# What are the difficulties experienced by teachers when planning their first unit using the literacy approach?

## University Master in Teaching English as a Foreign Language

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# 1. INTRODUCTION

When it comes to helping students develop their literacy skills, "the ability to use reading and writing skills in order to produce, understand, interpret and critically evaluate multimodal texts" (European Commission 2012: 13) , English teachers have had a difficult time and have struggled to find effective solutions. Because traditional textbooks, a fundamental component of any EFL course (Richards 2002), frequently fall short of providing students with knowledge that is equally interesting and attractive, I have first-hand experience with the challenges that students deal with in these subject areas.  In light of these concerns, the teaching of English as a second language went through a process of pedagogical innovation, which has resulted in an updated approach to the subject. The literacy approach is an example of one of these strategies, and it offers an innovative viewpoint on the procedure of teaching language skills to learners.

The literacy approach goes above and beyond the traditional technique of teaching language since it involves abilities for comprehension as well as successful communication. In this approach, language elements—grammar, vocabulary, and pronunciation—become an addition response to the students' communicative need, in contrast to being the main objective of the curriculum's planning (Larsen-Freeman, 2003). Critical thinking is also part of the literacy approach. However, in order to effectively implement this new approach to education, a number of challenges will need to be addressed. In order for teachers to successfully employ the literacy approach, it will be necessary to modify previously implemented strategies, create new lesson plans, and adjust the teaching resources that are already in use. As a result of being forced to explore unfamiliar environments and deal with the complexities of this special teaching approach, these challenges can be especially difficult for teachers who just started at the beginning of their careers.

In order to provide future support for those new teachers following the literacy approach, this study will conduct an investigation into my planning experiences while implementing the approach. The main aim of this research is to shed some light into the practical implications, advantages, and challenges associated with integrating the literacy approach into the classroom.  In particular, the study will provide an understanding of the

2

specific issues that come up during the planning stages of the literacy approach's implementation.

## 2. THEORETICAL FRAMEWORK

## 2.1. WHAT IS LITERACY?

What does literacy really mean? It seems like an easy and simple three-word question, but it is actually a mix of complex ideas. Interestingly, there are many debates in the field about research, frameworks, and teaching methods for literacy (which usually refers to reading and/or writing), but they often fail to give clear definitions for the terms they use.

The real thing is that literacy is quite flexible and fits different scenarios. That is the reason why there is not just one single definition, According to Thames and York (ao, quoted in Fellowes 2020), "Literacy; it is like this ever-changing force that takes on a life of its own in different settings, cultures, and social and political arenas." So, while there is not an agreed definition, most modern definitions of literacy go beyond just reading and writing. They include things like speaking, listening, and even understanding visual elements. They also throw in critical thinking, critical literacy, and knowing how to use the right words for the right audience.

Now, if we want to dig deeper into the idea that literacy is not all about reading and writing, we can look at these seven principles suggested by Kern (2000):

1. Understanding is key .When we write, we are sharing our own reality of the world— our thoughts, experiences, and ideas. And when someone reads what we write, they try to understand what we meant, using their own perspective.

2. Collaboration is essential for literacy. Even if you are just writing for yourself, it helps to think about who might read it. When we know our audience, we can adjust what we write to meet their needs and choose what is important. And really getting what a writer is saying takes motivation, skill, and life experience from the reader.

3

3. There are rules for reading and writing. Different cultures have different ways of doing things when it comes to reading and writing. It depends on what you are reading or writing about, where you are doing it, and what you want to achieve.

4. Literacy involves learning from different cultures. When we read or write, we can not help but bring our own thoughts and prejudices into it. If we do not understand the culture we are writing about or reading from, we are more likely to get things wrong and not understand what others are saying.

5. Problem-solving skills are crucial for literacy. Words are always connected to each other, and they make sense in different situations. To be a good reader or writer, you need to understand how words relate to each other, how they create bigger meanings, and how they connect to the real world or the world of your imagination.

6. Critical thinking and asking questions are very important for literacy. Being able to communicate with others and understand the world around you is key to becoming literate, especially when it comes to writing.

7. Literacy is more than just reading and writing. It is about knowing how to use language effectively in different situations, both in writing and in speaking. It is about really understanding and being able to use language in lots of different ways.

Building on this comprehensive understanding of literacy, the next section discusses the idea of multiliteracies and explains their importance in the connected and modern world of today.

## 2.1.1. MULTILITERACIES

Some writers have suggested using the word "literacies," which emphasises that there are many different ways to "do" literacy. The New London Group (1996) introduced the term multiliteracies and suggested that there are many different literacies such as scientific, critical, visual, etc.. Additionally, various cultural communities have different ways of reading and writing because they have different social norms, worldviews, and ways of expressing themselves. For example, literacy might be different in a family that has

4

computers, other tech devices, fast internet and a big library than a family that may not have access to these resources. Also, not every family places the same level of value on reading and writing. The multiliteracies hypothesis says that the definition of literacy should take into account the many different cultures, languages, and ways of getting knowledge that are used today. The new age of technology and the proliferation of multimodal texts have made a big difference in the learning environment. Because of this, children need a new way to learn that uses more than one method. Nowadays, teachers should keep this in mind in order to support students becoming literate.

## 3. HOW STUDENTS BECOME LITERATE

Reading and writing take more time and effort to master, even if speaking the language seems to come naturally to most people. A pre-literate child takes notes, as described by Vygotsky (1978). The child is just imitating what he has observed those around him doing. The child "reproduces words that look as though he is reading them," even if the page only contains random scribbles. The child's actions here demonstrate that they recognise written language as language despite its visual differences. As Cummins (2007) points out, children may "learn to read, write, listen, talk, perceive, express, and think critically using language and pictures in rich and diverse ways". In that sense, it is essential for children to be highly exposed to both spoken conversation and written texts outside of school. Skills and knowledge acquired in one setting may often be applied in another.

Over the years, several explanations for how children learn to read have been presented.  In the context of primary school and kindergarten education, the following viewpoints about literacy development have been shown to be the most influential:

MATURATIONAL

The maturational viewpoint, which was used in the early and middle parts of the 20th century, said that children were not biologically ready to learn to read and write until they were completely biologically developed. Thus, literacy teaching was delayed until children reached the "mental age" of six. So, schools used preparation tests to find out how smart, visual, auditory and motor skill their students were. This perspective, based on the work of Gesell (1928), stated that children's maturation had nothing to do with sociocultural factors

5

such as home literacy practices and early communication experiences. National Association for the Education of Young Children (NAEYC) and the International Reading Association (IRA) (1998) are concerned that many early childhood teachers continue using a maturational approach despite a variety of studies disproving its efficacy.

COGNITIVE DEVELOPMENTAL

The cognitive-developmental viewpoint was derived from the studies of psychologists like Thorndike (1903). According to this theory, children need to be ready at some point before being taught to read and write, but that level of development may be accelerated through exposure to particular experiences and activities in the environment and the classroom. When this perspective was the norm in literacy education, pre-reading exercises were frequently incorporated into the first few days of class. There were very few links between these and actual reading and writing activities. In order to get kids ready to read, they did brain activities like print tracking drills. Perceptual-motor tasks helped build skills like hand-eye balance and integrating different senses. There were other activities where students had to distinguish between shapes, some of which looked like letters. Many of the tasks were in the form of homework, which may not have been very interesting or useful for children. Some current educators and scholars (e.gVukelich, Christie, Enz, & Roskos, 2016) feel these practices were unneeded and delayed more constructive reading activities and teaching until the first semester of school. Many pre-reading activities also failed to recognise the worth of social interaction and play-based learning, or the child's right to participate in either. The importance of parents as learning partners was also overlooked by the developmental paradigm. In fact, developmental viewpoints warn that "teaching" children to read and write before they are ready to do so may cause more harm than benefit.

