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Pre, During and Post to develop receptive skills in the english language: A systematic review

*Pre, Durante y Post para desarrollar las habilidades receptivas en el idioma inglés:
una revisión sistemática*

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ABSTRACT

This study uses the Pre-During-Post (PDP) framework to study how receptive skills (reading and listening skills) are cultivated in English as a foreign language (EFL) environment. The research is done using a PRISMA-based systematic bibliographic review and qualitative methodology based on a hermeneutic perspective. The theoretical contributions to receptive skills and successful teaching were identified by examining academic sources from 2017 to 2025. The results show that learners struggle with comprehension because of their small vocabulary, lack of exposure to real language, and lack of cognitive and metacognitive techniques. The PDP framework, which divides learning into three stages activation of prior information, guided comprehension, and reflective consolidation emerges as an effective instructional strategy in response to these difficulties. The study finds that the PDP model enhances reading and listening

comprehension, encourages students to be involved, and develops more independent and strategic learners. Therefore, EFL instruction should be done using it, especially in elementary school.

Keywords: receptive skills, pre-during-post (pdp) approach, english as a foreign language (efl), reading comprehension, listening comprehension

RESUMEN

Se ha realizado una investigación para el desarrollo de habilidades receptivas, incluyendo la comprensión lectora y auditiva, en contextos de inglés como lengua extranjera (EFL) a través del enfoque Pre-Durante-Post (PDP). La investigación se basa en una revisión sistemática de la literatura, guiada por el modelo PRISMA, y está enmarcada en una perspectiva cualitativa con un enfoque hermenéutico. Se revisaron diferentes fuentes académicas publicadas entre 2017 y 2025 para identificar algunas de las principales contribuciones teóricas sobre habilidades receptivas y los mejores métodos de enseñanza para la enseñanza efectiva de habilidades receptivas. Los resultados revelaron que los estudiantes tienen dificultades para entender debido a un vocabulario limitado, exposición restringida al lenguaje auténtico y un uso deficiente de estrategias cognitivas y metacognitivas. En este contexto, se demuestra que el enfoque PDP es una herramienta pedagógica efectiva porque organiza la enseñanza en tres etapas: activación de conocimientos previos, comprensión guiada y consolidación reflexiva. Se asume que este modelo ayudará a desarrollar habilidades de lectura y escucha, involucrar a los estudiantes en actividades de aprendizaje y permitir la independencia en el aprendizaje. Recomendamos que este modelo se utilice en inglés, particularmente en los niveles de educación básica.

Palabras clave: habilidades receptivas, enfoque pre-durante-post (pdp), inglés como lengua extranjera (efl), comprensión lectora, comprensión auditiva

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INTRODUCTION

With regards to today's academic world and for people with a foreign language other than English or foreign culture, the understanding of English is quite important for participation in educational, scientific or professional activities on the global level (Rose & McKinley, 2018). One of the keys aims in teaching English as a foreign language (EFL) is to teach the integrated learning of the language skills (Macaro, 2018).

Receptive skills of text reading and listening are of course of particular interest though, since it's the foundation from which we learn the language, and later we are supposed to use it to develop productive skills (Nation, 2019).

Recent studies have shown that students in EFL contexts regularly struggle with each skill, which, in particular, ultimately impacts their overall communicative performance (Graham, Santos, & Vanderplank, 2018; Zhang, 2020). These problems have been implicated in issues like limited vocabulary, limited exposure to authentic language, and conventional methods that prioritize memorization over meaning making (Teng, 2020).

Numerous studies highlight the significance of combining bottom-up and top-down processes in the specific case of hearing in order to facilitate both global and specific understanding of the oral message (Vandergrift & Goh, 2017). In a similar vein, literature illustrates the need to teach strategies like identifying key ideas, drawing conclusions, and contextual analysis in order to foster a deep and critical understanding of the texts (Grabe & Stoller, 2020).

Given these challenges, structured pedagogical approaches that methodically promote the teaching-learning process must be defined. The PDP model (Pre-During-Post) is a methodological approach that divides the instruction into three complementary phases: prior knowledge activation before interaction with the text, strategy for comprehension, and reflexive consolidation (Anderson, 2018). This method allows the learner to follow a structured pattern that facilitates effective learning and growing of receptive behavior. While listening and reading studies are increasing in the English as a Foreign Language (EFL) literature, it is still important to focus on the ways that the PDP focus can help to develop both. As a result, a new bibliographic revision is conducted to review the literature on receptive styles and to assess the role of the PDP model in improving comprehension skills of English as a second language learners.

