mentions the “Points and learn” strategy and the ECRIF framework. Moreover, it shows the purpose of the booklet.

PAGE 2 “What is the ECRIF framework?”: This page presents in a well-organized manner the definition of the acronym ECRIF and the stages in the learning process. The ECRIF framework is a teaching model designed by Josh Kurzweil and Mary Scholl in 2005 to describe how learners build mastery of new language step by step. Its name represents the five stages students typically go through as they learn, practice, and internalize new structures or vocabulary

Table N° 5 ECRIF Framework stages

E - Encounter	Students are first exposed to the new language through meaningful input. They notice how it looks, sounds, and is used in context.
C – Clarify	Learners explore the form, meaning, and use of the target language. Understand patterns and rules through discovery or explicit explanation.
R – Remember	Students practice the language in controlled activities that help them retain key structures. This stage strengthens accuracy through repetition and

	short tasks.
I – Internalize	Learners use the new language in more open, communicative activities. Here, they focus on fluency and meaningful use, integrating the target language with their existing knowledge.
F – Fluent Use	At this final stage, students demonstrate confident and independent use of the language. They participate in tasks that simulate real-life situations and require spontaneous communication.

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PAGE 3 “What is the “Points and Learn” strategy?”: This page shows in a general way the foundation and main ideas that teachers have to consider before to implement the “Points and Learn” strategy.

Table 6 "Points and learn" strategy, general information

Points and Learn is a classroom strategy designed to improve participation, collaboration, and responsible behavior through a gamified group system. Students work in teams of five, each named after vocabulary related to the lesson topic (e.g., Pencil Case, Ruler, Sharpener).
The teacher uses group grids on the board to track points visually throughout the lesson. Students earn points through positive actions such as completing tasks, staying focused, and contributing ideas. They can also lose points for off-task behavior.
The strategy combines motivation, accountability, and language learning by creating a friendly, competitive environment where students stay engaged and responsible from start to finish.

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Points and learn					
walking	thinking	climbing	working	drawing	helping

Figure 1 "Points and Learn" strategy group grids

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PAGE 4 "How to use the "Points and Learn" strategy?": This page show in a detailed way the steps teachers have to follow to implement the "Points and Learn" strategy.

Table N° 7 "Points and learn" strategy steps

Organize the Groups Divide students into groups of five. Assign each team a name connected to the unit vocabulary. Draw a grid for each team, plus one individual accountability grid.
Use the Scoring System Black Points: For completing tasks, staying in the work area, and participating responsibly. Blue Points: Worth three black points; earned for challenging answers, extra effort, or strong teamwork. Point Losses: Off-task behavior, unfinished work, or causing distractions. Students may recover points through improvement
Apply the Individual Accountability Grid If a student repeatedly harms their team's score, move them to the individual grid. Their points become individual until they earn seven positive points, allowing them to return to the team. This system promotes reflection, fairness, and responsibility.
Celebrate the Winners At the end of class, the team with the most points receives a small reward (e.g., sticker, candy,)

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PAGE 5 - 24 “Lesson plans and activities”: Here, the lesson plans and all the procedures are present in a systematic way so that teachers can use them as a practical guide to implement the booklet. Each lesson plan shows the activities to do in every single ECRIF stage and also provides clear instructions to implement the “Points and Learn” strategy.

Lesson plan 1: Daily Routines

This lesson plan introduces daily routine vocabulary at A1 level using the ECRIF framework and the Points and Learn strategy. Each stage has a time and point value to encourage participation, teamwork, and responsibility.

In the Encounter stage, students are divided in groups of five and each group gets a daily-routine name like Wake Up, Brush Teeth, or Have Breakfast. The teacher draws the group and individual grids to explain the Points and Learn system. Then, students read a short text about a teenager’s routine and notice familiar words. This activity lasts 5 minutes and is worth 1 black point, helping students get involved and notice vocabulary.

During the Clarify stage, students match flashcards with pictures to understand meaning. This 5-minute activity is worth 2 black points, encouraging focus and collaboration before moving on.

The Remember stage is controlled written practice. Students complete a gap-fill worksheet about daily activities. This 5-minute task is worth 2 black points and helps reinforce accuracy and memory.

In the Internalize stage, students interview a partner using guided questions about their routine. This 6-minute activity is worth 1 blue point and promotes meaningful speaking and personal use of vocabulary.

Finally, in the Fluent Use stage, groups create a small poster titled “Our Daily Routine” illustrating four or five actions. This 8-minute activity is worth 1 blue point and encourages creative and independent use of vocabulary.

Lesson plan 2: School objects

This lesson helps students learn vocabulary about school life using the ECRIF framework and Points and Learn strategy. It guides learners from first contact with words to more confident and meaningful use, while promoting teamwork and responsibility.

In the Encounter stage, students are divided into groups of five and get names like Notebook, Ruler, or Pencil Case. The teacher shows the group and individual grids and

explains Points and Learn. Students then look at real objects or pictures and guess the names. This lasts 7 minutes total and is worth 2 black points, helping them notice vocabulary and get engaged.

During Clarify, students match words with short definitions, like “something you write in.” This 5-minute activity is worth 2 black points and helps understand meaning and form through discussion.

The Remember stage is controlled practice. Students label pictures with correct words in a worksheet. This 5-minute activity is worth 2 black points, reinforcing memory and accuracy.

In Internalize, students do a “Find Someone Who” activity, asking classmates questions like “Find someone who has a blue notebook.” This 7-minute task is worth 1 blue point, promoting real interaction and fluency.

Finally, in Fluent Use, groups create a “School Survival Guide” explaining four or five objects, like “You need a notebook to take notes.” This 8-minute activity is worth 1 blue point, encouraging independent and creative use of vocabulary.

Lesson Plan 3: Food and Healthy Habits

This lesson helps eighth-grade students learn vocabulary about food and healthy habits using the ECRIF framework and Points and Learn strategy. It guides students from first exposure to confident and meaningful use of words while encouraging teamwork, responsibility, and participation.

In the Encounter stage, students are divided into groups of five and receive group names like Fruits, Vegetables, Protein, Dairy, or Grains. The teacher sets up the group and individual point grids and explains the Points and Learn system. Then, students look at pictures of foods and raise their hands to say if each is healthy or unhealthy. This activity lasts 7 minutes and is worth 2 black points. It helps students notice vocabulary in context and recall prior knowledge.

During Clarify, students do a short matching activity connecting food items with categories (for example, apple → fruit, milk → dairy, bread → grains). This 5-minute activity is worth 2 black points. It helps students understand meaning and form, reinforces food categories, and encourages collaboration and focus.

In the Remember stage, students complete a classification chart with Healthy Foods and Unhealthy Foods, writing at least five vocabulary items in each column. This controlled practice lasts 5 minutes and is worth 2 black points. It promotes memory recall, accuracy, and careful work.

During Internalize, students do a “Mini Health Interview” in pairs, asking questions like “What healthy foods do you eat?” and “What unhealthy foods do you like?” This communicative activity lasts 7 minutes and is worth 1 blue point. It helps students personalize the vocabulary and use it more fluently and automatically.

Finally, in Fluent Use, students work in groups to create a “Healthy Plate Poster,” selecting 4–5 foods and writing a short explanation of why the meal is healthy. This 8-minute collaborative task is worth 1 blue point. It encourages creativity, teamwork, and independent use of vocabulary in a meaningful context, showing confidence and fluency.

Lesson Plan 4: Describing People & Personality

is design to help eighth-grade students develop vocabulary related to physical appearance and personality traits using the ECRIF framework and the Points and Learn motivational strategy. The lesson guides students from first exposure to more confident language use, while promoting collaboration, responsibility, and active participation.

During the Encounter stage, students are divided into groups of five and given vocabulary-based group names such as Friendly, Shy, Funny, or Curly Hair. The teacher introduces the Points and Learn system by setting up the group and individual point grids on the board. This activity lasts 3 minutes and is worth 1 black point. Then, the teacher shows images of different people, and students say adjectives or physical traits they can identify. This activity lasts 4 minutes and is also worth 1 black point, helping students notice new vocabulary in context.

In the Clarify stage, students match vocabulary cards with simple definitions or examples, such as “Someone who likes people → friendly.” This guided activity lasts 5 minutes and is worth 2 black points. It helps learners clarify meaning through discussion and supports understanding before practice.

The Remember stage includes a sentence-completion exercise using prompts like “She is very ____” or “My best friend has ____ hair.” This activity lasts 5 minutes and is worth 2 black points, reinforcing accuracy and memory through controlled practice.

During the Internalize stage, students interview a partner using questions such as “What do you look like?” and “What are you like?” This activity lasts 7 minutes and is worth 1 blue point, encouraging personal use of the vocabulary.

Finally, in the Fluent Use stage, students work in groups to create a short “Character Profile” and present it to the class. This task lasts 8 minutes and is worth 1 blue point, allowing students to use the vocabulary more confidently and creatively.

Lesson Plan 5: Means of Transport (Land, Air, Water)

It focuses on teaching vocabulary related to means of transport by land, air, and water using the ECRIF framework together with the Points and Learn strategy. The lesson helps students move from first contact with the vocabulary to more fluent use, while encouraging collaboration and responsibility in class.

In the Encounter stage, students are divided into groups of five and receive group names related to transport. The teacher introduces the point grids and the accountability system. This activity lasts 3 minutes and is worth 1 black point. After that, students observe pictures of different types of transport in real situations and say what they see. This visual activity lasts 4 minutes and is worth 2 black points, helping students notice the vocabulary in context.

During the Clarify stage, the teacher presents the categories Land, Air, and Water, models the pronunciation, and places transport images under each category. Students repeat the words together. This stage lasts 7 minutes and is worth 2 black points, supporting understanding of meaning and basic form.

In the Remember stage, students match word cards with transport pictures. This activity lasts 8 minutes and is worth 1 blue point. It helps reinforce memory and recognition of the vocabulary.

The Internalize stage requires students to work in groups and sort transport cards into the three categories. They also give short reasons for their choices. This task lasts 10 minutes and is worth 1 blue point, promoting collaboration and simple reasoning.

Finally, in the Fluent Use stage, students work in pairs and ask each other questions about how they travel using the target vocabulary. This communicative activity lasts 10 minutes and is worth 1 blue point, allowing students to use the vocabulary in a more natural and meaningful way.

Lesson Plan 6: Weather and seasons

It aims to develop eighth-grade students vocabulary related to weather and seasons by using the ECRIF framework together with the Points and Learn strategy in a 45-minute lesson.

In the Encounter stage, students are put into groups and receive names related to weather or seasons. The teacher introduces the point grids and explains how the system works. This activity lasts 3 minutes and is worth 1 black point. After that, students look at pictures about weather and seasons and try to identify familiar words. This activity

lasts 5 minutes and is worth 2 black points, helping students notice the new vocabulary for the first time.

During the Clarify stage, the teacher presents the weather and season words using images and models the pronunciation. Students repeat the words and decide if each one belongs to weather or seasons. This stage lasts 8 minutes and is worth 2 black points, supporting understanding of meaning and pronunciation.

In the Remember stage, students complete a short worksheet where they match words with pictures and complete simple sentences. This controlled activity lasts 8 minutes and is worth 1 blue point. It helps reinforce memory and correct use of the vocabulary. The Internalize stage involves students working in groups to sort vocabulary cards into different weather-related categories and give short explanations. This activity lasts 10 minutes and is worth 1 blue point, encouraging more independent use of the words.

Finally, in the Fluent Use stage, students ask their classmates questions about weather and seasons and then share their answers with the group. This communicative activity lasts 11 minutes and is worth 1 blue point, allowing students to use the vocabulary in a more fluent and meaningful way.

Lesson Plan 7: House and home

This lesson is focused on developing eighth-grade students vocabulary related to the house and home by using the ECRIF framework and the Points and Learn strategy in a 45-minute lesson.

In the Encounter stage, students are divided into groups and receive group names related to parts of the house. The teacher introduces the point grids and explains how the system works. This activity lasts 3 minutes and is worth 1 black point. After that, students look at pictures and try to identify rooms and objects they already know. This visual activity lasts 5 minutes and is worth 2 black points, helping students notice the vocabulary for the first time.

During the Clarify stage, the teacher presents each word with a picture and models the pronunciation. Students repeat the words and classify them as rooms or furniture. This stage lasts 8 minutes and is worth 2 black points, making sure students understand the meaning and form of the vocabulary.

In the Remember stage, students match the rooms with the correct furniture items. This controlled practice lasts 8 minutes and is worth 1 blue point. It helps reinforce recall and accuracy of the words.

The Internalize stage asks groups to place vocabulary cards on a house layout and explain why they put them there. This activity lasts 10 minutes and is worth 1 blue point, promoting reasoning and more independent use of the vocabulary.

Finally, in the Fluent Use stage, students work in pairs to describe their rooms and household objects and then share the information with their group. This communicative activity lasts 11 minutes and is worth 1 blue point, encouraging more fluent and meaningful use of language.

Lesson Plan 8: Jobs and professions

This lesson plan focuses on developing eighth-grade students vocabulary related to jobs and professions by using the ECRIF framework together with the Points and Learn strategy in a 45-minute lesson.

In the Encounter stage, students are organized into groups and receive group names related to different jobs. The teacher introduces the group and individual point grids and explains how the system works. This activity lasts 3 minutes and is worth 1 black point. After that, students look at pictures of jobs and try to identify them, repeating the words orally. This image-based activity lasts 4 minutes and is worth 2 black points, helping students to notice the new vocabulary for the first time.

During the Clarify stage, the teacher presents each job using images and models the pronunciation clearly. Students repeat the vocabulary and answer simple identification questions. This stage lasts 8 minutes and is worth 2 black points, making sure students understand the meaning, pronunciation, and basic form of the new words.

In the Remember stage, students complete a matching activity by connecting job pictures with the correct written words. This controlled practice lasts 8 minutes and is worth 1 blue point. It helps reinforce vocabulary recall and accuracy.

The Internalize stage is done in pairs, where students practice a simple question-and-answer structure using the target vocabulary, such as asking about jobs. This guided communicative activity lasts 10 minutes and is worth 1 blue point, allowing students to use the vocabulary in a more independent way.

Finally, in the Fluent Use stage, students work in groups to do short role-plays, acting different jobs while their classmates guess using complete sentences. This communicative activity lasts 12 minutes and is worth 1 blue point. It promotes creativity, confidence, and more spontaneous use of language at an A1 level.

Lesson Plan 9: Places of town

focuses on developing eighth-grade students vocabulary related to places in town by using the ECRIF framework together with the Points and Learn strategy in a 45-minute lesson.

In the Encounter stage, students are divided into groups and given group names related to places in town. The teacher introduces the group and individual point grids and explains the rules of the system. This activity lasts 3 minutes and is worth 1 black point. After that, students look at pictures of common places in town and try to identify them, repeating the words orally. This visual activity lasts 5 minutes and is worth 2 black points, helping students to notice the new vocabulary for the first time.

During the Clarify stage, the teacher presents each place using pictures and models the pronunciation. Students repeat the vocabulary and classify the words according to their function, for example places to eat, shop, study, or for emergencies. This stage lasts 8 minutes and is worth 2 black points. It helps students understand the meaning and basic use of the vocabulary.

In the Remember stage, students complete a matching activity where they connect places with simple descriptions. This controlled practice lasts 8 minutes and is worth 1 blue point, reinforcing vocabulary recall and understanding through guided work.

The Internalize stage requires students to work in groups and create simple sentences using structures such as “There is a...” or “There are...” with the target vocabulary. This activity lasts 10 minutes and is worth 1 blue point. It encourages students to personalize the vocabulary and use it in a more independent way.

Finally, in the Fluent Use stage, students work in pairs to create a small town map including labeled places and short descriptive sentences. This communicative activity lasts 11 minutes and is worth 1 blue point. It promotes creative, fluent, and more confident use of language at an A1 level.

Lesson Plan 10: Wild and domestic animals

This lesson plan is about developing eighth-grade students vocabulary related to wild and domestic animals using the ECRIF framework and the Points and Learn strategy in a 45-minute lesson.

In the Encounter stage, students are divided into groups and receive animal-based group names. The teacher introduces the group and individual point grids and explains the system. This activity lasts 3 minutes and is worth 1 black point. After that, students look at pictures of wild and domestic animals and say the names aloud if they know

them. This visual activity lasts 5 minutes and is worth 2 black points, helping students notice the new words for the first time.

