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PDP FRAMEWORK APPLIED TO A SOCIAL STUDIES READING LESSON PLAN

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Descripción de Autoría:

El presente trabajo de investigación evalúa la efectividad del marco instruccional PDP (Pre-During-Post) enfocado y aplicado a planes de clase de comprensión lectora en la asignatura de Estudios Sociales impartida en inglés.

La investigación compara los resultados entre un grupo experimental y un grupo de control, a través de un enfoque cuantitativo y un diseño preexperimental.

Las novedades demuestran que la implementación de la secuencia estratégica reduce barreras léxicas y conceptuales en los estudiantes, obteniendo una mejora significativa estadísticamente en la comprensión lectora de textos disciplinares y promoviendo un rendimiento académico más uniforme en entornos de aprendizaje bilingüe.

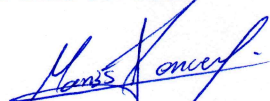
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CERTIFICO

En calidad de docente tutor(a) de la Facultad de Educación, Turismo, Artes y Humanidades de la Universidad Laica "Eloy Alfaro" de Manabí, CERTIFICO:

Haber dirigido, revisado y aprobado preliminarmente el Trabajo de Titulación bajo la autoría del estudiante PONCE SANCHEZ MARISS AILI, legalmente matriculado en la carrera de PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS 2024 AS, período académico 2026-2027(1), cumpliendo el total de **384 horas**, cuyo tema del proyecto o núcleo problémico es *"PDP FRAMEWORK APPLIED TO A SOCIAL STUDIES READING LESSON PLAN"*

La presente investigación ha sido desarrollada en apego al cumplimiento de los requisitos académicos exigidos por el Reglamento de Régimen Académico y en concordancia con los lineamientos internos de la opción de titulación en mención, reuniendo y cumpliendo con los méritos académicos, científicos y formales, y la originalidad del mismo, requisitos suficientes para ser sometida a la evaluación del tribunal de titulación que designe la autoridad competente.

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Manta, Martes, 21 de julio de 2026.

Lo certifico,



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PDP Framework Applied to a Social Studies Reading Lesson Plan

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Abstract

English reading comprehension plays a significant role in academic success; however, students face linguistic and conceptual challenges when engaging with texts such as those found in social studies. This study focuses on the PDP (Pre-During-Post) instructional framework, analyzing reading comprehension in English-taught social studies texts among secondary school students in Manta, Ecuador. It employs a quantitative, pre-experimental, field-based, cross-sectional design, comparing two groups of second-year secondary students (control = 25; experimental = 30). Both groups took a reading comprehension test (PCLES) before and after the intervention. Non-parametric tests (Wilcoxon and Mann-Whitney U) were used due to the non-normal distribution of the data. Results indicated that while the control group's scores remained stable ($M_{pre} = 7.10$; $M_{post} = 7.18$; $p = 0.610$), the experimental group showed a statistically significant improvement in comprehension ($M_{pre} = 8.35$; $M_{post} = 8.88$; $p < 0.001$). Furthermore, the experimental group's learning progress significantly surpassed that of the control group ($U = 249.5$, $p = 0.023$). These findings suggest that the PDP framework effectively supports the

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comprehension of content-based social studies texts in English and promotes more consistent academic performance in bilingual learning contexts.

Keywords: PDP Model; Reading comprehension; Social Studies; CLIL; Secondary education.

Resumen

La comprensión lectora en inglés desempeña un papel importante en el éxito académico; sin embargo, los estudiantes enfrentan desafíos lingüísticos y conceptuales al interactuar con textos como los de estudios sociales. La presente investigación se centra en el PDP (marco instruccional Pre-Durante-Post) analizando la comprensión lectora en textos de sociales impartidos en inglés a alumnos de secundaria en Manta, Ecuador. Emplea un diseño cuantitativo, preexperimental, de campo y de corte transversal, comparando dos grupos de estudiantes de segundo año de secundaria (control = 25; experimental = 30). dichos grupos realizaron una prueba de comprensión lectora (PCLES) antes y luego de la intervención. Se utilizaron pruebas no paramétricas (Wilcoxon y Mann-Whitney U) debido a la distribución no normal de los datos. Los resultados indicaron que, si bien las puntuaciones del grupo de control se mantuvieron estables ($M_{pre} = 7,10$; $M_{post} = 7,18$; $p = 0,610$), el grupo experimental mostró una mejora estadísticamente significativa en la comprensión ($M_{pre} = 8,35$; $M_{post} = 8,88$; $p < 0,001$). Además, el progreso en el aprendizaje del grupo experimental superó significativamente al del grupo de control ($U = 249,5$, $p = 0,023$). Estos hallazgos sugieren que el marco PDP ayuda eficazmente la comprensión de textos de estudios sociales basados en contenido en inglés y promueve un rendimiento académico más consistente en contextos de aprendizaje bilingüe.