METHODOLOGY

Our study is qualitative and based on a hermeneutic perspective. This design enabled a critical and more reflective interpretation of academic literature about the development of receptive skills (reading and listening) in English as a foreign language (EFL) context and the PDP (Pre-During-Post) methodological approach. The hermeneutic approach aimed to analyze theoretical trends, conceptual coincidences, and contributions relevant to Spanish education.

The PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) model was used to organize the bibliographical review, thus making the search and study selection process systematic and transparent.

. During the identification phase, about 60 academic articles were found in various databases with specialized knowledge in applied linguistics and education. Duplicate research and research not directly related to developing receptive skills or the PDP approach were discarded during the filtering phase. Full texts and summaries were reviewed for academic rigor, thematic relevance, and adherence to the established time frame during the eligibility phase.

Finally, in the inclusion stage, the studies meeting all the established criteria and those that contributed pertinent information to the hermeneutic analysis of the current work were selected.

Search Strategy

The information search was done with the aid of Google Scholar, Dialnet, and scientific repositories specialized in English education and teaching. Key terms such as "receptive skills," "listening comprehension," "reading comprehension," "EFL context," and "PDP framework" were used. These keywords were combined using boolean operators AND and OR for delimitation and search results optimization.

The time frame for hearing and reading-related evidence was 2017–2025, while the PDP focused on studies from 2000–2025 to include relevant theoretical foundations. Articles published in English and Spanish that have undergone peer review and received academic approval were also selected.

Inclusion and Exclusion Criteria

About 25% of the studies initially identified (100%) were excluded due to duplication or lack of access to the complete text. After modifying the questionnaires, another 25% were removed because they did not specifically target receptive disorders in EFL contexts.

Subsequently, when we considered eligibility studies, productive skills (writing and speaking) studies were excluded and ones that did not appear with clear methodological evidence were not included. Ultimately, about 33% of the initial studies were selected for detailed analysis in the present bibliographic review.

DEVELOPMENT

Listening skill

Listening Skill in English as a Second Language

One of the most difficult and problematic aspects of learning a second language is listening comprehension. In EFL contexts, learners are required to process spoken language in real time, often without the possibility of reviewing the input (Vandergrift & Goh, 2017).

The fact that the experience of ‘hearing’ gives students only fleeting, ephemeral input versus reading puts more cognitive strain on them.

Research indicates that successful listening requires the interaction of bottom-up processes, such as sound discrimination and lexical recognition, and top-down processes, including the activation of background knowledge and contextual inference (Field, 2018; Renandya & Widodo, 2018).

Listening skills are typically under exercised in schools because of too much attention on grammar-based training and not enough exposure to real-world oral input. Graham (2017) argues that many EFL learners struggle not only because of linguistic limitations but also because they lack strategic awareness.

In recent research, listening teaching should encourage strategic training that teaches students to actively create meaning rather than rely solely on comprehension tests (Cross, 2020; Siegel, 2018).

Listening Skill in Children’s Learning Process

Listening is crucial in the development of children’s second languages in elementary school because it is the main way that students learn language in the classroom. Young learners use sound to develop vocabulary, pronunciation patterns, and fundamental syntactic abilities in a foreign language, according to Pinter (2017).

Shin and Crandall (2019) stress that children need meaningful, contextualized and visual feedback to benefit from understanding. In addition to this, Cameron (2018) argues that children process language in a holistic manner and not in a systematic way, so they are able to use context, gestures, and repetition while listening to verbal input. Emotions also make kids listen less and less because they are afraid of misunderstanding or anxiety.

It does not stop there that emotional intelligence is also of great importance in learning a foreign language especially in the development of receptive abilities. Recent studies suggest that students who manage their own emotions including fear, anxiety and frustration are more likely to participate in and score better on comprehension tests. Students’ motivation and self-confidence in listening and reading are significantly affected by the supportive context of schools and emotional support. As (Derakhshan et al., 2021; Gay et al., 2022) observe, emotional intelligence in EFLbarn can determine whether or not students are able to recognize and regulate emotions which impacts academic achievement as well as social interaction positively. Similarly, recent studies in educational contexts demonstrate that emotionally supportive environments encourage meaningful learning and higher student engagement in English language classes.