During the Clarify stage, the teacher presents each animal with a picture, models the pronunciation, and students repeat the words. Then students classify animals as wild (lion, tiger, elephant, monkey) or domestic (dog, cat, cow, horse). This stage lasts 8 minutes and is worth 2 black points, making sure students understand the meaning, classification, and pronunciation.

In the Remember stage, students do a matching activity connecting animals to short descriptions, for example “This animal lives in the jungle → tiger” or “People keep this animal at home → dog.” This controlled practice lasts 8 minutes and is worth 1 blue point, reinforcing recall and understanding of the vocabulary.

The Internalize stage is done in pairs, where students create simple sentences about each animal, for example “The lion is wild” or “The dog is domestic.” This activity lasts 10 minutes and is worth 1 blue point. It encourages independent and meaningful use of the vocabulary. Blue points motivate participation and teamwork.

Finally, in the Fluent Use stage, students work in groups to create a mini “Animal Poster.” They choose four animals, draw them, write one sentence for each, and briefly present their work, for example “This is a tiger. It is wild.” This activity lasts 11 minutes and is worth 1 blue point. It promotes creativity, confidence, and fluent use of vocabulary in a real communicative task.

The complete proposal

<https://www.calameo.com/read/00809547016d568479e25>

Evaluation of the Proposal

The effectiveness of the proposal will be monitored using qualitative tools such as teacher journals and observation sheets. These instruments allow the teacher to document students’ participation, classroom behavior, and vocabulary use throughout the implementation of the ten lesson plans. Observation sheets make it possible to record students’ engagement during activities and their reactions to the Points and Learn system, while teacher journals provide space for reflective commentary on lesson performance, student responses, and areas requiring modification.

This evaluation approach prioritizes the instructional process rather than quantitative measures. It focuses on understanding how the set of lesson plans contributes to active

participation, positive behavior, and vocabulary learning from a qualitative and authentic classroom perspective.

Validation of the Proposal

Following the validation procedures recommended in the Indoamérica University Thesis Manual (2020), this proposal was validated using Method 3: Verification by application of the proposal in the study context. Specifically, validation was achieved through the observation of results showing transformation between the initial diagnosis and the outcomes during the implementation of the ten lesson plans.

This validation method was appropriate because it allowed the researcher to apply the Points and Learn strategy through the lesson plans and systematically observe its effects on participation, behavior, and vocabulary development. Qualitative evidence gathered through observation sheets and teacher journals supported the verification of changes that occurred during implementation.

Additionally, the entire set of ten lesson plans and its instructional components were reviewed and validated by two English-language teachers with master's degrees in Teaching English as a Foreign Language from the Universidad Técnica de Cotopaxi. Their expert evaluation ensured that the product met the pedagogical, methodological, and contextual requirements appropriate for eighth-grade students.

CONCLUSIONS Y RECOMENDATIONS

Conclusions

- The qualitative diagnostic phase revealed that the classroom environment was dominated by passive learning behaviors and a dependence on rote memorization. Data gathered through initial observations indicated that students perceived vocabulary acquisition as a static exercise rather than a functional tool for communication. This resulted in a notable lack of communicative confidence and minimal spontaneous interaction, suggesting that the existing instructional methods did not provide the necessary emotional or cognitive space for students to engage actively with the English language.
- The implementation of the ten ECRIF-based lesson plans, integrated with the "Points and Learn" strategy, fostered a more dynamic and student-centered learning environment. Qualitatively, this approach transitioned students through the stages of discovery and internalization, allowing them to move beyond simple recognition toward a more meaningful grasp of vocabulary. The "Points and Learn" strategy, in particular, served as a vital motivational catalyst, transforming the classroom atmosphere into one where participation was perceived as a low-stakes, rewarding activity, thereby facilitating a more natural acquisition process.
- The triangulation of classroom observations, teacher reflective journals, and focus group interviews provided a comprehensive view of the students' progress. These qualitative instruments documented a clear evolution in student attitudes: initial hesitation and silence were gradually replaced by increased self-assurance and the functional use of new lexical items. The final reflections indicate that the intervention not only improved vocabulary use but also empowered students to take greater ownership of their learning, proving that structured, strategy-based instruction can significantly enhance the socio-affective dimension of language learning.

Recommendations

- The first recommendation is for teachers. It is suggested that EFL teachers, especially in Ecuadorian public schools, use a staged approach in planning lessons. Teachers should focus on students' readiness instead of just covering all the curriculum. Lessons should start with an Encounter stage using real objects or pictures to get students interested. Then, Clarify moments should allow students to ask questions and correct themselves. Finally, each lesson should end with activities where students can use the language in meaningful ways, even if the sentences are simple. This approach can help students participate more and remember vocabulary better.
- The second recommendation is for schools and educational authorities. Since the "Points and Learn" strategy worked well, schools should provide training for teachers on how to use gamified systems. Many teachers know about creative strategies but do not have clear instructions on how to use them in class. Schools could offer workshops that explain how to use points, feedback, and team goals to improve learning. They could also provide simple templates for keeping track of points and group activities, even in classrooms without computers. Teachers should also keep journals to reflect on what works and what does not, which helps them improve their teaching step by step.
- The third recommendation is for future researchers. This study focused on eighth-grade students, but other studies could explore how these methods work over longer periods and in different classrooms. Researchers could see how well students remember words after months instead of weeks. They could also study how the ECRIF framework works with students who have very different English levels in the same class. Finally, it would be useful to explore how the "Points and Learn" system could work in online or hybrid learning, because teaching virtually can be more challenging. These studies could help understand better ways to teach vocabulary while keeping students motivated and active in learning.

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ANNEXES

Annex 1: Diagnostic checklist template

INITIAL DIAGNOSIS “Checklist” *Structured Observation*

Students’ Participation & Vocabulary Learning

General Information

Date:

Class / Grade:

Lesson Topic:

Observer / Teacher:

Variable 1: Students’ Engagement (Baseline – before Points and Learn)		
Dimension 1: Behavioral Engagement		
Indicator	Observed	Notes
Active involvement in class tasks (participation, collaboration, initiative)	☐ Yes ☐ Partially ☐ No	
Persistence and on-task behavior (focus, task completion, following routines)	☐ Yes ☐ Partially ☐ No	

Dimension 2: Emotional and Cognitive Engagement		
Indicator	Observed	Notes
Expressions of interest, curiosity, or motivation (positive reactions, enthusiasm)	☐ Yes ☐ Partially ☐ No	
Evidence of reasoning or meaning-making (explanations, justifications, connections)	☐ Yes ☐ Partially ☐ No	

Variable 2: Vocabulary Learning (Baseline – before ECRIF)		
Dimension 1: Vocabulary Recognition and Understanding		
Indicator	Observed	Notes
Ability to explain or interpret vocabulary using personal strategies (paraphrasing, associations, gestures)	☐ Yes ☐ Partially ☐ No	
Use of contextual cues to infer meaning (pictures, examples, text clues)	☐ Yes ☐ Partially ☐ No	
Dimension 2: Vocabulary Use and Integration		
Indicator	Observed	Notes
Incorporation of vocabulary into oral or written language (attempts to use target words)	☐ Yes ☐ Partially ☐ No	
Evidence of meaningful or adaptive word use (self-correction, negotiating meaning)	☐ Yes ☐ Partially ☐ No	

General Notes

Annex 2: Teacher's Journal template

Teacher's Journal on Students' Participation & Vocabulary Learning

General Information	
Date:	Class / Grade:
Lesson Topic:	
Journal #:	
Observer / Teacher:	
Students' Participation (Points & Learn Application)	
Dimension 1: Interactive Participation	
Indicator	Notes
Student-to-student interaction (questions, negotiation of meaning, teamwork)	
Student-to-teacher interaction (asking for help, responding, building on prompts)	
Collaboration influenced by Points & Learn (team responsibility, shared effort)	
Use of Points & Learn scoring to motivate participation (healthy competition, recovery of points)	
Dimension 2: Interpretative & Expressive Participation	
Expression of ideas, opinions, explanations	
Meaningful task engagement (examples, reflections, personal connections)	
Student reactions to ECRIF stages (which stage increased expression?)	
Emotional engagement (confidence, shyness, enthusiasm, frustration)	

Vocabulary Learning (ECRIF Implementation)	
Dimension 1: Vocabulary Recognition & Understanding	
Students paraphrase or explain new words (associations, gestures, examples)	
Students use contextual clues to infer meaning	
Evidence of Encounter & Clarify stages	
Vocabulary recognition encouraged by Points & Learn (team names, challenges)	
Dimension 2: Vocabulary Use & Integration	
Use of new vocabulary in oral/written tasks	
Meaningful or adaptive word use (self-correction, negotiation of meaning)	
Evidence of Internalize → Remember → Internalize & Fluently Use	
Vocabulary use influenced by Points & Learn tasks (extra points, challenges)	

Observation of Points & Learn Strategy	
Focus Area	Notes
Group behavior & teamwork	
Loss/recovery of points	
Use of board grids & scoring system	
Individual accountability grid cases	
Teacher's reflection	
What improved participation today?	
What limited participation today?	
Evidence of vocabulary learning progress	
Adjustments needed for next lesson	

Annex 3: Focus group template

FOCUS GROUP

Students' participation, Vocabulary learning, ECRIF framework, and Points and Learn

Target group:

Time expected:

Interviewer:

Calentamiento (<i>Preguntas para romper el hielo</i>)	
¿Cómo se han sentido en las clases de inglés durante las últimas semanas?	
¿Qué es lo que más les ha gustado de las actividades del profesor?	
¿Qué cosas les han parecido nuevas o diferentes en comparación con otras clases	

DIMENSIÓN: PARTICIPACIÓN	
Interacción (estudiante–estudiante, estudiante–docente) <i>Indicadores: interacción entre compañeros, interacción con el docente, cooperación, comunicación</i>	
¿Cómo cambiaron tus interacciones con tus compañeros desde el inicio del proyecto hasta las últimas clases?	
¿Sentiste que hablaste más con el profesor <u>o</u> le hiciste más preguntas durante estas clases? ¿Por qué?	
Participación expresiva e interpretativa <i>Indicadores: expresión de ideas/opiniones, participación en actividades, comprensión de tareas</i>	
¿En qué actividades te sentiste más cómodo <u>dando</u> tus opiniones o <u>explicando</u> algo?	
¿Hubo algún momento en el que te costó participar? ¿Qué lo hacía difícil?	

Participación significativa	
<i>Indicadores: compromiso con tareas, trabajo responsable, sentido de la actividad</i>	
¿Qué actividades sentiste que realmente te ayudaban a aprender y no solo “hacer por hacer”?	
¿Qué actividad te pareció más útil o más cercana a tu vida fuera del aula?	
Reacción a las etapas del ECRIF	
<i>Indicadores: motivación, claridad, dificultad en cada etapa (Encounter, Clarify, Remember, Internalize, Fluent Use)</i>	
¿Qué parte de las clases (mirar imágenes, repetir, emparejar, entrevistas, etc.) te ayudó más a aprender?	
¿Hubo alguna etapa que se te hizo confusa, rápida o difícil? ¿Cuál y por qué?	
DIMENSIÓN: APRENDIZAJE DE VOCABULARIO	
Reconocimiento y comprensión del vocabulario	
<i>Indicadores: uso de pistas visuales, traducciones, reconocimiento global, aclaración de significados</i>	
¿Qué te ayudó más a entender palabras nuevas durante las clases (tarjetas, imágenes, videos, explicaciones, compañeros)?	
Cuando no entendías una palabra nueva, ¿qué hacías para descubrir su significado?	
Uso e integración del vocabulario	
<i>Indicadores: uso oral y escrito, uso en contexto, nivel de autonomía, precisión</i>	
¿En qué actividad sentiste que realmente estabas usando las palabras nuevas y no solo repitiéndolas?	
¿Sientes que ahora puedes usar esas palabras en conversaciones reales o solo <u>dentro de la clase</u> ? ¿Por qué?	

DIMENSIÓN: ESTRATEGIA POINTS & LEARN	
Trabajo en grupo <i>Indicadores: colaboración, dinámica grupal, apoyo mutuo, competencia sana</i>	
¿Cómo influyeron los puntos y los nombres de grupo en la forma en que trabajaban juntos?	
¿Qué pasaba en tu grupo cuando ganaban o perdían puntos? ¿Les motivaba, les frustraba, o no cambiaba mucho?	
Responsabilidad individual <i>Indicadores: conducta, autonomía, permanencia en la tarea, uso del "Individual Accountability Grid"</i>	
¿Cómo te sentiste con la posibilidad de ganar o perder puntos individualmente? <i>(Si alguien fue enviado a la grilla individual: permite respuestas más ricas y comparables con los journals.)</i>	

Annex 4: Expert 1 Validation

Validation of the Instrument by Experts

Evaluator's name: MSc. Jorge Israel Rivadeneira Cepeda

Specialty: Master Pedagogía de los idiomas nacionales y extranjeros mención enseñanza del inglés

Academic degree: Master

Instruments: Diagnostic Checklist / Teacher's Journal / Focus group

Authors of the instruments:

- Lcdo. Carlos David Palate Colcha

Title of the research:

The ECRIF Framework and the "Point and Learn" Strategy: Their Impact on Students' Participation and Vocabulary Learning

General objective

To improve learning outcomes through the implementation of ten ECRIF-based lesson plans in combination with "Points and Learn" strategy for enhancing student participation and facilitate vocabulary learning.

Specific objectives

- To analyze the current situation of students' participation and their vocabulary learning at the beginning of the study
- To implement ten ECRIF-based lesson plans in combination with "Points and Learn" strategy to enhance student participation and facilitate vocabulary learning.
- To reflect on the changes in the level of students' participation and their vocabulary learning by reviewing classroom observations, journals and focus group responses.

EXPERT VALIDATION RUBRIC

Instruction: Please indicate your degree of agreement or disagreement on the statements provided below by encircling the number which corresponds to your best to your judgment.

1 – Strongly Disagree **2** – Disagree **3** – Undecided **4** – Agree **5** – Strongly Agree

Criteria

The items in the instrument are relevant to answer the objectives of the study.	1	2	3	4	5
The items in the instrument can obtain depth to constructs being Measured/studied.	1	2	3	4	5
The instrument has an appropriate sample of items for the construct being measured/studied.	1	2	3	4	5
The items and their alternatives are neither too narrow nor limited in its content.	1	2	3	4	5
The items in the instrument are stated clearly.	1	2	3	4	5
The items on the instrument can elicit responses which are stable, definite, consistent and not conflicting.	1	2	3	4	5
The terms adapted in the scale are culturally appropriate.	1	2	3	4	5
The layout or format of the instrument is technically sound.	1	2	3	4	5
The instrument is not too short or long enough that the participants will be able to answer it within a given time.	1	2	3	4	5
The instrument is interesting such that participants will be induced to respond to it and accomplish it fully.	1	2	3	4	5
The instrument as a whole could answer the basic purpose for which it is designed.	1	2	3	4	5

COMMENTS AND SUGGESTIONS SECTION

- Do you consider that the proposed items correspond to categories, unit of analysis or variables of the study?

Yes X

No _____

- What items would you add or erase?

The instruments adequately meet the nature of the research and the objectives.

- What other suggestions would you make to improve this instrument?**

I suggest to add more time to the focus group interview so you can cover all the questions and the participants can have enough time to reply meaningful answers

Evaluator's Names: MSc. Jorge Israel Rivadeneira Cepeda

ID 0503609752

Academic Degree: Master Pedagogía de los idiomas nacionales y extranjeros mención enseñanza del inglés



Signature: _____

Annex 5: Expert 2 Validation

Validation of the Instrument by Experts

Evaluator's name: MSc. Stephanie Abigail Yépez Fuel

Specialty: Applied Linguistics to the teaching of English as a Foreign Language

Academic degree: Master

Instruments: Observation Checklist / Teacher's Journal / Focus group

Authors of the instruments:

- Lodo. Carlos David Palate Colcha

Title of the research:

The Ecrif Framework and the "Point and Learn" Strategy: Their Impact on

Students' Participation and Vocabulary Learning

General objective

To improve learning outcomes through the implementation of ten ECRIF-based lesson plans in combination with "Points and Learn" strategy for enhancing student participation and facilitate vocabulary learning.