Palabras clave: Modelo PDP; Comprensión lectora; Estudios Sociales; AICLE (CLIL); Educación secundaria.

1. Introduction

Schools worldwide face new challenges daily regarding the implementation of strategies to help students acquire new and improved knowledge. Reading is one such area; it goes beyond the mere ability to read, involving a metacognitive process aimed at achieving reading

comprehension. According to Fajriyah & Afifah (2025), it is defined as a fundamental cross-cutting skill for academic and intellectual performance across various fields of knowledge. It enables students to assimilate new information, expand their vocabulary, and develop critical thinking. For this reason, reading is a crucial element not only within the educational environment but also in everyday life.

However, in other languages, students frequently struggle to process certain readings—particularly when tackling texts from social science disciplines. Key issues include limited vocabulary and a lack of prior knowledge, both of which hinder comprehension. These challenges are particularly evident in English-medium instruction settings, where students face dual linguistic and conceptual demands. In the specific case of Social Studies, it is crucial to unpack historical and social processes using discipline-specific terminology, which increases the cognitive load. Although the "Pre-During-Post" (PDP) instructional method is widely used in language teaching, empirical evidence regarding its effectiveness in integrated content subjects specifically Social Studies taught in English remains limited.

Accordingly, the following research article aims to analyze the influence of the PDP model applied to Social Studies classes in a bilingual high school setting in Manta, Ecuador.

To this end, the study examined the integration of activities carried out before, during, and after the use of the text, as well as the assimilation demonstrated by each of the study participants. Consequently, the following research question is posed: How does the application of the PDP instructional sequence influence students' reading comprehension during Social Studies classes taught in English? To address this question, a quantitative quasi-experimental design was adopted with the aim of gathering evidence demonstrating the pedagogical benefits of the PDP model in bilingual environments.

2. Literature Review

2.1 Reading Comprehension in EFL and Academic Contexts

Reading comprehension is a multidimensional process in which the reader actively constructs textual meaning by integrating information from the document with their own linguistic and cognitive resources, prior knowledge, and reading purposes. In English-language settings, the teaching of reading and reading comprehension goes beyond understanding the text

and decoding it. To this end, in the words of Kusumarasdyati (2023), it is necessary to interweave concepts, draw inferences, identify key points, and interpret specific content.

Along these lines, Vettori et al. (2024) highlight that vocabulary mastery, morphological awareness, working memory, metacognition, and higher-order thinking are essential for successfully processing expository texts. Reading must, therefore, be viewed as an active process of meaning construction rather than a passive reception of the written code. Developing reading proficiency is academically significant because it grants students direct access to technical language. For this process, it is necessary to motivate students to acquire competencies that enable them to gain new knowledge through reading, as well as to synthesize information and contrast different opinions. For this reason, limitations in text comprehension hinder not only academic learning but also language acquisition, especially during the learning process.

A limited vocabulary is one of the barriers to understanding a second language, as it hinders the identification of main ideas and the deconstruction of texts. Biseko (2025) points out that mere repetition is insufficient for language acquisition; it is necessary to read and learn words and their meanings.

For their part, Altheneyan (2025) notes that processing reading material is fundamental to achieving morphological awareness and improving vocabulary, as the interpretation of certain terms often depends on it. Meanwhile, Anggia and Habók (2023) point out that reading comprehension demands are influenced by vocabulary and syntax; however, each student is affected differently depending on their proficiency level, which directly impacts the difficulty of assigned tasks. Thus, a document with conceptual content appropriate for the student's level may prove inaccessible if the linguistic demands exceed their processing capabilities.

In this regard, research on the differentiation of reading materials demonstrates that adapting content to students' proficiency levels significantly benefits lower-performing students without disadvantaging advanced learners (Aldamen et al., 2026). Consequently, reading instruction in content-area subjects should incorporate linguistic and strategic scaffolding that enables students to engage with challenging academic texts, rather than resorting to the simplification of concepts.