Graham (2017) writes that confidence-building practices are most relevant in early language teaching. Butler (2019) finds that young learners benefit from multimodal input (visual aids, movement and interactive tasks) that accompany listening activities. In children’s early years, receiving rich and understandable input helps them to learn phonological structures and be

more able to listen with a higher level of fluency. Early and consistent exposure to oral language is critical in developing long-term listening skills in EFL settings, according to Muñoz (2020).

Instructional Approaches for Developing Listening in Children

When and how to encourage children to listen in basic learning, we suggest structured pedagogical support before, during and after oral input in basic education to develop listening skills. Vandergrift and Goh (2017) report that listening development is better when children are taught how to design listening activities, and not to answer questions that they will have a limited understanding of in a short time. Scaffolding instruction is essential for children to avoid cognitive overload and remain focused in the listening task.

According to Shin and Crandall (2019), young learners benefit from pre-listening activities that activate background knowledge and introduce key vocabulary.

Interactive listening tasks have also been shown to increase engagement and comprehension. Rost (2016) emphasizes that incorporating prediction, visualization, and guided questioning enhances meaning construction. Task-based listening exercises promote involvement and let kids process information through deliberate dialogue.

Ellis (2018) suggests that meaningful tasks support deeper processing and retention of language structures.

Metacognitive strategy instruction can also be adapted for young learners through simple reflective practices. Goh (2018) points out that even children can develop basic self-monitoring skills when guided properly. When providing contextual guidance, multimodal features such as images, gestures, and digital audio materials help to convey listening information.

Recent classroom-based research (Nguyen & Abbott, 2023; Zhang, 2021) has shown that structured listening phases and interactive activities in primary school students exhibit improved outcomes.

Reading skill

Reading Skill in English as a Second Language

Reading in English as a second language is considered a very complex cognitive and linguistic process. Reading is information gathering in a text and therefore it takes a combination of knowledge of the language, existing knowledge and cognitive capacity. Scholars such as Grabe and Stoller (2020) explain that effective reading in a second language requires the interaction of lower-level skills (such as word recognition) and higher-level processes like inference and interpretation.

Similarly, Anderson (2018) states that reading comprehension is an active process in which readers consider, process and appraise the text rather than simply decoding words. This interactive process requires readers to connect new information with their previous knowledge and experiences.

Koda (2018) considers language knowledge as necessary for reading in a language other than English as their second language and suggests a critical stance to the analysis of written texts in a second language should be used by students who can analyze the texts within the language with linguistic knowledge as well as cognitive techniques. In addition, Nation (2019) emphasizes the importance of vocabulary knowledge, stating that reading comprehension needs a strong vocabulary base as in order to understand a text effectively, readers need to be able to recognize a lot of terms in order to comprehend a text well.

Reading plays a critical role in language learning, as well as research has shown. As Krashen (2018) points out, learners will learn words and grammar naturally from input if they encounter material that is relevant and comprehensible on a regular basis. Ciocoi-Pop (2020) also explain that noted the students' need to decode words, identify concepts, and process text to understand a text's meaning.

Reading Skill in Children's Learning Process

Reading development in children is closely linked to cognitive and linguistic development. The more vocabulary, phonological awareness and language comprehension children acquire, the better they'll be able to read. Perfetti (2017) states that successful reading comprehension has to do with the reader's ability to integrate word recognition and language understanding.

Snow and Matthews (2017) note that early language development and vocabulary knowledge are important indicators of children's reading comprehension. Children with more oral language ability are able to interpret and understand written texts better. Vocabulary development is particularly important in this process. Nation (2019) states children with a larger vocabulary are more likely to be interested in meaning and not in decoding new words (to read meaning). Evidence also indicates that vocabulary knowledge is critical to reading comprehension.

However, for some children, although decoding skills are sufficient to understand the text, they are still having problems reading it (Spencer and Wagner, 2018). And, as it is explained, some children may not be able to read a book with a good understanding of the text because they lack oral language skills such as vocabulary, listening comprehension and semantic knowledge. In addition, longitudinal studies show that vocabulary and reading comprehension develop in tandem and children with a better vocabulary are more able to read. These results indicate that children's reading development is a combination of cognitive, linguistic and educational factors.