EMERGENT

The emerging viewpoint, which is based on the works of Jean Piaget, came about in the 1970s and caused trouble for maturational and developmental methods. The emergent method said that early life events, both at home and in the community, were important for later literacy development. This was different from the maturational and developmental approaches, which said the opposite. Early literacy activities in the home, including talking, singing, drawing and scribbling, lap reading, and so on, have been proven to be vital to what

is considered a continuous process of learning that is active, constructive, and social: literacy. Literacy was always thought of as something that happened after birth, but today we know that it is a process that continues throughout one's whole life. This idea was the basis for the entire language movement, which pushed teachers to teach literacy through introductions to real texts. Skills like phoneme awareness were not taught in isolation but rather in the context of full texts. However, the precise moment when emergent literacy transforms into conventional literacy is not easily determined. This is why it is recommended that we stop using the term "emergent" and instead consider literacy education to be an ongoing process that begins at birth and never really ends. In other words, rather than seeing literacy growth as a series of separate steps, it might be better to think of it as a process that lasts a lifetime.

SOCIO-CULTURAL PERSPECTIVE

Socio-cultural methods of teaching reading and writing gained popularity in the 1990s. This point of view on teaching reading and writing emphasises the importance of cultural engagement at home and in society as a whole. This theory says that some kids come to school with information and ideas that fit well with what is needed for literacy growth. In a school setting, these students can easily take up the 'done' styles of reading and writing. Teachers know that there needs to be a link between home literacy and classroom literacy. They also understand the value of context and the worth of variation in teaching reading and writing. Lev Vygotsky's study from 1978 shows them how important social touch is to learning to read and write. Incorporating social and cultural contexts into literacy training and providing learners with a wide choice of resources and opportunities to practise and improve literacy skills are central to this method. Teachers can help children improve their reading and writing skills in and out of the classroom if they understand the importance of the home environment in this process.

In summary, it is crucial to understand how learning literacy for students involves biological, developmental, socio-cultural and environmental elements. As a consequence, literacy education should focus on providing engaging experiences and supporting literacy environments throughout their lives.

7

## 3.1.    L1    LITERACY    DEVELOPMENTS    AND    SECOND LANGUAGE ACQUISITION

Through his threshold theory, Cummins (1979) established a connection between the acquisition of proficiency in a first language and the acquisition of proficiency in a second language. His developmental Interdependence Hypothesis says that a student's success in learning a second language depends on how well they know their first language. The threshold hypothesis expands on this idea by positing that a certain degree of competence in L1 is required before progress can be made in L2. Both of these philosophies advocate for the continued use of the student's native language within the context of bilingual education in the United States. Second-language (L2) competence often requires a strong foundation in the first language. Sparks and Ganschow (1995) proposed the linguistic coding differences hypothesis (LCDH) to explain why some people are better at learning a second language than others. LCDH states that, learning a foreign language is built on skills in the person's native language. This means that a person's skill in the phonological, syntactic, and semantic parts of their native language is the foundation for learning a foreign language well. Both learning a native language and learning a foreign language depend on the same basic language learning structures. This means that problems with one language skill, are likely to impact both language systems. Children that learn a second language as toddlers or preschoolers tend to become bilingual in both languages, adding credibility to the LCDH.  Since learning a first and second language are related for young people, problems with the first language can affect the second. Studies by Artieda and Muñoz (2013) show that there are strong connections between L1 tests and L2 results 10 years later. These results show that a person's ability to speak FL a few years later is linked to how well they could read in L1 at the end of childhood.

## 3.2.  L2 LITERACY DEVELOPMENT FOR ESL STUDENTS

Studies on second language literacy prove how important it is to use a whole-language approach, which emphasises the development of integrative skills over conventional methods of learning a new language like analysing grammar, memorising words, and drilling and practising. Sara Hudelson (1994) states that experts in the field of learning a second language have all come to the same conclusion: "Students learn a language by constantly trying to

8

figure out how it works, and it is up to the students themselves to figure out how it works". This means that in school, people who are learning a second language build up the target language through innovative means, just like people who are learning their first language do. When you try to learn a new language, it's normal to make some mistakes. Also, people's ways of learning are very different, so a plan made for one group would not work for the other groups. Students of a second language (L2) build the language from scratch, just like native speakers do. They do this by bringing their own ideas and approaches to the job. Krashen (1989) suggests using L2 material as a way to show and explain things without focusing on perfect language or words, and the author strongly recommends that this method be used. He talks about great language education projects in Canada and other places. In these programs, teachers teach language in a number of ways. Several studies, along with other experts in the field of English as a second language like Krashen (1989), say that direct teaching of grammar doesn't help students learn much, if anything. Almost certainly, it slows down both of them. Instead, they support a method that focuses on real dialogue and full absorption in the language. This method lets students learn grammar in a normal way by exposing them to real-world language use in context.

# 4. APPROACHES TO LITERACY DEVELOPMENT IN THE EFL CLASSROOM

After examining the evolution of literacy, it is necessary to look at the various approaches that are essential to the implementation of literacy in EFL classrooms.

On the one hand, the "Language –Base-Approach" is one of the primary approaches used in EFL classrooms to promote literacy. According to this strategy, students are exposed to authentic text in order to acquire content in its proper context. The methodology on which my study is based is related in some way to this approach.

On the other hand, Carter and Long (1991) identified three different approaches that can be implemented in the classroom to promote literacy development:

- The linguistic approach, in which students focus on the grammar, vocabulary, and writing style with the goal of learning the language through the text, The proposed actions in this paradigm have nothing to do with the texts read.

- The method of personal growth, which involves helping students develop their own thoughts and express their feelings through written work. This model places the teacher at the centre of interactions in the classroom, in contrast to the previous one.

- The cultural approach, which is considered as a valuable tool for learning about another culture placing more attention on the context than the text directly.

These approaches highlight the importance of teaching English through the use of various texts. The literacy approach, on which I will elaborate further in the following section, will be the one applied to this investigation.

## 5. LITERACY APPROACH

A literacy approach takes the concept of text as the starting point for developing tasks and activities and for assessing learning. It is concerned with what language learners do with language and what they need to know about how language functions in context.

It assumes the primary importance of developing communicative ability in a new language, but it also emphasises the development of learners' ability to analyse, interpret, and transform a text and to think critically about how discourse is constructed and how it is used toward various social ends.

The roots of this approach started in the latter half of the twentieth century in discourse analysis, a field of language analysis that has numerous origins, including sociology, sociolinguistics, philosophy, linguistics, and artificial intelligence (see McCarthy 2009). Discourse analysts seek to understand the significance of a given language exchange, whether it is spoken or written.

Traditional or structural grammars emerged from the study of written language at the level of the sentence, and they were the basis upon which the knowledge and abilities used in

language education were built. As a result of these changes, the most important part of text-based instruction is real language, as it is spoken and written in real-world situations.

