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CONCEPTUAL PAPER

Integrating ER-CALL-PBL **for Primary EFL Reading Comprehension and Vocabulary Development**

A phase-based instructional framework

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Why another instructional model?

1 Limited reading volume

- Short textbook passages
- Too little sustained reading
- Limited repeated exposure to words

2 Weak continuity

- Reading routines are inconsistent
- Learners progress unevenly
- Reading time is easily displaced

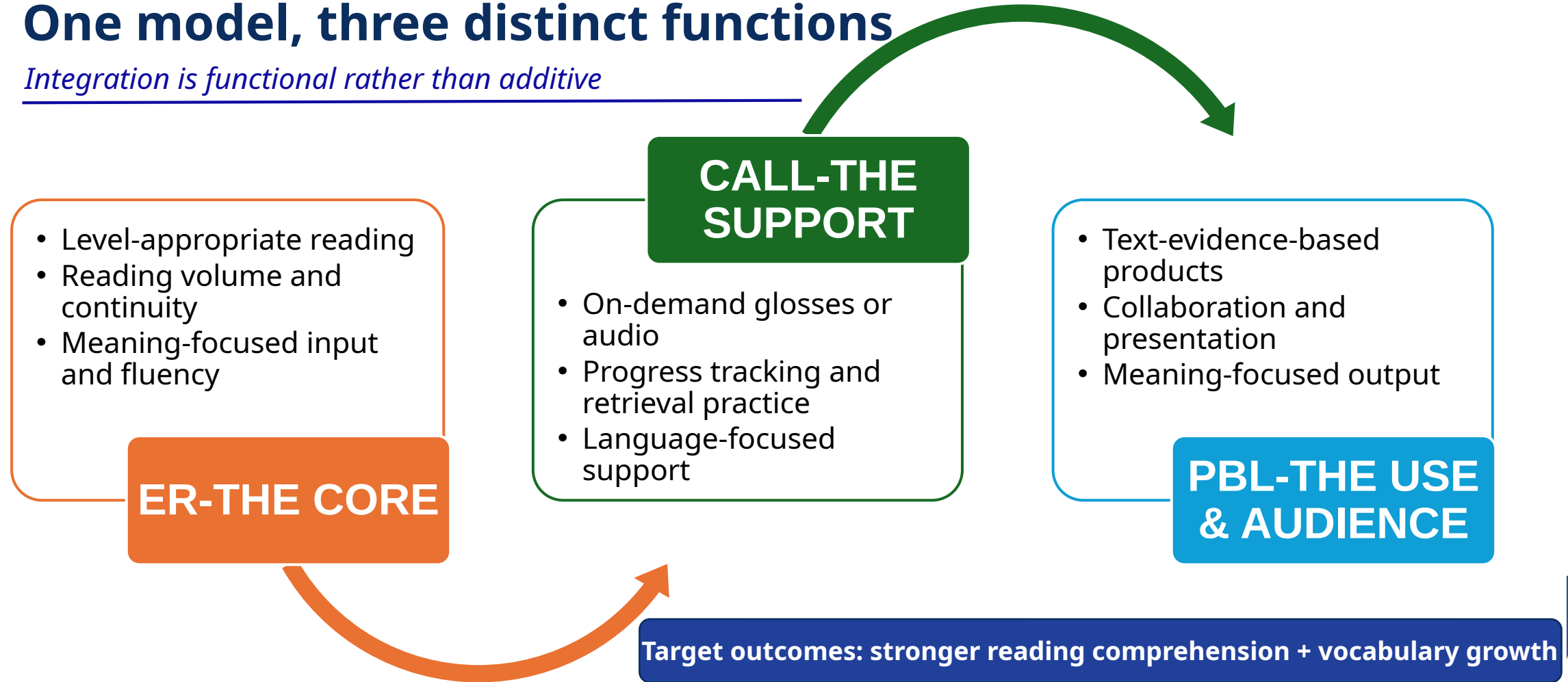
3 Vocabulary in isolation

- Word lists and memorization
- Short-term retention
- Few opportunities for meaningful use

Design problem: How can we connect reading volume, vocabulary support, and meaningful use without overloading young learners?

One model, three distinct functions

Integration is functional rather than additive



Why can the three components work together?

The nation's four strands provide the integration logic

1

Meaning- focused input

ER: reading for
meaning

2

Language-focused learning

CALL: glosses,
retrieval, feedback

3

Meaning- focused output

PBL: products and
communication

4

Fluency development

ER: repeated, easy
reading

The proposed sequence balances input, explicit support, output, and fluency across one instructional cycle.



The proposed six-phase instructional cycle

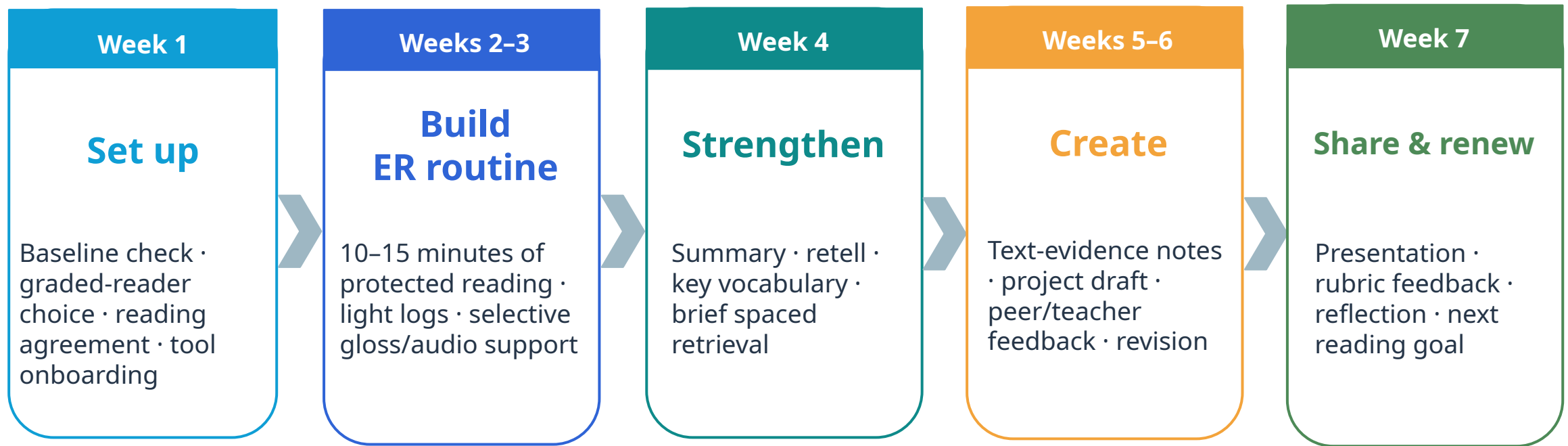
A repeatable sequence across instructional units