Instructional Approaches for Developing Reading in Children

Reading instruction is very good for children and the reading process needs to be very interactive, and reading teachers need to be using strategies to support students' interactive reading processes and comprehension.

Grabe and Stoller (2020) stress the relevance that such reading techniques within language teaching take, when they write that teachers should support them in using these methods,

which include the following: questioning, summarizing, predicting, recognizing important concepts to enhance their comprehension.

One of the other important teaching methods for students is scaffolding. Vygotskian-based research on education explains scaffolding means providing short-term support to students to complete an activity which they could not complete alone until that student becomes more independent.

Fountas and Pinnell (2017) mentioned that guided reading allows teachers to support students while they read texts at an appropriate level of difficulty which increases comprehension and fluency.

Interactive reading activities further enhance comprehension. According to Zhang and Kaur (2024), collaborative reading exercises, class discussions, and teacher-guided questioning promote deeper engagement with texts and enhance comprehension results.

Finally, In research on second-language reading techniques, structured reading activities occur prior to, during, and following reading because these stages enhance understanding of the text, monitor comprehension, and activate prior knowledge.

The pdp framework in language teaching

The Pre-During-Post (PDP) framework is widely used in language teaching to develop receptive skills such as listening and reading. Recent studies have shown that the PDP framework can support the development of reading materials and comprehension activities in EFL contexts (Norhayati & Din, 2024). To facilitate comprehension and involvement for students, the PDP framework organizes instruction into three stages in order to lead students before, during, and after interaction with a text.

According to Jeremy Harmer (2015) and Jack C. Richards (2013), structured lesson stages help learners process information more effectively and promote meaningful learning.

The pre-stage focuses on preparing learners for the task. This is to provide them with language in order to make sense of it and to activate past knowledge and make predictions about the text's content. Dieu and Van (2023) explain that pre-listening activities help clarify objectives and prepare learners for comprehension. Similarly, Pre-activities can be used to give context and assist students in general and specialized comprehension (Madani and Kheirzadeh, 2018; Smyshlyak, 2022).

In addition, Nhu (2021) and Praveen (2021) also point out that pre-stage activities help students connect new information with prior knowledge based on discussion and prediction. These strategies are essential in both listening and reading, as they reduce cognitive load and increase learners' confidence (Brown, 2007).

The during-stage is at the center of the understanding process. In this phase, students engage directly with the text by doing exercises that help them grasp the most important features of the text, extract some of the details, and create understanding strategies. López et al. (2021)

and Smyshlyak (2022) state that learners focus their attention on specific or general information through purposeful tasks. In listening, students process auditory input using strategies such as note-taking and inference (Hocaoğlu, 2024), while in reading, learners apply strategies such as skimming and scanning to understand the text efficiently (Grabe & Stoller, 2020). Furthermore, Anchundia et al. (2025) stress that guided activities at this level help confirm what we learn, dispelling questions and repeating important facts. This stage often includes multiple exposures to the text, allowing learners to refine their understanding and develop deeper comprehension skills (Nation, 2019).

Within the PDP approach, the during stage can be divided into three progressive phases: early, middle, and later stages. The early stage focuses on initial comprehension and familiarization with the content through recognition and guided activities. The middle stage encourages learners to process information more actively by interacting with the material, identifying key ideas, and participating in collaborative tasks. Finally, the later stage promotes deeper understanding, critical thinking, and application of knowledge through more independent and communicative activities. This progression allows students to gradually construct meaning and develop confidence throughout the learning process.

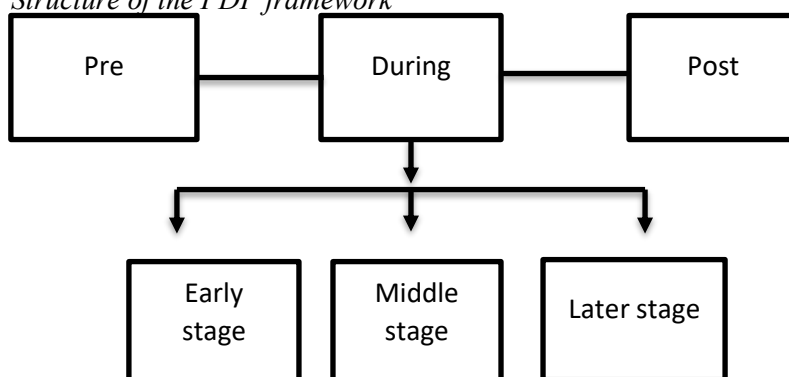
The post-stage focuses on consolidation and reflection. In this stage students have to respond to the reading, summarize facts, speak their mind and apply what they learn to new situations. Smyshlyak (2022) explain that post-listening activities promote the active use of information and support oral production. Similarly Post-stage activities like conversations and follow-up questions support deeper content processing and promote comprehension.