The literacy approach bases the curriculum mostly on multimodal texts. The instructor has quite a bit of flexibility in designing exercises to meet the specific requirements of students and the contexts in which they want to use the texts they are learning. The teacher's job in this approach is to determine how well their students understand the linguistic aspects and patterns of different texts, and then help them become more autonomous in their capacity to understand and interact with these texts (Hammond et al. 1992). A variation on the literacy approach is widely used in a number of contexts, including the national curriculum frameworks in Australia (see Feez 2001) and in other countries like Canada or New Zealand.

In her comprehensive study, Halbach (2022) shows how to work with the literacy approach. She explores the differences between the literacy approach and other approaches that use texts, such as Communicative language teaching, Text-Based teaching, or a Genre-Based Approach. By providing a clear context for the language dealt with, including form-focused activities that extend outside the level of the sentence, putting the focus on students' demands, and attempting to make learning targets and expected outcomes evident, it integrates what can be considered best practice across several of these approaches. Her findings contribute to a deeper understanding of the implementation of the literacy approach in the Spanish context.

Once the concept of the literacy approach has been understood, the part that follows will go over the specific features that are unique to this approach and are important for a correct understanding of how it works.

## 5.1. LITERACY APPROACH FEATURES

The literacy approach requires the use of backward planning as a crucial element. Backward design is a planning approach different from traditional methods. Instead of beginning with identifying contents and methods, it involves starting from the desired result and working backward. There are three stages involved in this approach. To begin with, the unit of study's learning outcome is clearly defined. Then, the definition of learning objectives and standards that we want students to achieve. Finally, establishing what needs to be taught and how it should be taught.

11

Throughout the units of work in the literacy approach, different kinds of texts and techniques are explored. The different units have specific goals to produce various forms of text, including recipes, stories, questions, pictures, and others. Texts can come in different multimodalities. When developing tasks for students, it is essential to take into account the genre and format of the text. This is because the audience for which it is aimed and the purpose of a text establish the structure, language, and elements used in any given text.

When it comes to planning lessons, contents and teaching points are two important aspects related to each other. On the one hand, the word "contents", means the specific lessons or topics that will be taught in a unit. So, when you're planning, it is important to figure out the best ways to teach according to the desired learning results. On the other hand, teaching points are the goals of each lesson or the main focus of each lesson in a unit. They help the teacher find out what the most important ideas, skills, or techniques are that the students need to learn based on their abilities. By making and choosing clear and appropriate teaching points, teachers can make sure that their lessons are focused and have a purpose.

In view of these facts, a successful lesson plan would be possible by giving careful thought to the teaching points and making sure they fit with the unit's content. This connection makes sure that the lessons cover appropriate elements and focus on the right learning goals, giving the students a complete and useful learning experience.

Before students begin creating their own texts, the literacy approach requires them to follow a specific sequence of actions in their learning path. The first step is for students to understand and appreciate a piece of text. The teaching process is divided into two phases, reception and production. The learning process is guided by dividing each stage into multiple sections. The first phase, reception, analyses the aim of the text given and the learning possibilities it provides. It also serves as a model for what students' should be able to do. The second phase of the planning grid, production, details the learning progression and scaffolds the student´s production. As students progress through this learning path, they acquire the ability to identify and replicate the structure of a piece of writing, resulting in the production of unique written works.

Overall, by practicing this approach, students can develop their writing skills and improve their ability to produce effective written works in various contexts.

12

# 6. SHORT STORIES THROUGH THE LITERACY APPROACH

One of the instruments I will employ to work through the literacy approach is the short story. Short stories are one of the most successful, attractive and lively resources for English instruction. Students will be interested in the content while familiarising themselves with the language; also, by reading the stories aloud, they will be able to practise their pronunciation, increase their hearing comprehension, and understand the structure of the text. Illustrations in stories, on the other hand, serve as unique visual elements that you may use to ask children simple questions about the story to measure their ability to answer.

According to research, short stories are the most frequently used literary genre in foreign language classrooms (Fernández, 2008:77) and the genre that students may select as their preference (Fernández, 2008:134). According to a small-scale study (Fernández 2008, p. 76), 88 percent of teachers indicated that if they had the opportunity to choose a genre, they would likely choose short stories.

In consequence, we must carefully select the stories we will read in class depending on their interests and level in order to enhance their experience and language learning. Knowing how to choose the proper story is a challenging and crucial task.

If we are going to work with a short story in the classroom, we should consider the suggestions from Brewster et al. (1992), in addition to the principles of the literacy approach, in order to help students comprehend the concept of the selected short story.

- Before eading the story, it is important to introduce the characters so that the students are able to familiarise themselves with them.
- Encourage students to take part in the story in order to learn vocabulary unconsciously.
- Use gestures and mimic while reading the story.
- Use a different tone of voice for each of the characters.
- Engage students in the story by asking them questions about what is happening or what they think will happen.
- Use pictures, flashcards, or different things from the story to give visual support.
- Seek out clear objectives to help students get the right vocabulary and grammar.

- Have a clear idea of how long the story will last so that students do not get too tired.
- Modify the short story whenever necessary to make it more comprehensible.
- Explain the main ideas of the story in the native tongue if necessary at some point.

At this point, now that the literacy approach and short story framework of theory have been built, it is crucial to explore how they are put into practise. The implementation of a literacy unit created to include the principles and strategies of the literacy approach through a short story is described in the next section, bridging the gap between theory and practice.

## 7. THE LITERACY UNIT

A unit taught using the Literacy Approach starts with the students' prior understanding of the text, facilitating their reflection on the text's meaning. Being at the center of their own development, students with the teacher's guidance understand how the text works.

For this research, I suggested an English as a Foreign Language literacy class for primary school students with an A1/A2 level. Through the analysis of a childrens story, the lesson plan focuses on helping students improve their ability to write informal letters. The written short story "Dear Teacher" by Amy Husband is the sample text I have selected for this lesson. (See TABLE 1).

Looking at the first section of the planning grid, we can see elements linked to the text's meaning, linguistic characteristics, and the lesson plan's teaching points. Among the features offered by the text, those that correspond to the objectives set by the official curriculum for this level and course have been selected, leaving the rest for other future units. These objectives are those referred to informal letters features; the use of prepositions, conjunctions,  expression of emotions, etc. Likewise, we can see that the pronunciation row in the grid is empty because it is not the intention of this unit to address this teaching point.

Each teaching point is connected to at least one statement of what students are capable of doing in the level expected column. The level, which communicates my expectations of the students, is a minimum pass level. It would help me guarantee that I have covered all that students must learn.

In the first lesson of this unit, students are encouraged to use their previous knowledge, discuss it, evaluate their prior vocabulary, and acquire and comprehend new words. Students will be able to understand the overall meaning of the text even if they do not understand every single word through attention to images, context, and other scaffolding strategies.

We will concentrate on comprehending how an informal letter gets written properly. Students' primary goal would be to become familiar with the many elements that make up an informal letter. Students will be more able to follow the directions to produce their final work if they have a starting point in the text to fully understand it. It is crucial that students look at the pictures in the text since they may help them understand the content of the text.

Students will study how specific elements of the text's descriptions support the reader in visualising the story as a whole. Students will learn the value of using details in their letters to increase reader engagement in this style. Additionally, while reading the text, we will encourage the development of emotional intelligence and ethical values.