The cycle is a proposed synthesis; it has not yet been empirically validated as a complete model.

What can one instructional unit look like?

Illustrative 7-week sequence; adaptable to local timetables



Key scheduling rule: project work is built on reading; it does not replace the protected ER routine.

Illustrative sequence derived from the paper's 6–10 week implementation guidance.



Example Classroom

Activity Week 1: Set Up



Example Classroom Activity



Example Classroom Activity

Our Project Theme
Protect Sea Turtles!

Weeks 5-6: Create
Turn reading into a project!

Great ideas come from what we read!

- 1 Text-evidence notes**
Find and note text evidence from what we read.
EVIDENCE SHEET
Turtles lay eggs on beaches.
Plastic can hurt turtles.
Clean beaches keep turtles safe.
- 2 Project draft**
Create a first draft of our project (poster, story map, or book recommendation).
Help Protect Sea Turtles!
Why It Matters: Sea turtles are amazing animals!
What We Can Do:
- Use less plastic
- Keep beaches clean
- Share and care!
Threats:
- Plastic
- Pollution
- Lost habitats
- 3 Peer/teacher feedback**
Share our drafts and give kind, helpful feedback.
I love your turtle picture!
Maybe add more examples?
Great job explaining what we can do!
- 4 Revision**
Use feedback to improve our work and make it even better!
Help Protect Sea Turtles!
Why It Matters: Sea turtles help keep oceans healthy.
What We Can Do:
- Use less plastic
- Keep beaches clean
- Share and care!
Threats:
- Plastic
- Pollution
- Lost habitats
Proud of our work!

We create because we read. Our projects show what we've learned and how we care!

or

Great Writers Are Team Makers!

Weeks 5-6: Create
Turn reading into a group short story project!

Read. Imagine. Create. Together!

- 1 Story idea & planning**
We talk about our ideas from the book and plan our story together.
I like the brave bear!
Let's set it in a magic forest!
Our Story Map:
Characters: Bear, Rabbit, Fox
Setting: Magic Forest
Beginning: The bear finds a map.
Middle: He goes on an adventure with friends.
End: They solve the problem and celebrate!
Plan Share Decide!
- 2 Write the first draft**
We write our ideas down together. Everyone helps!
Story Cues:
Once upon a time, a brave bear found a map in the forest. He met new friends and went on an adventure to help the forest. In the end, they saved the day and had a big celebration!
- 3 Peer/teacher feedback**
We share our draft and get kind feedback to make it even better.
Kind Words Build Better Stories!
We listen. We respect. We improve.
Great idea!
I like the setting!
Maybe add more details here?
- 4 Revise & illustrate**
We improve our writing and add colorful pictures to bring our story to life!
Our Story, Our Team, Our Pride!
Our Group Story:
Once upon a time, a brave bear and his friends went on an adventure together. They saved the forest and everyone celebrated!

We create stories together from what we read!



Example Classroom Activity



or



How can classroom learning be evaluated?

Use outcome, intermediate, and mechanism evidence together

A Primary outcomes

Reading comprehension

- main idea
- detail and sequence
- simple inference

Vocabulary

- receptive recognition
- productive use

B Intermediate evidence

- Reading continuity
- Brief summaries or retells
- Participation and project progress
- Appropriate book choice

C Mechanism & fidelity

- Actual reading time
- Gloss/tool use
- Completion of planned practice
- Whether projects remain grounded in reading

Interpretation rule: distinguish an outcome problem from an implementation problem.



Conditions and guardrails

What keeps the model workable for young learners?

1

Level-appropriate texts

Use graded materials and flexible book choice.

2

Protected reading time

Schedule reading blocks that are not displaced.

3

Technology on demand

Use few tools and only when they support reading.

4

Reading-grounded projects

Require textual evidence; avoid craft-only tasks.

5

Equity and low stakes

Provide non-digital alternatives and supportive assessment.

Two common failure modes

- Too many apps
- Technology becomes the activity rather than the support.
- Craft-heavy projects
- The product looks attractive but shows little evidence of reading or vocabulary use.

Keep ER central.

What does this conceptual paper contribute?

A practical framework, not an empirical claim

1

A clear integration logic

ER, CALL, and PBL perform different but complementary functions.

2

A six-phase sequence

Teachers can see when and why each component is used.

3

Explicit roles

Teacher, learner, and technology roles are specified across phases.

4

Classroom evaluation

Outcome, process, and fidelity evidence guide improvement.

Boundary: the complete model still requires classroom implementation, adaptation, and empirical validation.



Take-home message

ER is the core.
CALL keeps reading
moving.

PBL makes reading usable and visible.

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Thank you