Authors such as Majdi et al. (2025) and Wei (2025) agree that prior knowledge is crucial for text comprehension, as it enables information to be linked to established experiences; similarly, Aqdas (2025) demonstrated in his studies that leveraging prior knowledge based on cultural or familial references rapidly improves reading comprehension. Habók et al. (2024) found that the deliberate application of strategies enhances comprehension in digital environments, highlighting the importance of planning, monitoring, focusing on essential information, and self-evaluating what has been read. Various empirical studies and mixed-methods research support the effectiveness of participatory and collaborative approaches. Along these same lines while Amumpuni et al. (2025) These findings reaffirm that reading instruction should promote conscious processing and make relevant strategies explicit.

Furthermore, research in digital and hybrid environments reaffirms that learning to read depends more on instructional design than on mere exposure to the text. In the field of English for Specific Purposes (ESP), Muhammadpour and Khalili Sabet (2024) identified clear improvements in comprehension and strategy use following a combined intervention.

Likewise, a systematic review by Dang and Habók (2026) shows that the assessment of digital reading is increasingly focusing on processing mechanisms. Both studies suggest the value of using multiple sources of evidence such as worksheets, written responses, and direct observations to assess students' level of comprehension, complementing standardized tests.

2.2 Content-Based Instruction and Content and Language Integrated Learning

Content-Based Instruction (CBI) and Content and Language Integrated Learning (CLIL) address the need to simultaneously foster linguistic development and the acquisition of disciplinary knowledge. Ahern (2023) and Hao et al. (2023) maintain that, despite stemming from different pedagogical stances, these methods affirm that the foreign language serves as a vehicle for constructing concepts and procedures specific to the discipline.

Furthermore, Bacovsky-Novak (2023) highlights the role of planning tools in defining linguistic goals, pedagogical scaffolding, and evidence for assessment. Collectively, these contributions underscore the necessity of designing explicit instructional sequences for subjects taught in English.

Continuous exposure to a language does not guarantee the development of academic language. While Llinares and Nashaat-Sobhy (2023) observed that students exposed to high-intensity CLIL programs performed better on cross-curricular linguistic tasks, they emphasize the necessity of explicitly addressing technical vocabulary, syntactic structures, textual organization, and argumentative frameworks. In support of the foregoing, other authors—such as Pittas and Tompkins (2024) and Bower et al. (2024)—conducted studies applying the CLIL pedagogical teaching methodology, highlighting the favorable results of its use; likewise, they point out the scarcity of such studies, underscoring the importance of addressing these topics in the classroom when teaching a new language.

An additional decisive factor in curricular integration is student engagement both affective and cognitive. Muniroh et al. (2023) highlight the importance of considering attitudes toward reading when designing CLIL models, given that the perception of linguistic complexity can demotivate students before they even attempt to read. To overcome this barrier, the implementation of structured group tasks, the setting of achievable goals, the use of visual aids, and connections to prior experiences significantly foster engagement and text comprehension.

2.3 Reading and Disciplinary Literacy in Social Studies

To achieve a comprehensive approach to this social studies subject, students must not only be familiar with history and political and social events but also study the geography of each region. While the complexity of the terminology involved can make comprehension difficult, comparing different perspectives facilitates a simpler understanding of the material. In this regard, Sercu (2025) employed CLIL (Content and Language Integrated Learning) with high school students, demonstrating the development of characteristics typical of the historian's disciplinary voice; this confirms that learning a subject entail mastering its discursive register and achieving a high level of literacy.

In the context of an English course applied to history, Fajriyah and Afifah (2025) provided evidence of the direct link between reading comprehension and critical thinking. Their research demonstrated that technological mediation fostered the comprehension of historical texts while simultaneously strengthening the ability to infer, evaluate, synthesize, and construct arguments.

Given that reading in the social sciences rarely involves mere rote memorization, the applied instructional sequence must progressively guide the student from the initial engagement with the text to critical discussion and the transfer of learning.

Furthermore, the processing of disciplinary content often relies on multimodal resources. Social studies texts frequently incorporate maps, timelines, diagrams, charts, and primary sources. Lai (2024) demonstrated that the design of multimodal tasks strengthens both oral expression and content assimilation in integrated classes.

Along these same lines, Carcamo and Pino (2025) noted that working with infographics fosters multimodal literacy and reading comprehension by requiring the integrated combination of verbal and visual information. Far from serving a merely decorative function, visual aids selected with pedagogical intent facilitate conceptual organization, data categorization, and the understanding of complex systems.

Finally, post-reading activities play a pivotal role in consolidating learning. Song et al. (2025) observed that project-based learning enhances comprehension and critical thinking through the use of authentic texts, collaborative work, and problem-solving.