At this point, students will be prepared to begin working on the text, its structure, its purpose, and its strong points. In order to apply what they have learned, students will take part in a variety of activities. This is what starts the planning grid during the observing stage and bridges the gap during the analysing stage, which is more language-focused. Students will examine the elements of descriptions that attract readers into the text as well as the elements that are involved in creating an informal letter. Once they have seen the general structures of the text and worked on the corresponding tasks, the students will elaborate a word bank that will be useful for future tasks. In the following tasks, they will have to use the structures they have learned with the words from the word bank they have created in order to produce the final text, which is the letter to the teacher.

Additionally, using engaging activities that are done in couples or groups, all of the linguistic elements of descriptions from an informal letter are present: "Dear..." , exclamation marks, the use of first person, giving information for the reader in paragraphs, a sign-off, and PS. Students will next consider the meaning of certain phrases to effectively express their emotions and feelings. Since English is not their first language and they must use strong

preparation to precisely reproduce their own writing, it is crucial to ensure that students put in additional effort in this section.

The students are prepared to begin creating after they have comprehended what has been covered and studied how an informal letter works. I will provide them with an example from the short story, the model of an informal letter to a teacher. Students will be guided step-by-step through a variety of exercises in this part that concentrate on various components of the beginning stages of production. They begin by revising some of their earlier work as they write the first few lines of their informal letter. Then they will revise what they had learned about descriptions in previous tasks. Consequently, in order to ensure that they are following the proper procedures while making their work, they will include whatever information they consider pertinent for the letter and highlight verbs, nouns, and adjectives. Finally, they will revise the text as needed in order to produce the finished result. Everyone should strive to write an informal letter they are satisfied with.

As I said previously, the ultimate goal is for them to create something of which they can be proud. Students need intrinsic motivation and cognitive understanding to achieve this goal (Halbach, 2022).

## Table 1. Unit overview

<table>
<tr>
<td>
<strong>Unit: "Communicate effectively through written correspondence"</strong>
<br><br>
<strong>Date:</strong>
<br><br>
<strong>Level/age: A1/A2;mid primary</strong>
</td>
<td>
<strong>Text type (narrative, factual description, procedure…) :</strong>
<br><br>
<strong>Narrative- Short story</strong>
<br><br>
<strong>= General aim of the unit</strong>
</td>
<td>
<strong>Text selected</strong>
<br><br>
Written/oral/visual: written
<br><br>
Author: Amy HUsband
<br><br>
Available at: https://www.youtube.com/watch?v=cVWvwu31t5g
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## Teaching points – specific aims (as relevant)

| | | Teaching point | Level expected. |
|---|---|---|---|
| Textual | Text features (organization of ideas; narrator; use of direct speech; paragraphing; etc.) | Structure of an informal letter: features of an informal letter.<br> - Dear _____<br> - ! ?<br> - First person<br> - Information for reader in paragraphs<br> - Sign off<br> - PS | · Texts produced by students are structured as informal letters.<br> · Students use appropriately at least four features of an informal letter.<br> · Students to write one paragraphs (2-to 3 lines ) |
| | Text effect (creating tension; vividness of descriptions; objectivity; coherence; etc.) | Letters reveal a sense of adventures creating suspense by using:<br> · Using humour<br> · Expressing feelings/emotions<br> · Using exclamation marks.<br> · Detailed descriptions of place to help the reader visualize the story. | · Students understand the importance of what makes a good letter.<br> · Students include a detailed description of a place to help the reader visualize the story.<br> · Students include in their story either humour comments or feelings and emotions. |

17

| Linguistic | Language functions / structures | · Descriptions of past events using simple past tense<br>· Greetings<br>· Apologies | · In student´s texts all verbs are in the past when appropriate.<br>· Students understand the importance of apologizing when needed and the importance of greetings in an informal letter.<br>· Students include in their story greetings. |
|---|---|---|---|
| | Vocabulary | · Everyday vocabulary<br>· Common nouns and verbs related to school and adventures: envelope, school, treasure, welcome, rescued, caught, mission, explorer, etc.<br>· Descriptive adjectives: exciting, new, special, bad, good, lonely, dangerous, etc.<br>· Prepositions and conjunctions: to, for, of, about, on, by, in, with, but, so and, though, except and if. | · Students can understand the vocabulary that appears in the story and include in their texts at least 3 prepositions or conjunctions, 3 or more nouns and 3 or more descriptive adjectives. |
| | Pronunciation | | |
| | Academic language features | · Formal greeting and sign-off: "Dear Michael," "Your sincerely, Mr.NT Grinstone, the Principal"<br>· Use of standard English: "I hope you´ve had a really fun break," "We look forward to seeing you on Monday." | · Students understand the use of formal greeting and sing-off where needed. |
| · Cultural | | · Multiculturalism: interaction within various locations with unique cultural characteristics.<br>· Friendship: Michael and his dog work together to overcome any challenge during their journey. | · Students understand the unique cultural characteristics of each place named in the story. |
| · Strategic (learning and thinking strategies) | | · Communication strategies, to keep others informed and prevent misunderstandings.<br>· Problem –solving strategies, when facing difficulties.<br>· Flexibility strategies when things don´t go as planned. | · Students can understand and talk about the diverse strategies to use in the school during specific situations. |
| · Cross-curricular links | | · Geography<br>· History<br>· Maths | |

| | | |
|---|---|---|
| · Emotional skills | · The teacher shows empathy, communication and self-awareness understanding Michael´s needs and supporting him. | · Students can understand and talk about the emotions that teachers should show to their students when they are facing difficult moments. |
| · Development of values | · Michael overcomes some challenges by demonstrating responsibility and honesty. | · Students can understand and talk about the emotions that students may demonstrate to the teacher and their education. |

19

## 8. THE STUDY

Planning well is an important part of teaching, especially when trying out new methods like the literacy approach. Thus, the goal of this study is to identify the problems teachers might face when planning using the literacy approach. In order to understand more about these problems, I will start my planning guiding students to write an informal letter. I will refer to the short story "Dear Teacher" by Amy Husband to explore the real implications and difficulties associated to the the approach.

One of the aims of the literacy approach is to help students improve their language skills, but it needs to be carefully planned to be succesful. Taking this into account can help provide valuable insights during the implementation process. Therefore, this study seeks to analyse from my reflections and experiences the difficulties faced when planning for the first time with the literacy approach. The collected findings, will serve as a support to provide suggestions for a better understanding and application of the approach.

### 8.1. OBJECTIVES

My goal is to change my teaching approaches and support the development of my students' language skills and knowledge in order to improve the quality of the written work that they produce. In view of the circumstances that pushed me to apply the literacy approach in my primary school classrooms, I made the decision to investigate, across the topic of this study, the planning issues that are involved with using this kind of teaching.

When planning a class for the first time using the literacy approach, the primary goal of this research is to identify the primary problems that a teacher may face. The following is a list of the particular goals to be achieved:

- To understand the importance of the literacy approach in the EFL classroom.
- To identify, investigate, and evaluate the obstacles that must be overcome in order to comprehend and finish the planning grid.
- To collect qualitative data concerning the implementation of a lesson plan in line with the literacy approach planning grid.

20

- To investigate the possibility of additional support or resources that could help teachers with the process of literacy approach planning
- To offer recommendations with the goal of making the method easier to use.