Specific objectives

- To analyze the current situation of students' participation and their vocabulary learning at the beginning of the study
- To implement ten ECRIF-based lesson plans in combination with "Points and Learn" strategy to enhance student participation and facilitate vocabulary learning.
- To reflect on the changes in the level of students' participation and their vocabulary learning by reviewing classroom observations, journals and focus group responses.

EXPERT VALIDATION RUBRIC

Instruction: Please indicate your degree of agreement or disagreement on the statements provided below by encircling the number which corresponds to your best to your judgment.

1 – Strongly Disagree 2 – Disagree 3 – Undecided 4 – Agree 5 – Strongly Agree

Criteria

The items in the instrument are relevant to answer the objectives of the study.	1	2	3	4	5
The items in the instrument can obtain depth to constructs being Measured/studied.	1	2	3	4	5
The instrument has an appropriate sample of items for the construct being measured/studied.	1	2	3	4	5
The items and their alternatives are neither too narrow nor limited in its content.	1	2	3	4	5
The items in the instrument are stated clearly.	1	2	3	4	5
The items on the instrument can elicit responses which are stable, definite, consistent and not conflicting.	1	2	3	4	5
The terms adapted in the scale are culturally appropriate.	1	2	3	4	5
The layout or format of the instrument is technically sound.	1	2	3	4	5
The instrument is not too short or long enough that the participants will be able to answer it within a given time.	1	2	3	4	5
The instrument is interesting such that participants will be induced to respond to it and accomplish it fully.	1	2	3	4	5
The instrument as a whole could answer the basic purpose for which it is designed.	1	2	3	4	5

COMMENTS AND SUGGESTIONS SECTION

- Do you consider that the proposed items correspond to categories, unit of analysis or variables of the study?

Yes X

No _____

- What items would you add or erase?

The instruments adequately meet the nature of the research and the objectives.

- What other suggestions would you make to improve this instrument?

I suggest to add some pictures to the instruments to make them more interactive

Evaluator's Names: MSc. Stephanie Yépez Fiel

ID 1726509854

Academic Degree: Applied Linguistics to the teaching of English as a Foreign Language



Signature: _____

Annex 6: Expert 3 Validation

Validation of the Instrument by Experts

Evaluator's name: MSc. Michelle Veronica Proaño Melo

Specialty: Master in Pedagogy of the national and foreign languages

Academic degree: Master

Instruments: Observation Checklist / Teacher's Journal / Focus group

Authors of the instruments:

- Lcdo. Carlos David Palate Colcha

Title of the research:

The Ecrif Framework and the "Point and Learn" Strategy: Their Impact on Students' Participation and Vocabulary Learning

General objective

To improve learning outcomes through the implementation of ten ECRIF-based lesson plans in combination with "Points and Learn" strategy for enhancing student participation and facilitate vocabulary learning.

Specific objectives

- To analyze the current situation of students' participation and their vocabulary learning at the beginning of the study
- To implement ten ECRIF-based lesson plans in combination with "Points and Learn" strategy to enhance student participation and facilitate vocabulary learning.
- To reflect on the changes in the level of students' participation and their vocabulary learning by reviewing classroom observations, journals and focus group responses.

EXPERT VALIDATION RUBRIC

Instruction: Please indicate your degree of agreement or disagreement on the statements provided below by encircling the number which corresponds to your best to your judgment.

1 – Strongly Disagree 2 – Disagree 3 – Undecided 4 – Agree 5 – Strongly Agree

Criteria

The items in the instrument are relevant to answer the objectives of the study.	1	2	3	4	5
The items in the instrument can obtain depth to constructs being Measured/studied.	1	2	3	4	5
The instrument has an appropriate sample of items for the construct being measured/studied.	1	2	3	4	5
The items and their alternatives are neither too narrow nor limited in its content.	1	2	3	4	5
The items in the instrument are stated clearly.	1	2	3	4	5
The items on the instrument can elicit responses which are stable, definite, consistent and not conflicting.	1	2	3	4	5
The terms adapted in the scale are culturally appropriate.	1	2	3	4	5
The layout or format of the instrument is technically sound.	1	2	3	4	5
The instrument is not too short or long enough that the participants will be able to answer it within a given time.	1	2	3	4	5
The instrument is interesting such that participants will be induced to respond to it and accomplish it fully.	1	2	3	4	5
The instrument as a whole could answer the basic purpose for which it is designed.	1	2	3	4	5

COMMENTS AND SUGGESTIONS SECTION

- Do you consider that the proposed items correspond to categories, unit of analysis or variables of the study?

Yes X

No _____

- What items would you add or erase?

The instruments adequately meet the nature of the research and the objectives.

- What other suggestions would you make to improve this instrument?

I suggest to add some instructions in Spanish to facilitate comprehension considering your research context.

Evaluator's Names: MSc. Michelle Veronica Proaño Melo

ID 1723295018

Academic Degree: Master in Pedagogy of the national and foreign languages



Signature: _____

Annex 7: Authorization of the Educational Institution

CONSENTIMIENTO INFORMADO PARA LA REALIZACIÓN DE ESTUDIO EDUCATIVO PARA PROYECTO DE TITULACIÓN EN LAS MODALIDADES PRESENCIAL, SEMIPRESENCIAL E HÍBRIDA

Quito, 03 de septiembre del 2025

1. DATOS INFORMATIVOS:

1.1. Apellidos y nombres: Carlos David Palate Colcha
1.2. Programa de maestría Maestría en pedagogía de los idiomas nacionales y extranjeros mención enseñanza del inglés

MSc. Horacio Iza

Rector de la institución Educativa

Yo, *Carlos David Palate Colcha*, nos dirigimos a usted muy respetuosamente para solicitar una autorización de ingreso a la *Unidad Educativa Municipal Quitumbe*, con el objetivo de ejecutar un estudio educativo como parte de nuestro Proyecto de Titulación, el cual se podrá dar en la modalidad que cuente su institución para impartir el estudio antes mencionado.

A continuación, detallamos nuestro estudio educativo:

Título

THE ECRIF FRAMEWORK AND THE "POINT AND LEARN" STRATEGY: THEIR IMPACT ON STUDENTS' PARTICIPATION AND VOCABULARY LEARNING."

Objectives

Objetivo general

Mejorar los resultados de aprendizaje mediante la implementación de diez planes de clase basados en el ECRIF, en combinación con la estrategia "Apunta y Aprende", para fomentar la participación estudiantil y facilitar el aprendizaje de vocabulario.

Objetivos específicos

- Analizar la situación actual de la participación estudiantil y su aprendizaje de vocabulario al inicio del estudio.
- Implementar diez planes de clase basados en el ECRIF, en combinación con la estrategia "Apunta y Aprende", para fomentar la participación estudiantil y facilitar el aprendizaje de vocabulario.
- Reflexionar sobre los cambios en el nivel de participación estudiantil y su aprendizaje de vocabulario mediante la revisión de observaciones de clase, diarios y respuestas de grupos focales.

Metodología

Este estudio empleó un diseño de investigación cualitativo en el aula para analizar la participación y el aprendizaje de vocabulario de los estudiantes tras aplicar el marco ECRIF y la estrategia Puntos y Aprende. La investigación se llevó a cabo con estudiantes de inglés como lengua extranjera (EFL) de octavo grado durante clases regulares de inglés. Se utilizaron tres instrumentos de recolección de datos: listas de verificación de observación, el diario del docente y un grupo focal. Primero, se llevó a cabo una fase de diagnóstico utilizando listas de verificación de observación estructuradas en tres lecciones. Esta etapa ayudó a identificar los niveles iniciales de participación y uso de vocabulario de los estudiantes antes de la intervención. Después de la fase de diagnóstico, se implementó la intervención educativa utilizando las etapas del ECRIF junto con la estrategia Puntos y Aprende. Durante este proceso, el docente escribió diarios reflexivos después de cada lección para registrar la interacción, la motivación, el comportamiento y el desarrollo de vocabulario de los estudiantes. Finalmente, se realizó un grupo focal para recopilar las opiniones y experiencias de los estudiantes sobre las actividades y el sistema de puntos. Los datos se analizaron mediante triangulación para aumentar la validez comparando la información de los tres instrumentos.

Luego de lo antes declarado, en pleno uso de mis condiciones mentales, siendo total y enteramente responsable, manifiesto mi disposición para realizar este estudio educativo en la modalidad establecida por la institución educativa.

Esperando su favorable acogida y autorización.

Atentamente,

Ldo. Carlos David Palate Colcha

Autorizado.

Firma: 

Nombres y apellidos: MSc. Horacio Palate Colcha

Rector

C.I.: 1709853855



Sello de la institución: _____

Annex 8: Consent form the participants' representatives

Carta de autorización para publicación de trabajos, videos o fotografías del estudiante de la Unidad Educativa Municipal Quitumbe

Estimado padre/madre o representante legal:

Me dirijo a usted para solicitar su autorización para que los practicantes de la Universidad Indoamérica, de la maestría en **Pedagogía de los Idiomas Extranjeros y Nacionales** mención enseñanza del inglés, que realizan su proyecto de titulación en la **Unidad Educativa Municipal Quitumbe**, tomen fotografías, videos y entrevistas de su representado/a dentro del aula, así como también durante las actividades escolares, únicamente con fines educativos y de investigación.

Si da su autorización, la Universidad Indoamérica podría publicar con fines académicos y de investigación en diversos formatos las fotografías, videos, muestras del trabajo que haya realizado su representado/a. Las publicaciones podrían ser: boletines (en línea y forma impresa), Internet, sitios web intranet, revistas, periódicos locales y en el Repositorio de la Biblioteca de la Universidad Indoamérica.

A continuación, detallamos nuestro estudio educativo:

Este estudio está enfocado en el área de inglés, con el fin de que los estudiantes mejoren su participación y aprendizaje de vocabulario. Durante este tiempo, los estudiantes de 8vo año de educación general básica deberán colaborar con ciertas actividades como pruebas, entrevistas y tareas extras con la finalidad de que los estudiantes puedan practicar y mejorar el inglés de manera efectiva. Cabe recalcar que después de los resultados obtenidos en las primeras pruebas, se seleccionará a un grupo pequeño de estudiantes, quienes serán los que participen activamente en el proceso. El estudio se realizará durante las horas de inglés, por lo cual ya nos hemos comunicado con el docente de inglés de este curso para pedir su debida autorización. De igual manera se dará a conocer a los representantes de cada estudiante acerca de las actividades que se van a realizar con ellos por medio de una corta reunión presencial.

Si está de acuerdo en permitir que los estudiantes de la Universidad Indoamérica tomen fotografías - videos de su representado/a y las publique de la manera detallada anteriormente, sírvase completar el formulario de consentimiento y devuélvalo a la escuela.

Este consentimiento, si está firmado, estará vigente hasta el momento que usted informe a la escuela de lo contrario.

Formulario de Consentimiento para Publicación de Trabajos o Fotografías del Alumno

De conformidad a lo dispuesto en el inciso final del articulado 52 del Código de la Niñez y Adolescencia, estoy de acuerdo, sujeto a las condiciones establecidas antes expuestas, en que se tomen fotografías o videos de mi representado durante actividades escolares, para ser usadas por la Universidad Indoamérica en la educación del maestrante de la Universidad Indoamérica y educación pública. Así mismo estoy de acuerdo en la publicación de fotografías y muestras de trabajos de mi representado/a. Por lo que no exigiré retribución alguna por su uso.

Comunicaré a la Universidad Indoamérica si decido retirar esta autorización:

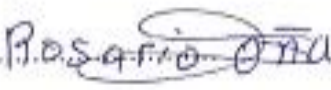
Nombre del/la estudiante:

Joshua Guaman

Nombre completo padre/madre/representante legal:

Luis Fernando Guaman Oña

Cédula de ciudadanía: 1716172984

Firma del padre/madre/representante legal: ...

Fecha: 03 de septiembre del 2025

Formulario de Consentimiento para Publicación de Trabajos o Fotografías del Alumno

De conformidad a lo dispuesto en el inciso final del articulado 52 del Código de la Niñez y Adolescencia, estoy de acuerdo, sujeto a las condiciones establecidas antes expuestas, en que se tomen fotografías o videos de mi representado durante actividades escolares, para ser usadas por la Universidad Indoamérica en la educación del maestrante de la Universidad Indoamérica y educación pública. Así mismo estoy de acuerdo en la publicación de fotografías y muestras de trabajos de mi representado/a. Por lo que no exigiré retribución alguna por su uso.

Comunicaré a la Universidad Indoamérica si decido retirar esta autorización:

Nombre del/la estudiante:

Danna Zavala

Nombre completo padre/madre/representante legal:

Yolanda Mariela Toapanta Molino

Cédula de ciudadanía: 1718489120

Firma del padre/madre/representante legal: Yolanda Toapanta

Fecha: 03 de septiembre del 2025

Formulario de Consentimiento para Publicación de Trabajos o Fotografías del Alumno

De conformidad a lo dispuesto en el inciso final del articulado 52 del Código de la Niñez y Adolescencia, estoy de acuerdo, sujeto a las condiciones establecidas antes expuestas, en que se tomen fotografías o videos de mi representado durante actividades escolares, para ser usadas por la Universidad Indoamérica en la educación del maestrante de la Universidad Indoamérica y educación pública. Así mismo estoy de acuerdo en la publicación de fotografías y muestras de trabajos de mi representado/a. Por lo que no exigiré retribución alguna por su uso.

Comunicaré a la Universidad Indoamérica si decido retirar esta autorización:

Nombre del/la estudiante:

Kory Valentina Durán Villagrán

Nombre completo padre/madre/representante legal:

Gabriela Ceibel Villagrán Ceiza

Cédula de ciudadanía: 17 24663859

Firma del padre/madre/representante legal:



Fecha: 03 de septiembre del 2025

Annex 9: Diagnostic checklist

INITIAL DIAGNOSIS “Checklist”

Structured Observation

Students' Participation & Vocabulary Learning

General Information

Date: October 6th, 2025

Class / Grade: 8th grade

Lesson Topic: Days of the week and months of the year

Observer / Teacher: David Palate

Variable 1: Students' Engagement (Baseline – before Points and Learn)		
Dimension 1: Behavioral Engagement		
Indicator	Observed	Notes
Active involvement in class tasks (participation, collaboration, initiative)	☐ Yes ☐ Partially ☒ No	Only 3–4 students volunteered answers. Most waited for the teacher to call them. Very limited collaboration.
Persistence and on-task behavior (focus, task completion, following routines)	☐ Yes ☒ Partially ☐ No	Some students were distracted, talking or not following instructions. Many did not complete the task without repeated reminders.
Dimension 2: Emotional and Cognitive Engagement		
Indicator	Observed	Notes
Expressions of interest, curiosity, or motivation (positive reactions, enthusiasm)	☐ Yes ☒ Partially ☐ No	A few students showed interest when using objects, but overall motivation was low. Many appeared indifferent.
Evidence of reasoning or meaning-making (explanations, justifications, connections)	☐ Yes ☐ Partially ☒ No	Students answered with single words. No explanations or elaborations were observed.

Variable 2: Vocabulary Learning (Baseline – before ECRIF)		
Dimension 1: Vocabulary Recognition and Understanding		
Indicator	Observed	Notes
Ability to explain or interpret vocabulary using personal strategies (paraphrasing, associations, gestures)	☐ Yes ☐ Partially ☒ No	Students could repeat the vocabulary, but could not explain its meaning or use gestures.
Use of contextual cues to infer meaning (pictures, examples, text clues)	☐ Yes ☒ Partially ☐ No	A few students tried to use pictures, but most waited for the teacher's explanation.
Dimension 2: Vocabulary Use and Integration		
Indicator	Observed	Notes
Incorporation of vocabulary into oral or written language (attempts to use target words)	☐ Yes ☐ Partially ☒ No	Students avoided using target words in phrases or sentences. Responses were minimal.
Evidence of meaningful or adaptive word use (self-correction, negotiating meaning)	☐ Yes ☐ Partially ☒ No	No self-corrections or attempts to negotiate meaning were observed. Students depended entirely on the teacher.

General Notes

- Participation was low, both in frequency and quality.
- Students depended heavily on the teacher to answer or complete tasks.
- Very limited peer interaction or collaboration was observed.
- Vocabulary comprehension was weak; students memorized words without understanding.
- Students could repeat vocabulary but not use it meaningfully.
- There was no evidence of a structured sequence for vocabulary learning (no ECRIF-type processing).

The class demonstrates low participation and weak vocabulary learning skills. Students require structured support to understand, practice, and apply new vocabulary, along with a motivational strategy to improve engagement.