For listening and reading, we are able to combine receptive and productive skills and thus enhance language development (Ellis, 2008). Post-activities allow teachers to assess students' understanding and provide criticism and introspection (Movva et al., 2022). The whole PDP approach helps develop receptive abilities through a systematic process that is effective in understanding and applying strategies in order to engage activities and engage students with learning. It is very flexible and can be employed for both listening and reading, which makes it a very good approach for English language teaching in basic education settings (Richards & Rodgers, 2014).

As indicated by Mendoza Moreira, Caicedo Cevallos, and Zambrano Mero (2025), PDP methodology helps the listening comprehension level in Latin American educational environment by making it easier for students to understand the oral input, and motivating them to engage in the process in a structured manner.

Graphic 1

Structure of the PDP framework



This figure represents the general structure of the PDP framework. The model consists of three sequential stages Pre, During, and Post while the During stage is subdivided into early, middle, and late phases to facilitate progressive engagement and comprehension.

DISCUSSION

Receptive skills, especially reading and listening, are required for learning a second language, research found. Academics also agree that these abilities are very useful, which leads to grammatical and vocabulary proficiency, and general language learning (Krashen, 2018; Nation, 2019).

This means that improving receptive skills in English should be a key area of focus for teaching English, especially in elementary school. More importantly, there is a strong correlation between language knowledge and reading and listening comprehension. Grabe and Stoller (2020) claim that people with a larger vocabulary are better able to comprehend written and spoken texts, emphasizing that vocabulary training should be incorporated into reading and listening exercises.

It is also learned that reading and listening techniques (skimming, scanning, prediction, inference) are essential for comprehension. These are ideas that help students to become more autonomous in their learning process and process knowledge better. That is why we need to teach and show these methods in the classroom.

The results also show that the Pre-During-Post (PDP) framework is a successful teaching method for receptive skill development. This methodology has the benefit of a methodical flow where students can go through many comprehension stages; they are active participants and they learn more (Harmer, 2015; Richards, 2013). The PDP framework promotes cognitive and metacognitive development in addition to organizing training.

Additionally, we found that a key factor in promoting understanding is the activation of previous knowledge during pre-stage. Learning of new information and recalling that it is still the same is easier. Pre-reading or pre-listening exercises are shown to be very important for learning languages and we believe that that is something to do with language training.

Additionally, at the mid-stage guided assignments help students to concentrate on important details, verify understanding and clear up any ambiguity. Due to the fact that students are actively engaged in the text and learning comprehension techniques in real time, this stage is so crucial. Students become more autonomous and strategic readers and listeners. Lastly, post-stage activities are crucial for learning and facilitate more in-depth information processing. Students can think back on what they learn and apply their receptive skills and productive skills by summarizing, discussing and using the information. This suggests that the PDP framework is not only about language learning, but also helps with comprehension.

CONCLUSIONS

This study highlights the critical role of receptive skills, with the reading and listening skills, in learning English as a second language. These skills are closely associated with vocabulary, comprehension, and the ability to read and listen and thus are closely connected with vocabulary and comprehension and study knowledge and exposure to relevant material and the presence of other language skills and develop the basis for other skill sets in other languages as their application in English learning.

The findings also indicate that students in EFL situations face numerous challenges (small vocabulary, minimal exposure to real language, and little to no use of useful techniques). As a result, it is important to implement teaching strategies that get students involved and actively support comprehension.

In this respect, the Pre-During-Post (PDP) framework is a successful methodological approach to improve receptive abilities. It helps students to activate prior information, guide comprehension in the text and helps them to reflect after the activity by grouping instruction into stages. As a result, the PDP model promotes more independent and strategic learners and is also supporting students' comprehension.

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