For a full comprehension of the theoretical basis of the literacy approach, the following section will explore the conceptual framework, focusing on the fundamental aspects of literacy and its features

## 8.2. THE RESEARCH QUESTION

As stated previously, the purpose of this study is to investigate the challenges a teacher may encounter during the planning phase of the literacy approach. It is essential to identify these issues in order to provide future teachers with practical suggestions for overcoming them.

Therefore, in order to achieve its objectives, the present study addressed the following research question: What are the difficulties experienced by teachers when planning their first unit using the literacy approach?

## 8.3. METHODOLOGY

In the present study, in order to answer a question for which no direct answer is available, I had to undertake a problem-solving cognitive process. This process is constructed from information that is available in the mind. The information needed to answer the study question must then be deduced from the information and experiences that are collected during the investigation process. This cognitive process is the one that is frequently applied in the think-aloud method, which will be used for this qualitative research.

The think aloud method is based on the introspection method, which was first described by M. W. Van Someren, Barnard, and Sandberg (1994) as follows: "Introspection is based on the idea that a person can observe events happening in the subconscious, more or less, in the same way that one can observe events in the external world." However, Krahmer

& Ummelen (2004) point out that "it is important to understand that the aim of the verbalisations produced when using this method is not to narrate actions but to indicate thoughts aloud". The think-aloud methodology, in which participants express what is going through their minds at a particular moment, is used to understand cognitive processes that cannot be directly observed in qualitative research.

According to Ericsson and Simon (ao, quoted in Krahmer & Ummelen, 2004), this study will use a form of concurrent thought verbalization during the planning process. Specifically, I will verbalise my thoughts during challengin moments when at the planning phase..

In line with this principles, the following section will explore the data collection process, detailing how the think-aloud method will be applied and the steps taken.The data collection will provide the necessary information to further understand the interpretation of the data analysis.

## 8.4. DATA COLLECTION

In May 2023, my own experience of planning a lesson plan following the literacy approach for the first time was carried out. Before proceeding with the planning, I read some information about the literacy approach in order to get an overall idea of the approach. Moreover, I searched for models of planning using the literacy approach in various sources. In addition, I consider the planning grid's various headings and the unique characteristics of each phase.

For data collection purposes, I will use audio voice notes as a record of the verbal interactions that I generate while doing the data collection process. These audio recordings reflect my perspective and provide an understanding of my thoughts, emotions, experiences, and potential planning-related obstacles. It helped me reflect on myself as well as enhance my own development, identify areas for improvement, and identify solutions or strategies for dealing with difficulties.

Following this, whenever I encountered planning obstacles, I record them in brief voice notes that were limited to a maximum duration of five minutes. Difficulties can be

22

associated with anything, including the organisation of the planning grid, comprehension of the headings, and adapting my approach to meet the requirements of my students. Then, the voice notes will be transcribed into text using the tool Transkriptor in order to conduct an accurate analysis of them. From each transcription, the information will be categorised to enable the organisation of the themes of the study.

A first look into the transcriptions included in this data collection resulted in the identification of eight general themes or difficulties. A theme is a segment of data that provides significant or interesting information for the study question. As a result of the first analysis, a quantitative diagram related to the themes can be found below. The following diagram reflects the number of times a theme was found in the transcriptions. (See FIGURE 1)
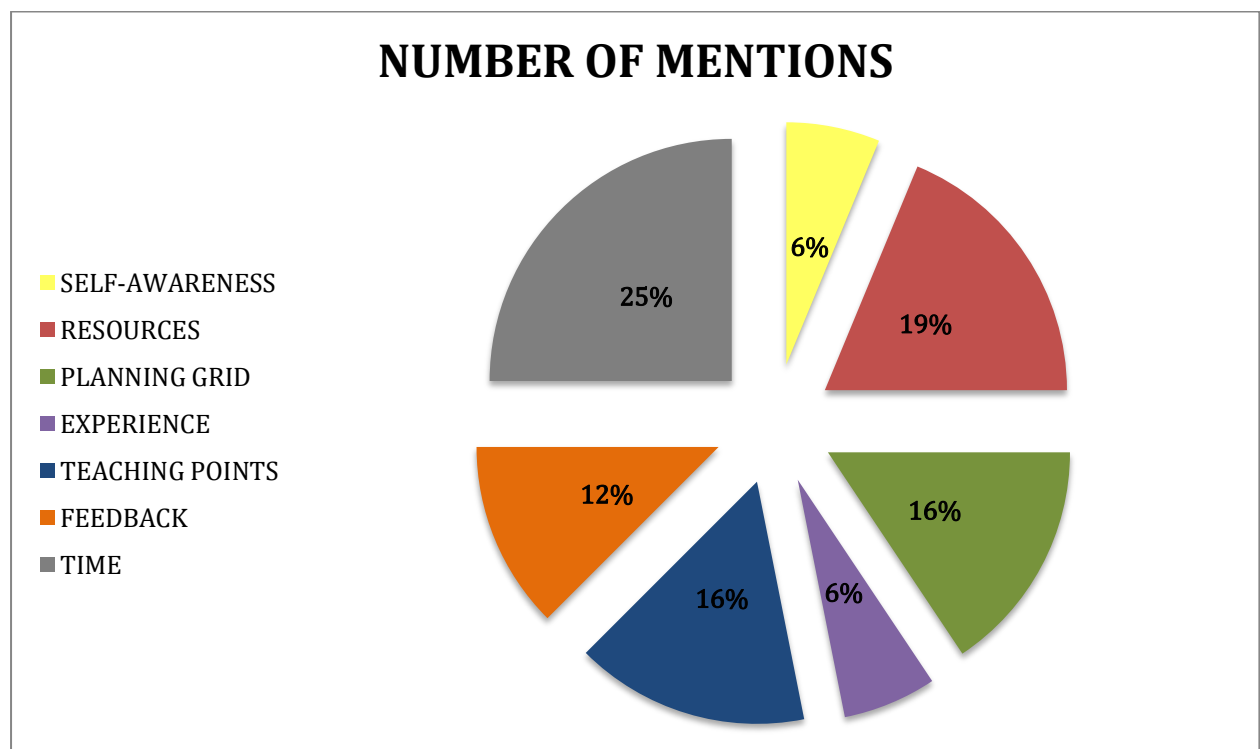


**FIGURE 1**

Now that I have collected the data and executed an initial analysis, I am able to go into each theme in more depth, exploring the themes and subthemes to better understand the difficulties I faced and the insights I obtained during the planning process.

23

## 8.5. DATA ANALYSIS

In the present study, Braun and Clarke's (2006) thematic analysis method was used to analyse qualitative data. Thematic analysis is the process of identifying patterns or themes within qualitative data. In order to conduct the analysis of the data, I followed Braun & Clarke's (2006) six-step guide.

### Step 1: Become familiar with the data.

In this first step, I followed a process that involved reading and understanding the content. I read through the transcriptions several times to familiarise myself with them and to understand the concepts I had described in the voice notes as well as the context in which they were created. This helped me become conscious of my thoughts and the challenges I encountered while planning.

### Step 2: Generate initial codes.

In this phase, I started to generate ideas for organising the data in a meaningful way. I highlighted particular sentences or comments that discussed the challenges noticed when using the planning grid. Based on how similar they were, I grouped these comments and classified them into different general themes. As I stated earlier in the data collection section, general themes emerged from this step.