INITIAL DIAGNOSIS “Checklist” **Structured Observation**

Students’ Participation & Vocabulary Learning

General Information

Date: October 7th, 2025

Class / Grade:8th grade

Lesson Topic: Classroom Commands

Observer / Teacher: David Palate

Variable 1: Students’ Engagement (Baseline – before Points and Learn)		
Dimension 1: Behavioral Engagement		
Indicator	Observed	Notes
Active involvement in class tasks (participation, collaboration, initiative)	☐ Yes ☐ Partially ☒ No	Only 2–3 students answered when the teacher asked “What is ‘stand up’?” Most remained quiet and did not engage. No spontaneous participation was observed.
Persistence and on-task behavior (focus, task completion, following routines)	☐ Yes ☒ Partially ☐ No	Several students were distracted, talking or looking elsewhere. Some followed the command-based tasks only after repeated prompts. Task completion was inconsistent.
Dimension 2: Emotional and Cognitive Engagement		
Indicator	Observed	Notes
Expressions of interest, curiosity, or motivation (positive reactions, enthusiasm)	☐ Yes ☐ Partially ☒ No	Students showed minimal enthusiasm during the TPR (Total Physical Response) activity. Reactions were neutral, and very few showed interest in the commands.
Evidence of reasoning or meaning-making (explanations, justifications, connections)	☐ Yes ☐ Partially ☒ No	Students repeated commands mechanically but could not explain their meaning or why they were used. No elaboration or reasoning observed.

Variable 2: Vocabulary Learning (Baseline – before ECRIF)		
Dimension 1: Vocabulary Recognition and Understanding		
Indicator	Observed	Notes
Ability to explain or interpret vocabulary using personal strategies (paraphrasing, associations, gestures)	☐ Yes ☐ Partially ☒ No	Students repeated the commands ("sit down," "open your book") but could not explain them in Spanish or give examples.
Use of contextual cues to infer meaning (pictures, examples, text clues)	☐ Yes ☒ Partially ☐ No	A few students tried to understand meaning through teacher gestures, but most relied exclusively on teacher translation or modeling. No independent inference attempts.
Dimension 2: Vocabulary Use and Integration		
Indicator	Observed	Notes
Incorporation of vocabulary into oral or written language (attempts to use target words)	☐ Yes ☐ Partially ☒ No	Students did not use commands in sentences or peer interactions. They only repeated after the teacher without any personal production.
Evidence of meaningful or adaptive word use (self-correction, negotiating meaning)	☐ Yes ☐ Partially ☒ No	No student self-corrected or attempted to use commands in new contexts. No attempts to practice command-giving among peers.

General Notes

- Participation remains low, with minimal initiative or spontaneous involvement.
- Students depend heavily on teacher modeling to identify commands and do not engage with the vocabulary meaningfully.
- Classroom commands were repeated but not understood or applied.
- No evidence of collaborative learning or peer interaction.
- Students showed difficulty connecting physical actions to the vocabulary without explicit teacher instruction. Again, there was no indication of ECRIF stages (Clarify, Remember, Internalize), meaning vocabulary processing was superficial and mechanical.

The class shows clear signs of limited engagement and weak vocabulary comprehension, reinforcing the need for a structured, motivational methodology. The data confirms the necessity of implementing Points and Learn to promote participation and ECRIF for step-by-step vocabulary development.

INITIAL DIAGNOSIS “Checklist”

Structured Observation

Students’ Participation & Vocabulary Learning

General Information

Date: October 8th, 2025

Class / Grade: 8th grade

Lesson Topic: Good Manners & Asking for Help

Observer / Teacher: David Palate

Variable 1: Students’ Engagement (Baseline – before Points and Learn)		
Dimension 1: Behavioral Engagement		
Indicator	Observed	Notes
Active involvement in class tasks (participation, collaboration, initiative)	☐ Yes ☒ Partially ☐ No	More students attempted to participate, especially during role-play prompts (“Can you help me, please?”). However, around one-third stayed silent or avoided eye contact. A few only answered when called.
Persistence and on-task behavior (focus, task completion, following routines)	☐ Yes ☒ Partially ☐ No	Students followed activities better than in previous classes. Still, some required reminders to stay focused or complete dialogues. Participation increased but was uneven across the class.
Dimension 2: Emotional and Cognitive Engagement		
Indicator	Observed	Notes
Expressions of interest, curiosity, or motivation (positive reactions, enthusiasm)	☐ Yes ☒ Partially ☐ No	Students seemed more engaged with the politeness expressions (“please,” “thank you,” “excuse me”) because they were familiar and practical. A few smiled or reacted positively, but some remained shy or hesitant.
Evidence of reasoning or meaning-making (explanations, justifications, connections)	☐ Yes ☒ Partially ☐ No	Some students explained the meaning using Spanish (“Thank you” es para agradecer”) or gave small examples (“Teacher, excuse me, I need help”). Others repeated the vocabulary without connecting it to real-life use.

Variable 2: Vocabulary Learning (Baseline – before ECRIF)		
Dimension 1: Vocabulary Recognition and Understanding		
Indicator	Observed	Notes
Ability to explain or interpret vocabulary using personal strategies (paraphrasing, associations, gestures)	☐ Yes ☒ Partially ☐ No	Students could explain simple expressions like “please” and “thank you” in Spanish. However, phrases like “Can you help me with...?” or “I’m sorry” were repeated without full comprehension by many.
Use of contextual cues to infer meaning (pictures, examples, text clues)	☐ Yes ☒ Partially ☐ No	Students used tone, gestures, and teacher modeling to infer meaning. Some connected vocabulary to everyday school situations (“Teacher, help me please”). But overall, inference remained weak and inconsistent.
Dimension 2: Vocabulary Use and Integration		
Indicator	Observed	Notes
Incorporation of vocabulary into oral or written language (attempts to use target words)	☐ Yes ☒ Partially ☐ No	A few students used expressions spontaneously (“Please, can you help me?”). Most students tried the expressions only in structured dialogue practice. Little use beyond the activity.
Evidence of meaningful or adaptive word use (self-correction, negotiating meaning)	☐ Yes ☐ Partially ☒ No	Students could not yet adapt expressions to new contexts (“Excuse me, can I borrow...?”). No evidence of self-correction, negotiation, or communicative flexibility. Production remained formulaic.

General Notes

- Participation improved slightly, especially during pair dialogue activities.
- Fear of participation is still present; several students hesitated or whispered their answers.
- Vocabulary learning shows some progress, particularly with familiar courtesy expressions.
- Students can recognize some phrases but struggle to use them flexibly.
- Most vocabulary production remains mechanical, not contextualized—indicating lack of ECRIF stages beyond Encounter.
- Students need structured guidance to move from recognition → clarification → internalization.
- Baseline still shows need for Points and Learn to boost engagement and ECRIF to systematize vocabulary learning.

Although this class shows slight improvement in engagement and vocabulary management, participation remains uneven, and vocabulary learning lacks structured internalization. These findings reinforce the need to implement the 10 ECRIF-based lesson plans combined with the Points and Learn strategy.

Annex 10: Teacher's Journal implementation

Teacher's Journal on Students' Participation & Vocabulary Learning

General Information	
Date: October 13th, 2025 Class / Grade: 8th grade	
Lesson Topic: Daily Routine	
Journal #: 1	
Observer / Teacher: David Palate	
Students' Participation (Points & Learn Application)	
Dimension 1: Interactive Participation	
Indicator	Notes
Student-to-student interaction (questions, negotiation of meaning, teamwork)	Interaction was present but irregular. Some groups (Brush Teeth, Have Breakfast) cooperated well, helping each other match cards and complete tasks. Other groups waited for one "leader" to answer. Peer-to-peer questions were minimal but beginning to emerge
Student-to-teacher interaction (asking for help, responding, building on prompts)	Several students raised hands to clarify vocabulary meanings ("What is brush?" "Teacher, is wake up like levantarme?"). Responses to teacher prompts improved compared to diagnosis but were still hesitant.
Collaboration influenced by Points & Learn (team responsibility, shared effort)	Students reacted positively to earning black points. Calling out points after each activity motivated most groups to stay on-task. Some students encouraged teammates ("Hurry, we need the point!"). Still, a few students remained passive and contributed little.
Use of Points & Learn scoring to motivate participation (healthy competition, recovery of points)	The visual grids attracted their attention. However, two groups became overly focused on points rather than quality of work. No major conflicts yet, but mild competitiveness appeared.
Dimension 2: Interpretative & Expressive Participation	
Expression of ideas, opinions, explanations	Limited during the first half of the lesson. Students tended to repeat simple words from the text. During interviews (Internalize), some students attempted to explain routines ("I do homework at night because..."), but most answers were short.
Meaningful task engagement (examples, reflections, personal connections)	Improved during the partner interviews; students shared brief but personal information. During poster activity, groups generated short phrases, although many relied on copying the board or peers rather than generating original sentences.
Student reactions to ECRIF stages (which stage increased expression?)	Encounter was engaging due to the text. Clarify produced many questions and occasional confusion. Remember stage worksheets helped stabilize understanding. Internalize and Fluent Use still felt new to them — students showed interest but lacked confidence.

Emotional engagement (confidence, shyness, enthusiasm, frustration)	Students showed curiosity at the beginning and excitement when gaining points. Some displayed shyness during interviews and group presentation. One or two students avoided speaking unless prompted directly.
Vocabulary Learning (ECRIF Implementation)	
Dimension 1: Vocabulary Recognition & Understanding	
Students paraphrase or explain new words (associations, gestures, examples)	Only a few students attempted explanations ("Brush teeth is like limpiar los dientes"). Most depended heavily on the flashcards or translations.
Students use contextual clues to infer meaning	Students recognized some actions from the text (wake up, sleep, eat). They struggled with less obvious routines (<i>do homework, get dressed</i>). Several students used the images in flashcards to guess the meaning with medium accuracy.
Evidence of Encounter & Clarify stages	The Encounter stage worked well—students noticed familiar words from the text. Clarify required strong teacher scaffolding; misconceptions surfaced ("Homework means trabajo?")
Vocabulary recognition encouraged by Points & Learn (team names, challenges)	Group names repeated throughout the lesson increased exposure. Several students repeated their group name proudly, associating vocabulary with identity.
Dimension 2: Vocabulary Use & Integration	
Use of new vocabulary in oral/written tasks	Students completed the gap-fill with moderate success. Interviews led to basic exchanges ("I wake up at six"), but pronunciation and structure were uneven.
Meaningful or adaptive word use (self-correction, negotiation of meaning)	Some self-corrections occurred ("I do... I mean, I have breakfast in the morning"). Many students relied on memorized forms rather than genuine communication.
Evidence of Internalize → Remember → Internalize & Fluently Use	Students are in the early Internalize stage. Fluency is not yet visible. Most production still required prompts, modeling, or peer support.
Vocabulary use influenced by Points & Learn tasks (extra points, challenges)	Blue points motivated attempts at speaking. Groups tried to use complete sentences to earn better scores. Still, some students participated only when prompted by teammates.
Observation of Points & Learn Strategy	
Focus Area	Notes
Group behavior & teamwork	Teamwork varied: some collaborated positively, others depended on a single leader. The competitive element increased attention but created mild tension in one group.
Loss/recovery of points	Two groups lost points due to noise or incomplete tasks. Recovery attempts improved discipline ("Let's fix it so we get points back").

Use of board grids & scoring system	Highly engaging. Students frequently looked at the board and asked, "How many points do we have?"
Individual accountability grid cases	Not used in this session. No severe misconduct occurred.
Teacher's reflection	
What improved participation today?	The group naming and visible point system created motivation. The text and matching activities boosted attention. Some groups collaborated more than expected for the first session.
What limited participation today?	Shyness during interviews; unfamiliarity with the strategy; some students waited for their leader to answer. A few students remained passive despite team efforts.
Evidence of vocabulary learning progress	Students recognized several daily routine actions from the text. Gap-fill and flashcards helped clarify meaning. Use of vocabulary was emerging but limited to controlled tasks.
Adjustments needed for next lesson	More modeling during interviews; slower transition between ECRIF stages; clearer instructions for group poster creation; assign rotating roles within groups to reduce dominance.

Teacher's Journal on Students' Participation & Vocabulary Learning

General Information	
Date: October 14th, 2025	Class / Grade: 8th grade
Lesson Topic: School life	
Journal #: 2	
Observer / Teacher: David Palate	
Students' Participation (Points & Learn Application)	
Dimension 1: Interactive Participation	
Indicator	Notes
Student-to-student interaction (questions, negotiation of meaning, teamwork)	Peer interaction improved slightly compared to Lesson 1. When matching definitions, most groups discussed options ("No, the ruler is for measuring"). During "Find Someone Who," students approached peers hesitantly at first but became more active as the activity continued.
Student-to-teacher interaction (asking for help, responding, building on prompts)	Several students asked the teacher for confirmation ("Teacher, is this a pencil case or a notebook?"). Others asked pronunciation-related questions. Interaction increased, but some students still relied on teacher validation instead of group reasoning.
Collaboration influenced by Points & Learn (team responsibility, shared effort)	Groups reminded each other to stay on task to avoid losing points. Some encouraged peers ("Come on, ask someone quickly so we get the blue point"). However, one group (Whiteboard) depended heavily on one active member to guide the team.
Use of Points & Learn scoring to motivate participation (healthy competition, recovery of points)	The anticipation of blue points during the Internalize activity visibly increased energy. Students monitored their grids more than in Lesson 1. One minor dispute arose about a lost point, but it was resolved quickly.
Dimension 2: Interpretative & Expressive Participation	
Expression of ideas, opinions, explanations	Students expressed more opinions when guessing the objects ("That's a whiteboard—because we always write on it"). During the School Survival Guide activity, they contributed simple explanations, though still with limited creativity.
Meaningful task engagement (examples, reflections, personal connections)	"Find Someone Who" encouraged more personal involvement. Students tried asking classmates questions even if their pronunciation was inaccurate. Group writing in Fluent Use was collaborative but not always balanced.
Student reactions to ECRIF stages (which stage increased expression?)	Encounter was very successful because the objects were tangible. Clarify was smoother than last class, students understood definitions faster. Internalize was engaging but some students struggled to ask questions confidently.

Emotional engagement (confidence, shyness, enthusiasm, frustration)	Students showed enthusiasm for real objects; they were eager to touch and name them. Slight anxiety appeared during the walking activity, especially among shy students, but overall energy was positive.
Vocabulary Learning (ECRIF Implementation)	
Dimension 1: Vocabulary Recognition & Understanding	
Students paraphrase or explain new words (associations, gestures, examples)	Several students gave simple explanations ("It's like a cuaderno"). Some attempted English-only descriptions ("You write here"). The concrete objects helped them understand easily.
Students use contextual clues to infer meaning	Very effective due to realia. Students used physical characteristics ("This one is for measuring"). Visual connection improved comprehension.
Evidence of Encounter & Clarify stages	Students quickly recognized familiar items. With less abstract vocabulary than Lesson 1, they clarified meanings faster and required fewer teacher corrections.
Vocabulary recognition encouraged by Points & Learn (team names, challenges)	Group names (Notebook, Ruler, etc.) reinforced exposure. Students repeated their group names often and connected them to the objects. Introducing objects during scoring moments also reinforced terms.
Dimension 2: Vocabulary Use & Integration	
Use of new vocabulary in oral/written tasks	Students labeled objects correctly on the worksheet. During "Find Someone Who," they attempted communicative questions such as "Do you have a blue notebook?" though pronunciation varied significantly.
Meaningful or adaptive word use (self-correction, negotiation of meaning)	A few natural conversations emerged ("Look, he has a ruler—ask him!"). Students sometimes corrected classmates ("No, assignment is tarea, not notebook").
Evidence of Internalize → Remember → Internalize & Fluently Use	Students are still in early Internalize. They used vocabulary with some support. Fluency is limited but developing, especially in simple functional sentences.
Vocabulary use influenced by Points & Learn tasks (extra points, challenges)	Blue points strongly encouraged students to speak more during "Find Someone Who." Even shy students attempted to produce target words to help their group earn the point.
Observation of Points & Learn Strategy	
Focus Area	Notes
Group behavior & teamwork	Overall positive. Increased organization compared to Lesson 1. Some uneven participation within groups persists.
Loss/recovery of points	One group lost a point due to being off-task but worked hard to recover it. Students showed better self-regulation than in the previous lesson.
Use of board grids & scoring system	Students checked the board frequently and reminded each other about points. The scoring system guided behavior effectively.

