

ECRIF in the Classroom

	<i>At this stage teachers can help students by</i>	<i>Activities at this stage might include</i>
E N C O U N T E R	<ul style="list-style-type: none"> • Providing a clear context • Giving students a chance to talk about a topic. This burst of fluency at the beginning of the lesson can help establish context and help students activate experiences, vocabulary, and grammar that may help them in the lesson. • Providing a text to read or listen to. First focus on the overall meaning of the text to establish context. • Eliciting vocabulary, sentences from students (Ex. What words do you know to describe personality? OR How might you combine these sentences?) 	<ul style="list-style-type: none"> • Brainstorming vocabulary • Answering questions with target language in it. • Labeling or describing a picture • Doing a gap fill activity • Using key words to make sentences or complete a dialogue • Choosing the best response or question for a dialogue • Marking particular words, phrases, or sentences in a text
C L A R I F Y	<ul style="list-style-type: none"> • Finding out what students already know. • Providing students a chance to peer teach. Ex. show each other the meaning, pronunciation • Eliciting ideas from students rather than just telling them • Being ready to explain the language item in a variety of ways (Ex. simple verbal explanations, visually, with examples, kinesthetically, etc.) • Highlighting the language item on the board with different colors • Slowing down or repeating the language item several times. • Asking concept check questions 	<ul style="list-style-type: none"> • Matching meanings or rules to words or sentences • Sorting sentences or words into groups (Ex. adjectives vs. adverbs, finished actions vs. unfinished actions) • Discussing the meaning, pronunciation, or rules of the language items • Using dictionaries
R E M E M B E R	<ul style="list-style-type: none"> • Doing choral repetition • Paying close attention to problems that students may have. • Giving students specific feedback (Ex. Is their answer or pronunciation correct?) 	<ul style="list-style-type: none"> • Having students quiz each other (Ex. with pictures, meanings and words) • Having students do drills (Ex. making or changing a sentence from key words) • Playing games like Bingo, concentration • Doing a lot of recognition activities • Saying a word or sentence and point to a picture • Pointing to a picture and say what it is • Matching questions/answers, meanings and words, sentences and situations, etc.

<p style="text-align: center;">I N T E R N A L I Z E</p>	<ul style="list-style-type: none"> • Providing chances to use the vocabulary or structure to talk about themselves. • Giving student 'think time' to get ideas or recall experiences. • Allowing students to write and ask questions first and then putting away the paper during the subsequent fluency activity 	<ul style="list-style-type: none"> • Describing ____ using the target language or skill • Answering questions: words embedded into questions that students ask and answer together • Doing gap fill activities: Choose correct words, place into blanks in text • Doing tailless sentences: given beginning of sentence so students write endings • Doing information gap activities Information gap: Students A/B have different information, must communicate to get the information the other has • Correcting sentences: Sentences with mistakes (grammar, factual) they correct • Making a story: given beginning of story, continue with TL • Creating a survey: use words to make a survey to ask other Students • Making sentences about yourself: make true sentences about people (whatever you are studying) • Putting words in order: get list of words, put them in order that makes sense • Ranking: put words in order based on preferences, usefulness, etc. Students choose their best 3 or worst 3
<p style="text-align: center;">F L E N T L Y U S E</p>	<ul style="list-style-type: none"> • Providing a good model of the activity • Providing a clear communicative task that is motivating and relevant to students • Encouraging students to ask more questions and give longer answers • Giving students enough time to get ideas • Noting errors that students make (for future lessons) but not correcting in the moment as it can interfere with student communication 	<ul style="list-style-type: none"> • Retelling story: List of TL, teacher tells a story, students teach words they hear as they listen. Retell the story to their partner using the words • Doing a role-play. Ex convincing, requesting, etc. • Discussing questions • Jigsaw activities in which students teach each other about a topic • Making a decision together. Ex. What should we take on a desert island and why? OR Who should receive the scholarship?