### Step 3: Search for themes.

In this case, I examined the segments of information I had highlighted and created categories by grouping related ideas together, examining the transcript for frequent or repeated ideas, and organising the information as needed. The categories I used to classify the difficulties were descriptive, as they described recurring themes in the data related to the study question. The following are the eight themes that emerged: self-awareness, resources, teaching points, time, feedback, experience, tasks, and planning grid phases. I organized them into a table in a Word document. (See APPENDIX 1)

**Step 4: Review themes.**

During this phase, I went over the themes previously named in Step 3. I asked myself if they were solid in order to answer the study question. I re-read the information associated with each theme and thought about whether the data really supported it. The most important thing is that the themes were coherent and different from each other. In this sense, I had to make sure the themes made sense, the themes did not fit too much content, there were no overlapping themes, and most importantly, if there were other themes within the data that I had not discovered yet.

In order to provide a thorough analysis of the data, I discovered that the information of each theme although it was related to the aim of the research question, there were particular subthemes that had to be brought up. Subthemes can be found in depth at the results section.

Finally, Step 5, identifying themes, and Step 6, writing up, are steps that will be covered in more detail in the sections that follow. Considering that they are connected to the study's findings and discussions, see sections 9 and 10.

## 9. RESULTS

This section focuses on reporting the findings of the qualitative data. As the data were analysed, various themes emerged that revealed the difficulties that I faced when preparing their first lesson using the literacy approach. These themes and subthemes are the findings from the examination of the difficulties teachers face. The following issues are included in this collection:

The following are the themes and subthemes that emerged from this investigation.

1. SELF AWARENESS, I made it clear on several occasions that I do not have full faith in my right implementation of the approach process, as well as the requirement for continuing approval from an expert or an experienced teacher. I also remarked how challenging it was for me to consider all the important aspects and characteristics that

occur in a short story because of my lack of knowledge regarding this. Then, the first time working with the planning grid makes you feel uncertain about the rightness of the aspects you are writing, as is the first time you are completing it. As for everything in life, the lack of experience when undergoing something new, makes you feel a bit uncomfortable.

*"I don't trust myself much when planning... if it's your first time using this and you have no one to ask for a viewpoint... it can be difficult..."*

1.1. SUBTHEMES:

A lack of faith when creating plans and using an unfamiliar language

*"... It's not easy to trust or believe yourself when using unfamiliar terminology..."*

Failure to comprehend the planning grid and statements without exposure or prior experience

*"...I think the way the headings are written is difficult to understand... These statements need examples in between brackets... It's difficult to know what they mean... I think it would support even more the idea... It's not easy for the first time..."*

2. RESOURCES, throughout the process of planning, I made it extensively clear that I required more examples or sources of inspiration to serve as guidance in order to be able to think of more original ideas. Although I found resources, for instance The Literacy approach´s blog, just one model was related to the application of a narrative text through the approach. In addition, other good resources could be found but at different places which made the process even more time consuming.Moreover, the planning grid itself had very straight forward examples, they were not easy to follow as a support. The planning grid examples from the literacy approach didn't help because,from my point of view, they were not adapted enough to fit with the needs and characteristics of the students and the situation in which they learn. These examples do not give teachers a clear and useful way to deal with the real problems they ran into when planning their lessons with this method.

*"Having a model from Anna's planning grid made it easier to understand what to write in the reception phase..."*

2.1. SUBTHEMES:

There is a need for examples or models that can assist the new teacher. Planning requires using models and examples to guide you

*"Although there's no many, there's no many gaps to complete. It is difficult though, as the most difficult part for me is relate the tasks with teaching points... Because if you do this for the first time, you need a model to look at. Otherwise, it's not easy to follow, you know, easy to complete..."*

Appreciation of having access to different resources andtools for good planning: planning grids, Ana Halbach book and blog.

*"It's easier to follow the blog about the literacy approach... and I did have a look at the Literacy for Clil website. So there are examples I can look at because if you do this for the first time, you need a model to look at..."*

Understanding the planning grid and statements with no examples or clear language is challenging

*"The way the headings and statements are written can be difficult to understand... Statements like 'literal understanding' or 'vivid description' need more common language or examples... It would support better understanding if there were examples provided..."*

3. PLANNING GRID PHASES: Because of problems with the grid, I often had difficulties comprehending what the headings of the different phases meant. This affected the final results of the planning process because not every phase could be explained in detail.

*"I think the way the headings are written is difficult to understand... These statements need examples in between brackets... It's difficult to know what they mean... I think it would support even more the idea... It's not easy for the first time..."*

3.1. SUBTHEMES:

Issues deciding how to arrange and prioritise the information in the planning grid.

*"You have to think about the order that is better for students to understand... It's difficult to think about all these details..."*

Difficulties with comprehending and finishing particular phases of the planning grid, like pre-reading assignments and analysing important details of the story

*"I'm wondering whether I have done it correctly or if I should include those aspects in the analyzing part..."*

Need for guidelines or recommendations on what elements of the text to prioritise during planning

*" It's difficult to determine which information is relevant and which is not... It's challenging to think about all the details and features in the story, especially if you're not an expert... It would be helpful to provide guidelines or advice on what aspects to focus on..."*

4. EXPERIENCE: Another characteristic that was coherent across all of the themes was an awareness of familiarity with the Literacy Approach. This is one of the topics that I am interested in putting an emphasis on because, in my opinion, the most important factor in overcoming some of the challenges that will be encountered throughout the process of planning will be the necessity of getting totally familiar with the topic in advance. I felt insecure throughout the entire procedure because I failed to establish sufficient knowledge of the approach. In this way, any teacher with limited experience in the approach will struggle to incorporate various aspects of the text into

the grid. Difficulties in identifying the necessary linguistic and textual elements will affect the effectiveness of the instruction.

*"Also, if you have never taught before, you have to be familiar with the literacy approach... Otherwise, it would be very difficult to understand what this is asking you... It would be difficult if you're not familiar with the approach..."*

4.1. SUBTHEMES:

Without prior teaching experience or familiarity with the literacy approach, planning can be difficult at times.

*"Also, if you have never taught before, you have to be familiar with the literacy approach... Otherwise, it would be very difficult to understand what is this asking you... It would be difficult if you're not familiar with the approach…"*

Problems with taking into account all the relevant details and linguistic elements in the story.

*"So, in my case, the features, the text features that an informal letter includes, for example, or what the author uses to describe places, which kind of vocabulary… "*

The need for guidance and particular considerations to assist teachers who lack experience with language structures or other text features

*"For someone not experienced in language structures, it's hard to think about all the necessary details…"*

5. TEACHING POINTS: when establishing the main objectives for the activities, a teacher needs to take into account a variety of aspects related to the students in their class. These aspects may include the students' aptitudes, skills, levels of attention, preferences, and so on. In addition, the contents of the unit have to be related with these objectives which makes this aspect even more challenging to complete.This issue can fail into the imbalance between the tasks and the desired objectives.