Individual accountability grid cases	Not used, but one student came close due to playful behavior. Peers convinced him to cooperate to avoid penalties.
Teacher's reflection	
What improved participation today?	Real objects captured attention. "Find Someone Who" created active movement and speaking opportunities. Points encouraged teamwork and urgency.
What limited participation today?	Shy students struggled to ask questions. Some relied too heavily on one group leader. Mild competition caused minor tension.
Evidence of vocabulary learning progress	Students recognized and labeled objects accurately. They used new vocabulary in simple communicative contexts. Comprehension was stronger than in Lesson 1, thanks to concrete materials.
Adjustments needed for next lesson	Provide sentence starters to support speaking tasks. Encourage rotating group roles to balance participation. Include pronunciation modeling.

Teacher's Journal on Students' Participation & Vocabulary Learning

General Information	
Date: October 15th, 2025	Class / Grade: 8th grade
Lesson Topic: Food & Healthy Habits	
Journal #: 3	
Observer / Teacher: David Palate	
Students' Participation (Points & Learn Application)	
Dimension 1: Interactive Participation	
Indicator	Notes
Student-to-student interaction (questions, negotiation of meaning, teamwork)	Interaction has increased since Lesson 2. Students collaborated effectively when matching food categories. In the group task, most teams divided responsibilities (drawing, writing, organizing ideas). Two groups supported a shy classmate, encouraging participation.
Student-to-teacher interaction (asking for help, responding, building on prompts)	Students asked several clarification questions, especially regarding the meaning of "grains," "protein," and "dairy." During the Encounter activity, they confidently raised hands to classify foods as healthy or unhealthy.
Collaboration influenced by Points & Learn (team responsibility, shared effort)	The point system encouraged better task focus. Groups reminded each other to behave correctly after witnessing one student lose a point. Team members motivated each other to contribute during the poster activity.
Use of Points & Learn scoring to motivate participation (healthy competition, recovery of points)	Students were visibly attentive to their grids. When points were deducted from one student, the group tried to help him regain them to return to his group. Overall, the scoring system promoted responsibility.
Dimension 2: Interpretative & Expressive Participation	
Expression of ideas, opinions, explanations	Students expressed more ideas compared to previous lessons ("Broccoli is healthy because it has vitamins"). Some justified their choices during the classification chart ("Pizza is unhealthy because it has too much fat").
Meaningful task engagement (examples, reflections, personal connections)	During the interviews, many students attempted fuller answers ("I eat apples because they are healthy"). Engagement improved notably during the poster activity, where students discussed why foods were healthy or unhealthy.
Student reactions to ECRIF stages (which stage increased expression?)	Encounter was engaging thanks to the visuals. Clarify ran smoothly with collaborative matching. Remember offered structured support for recalling new vocabulary. Internalize showed more confidence than in the previous lesson. Fluent Use encouraged creativity and teamwork.

Emotional engagement (confidence, shyness, enthusiasm, frustration)	Students were enthusiastic about classifying foods and enjoyed the personal interview activity. Some laughed and showed excitement when talking about favorite foods or "guilty pleasures." The general emotional tone was positive, though one student became briefly frustrated when moved to the individual accountability grid.
Vocabulary Learning (ECRIF Implementation)	
Dimension 1: Vocabulary Recognition & Understanding	
Students paraphrase or explain new words (associations, gestures, examples)	Students successfully explained many food items in simpler terms ("Protein gives you energy," "Dairy is milk and cheese"). Some relied on Spanish equivalents for support but used English when possible.
Students use contextual clues to infer meaning	Students used images and prior knowledge effectively to classify foods. They quickly identified fruits and vegetables, and with some guidance, recognized grains and protein.
Evidence of Encounter & Clarify stages	Encounter was strong due to clear visuals. Clarify was effective; students clearly understood categories and corrected each other respectfully.
Vocabulary recognition encouraged by Points & Learn (team names, challenges)	Students frequently repeated their group names (Fruits, Vegetables, etc.), reinforcing word exposure. The group identity strengthened vocabulary retention.
Dimension 2: Vocabulary Use & Integration	
Use of new vocabulary in oral/written tasks	Students used vocabulary in classification, interviews, and group poster writing. Most used words accurately ("broccoli," "cheese," "protein"). Some pronunciation issues persisted but did not hinder communication.
Meaningful or adaptive word use (self-correction, negotiation of meaning)	Students used vocabulary in personal ways during interviews ("I like unhealthy snacks, but I try to eat fruit"). They contextualized items to their daily routines.
Evidence of Internalize → Remember → Internalize & Fluently Use	Students are transitioning into Internalize with more confidence. Fluency is emerging in short, patterned sentences. Some spontaneous comments emerged ("We need vegetables in the plate to be healthy").
Vocabulary use influenced by Points & Learn tasks (extra points, challenges)	The blue point in Internalize increased speaking attempts. Students used vocabulary more intentionally to help their group earn the point. A few students encouraged peers to say complete sentences to improve their chances.
Observation of Points & Learn Strategy	
Focus Area	Notes
Group behavior & teamwork	Positive teamwork overall. Groups helped each other complete tasks and encouraged peers. The Food-themed names helped strengthen identity and cooperation.
Loss/recovery of points	One student lost 3 points due to continuous off-task behavior and was

	moved to the Individual Accountability Grid. After demonstrating responsibility and earning 7 points independently, he rejoined his original group. This had a positive effect on the class atmosphere.
Use of board grids & scoring system	Students monitored their points constantly. The grids helped maintain structure and discipline.
Individual accountability grid cases	Used once. The system worked as intended—students understood the consequences and the fairness of the process. The student returned successfully to his group, showing improved behavior and engagement.
Teacher's reflection	
What improved participation today?	Visual supports and food-related topics increased enthusiasm. Interviews and poster creation generated active speaking. The accountability grid moment helped reinforce seriousness and responsibility.
What limited participation today?	Some students struggled with food category vocabulary (grains, protein). A few remained shy during partner speaking activities.
Evidence of vocabulary learning progress	Stronger recognition of food categories. Students used new terms in simple explanations and showed better retention than previous lessons. Classification activities were particularly effective.
Adjustments needed for next lesson	Provide more pronunciation modeling for difficult words. Support shy students with sentence starters. Assign rotating roles to balance participation. Simplify definitions for categories like grains and protein.

Teacher's Journal on Students' Participation & Vocabulary Learning

General Information	
Date: October 17th, 2025	Class / Grade: 8th grade
Lesson Topic: Describing People & Personality	
Journal #: 4	
Observer / Teacher: David Palate	
Students' Participation (Points & Learn Application)	
Dimension 1: Interactive Participation	
Indicator	Notes
Student-to-student interaction (questions, negotiation of meaning, teamwork)	Peer interaction continues to improve. Students supported each other during the matching activity and shared ideas during the character profile task. Some groups naturally divide roles (writer, illustrator, presenter). Two shy students participated more frequently when working in pairs.
Student-to-teacher interaction (asking for help, responding, building on prompts)	Students asked for clarification regarding the adjectives "serious," "friendly," and "curly hair." They were engaged during the Encounter stage, pointing out traits in the pictures and confirming understanding with the teacher.
Collaboration influenced by Points & Learn (team responsibility, shared effort)	Groups tried to stay organized to avoid losing points. The point system encouraged quieter students to contribute. During the Internalize interview activity, students reminded each other: "Speak in English so we get the point."
Use of Points & Learn scoring to motivate participation (healthy competition, recovery of points)	Students were attentive to the grids. Competition was healthy and productive. Groups worked faster and more efficiently, especially during the Fluent Use task, because they wanted to earn the blue point. No students were placed in the Individual Accountability Grid today.
Dimension 2: Interpretative & Expressive Participation	
Expression of ideas, opinions, explanations	Students expressed more personal ideas than in previous lessons. During interviews, many described themselves or family members in simple but clear terms ("My mother is very friendly," "I am shy but my brother is funny")
Meaningful task engagement (examples, reflections, personal connections)	Engagement was strong during the "Character Profile" task. Students enjoyed inventing personalities and physical traits; they debated attributes ("No, he should have curly hair," "Let's make him very serious"). Posters reflected increased creativity and vocabulary recall.
Student reactions to ECRIF stages (which stage increased expression?)	Encounter was highly engaging thanks to the visual stimuli. Clarify operated smoothly with minimal confusion. Remember supported consolidation and prepared students well for interviews. Internalize showed clear improvements—students were more fluent than in

	previous lessons. Fluent Use was dynamic and well-received.
Emotional engagement (confidence, shyness, enthusiasm, frustration)	Students responded positively to describing personalities, found some images funny, and enjoyed comparing traits. Shy students were more willing to speak when describing fictional characters rather than themselves. The overall emotional climate was warm and participatory.
Vocabulary Learning (ECRIF Implementation)	
Dimension 1: Vocabulary Recognition & Understanding	
Students paraphrase or explain new words (associations, gestures, examples)	Students paraphrased several adjectives: "Shy means you don't talk too much," "Friendly is when you are good with people," "Serious is not funny." Some relied on Spanish, but English paraphrasing increased notably.
Students use contextual clues to infer meaning	Students used picture cues effectively to identify traits ("He has curly hair," "She is tall"). The visual-based Encounter sped up comprehension.
Evidence of Encounter & Clarify stages	Students recognized traits immediately when exposed to pictures. In Clarify, most matched vocabulary to definitions correctly on the first attempt. Misconceptions were rare and easily corrected.
Vocabulary recognition encouraged by Points & Learn (team names, challenges)	Students repeated their group names—especially "Friendly" and "Funny"—which reinforced recognition. Group identity strengthened their recall of personality adjectives.
Dimension 2: Vocabulary Use & Integration	
Use of new vocabulary in oral/written tasks	Students used the vocabulary accurately in sentence completion tasks. In interviews, they combined physical and personality traits: "I am short and friendly," "My cousin has straight hair and he is funny." Writing on posters demonstrated correct usage in simple sentences.
Meaningful or adaptive word use (self-correction, negotiation of meaning)	Students applied vocabulary to themselves, classmates, fictional characters, and family members, showing meaningful appropriation. Some attempted more complex combinations ("She is shy in class but funny with her friends").
Evidence of Internalize → Remember → Internalize & Fluently Use	Clear progress compared to previous lessons. Students used vocabulary more automatically, especially when describing invented characters. Fluency improved in predictable patterns ("He is very..." "She has..."). Some spontaneous comments emerged.
Vocabulary use influenced by Points & Learn tasks (extra points, challenges)	The desire to earn blue points encouraged longer and more complete utterances. Groups monitored each other's accuracy during the poster task ("Use tall, not high"). Peer correction increased noticeably.
Observation of Points & Learn Strategy	
Focus Area	Notes
Group behavior & teamwork	Teams displayed strong cooperation. Students delegated roles more independently, reducing teacher intervention. Groups showed mutual support and positive peer pressure.

Loss/recovery of points	A few discipline-related point deductions occurred early in the lesson (side conversations), but groups quickly improved their behavior to recover points. The system remains effective.
Use of board grids & scoring system	Students frequently checked the board to monitor their progress. The visible scoring encouraged sustained engagement throughout all stages.
Individual accountability grid cases	Not used in this session. No student exhibited behavior requiring exclusion from the group.
Teacher's reflection	
What improved participation today?	Attractive visual input and relatable vocabulary increased motivation. Interviews and group poster tasks promoted active speaking. Role distribution within groups improved participation balance.
What limited participation today?	A few students still showed hesitation when describing themselves. Pronunciation of "curly," "serious," and "friendly" challenged students. Some struggled with separating physical and personality traits.
Evidence of vocabulary learning progress	Students demonstrated stronger retention and accurate use of adjectives. They successfully applied vocabulary in multiple contexts and shifted from controlled to more spontaneous use.
Adjustments needed for next lesson	Provide additional pronunciation practice. Offer sentence starters for shy students. Reinforce distinctions between physical traits and personality. Include a quick review activity at the beginning of the next class.

Teacher's Journal on Students' Participation & Vocabulary Learning

General Information	
Date: October 20th, 2025	Class / Grade: 8th grade
Lesson Topic: Means of Transport: Land – Air – Water	
Journal #: 5	
Observer / Teacher: David Palate	
Students' Participation (Points & Learn Application)	
Dimension 1: Interactive Participation	
Indicator	Notes
Student-to-student interaction (questions, negotiation of meaning, teamwork)	Students showed stronger team communication compared to previous lessons. Interaction improved significantly during classification activities. Groups discussed whether certain vehicles belonged to Land/Air/Water ("Is submarine water or air?"). One group helped a struggling member match cards correctly.
Student-to-teacher interaction (asking for help, responding, building on prompts)	Many students asked questions during Clarify ("Teacher, how do you say barco?" "Is this helicopter or airplane?"). Several raised their hands to offer answers when organizing the images into categories. Teacher-student communication was more fluent and quicker than in early lessons.
Collaboration influenced by Points & Learn (team responsibility, shared effort)	Groups worked cooperatively to avoid losing points. During Internalize, students took the task seriously because of the blue point reward. Some students encouraged quieter peers to speak ("Say it, so we get the point").
Use of Points & Learn scoring to motivate participation (healthy competition, recovery of points)	The point system continued to motivate active behavior. Groups monitored their performance and corrected off-task behavior independently. The board grid kept students attentive and focused throughout the lesson.
Dimension 2: Interpretative & Expressive Participation	
Expression of ideas, opinions, explanations	Students expressed more ideas spontaneously, especially during Experience activities. They freely commented on the images ("Teacher, that plane is big," "I like trains"). During Fluency pairs discussion, several students shared transportation preferences.
Meaningful task engagement (examples, reflections, personal connections)	Engagement was very strong during the classification challenge in Internalize. Students enjoyed discussing the categories and defending their choices. Fluency task also generated authentic participation with students asking and answering travel questions using the vocabulary.
Student reactions to ECRIF stages (which stage increased expression?)	Experience stage created curiosity and excitement through images. Clarify worked smoothly; students were attentive. Remember was successful and enjoyable matching cards helped recall. Internalize

	revealed good progress: groups worked more independently. Fluency stage still challenged some weaker speakers but the majority participated meaningfully. showed clear improvements—students were more fluent than in previous lessons. Fluent Use was dynamic and well-received.
Emotional engagement (confidence, shyness, enthusiasm, frustration)	Students reacted with enthusiasm when seeing planes, submarines, and helicopters. Curiosity increased during classification tasks. A few students still felt shy when speaking in the Fluency stage, but participation was higher than in previous lessons..
Vocabulary Learning (ECRIF Implementation)	
Dimension 1: Vocabulary Recognition & Understanding	
Students paraphrase or explain new words (associations, gestures, examples)	Some students attempted explanations ("Submarine goes under water," "Airplane flies in the sky"). Others relied on pointing to images and using Spanish equivalents. Slight improvement in English explanations compared to earlier lessons.
Students use contextual clues to infer meaning	Students used images effectively to recognize vocabulary. They immediately identified common transport words (car, bus, airplane) and relied on context (water/air/land) to interpret more complex items like submarine.
Evidence of Encounter & Clarify stages	Experience activated prior knowledge successfully; students commented on transportation they had seen. Clarify stage improved categorization understanding, and students repeated pronunciation accurately.
Vocabulary recognition encouraged by Points & Learn (team names, challenges)	Group names reinforced vocabulary, especially "Airplane," "Boat," "Submarine." Groups used their names frequently when talking, strengthening recognition.
Dimension 2: Vocabulary Use & Integration	
Use of new vocabulary in oral/written tasks	Students used vocabulary in classification explanations ("This is water," "Train is land"). In Fluency, they produced simple sentences ("I travel by bus," "I go to the park by bicycle"). Accuracy improved, though pronunciation of "helicopter" and "submarine" remained difficult.
Meaningful or adaptive word use (self-correction, negotiation of meaning)	Students demonstrated genuine use when talking about how they travel to school or places. Internalize provided meaningful context for real communication.
Evidence of Internalize → Remember → Internalize & Fluently Use	Clear progress: more students spoke without relying on images. Some produced spontaneous sentences during the partner activity. A few still hesitated when producing longer phrases.
Vocabulary use influenced by Points & Learn tasks (extra points, challenges)	Blue point incentives encouraged complete responses in Fluency stage. Students corrected each other's sentences ("Say 'I travel by...'""). Peer monitoring was noticeably stronger.