Therefore, post-reading tasks must go beyond simple rote-memory quizzes. Activities such as creating diagrams, comparing processes, substantiating viewpoints, and drafting summaries allow teachers to verify the effective acquisition of both academic content and the associated linguistic structures.

2.4 The Pre-During-Post Framework

The Pre-During-Post (PDP) instructional framework is a pedagogical strategy implemented in three stages or phases, applied in a logical and orderly manner to achieve established objectives. This model goes beyond a reading process that might otherwise become superficial; instead, it utilizes these phases to foster fluid, metacognitive learning—ultimately leading to a true understanding of the text.

Phase	Pedagogical Approach	Approach Cognitive / Strategic Function
<i>Pre reading</i>	Activation of prior knowledge, lexical anticipation, and setting reading goals.	It reduces the initial cognitive load and offers a preliminary conceptual framework (Aqdas, 2025).
<i>During reading</i>	Guided reading, identification of central ideas, inference, and collaborative monitoring.	It focuses attention, promotes self-regulation, and guides the interpretation of the written text (Habók et al., 2024).
<i>Post reading</i>	Synthesis, creation of graphic organizers, transfer, and critical reflection.	It reinforces deep understanding, integrates knowledge, and consolidates disciplinary thinking (Song et al., 2025).

Publications by Fajriyah & Afifah (2025) and Majdi et al. (2025) confirm the applicability of this teaching methodology in history, which fostered the consolidation and comprehension of texts while stimulating critical thinking over rote memorization.

In this initial phase, the aim is for the student to engage with the material without attempting to delve into its full depth. While it is true that the teacher's role is to help learners acquire appropriate technical language, they should avoid overwhelming the student, which could lead to a loss of motivation and instead focus on laying the foundation for a learning process that is both fluid and enjoyable. During the intermediate phase, students create prompts to interact with one another, fostering gradual engagement and facilitating an approach to the topic at hand. By identifying specific features that have captured their interest, they draw inferences, analyze causes, and evaluate diverse points of view. At this stage, research supports the use of strategies such as scanning, rereading, questioning, and guided dialogue (Habók et al., 2024). Group dynamics and structured reading roles foster in-depth discussion and metacognitive self-regulation (Amumpuni et al., 2025; Wei, 2025).

The post-reading phase allows for the consolidation and expansion of the mental frameworks that have been constructed. Activities such as drafting summaries, completing concept maps, contrasting historical perspectives, solving disciplinary problems, or linking the topic to contemporary debates offer concrete avenues for knowledge transfer.

Recent publications in the social sciences Norhayati and Din (2024) state that the practical application of course content makes the class more active and helps consolidate understanding and critical judgment (Fajriyah & Afifah, 2025; Majdi et al., 2025). Similarly, the effectiveness of the PDP framework has been evaluated using instructional designs for the tourism industry, demonstrating the model's flexibility in adapting to specific disciplinary fields.

Similarly, Ximenes and Freitas (2025) determined that the application of the PDP increased motivation and reading comprehension, fostering a broader critical perspective and improved text understanding; however, they identified the challenge of enhancing the development of technical language. They recommended emphasizing the tasks associated with each stage, as the success of this teaching method depends on them.

Similarly, employing the same methodology but within the Ecuadorian context, Acuña Esquivel et al. (2026) demonstrated significant improvements in English text comprehension. Similarly, Ironsi and Bostanci (2026) confirmed that structured reading sequences foster student autonomy and overall performance. Taken together, the literature suggests that the PDP model enhances reading comprehension through four key mechanisms:

Reduction of cognitive load through the activation of prior knowledge.

1. Strategic direction of attention during text processing.
2. Opportunities for the collaborative construction of meaning.
3. Consolidation of learning through practical application tasks.

2.5 Synthesis of empirical evidence and research gap

There is broad consensus in recent scientific literature (2023–2026) regarding the value of integrating explicit linguistic support, prior knowledge activation, strategic guidance, and practical application tasks to enhance reading comprehension in ILE (Instruction in a Foreign

Language). Theoretical contributions from CBI and CLIL methodologies confirm the feasibility of simultaneously developing linguistic and disciplinary competencies, if instruction addresses the specific discourse demands of the subject matter.

Few studies have compared the efficacy of the PDP sequence against other prevailing instructional models such as the ERCA approach under consistent conditions regarding the student population, content, and measurement instruments. This lack of comparative empirical data within the framework of content and language integration aligns with observations made by Pittas and Tompkins (2024).

