

Canadian Association of Second Language Teachers (CASLT)

The Canadian Association of Second Language Teachers is a non-profit professional association of over 4 000 members.

Through its research, resources and publications, professional development and advocacy activities, the association plays a significant role in increasing awareness, appreciation and understanding of the importance of second and additional language learning and teaching throughout Canada. www.caslt.org

Official Language and Bilingualism Institute (OLBI)

The Official Languages and Bilingualism Institute of the University of Ottawa provides instruction in Canada's two official languages provides instruction in Canada's two official languages. Through its research centre, CCERBAL, it is committed to strengthening and promoting education and research in the fields of teaching, evaluation, and language policy and planning. www.olbi.uottawa.ca

Bilingualism in a Plurilingual Canada Podcast Series

The ECRI model, by Joseph Dicks

Author

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Summary

Joseph Dicks explains how to use the ECRI model. It is a model teachers can use to teach writing in a consistent and coherent way using practices identified as being effective in developing and improving students' writing skills.

Facts

- The ECRI model - coherent and reasoned writing in immersion - organizes the teaching of writing by incorporating exemplary practices. The model also supports the balanced approach to literacy. That is, it integrates 4 language skills: writing, reading, speaking and listening, as well as various teaching strategies

The ÉCRI model has 5 phases in which support activities are found:

1. In the first phase of the ÉCRI model, the teacher introduces a final project to the students. This project includes 3 components: a written component, an oral component and a visual component.
2. In the first phase of the ECRI model, the teacher calls upon the students' prior knowledge related to the writing project and invites them to apply their own experiences to it.



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Podcast Series

The Bilingualism in a Plurilingual Canada podcast series is an initiative brought to you by the Official Languages and Bilingualism Institute (OLBI) of the University of Ottawa in partnership with the Canadian Association of Second Language Teachers (CASLT).

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The goal of this initiative is to make current research in second language teaching and learning available to teachers and the general public.

All podcasts from this series can be downloaded from the CASLT and OLBI Web sites.

2. The second phase of the ECRI model – modeled writing – has 3 sections: First, the teacher presents a model of the type of text being studied, which the students read. With the teacher's assistance, the students identify the structure of such texts and the teacher uses a chart to create a visual representation of this textual structure. The students then compare two texts of the same type to identify common linguistic elements such as verb tenses and moods, grammatical structures, vocabulary and writing features associated with the type of text being studied. Finally, the students and teacher create the heading for the written part of the final project using the identified textual and linguistic elements.
3. Phase 3 – called shared writing – allows the students to see and understand what the teacher does in the act of writing. In shared writing, the teacher writes a text before the students, while explaining his composition process. For example, he explains how he chooses and organizes his ideas, words and sentence structures, how he uses the tools at his disposal to write and improve his text and how he revises and corrects his text.
4. In phase 4 – interactive writing – the students have an opportunity to write a text collaboratively. As a class, in small groups or in dyads, students discuss ideas, sentence and word possibilities and linguistic and textual questions.
5. During independent writing, the 5th and final phase of the ECRI model, students complete the written part of their final project, following the various steps of the writing process – planning, composition, revision, correction and publication/presentation. This gives them an opportunity to put into practice all the knowledge and strategies learned in the 4 preceding phases. It allows them to discuss with their peers and teacher during conferences on ideas and textual matters. At the very end of this phase, the students present their final project.

Further Reading

Graham, S., MacArthur, C.A. & Fitzgerald, J. (Eds.). (2007). *Best Practices in Writing Instruction*. New York: Gilford Press.

Guthrie, J.T., Grambrell, L.B., Morrow, L.M., Pressley, M. (200). *Best Practices in Literacy Instruction* (3rd Edition). New York : Gilford Press.

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