Observation of Points & Learn Strategy	
Focus Area	Notes
Group behavior & teamwork	Strong cooperation overall. Students divided tasks naturally during card matching and classification. Leadership roles rotated more smoothly, allowing quieter students to participate.
Loss/recovery of points	Two groups lost points for noise and lack of attention during Experience stage but quickly improved behavior to recover points. The system continues to support classroom management and engagement.
Use of board grids & scoring system	Students monitored their progress throughout the class. Grids kept them focused and encouraged teamwork.
Individual accountability grid cases	Not used in this session. No student required temporary separation from their group.
Teacher's reflection	
What improved participation today?	The images and categorization tasks captured attention. Points & Learn motivated students to collaborate and stay focused. Fluency task improved participation since students enjoyed talking about real travel experiences.
What limited participation today?	A few students still hesitated to speak during Fluency. Some pronunciation challenges persisted ("submarine," "helicopter"). One group relied too heavily on a leader to classify items correctly.
Evidence of vocabulary learning progress	Students recalled vocabulary more quickly. Categorization improved the understanding of word groups. Gradual improvement in sentence formation during partner interviews.
Adjustments needed for next lesson	Include a quick pronunciation warm-up. Offer sentence starters for weaker speakers. Provide more real-life examples to support Fluency. Teach strategies to help groups divide tasks more evenly.

Teacher's Journal on Students' Participation & Vocabulary Learning

General Information	
Date: October 21st, 2025	Class / Grade: 8th grade
Lesson Topic: Weather and Seasons	
Journal #: 6	
Observer / Teacher: David Palate	
Students' Participation (Points & Learn Application)	
Dimension 1: Interactive Participation	
Indicator	Notes
Student-to-student interaction (questions, negotiation of meaning, teamwork)	As soon as the groups got their names, students started talking among themselves about the weather words. During the card-sorting task, they exchanged ideas more naturally than in previous lessons ("No, 'stormy' goes in extreme weather"). Some groups divided the work better this time, and quieter students contributed slightly more.
Student-to-teacher interaction (asking for help, responding, building on prompts)	Students asked several clarification questions, especially about pronunciation ("Teacher, how do you say cloudy?"). A few also checked the meaning of seasons ("Fall is otoño?"). Their responses to teacher prompts came more quickly, showing growing familiarity with the class routine.
Collaboration influenced by Points & Learn (team responsibility, shared effort)	Most teams stayed focused because they wanted to avoid losing points. When the Rainy group lost a point for talking too loudly, the group self-corrected immediately and tried to recover it. The blue point in Internalize encouraged students to speak up when explaining their sorting.
Use of Points & Learn scoring to motivate participation (healthy competition, recovery of points)	The point board kept students attentive. They looked at their scores often and encouraged each other to stay organized. There was friendly competition but no conflicts. The strategy seems to be settling in as part of the classroom culture.
Dimension 2: Interpretative & Expressive Participation	
Expression of ideas, opinions, explanations	During the Encounter and Clarify stages, students mainly repeated words but occasionally added comments like "Winter is my favorite" or "I don't like rainy days." In the Fluent Use stage, more students managed to express their preferences without much hesitation.
Meaningful task engagement (examples, reflections, personal connections)	Engagement was strong during the card-sorting activity. Students showed genuine interest in discussing which weather fits each season. In the final speaking task, students moved around the classroom confidently, and most of them managed to ask at least two classmates about their favorite season or the day's weather.
Student reactions to ECRIF	Visuals helped a lot in the Encounter step; students reacted instantly to

stages (which stage increased expression?)	the images. Clarify went smoothly, though "cloudy" and "stormy" caused some confusion at first. Remember allowed students to stabilize the vocabulary—they handled the worksheet calmly. Internalize and Fluent Use generated the most participation, even from students who usually stay quiet.
Emotional engagement (confidence, shyness, enthusiasm, frustration)	Students reacted positively to the images, especially winter and stormy weather. Some laughed when recognizing weather they personally dislike. Only a couple of students showed hesitation during the speaking task, but overall, participation was higher than in previous sessions.
Vocabulary Learning (ECRIF Implementation)	
Dimension 1: Vocabulary Recognition & Understanding	
Students paraphrase or explain new words (associations, gestures, examples)	Several students were able to give basic explanations ("Cold is like when it's frío," "Stormy is with rain and wind"). A few tried to define seasons in simple terms. Explanations were short but showed that students were beginning to internalize meaning.
Students use contextual clues to infer meaning	The pictures worked well to support recognition. Students easily identified sunny, rainy, cold, and hot. Cloudy and stormy required teacher support. When sorting cards later, some students used the images and categories as clues to infer the meaning.
Evidence of Encounter & Clarify stages	In Encounter, students quickly noticed familiar weather conditions. Clarify helped settle confusion between weather words and seasons. Pronunciation practice improved accuracy for several students.
Vocabulary recognition encouraged by Points & Learn (team names, challenges)	Group names (Sunny, Rainy, etc.) helped reinforce recognition through repetition. Students called each other by their group name jokingly, which indirectly strengthened vocabulary recall.
Dimension 2: Vocabulary Use & Integration	
Use of new vocabulary in oral/written tasks	Students completed the worksheet successfully. In speaking tasks, they managed simple exchanges ("It is sunny," "My favorite season is summer"). A few students produced more extended answers when interviewing classmates.
Meaningful or adaptive word use (self-correction, negotiation of meaning)	Students connected the vocabulary with their local weather. Several commented that "in Latacunga it is cold in the mornings." The final speaking round led to the authentic use of the vocabulary.
Evidence of Internalize → Remember → Internalize & Fluently Use	Progress was visible. While some students still needed prompts, a larger number produced spontaneous sentences. The card-sorting explanations showed more independent language use compared to earlier lessons.
Vocabulary use influenced by Points & Learn tasks (extra points, challenges)	The blue point in the Fluency stage pushed students to complete the speaking task. Groups encouraged shy members to speak at least once so the team could earn the point.

Observation of Points & Learn Strategy	
Focus Area	Notes
Group behavior & teamwork	Teams worked collaboratively during the sorting activity. Students negotiated decisions, and most groups shared the speaking tasks evenly.
Loss/recovery of points	Only one group lost a point for being noisy. They managed to reorganize and later earned a blue point during Internalize, balancing their score.
Use of board grids & scoring system	Students checked the board periodically. The visual record continues to help maintain order and focus.
Individual accountability grid cases	Not used during this class. All students stayed with their groups and participated in each task.
Teacher's reflection	
What improved participation today?	The visuals and the topic itself drew more interest. Students enjoyed identifying the weather and talking about their favorite seasons. The speaking activity helped increase participation.
What limited participation today?	A few students hesitated with pronunciation and seemed unsure about "stormy" and "cloudy." Two students were shy during the movement activity but participated when approached individually.
Evidence of vocabulary learning progress	Students recognized weather words faster than expected. They used more English when answering questions, and the worksheet showed solid understanding of basic vocabulary.
Adjustments needed for next lesson	Include a short pronunciation warm-up. Provide model questions for hesitant students. Allow slightly more time for Fluency to support those who process slowly.

Teacher's Journal on Students' Participation & Vocabulary Learning

General Information	
Date: October 22nd, 2025	Class / Grade: 8th grade
Lesson Topic: House and Home	
Journal #: 7	
Observer / Teacher: David Palate	
Students' Participation (Points & Learn Application)	
Dimension 1: Interactive Participation	
Indicator	Notes
Student-to-student interaction (questions, negotiation of meaning, teamwork)	Students interacted more fluidly today. The room-furniture matching activity prompted discussions such as "No, the sofa is in the living room." The groups communicated better than in previous classes, with fewer long pauses or reliance on one leader. Some students corrected each other politely, which shows confidence building..
Student-to-teacher interaction (asking for help, responding, building on prompts)	Students asked several questions to check understanding ("Teacher, is bookshelf mueble?"). Others confirmed pronunciation. They reacted quickly to teacher prompts and volunteered answers more often.
Collaboration influenced by Points & Learn (team responsibility, shared effort)	The groups were very aware of their point grids. The Kitchen and Sofa groups reminded teammates to stay focused so they wouldn't lose points. During the house-layout task, students coordinated roles on their own ("You cut, I paste, you explain"). The blue point was an incentive, especially in Internalize.
Use of Points & Learn scoring to motivate participation (healthy competition, recovery of points)	The point system kept the groups alert and organized. Some teams asked to confirm if their decisions earned a point. No conflicts appeared, and students seemed more comfortable with the scoring system.
Dimension 2: Interpretative & Expressive Participation	
Expression of ideas, opinions, explanations	Students shared simple but personal ideas during the last speaking activity ("My bedroom has a big bookshelf," "I like the kitchen because my mom cooks there"). Their answers were short but clearer compared to earlier lessons..
Meaningful task engagement (examples, reflections, personal connections)	Students enjoyed building the house diagram. Many took turns placing items and justifying their choices. This hands-on task helped even the shy students participate. In the final speaking activity, most students managed to describe at least one room.
Student reactions to ECRIF stages (which stage increased expression?)	Encounter worked smoothly, as pictures of rooms and furniture are familiar to students. Clarify helped sort out confusion between "fridge" and "bookshelf," which several students mixed up at first. Remember

	helped stabilize vocabulary, and students seemed confident matching items to rooms. Internalize generated the highest engagement since it required personal reasoning. Fluent Use went better than expected; some students spoke more willingly when talking about their own homes.
Emotional engagement (confidence, shyness, enthusiasm, frustration)	The real-life connection of the topic made students more active. They reacted with enthusiasm when recognizing furniture they have at home. A few laughed at the idea of having a sofa in the bathroom, which kept the activity light and enjoyable. Only one student seemed hesitant but still participated after encouragement from peers.
Vocabulary Learning (ECRIF Implementation)	
Dimension 1: Vocabulary Recognition & Understanding	
Students paraphrase or explain new words (associations, gestures, examples)	Several students explained items in their own words ("Bookshelf is for books," "Fridge is to keep food cold"). Their explanations were simple but correct.
Students use contextual clues to infer meaning	The pictures helped students identify vocabulary quickly. They recognized common items like "sofa" and "fridge" without difficulty. "Bookshelf" caused momentary confusion for three students, but context (books in the image) helped them figure it out.
Evidence of Encounter & Clarify stages	The Encounter stage helped students notice vocabulary through images. Clarify allowed them to sort items into rooms, which supported meaning recognition. Pronunciation improved with repetition, especially the word "kitchen," which some pronounced incorrectly at first.
Vocabulary recognition encouraged by Points & Learn (team names, challenges)	Group names reinforced the vocabulary throughout the class. Students used their group names jokingly ("Kitchen group, where is your fridge?"), which increased repetition and recognition.
Dimension 2: Vocabulary Use & Integration	
Use of new vocabulary in oral/written tasks	Groups collaborated efficiently during the hands-on layout activity. Students distributed roles naturally and encouraged one another.
Meaningful or adaptive word use (self-correction, negotiation of meaning)	One group lost a point for speaking loudly during Clarify but recovered it during the Internalize stage by completing the task with good teamwork.
Evidence of Internalize → Remember → Internalize & Fluently Use	Students frequently checked their group's position on the board. The grids helped keep them engaged and responsible.
Vocabulary use influenced by Points & Learn tasks (extra points, challenges)	Not used today. All students participated appropriately, and no disruptive behavior required individual scoring.

Observation of Points & Learn Strategy	
Focus Area	Notes
Group behavior & teamwork	Teams worked collaboratively during the sorting activity. Students negotiated decisions, and most groups shared the speaking tasks evenly.
Loss/recovery of points	Only one group lost a point for being noisy. They managed to reorganize and later earned a blue point during Internalize, balancing their score.
Use of board grids & scoring system	Students checked the board periodically. The visual record continues to help maintain order and focus.
Individual accountability grid cases	Not used during this class. All students stayed with their groups and participated in each task.
Teacher's reflection	
What improved participation today?	The topic was relatable, and students enjoyed the visual tasks. The house-layout activity sparked interest and interaction. The speaking prompts connected well with students' real-life experiences.
What limited participation today?	A few students hesitated when asked to describe their rooms in English. Some vocabulary (like "bookshelf") was new and caused uncertainty early in the lesson.
Evidence of vocabulary learning progress	Students recognized room and furniture words quickly after the Clarify step. Several produced short sentences without support. Matching tasks showed a strong understanding.
Adjustments needed for next lesson	Provide more pronunciation practice at the start. Use one quick example dialogue before the speaking task. Consider having groups rotate roles more intentionally to avoid repeating the same leadership patterns

Teacher's Journal on Students' Participation & Vocabulary Learning

General Information	
Date: October 24th, 2025	Class / Grade: 8th grade
Lesson Topic: Jobs and Professions	
Journal #: 8	
Observer / Teacher: David Palate	
Students' Participation (Points & Learn Application)	
Dimension 1: Interactive Participation	
Indicator	Notes
Student-to-student interaction (questions, negotiation of meaning, teamwork)	When the job activity began, several groups interacted naturally. Students in the Chef group debated whether the picture showed a "chef" or a "baker." During pair practice, the interaction was steady—students asked "What is it?" and corrected each other with short prompts. Participation was balanced in most groups, though the Nurse group depended on two stronger students.
Student-to-teacher interaction (asking for help, responding, building on prompts)	Students asked for pronunciation help ("Teacher, cómo digo firefighter?"). They also sought confirmation during matching ("Is this a driver?"). Their questions showed genuine interest and a desire to get the job titles right.
Collaboration influenced by Points & Learn (team responsibility, shared effort)	The points system encouraged teamwork, especially during the matching task. Students reminded one another to speak English so they wouldn't lose points. The Farmer group, in particular, organized themselves quickly to maximize their blue points.
Use of Points & Learn scoring to motivate participation (healthy competition, recovery of points)	Blue points for the acting activity clearly motivated participation. Students wanted to act out their professions, and several even added small gestures to be "more obvious" so their group would earn the point.
Dimension 2: Interpretative & Expressive Participation	
Expression of ideas, opinions, explanations	Students made simple comments during the acting task ("He is a driver because he is doing this..."). While most students stayed within short expressions, a few offered basic opinions ("I like doctor because help people"). Though limited, these attempts show increasing confidence.
Meaningful task engagement (examples, reflections, personal connections)	The acting activity captured everyone's attention. Even the quieter students tried small gestures so their team could guess correctly. Pair dialogues remained short but meaningful. Students connected the jobs with real-life experiences ("My mom is a nurse!").
Student reactions to ECRIF stages (which stage increased expression?)	Encounter created excitement since professions are familiar topics. Clarify was smooth; repetition helped the group feel confident with pronunciation. Remember was successful—students matched pictures

	quickly. Internalize supported more independent speaking, though some students still relied on flashcards. Fluent Use was the strongest stage today; students enjoyed the guessing activity and willingly participated.
Emotional engagement (confidence, shyness, enthusiasm, frustration)	Students enjoyed imitating professions; laughter and excitement were evident. A few students appeared shy at first but joined in after teammates encouraged them. The atmosphere was positive and energetic throughout the lesson.
Vocabulary Learning (ECRIF Implementation)	
Dimension 1: Vocabulary Recognition & Understanding	
Students paraphrase or explain new words (associations, gestures, examples)	Some students attempted simple paraphrases ("Doctor help people," "Driver maneja car"). Although basic, these explanations showed early concept understanding. Others used gestures to clarify meaning.
Students use contextual clues to infer meaning	Students relied on images to identify each job. For example, they recognized a firefighter because of the uniform and hose. Only a few confused "police officer" and "firefighter" at first.
Evidence of Encounter & Clarify stages	During Encounter, students recognized common jobs immediately. Clarify helped reinforce correct pronunciation ("farmer" and "firefighter" were corrected repeatedly). Visuals and repetition supported overall comprehension.
Vocabulary recognition encouraged by Points & Learn (team names, challenges)	Being part of the "Doctor Group" and "Driver Group" motivated students to repeat these words more. Students said phrases like "Doctor group, ready!" which increased natural exposure to the vocabulary.
Dimension 2: Vocabulary Use & Integration	
Use of new vocabulary in oral/written tasks	Students successfully completed the matching task. In pair conversations, most students could produce the basic structure "It is a ____." In the acting activity, students used short sentences when guessing ("You are a nurse!").
Meaningful or adaptive word use (self-correction, negotiation of meaning)	Some answers became personal, such as "I want to be a firefighter." Others related to family professions. This added authenticity to the task even if the language was simple.
Evidence of Internalize → Remember → Internalize & Fluently Use	Internalization was clear in the acting activity—students used vocabulary without reading. Some still hesitated, but overall fluency improved compared to previous lessons.
Vocabulary use influenced by Points & Learn tasks (extra points, challenges)	Students pushed teammates to speak clearly during the acting activity so other groups could guess correctly. The desire to win blue points resulted in more vocal participation.