29

*"In the analyzing section, we have to recognize and practice language features...*
*some of the features that have the effect of drawing the reader into the text..."*

## 5.1 SUBTHEMES:

Having trouble connecting the planning grid's tasks to the teaching points

*"The most difficult part for me is to relate the tasks with teaching points... It is*
*difficult to understand what this is asking you... I've never planned this detail*
*before..."*

Difficulties understanding the teaching points needed for a concrete phase

*"I'm wondering whether I have done it correctly or if I should include those aspects in*
*the analyzing part..."*

6. FEEDBACK: throughout the entire process, I always felt the need for someone to guide me and provide me with feedback. In addition, as a form of relief, the need to communicate with an expert in the approach and express doubts and ideas. Since this is the first time you have used this method of planning, it is essential to have a particular supervision from someone who has used the methodology before. In this way, you can be sure that it won't fall apart on its own when you implement it in the class.

*"Without external feedback, revising and improving the planning grid becomes more*
*challenging..."*

## 6.1 SUBTHEMES:

Lack of confidence in not having any of guidance and feedback from others

*"I don't trust myself much when planning... if it's your first time using this and you have no one to ask for a viewpoint... it can be difficult..."*

The advantages of feedback in revising and improving the planning grid

*"Without external feedback, revising and improving the planning grid becomes more challenging..."*

7.  TIME: Time has been a complicating factor for some of the difficulties with planning, but there are two important points to make about it. one was about how long activities would take and the other was about how long it took me to plan using the literacy approach..On the one hand, my estimation of the timing of the activities during the lesson was not always accurate, and on the other hand I discovered that the process of lesson planning was both time-consuming and complicated.

*"One aspect that might be difficult is the column related to timing... It's not easy to estimate how long each activity will take... You can organize the classroom and have a slight idea about the minutes needed, but it's difficult to determine precisely…"*

7.1.SUBTHEMES:

Determining the time needed for each task in the planning grid was difficult.

*"One aspect that might be difficult is the column related to timing... It's not easy to estimate how long each activity will take... You can organize the classroom and have a slight idea about the minutes needed, but it's difficult to determine precisely..."*

The planning grid's time-consuming nature and need for numerous revisions

*" It's a kind of planning grid that is very time-consuming... It might have to be revised many times..."*

8.  TASKS: One of the most difficult sections I had to complete for the planning was coming up with engaging and relevant activities for the entire session. It is difficult to

31

think about how to prepare activities related to a text in order to teach students how the text works. In addition, to think about the best order in which tasks should be presented to students is also an issue, as you have to take into account the best way you think your students will learn better from each task.

*"So I have to think about tasks that I would let the students go through... It's quite difficult to think about pre-reading tasks... I've got some examples here and just for me to double check and to get some ideas... It's not easy to follow, you know, easy to complete..."*

## 8.1. SUBTHEMES:

Having issues connecting the teaching points to tasks

*"The most difficult part for me is to relate the tasks with teaching points... It is difficult to understand what this is asking you... I've never planned this detail before..."*

Coming up with creative task ideas

*"The most difficult part is to relate teaching points with the tasks... I had to think about how to contextualize... It's difficult to complete the teaching point related to analyzing the book cover and title... You need to double-check your planning grid and relate the teaching points to specific aspects..."*

Having trouble completing tasks section

*"So I have to think about tasks that I would let the students go through... It's quite difficult to think about pre-reading tasks... I've got some examples here and just for me to double check and to get some ideas..."*

Task arrangement and organisation

*"You have to think about the order that is better for students to understand the structure of the text... It's difficult to determine which information is relevant and which is not..."*

32

Identify essential elements

*"The way the headings and statements are written can be difficult to understand... Statements like 'literal understanding' or 'vivid description' need more common language or examples... It would support better understanding if there were examples provided…"*

Focusing on these issues allowed me to realise that all of these themes had familiarity with the literacy approach as a common denominator. Because I believe it constitutes the main point in order to prevent all of these challenging situations.

Although they won't emerge in the same phase of the planning grid, all the topics are connected as they will be present in the same setting. I did not think about combining any topics because I believe it is appropriate to keep them separate because they represent various difficulties a teacher may have encountered.

## 10. DISCUSSION

There are many challenges and difficulties that a teacher can face when trying to plan a unit. These may include finding it difficult to come up with relevant and interesting activity ideas, needing examples or models for orientation, having issues understanding the planning's structure and headings, having difficulties estimating how much time is needed for a task, seeking to identify the text's different elements, having trouble organising and structuring activities in line with learners' characteristics, as well as having trouble dealing with the lack of self-confidence. These difficulties may have an impact on the teacher's ability to effectively implement the approach during the planning phase.

Prior to beginning work on the literacy approach, it is essential to become familiar with it. Reading the Literacy Approach book and article by Ana Halbach, reading her literacy approach blog, navigating the web page of the Erasmus+ Project, and watching the free online clips from a MOOC about the approach are examples of such an approach. The planning grid requires dedication and an extensive awareness of the approach's features.It is an instrument of planning that is very time- consuming, and must be revised numerous times

33

in order to develop the lesson appropriately.Nothing can be left to chance, everything has to be very detailed explained.

Another aspect was the teaching points and other headings. The planning grid contains no explicit instructions or explanations to facilitate this comprehension. To overcome this issue, I would refer any teacher back to the previously mentioned resources in order to discover examples, models, and specific explanations of the literacy approach. Using those resources would also help resolve any issue related to the identification of textual elements in the text.

In addition,throughout the entire planning procedure, I felt low confidence and self-efficacy, which is natural for the first time. According to Zimmerman and Cleary (2006) self-efficacy is a belief about what a person can do and how well he or she can do it. I constantly felt the need for affirmation and feedback from a qualified teacher. It is difficult to believe that you are doing a great job with planning. In line with this, Bandura declares that people with low self-efficacy tend to make problems and threats seem bigger than they are and focus on their weaknesses. From my experience, not receiving feedback prior to implementing a lesson plan in the classroom can be difficult for the teacher, as the lesson plan may not function as intended. As a result, the plan might not meet the student´s needs or achieved the expected objectives. Students may find it hard to understand what is being taught, feel bored or confused, and have a worse learning experience. Feedback, as noted by Hattie and Timperley (2007), is known to have a powerful influence on learning and is a key part of making sure that lesson plans are just right for the abilities and learning styles of the students.

With regard to all of these challenges, I would like to offer a broad suggestion to literacy approach experts because, as Castells (2010) notes, in today´s developed world, we are increasingly living in a network society built around digital communications. On the one hand, while there are many resources available to assist in the implementation of the literacy approach for inexperienced teachers, they become dispersed and time-consuming to locate. Teachers, on the other hand, are constantly looking for fresh ideas to adopt in their classes, new models, and methods to boost second language learning. As a result, providing a solution to those requests would be desirable. This is the idea of promoting the literacy approach on social networks such as Instagram or Tik Tok, which are easily accessible and can enable

34

quick access to resources in a single location. It is likely that this idea will, in some ways, raise awareness about the approach in the educational sector. It would be quite possible to improve understanding of the strategy by sharing useful and practical content. In addition, it will enable the creation of a community of teachers who are interested in the literacy approach, facilitating connections, exchanging experiences, and being supportive of one another. By presenting examples implemented in the classroom , one can inspire and motivate other teachers who are looking for fresh ways to teach and may implement the approach in their own classrooms. Furthermore, by centralising videos, articles, webinars, and other resources, it could support teachers in consistently developing their literacy approach expertise. Last but not least, having a strong online promotion of the literacy approach, which entails information coming to us in a social stream rather than us actively seeking it as a destination online (Anthony Rotolo, cited in Stross, 2010), will allow to find support for the efficacy of the approach.

