

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

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### Abstract

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

**Key Words:** ECRIF , EFL, vocabulary, retention , seventh grade, learning.

**Cite as:** AlSaleem, B. I. A. (2018). The Effect of ECRIF Strategy on EFL Seventh Graders' Vocabulary Learning and Retention. *Arab World English Journal*, 9 (2).

DOI: <https://dx.doi.org/10.24093/awej/vol9no2.5>