Observation of Points & Learn Strategy	
Focus Area	Notes
Group behavior & teamwork	Groups worked cooperatively, especially during acting. They rehearsed briefly before performing. The Driver and Chef groups showed strong cohesion.
Loss/recovery of points	One group lost a point for repeating instructions in Spanish. They worked quietly during the next activity to earn it back.
Use of board grids & scoring system	Students frequently checked their score and celebrated small increases. The visual scoreboard maintained motivation and organization.
Individual accountability grid cases	Not used today; all students behaved appropriately.
Teacher's reflection	
What improved participation today?	The acting activity boosted confidence and energy. Students liked imitating jobs, which helped even shy students participate. Group names also reinforced engagement.
What limited participation today?	Some students hesitated with the pronunciation of "firefighter," "police officer," and "farmer." A few relied heavily on flashcards instead of speaking freely.
Evidence of vocabulary learning progress	Vocabulary recognition improved noticeably during Clarify. Most students could identify pictures quickly. Their production during the acting activity showed progress toward fluency.
Adjustments needed for next lesson	Include an extra pronunciation drill at the start. Add one short example dialogue to help weaker students during pair practice. Consider using sentence frames for slightly longer answers.

Teacher's Journal on Students' Participation & Vocabulary Learning

General Information	
Date: October 27th, 2025	Class / Grade: 8th grade
Lesson Topic: Places in Town	
Journal #: 9	
Observer / Teacher: David Palate	
Students' Participation (Points & Learn Application)	
Dimension 1: Interactive Participation	
Indicator	Notes
Student-to-student interaction (questions, negotiation of meaning, teamwork)	Students interacted steadily throughout the class. During classification (Clarify), they exchanged ideas such as "Hospital is for emergencies, right?" The Park group had a good balance of participation, while the Bank group still depended on two active leaders. During Internalize, students discussed how to use "There is/There are" in their sentences
Student-to-teacher interaction (asking for help, responding, building on prompts)	Students asked for vocabulary confirmations ("Teacher, this is restaurant?") and pronunciation support ("police station"). They were attentive during modeling and repeated the words willingly. During the map activity, several students approached the teacher to check their sentences before presenting
Collaboration influenced by Points & Learn (team responsibility, shared effort)	Points encouraged most groups to stay focused. During the matching activity, students motivated one another ("Do it fast, so we get the blue point"). The Restaurant group coordinated roles effectively—one drew, one wrote, one checked vocabulary.
Use of Points & Learn scoring to motivate participation (healthy competition, recovery of points)	Blue points made the Internalize and Fluent Use stages more energetic. Students clearly wanted to earn the final blue point and put extra effort into the town map presentation. Some groups even practiced their short sentences before presenting.
Dimension 2: Interpretative & Expressive Participation	
Expression of ideas, opinions, explanations	Students shared personal comments ("There is no bank near my house," "I like the park because I play soccer there"). These contributions were short but genuine expressions, not just mechanical responses.
Meaningful task engagement (examples, reflections, personal connections)	Most students were immersed in creating the town map. They negotiated where to place each place ("The school goes here, next to the park"). The activity sparked creativity and collaboration. Even quieter students contributed by drawing or helping label the map.
Student reactions to ECRIF stages (which stage increased expression?)	Encounter and Clarify went smoothly, as the places are familiar to students. Remember helped solidify meaning; students matched places to definitions with less hesitation than in previous topics. Internalize

	was effective—students produced simple but correct sentences about their towns. Fluent Use generated the most participation; students were excited to design and present their maps.
Emotional engagement (confidence, shyness, enthusiasm, frustration)	Students appeared enthusiastic about the drawing activity. Presenting their maps made them proud, and they showed their work to classmates. A few students looked nervous when speaking but still delivered their lines. Overall, the emotional tone of the lesson was positive.
Vocabulary Learning (ECRIF Implementation)	
Dimension 1: Vocabulary Recognition & Understanding	
Students paraphrase or explain new words (associations, gestures, examples)	Some students could explain places using short phrases ("Hospital is for sick people," "Bank is for money"). These explanations showed they were connecting meaning with real-life uses.
Students use contextual clues to infer meaning	Students used image cues well to identify places. They quickly recognized "park," "school," and "hospital." "Police station" required a little more explanation, but context eventually helped.
Evidence of Encounter & Clarify stages	Encounter helped students recall familiar places. Clarify strengthened meaning through categorizing the places based on their function. Students repeated pronunciation several times, showing focus and attention.
Vocabulary recognition encouraged by Points & Learn (team names, challenges)	Being named after the vocabulary reinforced repeated exposure ("Park group, ready?"). Students liked identifying with their group name and repeated it often.
Dimension 2: Vocabulary Use & Integration	
Use of new vocabulary in oral/written tasks	Students completed the matching task correctly. In Internalize, they produced simple sentences: "There is a supermarket in my town." "There are two parks near my house." In the map activity, they labeled all places accurately.
Meaningful or adaptive word use (self-correction, negotiation of meaning)	Students talked about real places in their neighborhoods. Some compared their towns ("My town has no restaurant"). These personal connections strengthened the meaningful use of vocabulary.
Evidence of Internalize → Remember → Internalize & Fluently Use	Students produced sentences during the map presentation without needing to read from the board. Some made spontaneous use of prepositions ("The park is next to the school"). Fluency was still very basic but clearly improving.
Vocabulary use influenced by Points & Learn tasks (extra points, challenges)	The desire to earn the final blue point pushed groups to prepare their sentences carefully. Students encouraged each other to speak loudly and clearly during presentations.

Observation of Points & Learn Strategy	
Focus Area	Notes
Group behavior & teamwork	Groups cooperated well during the map activity. Students divided roles naturally, and most groups worked peacefully.
Loss/recovery of points	Three groups lost a point for excessive noise but recovered it by completing the Internalize task successfully
Use of board grids & scoring system	Students checked their group's score frequently and maintained motivation throughout the class.
Individual accountability grid cases	Not used today. All students behaved adequately.
Teacher's reflection	
What improved participation today?	The drawing and map-presentation tasks encouraged collaboration and creativity. The vocabulary was familiar, making speaking easier for most students
What limited participation today?	A few students were unsure about "police station" and "restaurant," and needed additional support. Some students still hesitated when speaking English during the map presentation.
Evidence of vocabulary learning progress	Students demonstrated a strong understanding during the matching activity. Their sentences during Internalize showed they could use the vocabulary meaningfully.
Adjustments needed for next lesson	Provide more practice with longer structures. Include one extra speaking model before pair or group presentations. Consider giving shy students a small role to help them participate confidently

Teacher's Journal on Students' Participation & Vocabulary Learning

General Information	
Date: October 28th, 2025	Class / Grade: 8th grade
Lesson Topic: Wild and Domestic Animals	
Journal #: 10	
Observer / Teacher: David Palate	
Students' Participation (Points & Learn Application)	
Dimension 1: Interactive Participation	
Indicator	Notes
Student-to-student interaction (questions, negotiation of meaning, teamwork)	Students interacted actively during classification. Many groups discussed whether the "horse" should be domestic or wild. The Dog and Elephant groups worked cooperatively, with different members taking turns reading, matching, and explaining. During Internalize, students corrected one another ("No, elephant is wild, not domestic").
Student-to-teacher interaction (asking for help, responding, building on prompts)	Students asked several comprehension questions ("Teacher, monkey is wild or domestic?" "Domestic means en casa?"). They repeated pronunciation when requested and often checked if their sentences were correct.
Collaboration influenced by Points & Learn (team responsibility, shared effort)	The point system kept groups attentive. Students reminded teammates to speak English during the sentence activity so they wouldn't lose points. When groups saw another team gaining blue points, they became more motivated.
Use of Points & Learn scoring to motivate participation (healthy competition, recovery of points)	Blue points were effective during Internalize and Fluent Use. Students wanted to earn their final points and kept participation high. The Elephant group even rehearsed their sentences quietly before presenting their poster.
Dimension 2: Interpretative & Expressive Participation	
Expression of ideas, opinions, explanations	Students shared personal reactions to animals ("I like monkeys," "Lions are dangerous"). Their sentences were simple but often spontaneous. Some added extra details ("My cousin has a horse").
Meaningful task engagement (examples, reflections, personal connections)	Students were highly engaged throughout the lesson. The topic triggered curiosity, especially with the wild animals. During the poster activity, students collaborated closely drawing, choosing animals, and deciding on sentences.
Student reactions to ECRIF stages (which stage increased expression?)	The Encounter stage was lively because animals are familiar and visually engaging. Clarify was smooth; students followed classification easily and repeated pronunciation. Remember went well; students matched animals to descriptions with few errors. Internalize encouraged meaningful use of vocabulary. Fluent Use was the strongest

	stage—students presented confidently and most spoke without reading..
Emotional engagement (confidence, shyness, enthusiasm, frustration)	Students reacted with excitement when identifying animals. The wild animals especially sparked interest. The poster activity kept all groups focused; some proudly showed their drawings after finishing. A few students were shy when presenting but still participated with group encouragement.
Vocabulary Learning (ECRIF Implementation)	
Dimension 1: Vocabulary Recognition & Understanding	
Students paraphrase or explain new words (associations, gestures, examples)	Several students explained the vocabulary in simple terms "Domestic means in house," "Wild animals live in jungle". While basic, these explanations showed understanding of categories.
Students use contextual clues to infer meaning	Students relied on pictures to recognize most animals immediately. The only confusion was between "lion" and "tiger" for a few students. Pictures and examples helped resolve this quickly
Evidence of Encounter & Clarify stages	Encounter helped activate prior knowledge quickly. Clarify supported structured understanding — the domestic/wild sorting activity made meaning very clear. Pronunciation improved with repetition.
Vocabulary recognition encouraged by Points & Learn (team names, challenges)	Group names reinforced the vocabulary naturally "Elephant group, your turn". Students repeated group names often, strengthening recognition.
Dimension 2: Vocabulary Use & Integration	
Use of new vocabulary in oral/written tasks	Students completed the matching task clearly and with few mistakes. In Internalize, students produced sentences confidently "The dog is domestic," "The elephant is big". In the poster activity, groups wrote short but correct sentences.
Meaningful or adaptive word use (self-correction, negotiation of meaning)	Many students related animals to their daily life "I have a cat," "My uncle has cows". These connections helped them use vocabulary more naturally.
Evidence of Internalize → Remember → Internalize & Fluently Use	Students used vocabulary with less reliance on visual aids. During presentations, most spoke without reading directly from the poster. Their pronunciation was clearer compared to earlier lessons.
Vocabulary use influenced by Points & Learn tasks (extra points, challenges)	The final blue point motivated groups to produce stronger sentences and speak louder during presentations. Students helped each other pronounce correctly to earn the point.
Observation of Points & Learn Strategy	

Focus Area	Notes
Group behavior & teamwork	Collaboration was solid. Students distributed tasks without conflict. Some groups even reorganized duties to work more efficiently.
Loss/recovery of points	One group lost a point for talking too loudly in Spanish, but recovered it by completing the Remember task accurately.
Use of board grids & scoring system	Students kept an eye on the board and celebrated when they gained points. The visual scoreboard maintained steady motivation
Individual accountability grid cases	Not needed today; no student required individual scoring.
Teacher's reflection	
What improved participation today?	The animal topic grabbed students' interest quickly. The classification and sentence activities helped maintain attention. The poster activity enabled peer support and active engagement.
What limited participation today?	A few students hesitated with the words "elephant" and "monkey," mostly for pronunciation. Some students preferred drawing instead of speaking but participated more when presenting as a group.
Evidence of vocabulary learning progress	Students recognized the vocabulary easily and used most words in simple sentences. Their production during Internalize and Fluent Use was stronger than in earlier lessons.
Adjustments needed for next lesson	Provide more pronunciation modeling for challenging words. Encourage shy students with sentence starters. Offer one demonstration example before group presentations.

Annex 11: Focus group transcripts

FOCUS GROUP

Students' participation, Vocabulary learning, ECRIF framework, and Points and Learn

Target group: five students from 8th grade

Time expected: 40–45 minutos

Interviewer: David Palate

Calentamiento (<i>Preguntas para romper el hielo</i>)	
¿Cómo se han sentido en las clases de inglés durante las últimas semanas?	Estudiante 1: <i>Me he sentido más animado que antes porque las clases son más movidas y no estamos solo copiando. A veces me pongo nervioso cuando tengo que hablar, pero me gusta que todos participamos.</i> Estudiante 2: <i>Me he sentido más cómoda porque entiendo mejor las palabras y no me da tanta pena equivocarme. Siento que he aprendido más que antes.</i> Estudiante 3: <i>Me he sentido bien, aunque a veces me cuesta hablar. Pero ya no me siento tan perdido como al comienzo.</i> Estudiante 4: <i>Me he sentido más segura porque entiendo más palabras gracias a las imágenes y las explicaciones del profesor. Creo que he mejorado.</i> Estudiante 5: <i>Me he sentido más interesado, porque las clases tienen más movimiento. No es solo escribir, sino hablar, escuchar y hacer actividades.</i>
¿Qué es lo que más les ha gustado de las actividades del profesor?	Estudiante 1: <i>Me gustan los juegos con tarjetas y cuando caminamos por el aula para buscar compañeros. Eso hace que la clase se pase rápido y que todos hablemos más.</i> Estudiante 2: <i>Me gustaron las actividades donde usamos imágenes y ordenamos tarjetas. También cuando hicimos pósters, porque me gusta dibujar y eso me ayudó a recordar.</i> Estudiante 3: <i>Me gusta que hacemos actividades cortas y diferentes. No estamos sentados todo el tiempo y siento que participo más.</i> Estudiante 4: <i>Las entrevistas y las actividades en parejas, porque me ayudan a practicar sin sentir tanta presión. Me gusta que puedo usar el vocabulario para hablar de mí.</i> Estudiante 5: <i>Cuando hacemos actividades de caminar por el salón y preguntarnos cosas. Es divertido y me ayuda a recordar las palabras.</i>

¿Qué cosas les han parecido nuevas o diferentes en comparación con otras clases	Estudiante 1: <i>Lo de los puntos y los nombres de los grupos es algo nuevo para mí. Nunca habíamos trabajado así y siento que me ayuda a esforzarme más.</i> Estudiante 2: <i>La forma en que el profesor nos hace trabajar por etapas. Antes solo repetíamos o escribíamos, pero ahora hacemos varias cosas distintas y eso me ayuda a entender mejor.</i> Estudiante 3: <i>Lo de ganar puntos en grupo es nuevo para mí. Hace que todos tratemos de hacer bien las cosas y no distraernos.</i> Estudiante 4: <i>La forma de trabajar en grupos con nombres de vocabulario es algo diferente. También que el profesor nos guía paso a paso para aprender cada palabra.</i> Estudiante 5: <i>Lo de las etapas para aprender (como ver, repetir y hablar) es algo que no hacíamos antes. Siento que ahora entiendo mejor cómo aprender las palabras.</i>
DIMENSIÓN: PARTICIPACIÓN	
Interacción (estudiante–estudiante, estudiante–docente) <i>Indicadores:</i> interacción entre compañeros, interacción con el docente, cooperación, comunicación	
¿Cómo cambiaron tus interacciones con tus compañeros desde el inicio del proyecto hasta las últimas clases?	Estudiante 1: <i>Al inicio me costaba hablar con otros porque no los conocía bien, pero con las actividades de los grupos y los puntos tuve que comenzar a trabajar más con ellos. Poco a poco empezamos a preguntarnos cosas y ayudarnos con las palabras nuevas. Creo que ahora hablo más con mis compañeros que antes.</i> Estudiante 2: <i>Yo suelo ser bastante tímida y solo hablaba con mis amigas, pero con los grupos tuve que hablar con otros compañeros. Empecé a participar más porque cada uno tenía que ayudar para que el grupo gane puntos.</i> Estudiante 3: <i>Había personas en el curso con quienes no hablaba mucho porque no los conocía muy bien, pero después entendí que si no participaba, el grupo perdía puntos. Eso me hizo hablar más y ayudar cuando podía. Empecé a hacer preguntas a mis compañeros y a trabajar mejor con ellos.</i> Estudiante 4: <i>Comencé hablando poco, pero las actividades en grupo me obligaron a comunicarme más. Aprendí a escuchar a mis compañeros y también a dar mis ideas. Ya no me da tanta pena hablar en inglés frente a ellos.</i> Estudiante 5: <i>Yo hablaba poco antes, pero con los grupos tuve que participar más. Me gustó porque conocí a compañeros que casi no</i>