In the end, promoting the literacy approach on social networks will foster the sharing of information, which is the key to overcoming the challenges a teacher may have while organising a class using the literacy approach for the first time.

## 11. CONCLUSIONS

The purpose of this study was to investigate the challenges teachers face when producing their first lesson using the literacy approach and to provide recommendations for making the approach easier to use. The study's findings offer evidence for the objectives stated at the beginning and shed light on the particular challenges teachers encountered when planning. Through the exploration and the collection of qualitative data, this study successfully identified the obstacles to overcome in order to comprehend and complete the planning grid.

Moreover, this study investigated the importance of the application of the literacy approach for EFL students, as it is a valuable approach to enhance students' language development and learning. As a consequence, to help teachers apply it in their classrooms, additional support, resources and suggestions that could help teachers in the literacy approach

planning process were provided. Likewise, it was stated that before beginning their planning process, teachers must become thoroughly familiar with the approach. Reading relevant books, looking through online resources, and interacting with other people who use the literacy approach can all help the ability to comprehend every aspect of the approach.

In addition, as a general suggestion, it was brought up to use social networks to attract teachers more related to this approach and every aspect that makes it a unique and essential method for learning through multimodal texts.

In conclusion, by comprehending and accepting the difficulties teachers meet during the planning stage of the literacy approach, this study was able to achieve its objectives. It highlights how crucial it is to be familiar with the methodology, makes suggestions for improvement, and suggests using social networks to support and promote the adoption of the literacy approach. Teachers can improve their ability to successfully plan and implement the literacy approach by addressing these issues and incorporating the suggested recommendations, which will in the end enhance students' writing and reading abilities.

Likewise the importance of continuous professional development for EFL teachers was emphasised. Teachers can improve their ability to implement the approach by keeping up with the latest research, teaching methods, and technological tools through ongoing classes and seminars. Teachers can better meet the needs of their students, if they invest in their own professional development. In order to promote a culture of lifelong learning and continuous improvement among teachers, this study stresses the significance of providing many possibilities for teachers to participate in professional development activities related to the literacy approach.

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## 13. APPENDIX

**ANNEX 1**

| STEP 3 SEARCH FOR THEMES | | | |
|---|---|---|---|
| **TASKS** | **SELF-AWARENESS** | **RESOURCES** | **PLANNING GRID PHASES** |
| "It's quite difficult to think about pre-reading tasks... the most difficult part for me is to relate teaching points with the task."  "So I have to think about tasks | ... It's not easy to trust or believe yourself when using unfamiliar terminology."  "I don't trust myself much when planning... if it's your | "It's easy to follow the blog... if you do this for the first time, you need a model to look at."  "Although there's no many, there's no many gaps to | "These kind of statements need an example... it's difficult to understand what it means unless you have seen it before or have an idea."  "I think the way the |

that I would let the students go through... It's quite difficult to think about pre-reading tasks... I've got some examples here and just for me to double check and to get some ideas... It's not easy to follow, you know, easy to complete."

"The most difficult part for me is to relate the tasks with teaching points... It is difficult to understand what this is asking you... I've never planned this detail before...

"The most difficult part is to relate teaching points with the tasks... I had to think about how to contextualize... It's difficult to complete the teaching point related to analyzing the book cover and title... You need to double-check your planning grid and relate the teaching points to specific aspects."

"You have to think about the order that is better for students to understand... It's difficult to think about all these details..

"You have to think about the order that is better for students to understand the structure of the text... It's difficult to determine which information is relevant and which is not... It's challenging to think about all the details and features in the story, especially if you're not an expert... It would be helpful to provide guidelines or advice on what aspects to focus on."

"I'm wondering whether I have done it correctly or if I should include those aspects in the analyzing part."

first time using this and you have no one to ask for a viewpoint... it can be difficult."

complete. It is difficult though, as the most difficult part for me is relate the tasks with teaching points... Because if you do this for the first time, you need a model to look at. Otherwise, it's not easy to follow, you know, easy to complete."

"So, in that way, it's easy to understand. I might say it is been so helpful to have a model."

I would recommend reading Anna's blog and book because that's where all the information about the approach is... Having a model from Anna's planning grid is so helpful to understand what to write."

"It's easier to follow the blog about the literacy approach... and I did have a look at the Literacy for Clil website. So there are examples I can look at because if you do this for the first time, you need a model to look at."

"Having a model from Anna's planning grid made it easier to understand what to write in the reception phase."

headings are written is difficult to understand... These statements need examples in between brackets... It's difficult to know what they mean... I think it would support even more the idea... It's not easy for the first time."

"The way the headings and statements are written can be difficult to understand... Statements like 'literal understanding' or 'vivid description' need more common language or examples... It would support better understanding if there were examples provided... It's not easy to trust or believe yourself when using unfamiliar terminology."

"Well, it's difficult to think about what the planning grid is really asking you and also if you have never seen this before in your career."

| TIME | EXPERIENCE | TEACHING POINTS | FEEDBACK |
|---|---|---|---|
| "The column related to timing... it's too early to think about it... something that is not essential to complete the planning."<br><br>"Another aspect that might be difficult is the column related to timing... You're not really sure how much time it would take... It's too early to think about the timing... I could organize the time better. | "Also, if you have never taught before, you have to be familiar with the literacy approach... Otherwise, it would be very difficult to understand what this is asking you... It would be difficult if you're not familiar with the approach."<br><br>Whoever wants to take this planning grid for the first | "For me, it's very difficult to think about all these details... it would be helpful to give advice to the teacher about what to mention or specific things to consider."<br><br>"It's difficult to think about all these details in the story... For me, it's very difficult to think about all these details... It's difficult to think about it... It's difficult to think | "It's difficult to trust or believe yourself... If it's your first time using this and you have no one to ask... you have to follow this planning grid... It's not easy,<br><br>"Probably when you take it into the classroom, it might not work as you think, and it will have to be revised many times." |

| | | | |
|---|---|---|---|
| It's a kind of planning grid that is very time-consuming... It might have to be revised many times."<br><br>"One aspect that might be difficult is the column related to timing... It's not easy to estimate how long each activity will take... You can organize the classroom and have a slight idea about the minutes needed, but it's difficult to determine precisely...<br><br>"Another aspect that might be difficult is the column related to timing because you're not really sure how long it would take you to analyze the book cover."<br><br>"Finding time to do the task, you know, in a limited number of hours."<br><br>"It's difficult to estimate the minutes needed for specific lessons."<br><br>"Organizing the timing can be done once you have a clearer picture of all the lessons and activities."<br><br>"You don't know if it will work or not... It's time-consuming and may need to be revised multiple times..." | time has to be familiar with the literacy approach." | about all these details because I'm not an expert...<br><br>"In the analyzing section, we have to recognize and practice language features... some of the features that have the effect of drawing the reader into the text."<br><br>"So, in my case, the features, the text features that an informal letter includes, for example, or what the author uses to describe places, which kind of vocabulary, "<br><br>"For someone not experienced in language structures, it's hard to think about all the necessary details." | "Without external feedback, revising and improving the planning grid becomes more challenging."<br><br>"Having Anna check the planning grid and provide feedback is reassuring." |