	<i>hablaba. Ahora puedo comentar ideas y ayudar en las tareas del grupo</i>
¿Sentiste que hablaste más con el profesor o le hiciste más preguntas durante estas clases? ¿Por qué?	Estudiante 1: <i>Con el Teacher sí interactué más porque quería estar seguro de que decía bien las palabras. A veces levantaba la mano para preguntar cómo se pronunciaba o para confirmar si la respuesta estaba bien. Siento que eso me ayudó a entender mejor.</i> Estudiante 2: <i>Sentí que le pregunté más cosas al profesor, sobre todo cuando no entendía un vocabulario. Él explicaba con ejemplos o usando gestos, y eso me daba confianza para preguntar.</i> Estudiante 3: <i>Con el profesor sí hablé más que antes porque él siempre estaba pendiente de cómo íbamos. A veces me detenía y me preguntaba cosas, así que me tocaba pensar y responder. Me ayudó que él explicaba con calma cuando no entendíamos.</i> Estudiante 4: <i>El profesor me ayudó mucho porque él siempre respondía mis dudas sin hacerme sentir mal. A veces me corregía, pero lo hacía de una forma que me motivaba a seguir intentando.</i> Estudiante 5: <i>Antes casi nunca hablaba con el profesor, pero en estas clases sí. Como tenía dudas del vocabulario, levantaba la mano para aclarar. El profesor explicaba bien y eso me daba confianza.</i>
Participación expresiva e interpretativa Indicadores: <i>expresión de ideas/opiniones, participación en actividades, comprensión de tareas</i>	
¿En qué actividades te sentiste más cómodo dando tus opiniones o explicando algo?	Estudiante 1: <i>Me animé más a hablar cuando hacíamos cosas creativas, como los pósters o las presentaciones. Ahí podía decir mis ideas aunque fueran simples. Al principio solo repetía palabras, pero después ya me animé a decir frases un poco más largas.</i> Estudiante 2: <i>Logré expresarme más cuando hacíamos dibujos, posters o mapas porque podía usar palabras simples y explicar lo que había hecho. También cuando teníamos que hablar de nuestra rutina o de cosas personales.</i> Estudiante 3: <i>Me fue más fácil hablar cuando era sobre cosas que conozco, como mi casa, mi rutina o el clima. En esas actividades pude decir más ideas. Todavía me cuesta inventar frases largas, pero ya no me quedo en blanco como antes.</i> Estudiante 4: <i>Me expresé más cuando hacíamos actividades creativas, como hacer mapas, posters o presentar. Me gustó que podía mezclar dibujos con palabras porque eso me hacía sentir más segura al hablar.</i>

	Estudiante 5: <i>Pude expresarme mejor en actividades como posters, entrevistas y presentaciones. Me gusta que puedo usar frases simples y que no tengo que hablar perfecto</i>
¿Hubo algún momento en el que te costó participar? ¿Qué lo hacía difícil?	Estudiante 1: <i>A veces me daba pena hablar en inglés en voz alta porque sentía que me iba a equivocar. También me ponía nervioso cuando el grupo dependía de mí para ganar puntos. Eso hacía que a veces me quedara callado.</i> Estudiante 2: <i>Me costaba participar cuando tenía que hablar en inglés frente a todos porque sentía que mis compañeros se iban a reír si me equivocaba. Por eso al principio hablaba bajito.</i> Estudiante 3: <i>Cuando teníamos que hablar rápido o cuando todos hablaban al mismo tiempo, me perdía. También me costaba cuando tenía que decir una frase en inglés sin ver ninguna pista, eso me ponía nervioso y me hacía dudar.</i> Estudiante 4: <i>Mi dificultad es la pronunciación. Me da miedo decir mal una palabra y que los demás se rían. A veces prefiero estar callada por eso, pero ya estoy mejorando.</i> Estudiante 5: <i>Me costaba hablar cuando éramos muchos o cuando el profesor pedía que hablemos más rápido. También me confundía con algunas palabras parecidas.</i>
Participación significativa Indicadores: <i>compromiso con tareas, trabajo responsable, sentido de la actividad</i>	
¿Qué actividades sentiste que realmente te ayudaban a aprender y no solo “hacer por hacer”?	Estudiante 1: <i>Las actividades donde teníamos que movernos o hablar con varios compañeros me ayudaron mucho, como el “Find someone who”. Me obligaban a hablar aunque me diera vergüenza, y eso hizo que vaya perdiendo el miedo.</i> Estudiante 2: <i>Las actividades de clasificar imágenes me ayudaron mucho. Era fácil entender así, y después podía hablar un poco mejor del tema.</i> Estudiante 3: <i>Las actividades con tarjetas o flashcards me ayudaban bastante porque veía la imagen y enseguida recordaba la palabra. También las actividades en parejas porque es más fácil hablar con una sola persona.</i> Estudiante 4: <i>Las entrevistas ayudaron mucho. Como eran preguntas sencillas, podía practicar con diferentes compañeros y eso me hacía perder la pena.</i> Estudiante 5: <i>Las actividades donde clasificábamos tarjetas me</i>

	<i>ayudaron bastante. Me hacía pensar y practicar sin presión. También los juegos donde tenía que caminar y buscar compañeros.</i>
¿Qué actividad te pareció más útil o más cercana a tu vida fuera del aula?	Estudiante 1: <i>Me parecieron útiles porque era como hacer cosas de la vida diaria, no solo ejercicios del cuaderno. Por ejemplo, cuando teníamos que entrevistar a un amigo, eso me ayudaba a usar el inglés de verdad.</i> Estudiante 2: <i>Las entrevistas fueron útiles porque sentía que tenía una conversación real y eso era nuevo para mí. Me ayudó a no depender tanto del profesor.</i> Estudiante 3: <i>Me parecieron útiles porque eran diferentes a las clases normales. No solo escribíamos, también caminábamos, hablábamos, pegábamos cosas. Eso hacía que la clase se pasara más rápido y aprendiera sin aburrirme.</i> Estudiante 4: <i>Creo que las actividades fueron útiles porque cada una tenía un propósito. Unas eran para aprender, otras para recordar y otras para hablar. Eso me ayudó a no confundirme.</i> Estudiante 5: <i>Sí fueron útiles porque no solo aprendíamos palabras, sino que las usábamos. Era como aprender jugando, pero de forma seria.</i>
Reacción a las etapas del ECRIF Indicadores: <i>motivación, claridad, dificultad en cada etapa (Encounter, Clarify, Remember, Internalize, Fluent Use)</i>	
¿Qué parte de las clases (mirar imágenes, repetir, emparejar, entrevistas, etc.) te ayudó más a aprender?	Estudiante 1: <i>Creo que las actividades del principio (Encounter) eran las más útiles porque ver imágenes o videos me ayudaba a entender la palabra sin que me la expliquen tanto. Me quedaba más claro desde el inicio.</i> Estudiante 2: <i>(Clarify) fue la etapa que más me ayudó porque ahí aprendía exactamente qué significaban las palabras y cómo se decían.</i> Estudiante 3: <i>(Clarify) fue la más útil para mí porque ahí el profesor explicaba bien el significado, la pronunciación y hasta hacía gestos que me ayudaban a recordar.</i> Estudiante 4: <i>(Remember) fue muy útil porque ahí podía practicar lo que había entendido sin tanta presión. Me ayudó a memorizar mejor las palabras.</i> Estudiante 5: <i>(Encounter) me ayudó mucho porque veía las imágenes y entendía rápido de qué se trataba la clase.</i>

¿Hubo alguna etapa que se te hizo confusa, rápida o difícil? ¿Cuál y por qué?	Estudiante 1: <i>(Internalize) fue la más complicada porque ya no podía ayudarme de las imágenes o del profesor, tenía que hablar por mi cuenta. Me costaba formar frases sin equivocarme.</i> Estudiante 2: <i>Las últimas actividades (Fluent Use) eran las más difíciles porque ya tenía que hablar sin leer y eso todavía me cuesta.</i> Estudiante 3: <i>Las actividades finales (Fluent Use) eran las que me costaban más porque ya no teníamos las imágenes ni otro recurso y tocaba hablar como si fuera una conversación normal. Me daba miedo equivocarme.</i> Estudiante 4: <i>(Internalize) fue difícil porque tenía que hablar más natural y sin apoyo. Sentía que necesitaba más tiempo.</i> Estudiante 5: <i>(Fluent Use) fue la más difícil porque teníamos que hablar más y a veces no sabía qué decir.</i>
DIMENSIÓN: APRENDIZAJE DE VOCABULARIO	
Reconocimiento y comprensión del vocabulario	
Indicadores: uso de pistas visuales, traducciones, reconocimiento global, aclaración de significados	
¿Qué te ayudó más a entender palabras nuevas durante las clases (tarjetas, imágenes, videos, explicaciones, compañeros)?	Estudiante 1: <i>Las imágenes eran lo que más me ayudaba. También cuando el profesor repetía las palabras con buena pronunciación y nos hacía repetir varias veces.</i> Estudiante 2: <i>Las imágenes fueron lo que más me ayudó, pero también la repetición. Si solo leía la palabra, no la entendía tanto.</i> Estudiante 3: <i>Lo que más me ayudó fueron las imágenes y cuando el profesor repetía la palabra varias veces. A veces un compañero explicaba con ejemplos simples y eso también ayudaba.</i> Estudiante 4: <i>Las imágenes y los ejemplos del profesor eran lo más útil. A veces la repetición me ayudaba a grabarme la palabra.</i> Estudiante 5: <i>Las imágenes y los ejemplos reales eran lo mejor. Cuando el profesor mostraba objetos o hacía gestos, era más fácil.</i>
Cuando no entendías una palabra nueva, ¿qué hacías para descubrir su significado?	Estudiante 1: <i>Si una palabra no la entendía, primero trataba de adivinarla con el dibujo. Si igual no podía, le preguntaba a un compañero o directamente al profesor. Eso me ayudaba a no quedarme atrasado.</i> Estudiante 2: <i>Le preguntaba a mis amigas o levantaba la mano. También a veces miraba la actividad del grupo para entender lo que</i>

	<i>debía hacer.</i> Estudiante 3: <i>Primero miraba la cara de mis compañeros para ver si ellos entendían. Si no, preguntaba directamente al profesor. No me gustaba quedarme sin hacer nada.</i> Estudiante 4: <i>Le preguntaba a una amiga primero, y si ella tampoco sabía, levantábamos la mano para preguntar al profesor.</i> Estudiante 5: <i>Preguntaba a un compañero o al profesor. A veces trataba de buscar pistas en las actividades.</i>
Uso e integración del vocabulario Indicadores: <i>uso oral y escrito, uso en contexto, nivel de autonomía, precisión</i>	
¿En qué actividad sentiste que realmente estabas usando las palabras nuevas y no solo repitiéndolas?	Estudiante 1: <i>Lo utilicé más cuando teníamos que hablar con otros, como entrevistas o juegos de roles. Ahí tenía que usar las palabras en frases completas, no solo repetirlas.</i> Estudiante 2: <i>Lo usé bastante en las presentaciones y cuando explicábamos lo que habíamos hecho. Siento que ahora puedo decir frases simples.</i> Estudiante 3: <i>Lo usé mucho en las entrevistas y cuando teníamos que describir cosas o personas. Ahí sí practicaba lo aprendido, aunque a veces mezclaba palabras.</i> Estudiante 4: <i>En actividades como describir mi casa o el clima sí pude usar las palabras en frases completas. Me gusta cuando puedo hablar de cosas reales.</i> Estudiante 5: <i>Lo usé cuando describimos ciudades, animales o personas. Me gusta cuando las actividades son reales porque ahí uso mejor las palabras.</i>
¿Sientes que ahora puedes usar esas palabras en conversaciones reales o solo dentro de la clase? ¿Por qué?	Estudiante 1: <i>A veces sí usaba algunas palabras, como cuando hablaba del clima o de rutinas. Por ejemplo, le dije a mi mamá "I wake up at six" y se rió, pero me salió bien.</i> Estudiante 2: <i>No mucho, pero algunas palabras sí, como "hospital" o "sunny". A veces las digo jugando con mis hermanos.</i> Estudiante 3: <i>Lo usé un poco cuando veía videos o cuando hablaba jugando con mis primos. Por ejemplo, les decía "sunny" o "doctor" como chiste.</i> Estudiante 4: <i>La verdad no las he utilizado fuera del aula, pero porque no ha habido oportunidad para hacerlo</i>

	Estudiante 5: <i>A veces sí, por ejemplo cuando me sale algún TikTok en inglés. Ya entiendo un poco más.</i>
DIMENSIÓN: ESTRATEGIA POINTS & LEARN	
Trabajo en grupo <i>Indicadores:</i> colaboración, dinámica grupal, apoyo mutuo, competencia sana	
¿Cómo influyeron los puntos y los nombres de grupo en la forma en que trabajaban juntos?	Estudiante 1: <i>Los puntos nos hicieron trabajar más unidos porque queríamos ganar. A veces discutíamos un poco, pero al final tratábamos de organizarnos mejor</i> Estudiante 2: <i>Los puntos nos motivaban. A veces discutíamos por quién hablaba más, pero aprendimos a repartirnos el trabajo.</i> Estudiante 3: <i>Los puntos nos hacían trabajar más unidos. Cuando un compañero se distraía, los demás le decíamos que se concentre. Hasta nos repartimos actividades sin que el profesor lo dijera.</i> Estudiante 4: <i>Los puntos hicieron que trabajáramos juntos. Nadie quería perder puntos, así que todos tratábamos de ayudar y de no distraernos.</i> Estudiante 5: <i>Los puntos nos motivaban a trabajar mejor. Mi grupo se organizaba bien para no perder puntos y eso nos hacía participar juntos.</i>
¿Qué pasaba en tu grupo cuando ganaban o perdían puntos? ¿Les motivaba, les frustraba, o no cambiaba mucho?	Estudiante 1: <i>Cuando ganábamos puntos, nos emocionábamos bastante. Pero cuando perdíamos, nos poníamos serios y tratábamos de mejorar. Creo que los puntos nos ayudaron a concentrarnos.</i> Estudiante 2: <i>Cuando perdíamos puntos, nos poníamos serios porque no queríamos quedar últimos. Eso nos ayudó a trabajar mejor.</i> Estudiante 3: <i>Cuando ganábamos puntos nos emocionábamos y queríamos seguir así. Cuando perdíamos puntos, nos molestábamos entre nosotros pero luego nos calmábamos y tratábamos de mejorar.</i> Estudiante 4: <i>Cuando ganábamos puntos sentía que íbamos bien y eso me daba confianza. Cuando perdíamos puntos, nos poníamos serios, pero nos ayudaba a mejorar.</i> Estudiante 5: <i>Cuando ganábamos puntos nos animábamos. Cuando perdíamos, nos poníamos un poco tristes, pero ayudaba a mejorar.</i>

Responsabilidad individual

Indicadores: conducta, autonomía, permanencia en la tarea, uso del "Individual Accountability Grid"

¿Cómo te sentiste con la posibilidad de ganar o perder puntos individualmente?
(Si alguien fue enviado a la grilla individual: permite respuestas más ricas y comparables con los journals.)

Estudiante 1: Cuando vi que alguien podía ir al cuadro individual, me dio un poco de miedo. Eso me hizo mejorar mi comportamiento para no afectar a mi grupo.

Estudiante 2: No quería irme al cuadro individual, así que traté de concentrarme más y no distraerme.

Estudiante 3: Yo no quería ir al cuadro individual, así que trataba de hacer todo bien. Una vez pensé que me iban a mandar, pero logré mejorar antes.

Estudiante 4: Una vez vi que un compañero fue al cuadro individual y me dio miedo que me pase a mí, así que intenté comportarme mejor y participar más.

Estudiante 5: Una vez casi me mandan al cuadro individual porque estaba hablando mucho, pero mejoré mi comportamiento. Eso me hizo ser más responsable.