The present study addresses this gap by comparing the effectiveness of a didactic sequence based on the PDP model against the traditional ERCA methodology, using two intact second-year high school groups in Manta, Ecuador. By using the same Social Studies topic and an identical text for both groups, the study design allows for isolating the impact of the instructional sequence on reading comprehension.

The study hypothesizes that the PDP model will significantly enhance student performance by reducing lexical and conceptual obstacles, guiding strategic processing, and consolidating learning during the post-reading phase.

3. Methodology

To evaluate the impact of the PDP instructional sequence on reading comprehension of Social Studies texts in English, a quantitative methodology employing a quasi-experimental, field-based, and cross-sectional design was implemented.

3.1 Research approach and design

The quantitative approach was adopted to objectively measure reading comprehension levels and subject the results to rigorous statistical analysis (Kazanskaia, 2025). A quasi-experimental field design involving two intact groups (control and experimental) was used; measurements were taken before and after the intervention within the natural school setting to preserve the study's ecological validity (Palella & Martins, cited in Cajal, 2020).

3.2 Participants

The study group consisted of a sample drawn from two second-year **bachillerato** classes where bilingual education is implemented in Manta, Ecuador. Specifically, an experimental group of 30 students (n=30) and a control group of 25 students (n=25) were established. It is worth noting that both groups share similar characteristics regarding academic background and residential area, ensuring the sample is homogeneous.

3.3 Instructional Intervention

The first group (experimental) undertook a Social Studies diagnostic activity designed according to the three stages of the PDP framework—already described in the theoretical section of this paper.

Phase	Pedagogical Approach
<i>Pre reading</i>	A phase aimed at activating prior schemata using familiar references, anticipating key technical vocabulary, and explicitly stating the reading goal.
<i>During reading</i>	A phase focused on guided reading using strategies such as scanning, skimming, and making inferences to foster metacognitive self-regulation.
<i>Post reading</i>	A phase dedicated to synthesizing and consolidating information through the creation of graphics organizers, answering complex questions, and guided discussion

Meanwhile, the control group received the lesson via the traditional methodology based on the ERCA model, which involved reading the text and completing a questionnaire, without an explicit strategic structure comprising pre-reading, during-reading, and post-reading phases.

3.4 Measurement instrument

To assess disciplinary reading comprehension, the standardized PCLES (Pedagogical Comprehension and Language Evaluation Scale) instrument was administered; it was integrated with Social Studies content and aligned with the objectives of both methodological approaches. The test measured students' ability to interpret, infer, and analyze academic texts written in English. The instrument's content validity and reliability were established through expert judgment and a preliminary pilot study.

3.5 Measurement instruments

A reading comprehension test (PCLES) was designed for the Social Studies subject, aligned with the curriculum content and the methodological approach being implemented; both groups underwent both a pre-test and a post-test. The test aimed to assess the students' ability to comprehend and interpret written texts specific to the discipline in English. To ensure validity and reliability, an expert review was conducted, and a pilot test was carried out.

3.6 Intervention procedure

Data collection followed a sequential process based on the guidelines of McMillan and Schumacher (2014). This included the pre-test and pilot test administration for both study groups. Phase 2 involved the pedagogical intervention: classes were conducted over six weeks, structured according to the PDP model, while the control group continued with the traditional approach. Finally, in Phase 3, the post-test was administered using the same instrument as the pre-test to measure the progress achieved by each group.

3.7 Data analysis

Statistical analysis for this study was conducted using SPSS software; however, due to the nature of the sample and the non-normal distribution of the data, non-parametric statistical tests were applied. Specifically, the Wilcoxon signed-rank test was used to assess within-group differences between the pre- and post-assessments.

Additionally, the Mann-Whitney U test was employed to compare net learning gains between the experimental and control groups, thereby determining the significance of the PDP model.

4. Results

Following the implementation process, it was possible to evaluate the reading comprehension scores obtained before and after the pedagogical intervention, comparing the performance of the experimental group which applied the PDP model with that of the control group, which followed traditional instruction.

Table 1

Descriptive statistics:

Group	Assessment	n	M $\pm$ SD	Median	Minimum	Maximum
Control	Pretest	25	7.10 $\pm$ 1.54	7.00	5.00	10.00
Control	Posttest	25	7.18 $\pm$ 1.66	7.50	4.00	10.00
Experimental	Pretest	30	8.35 $\pm$ 1.27	8.25	6.00	10.00
Experimental	Posttest	30	8.88 $\pm$ 0.93	9.00	7.00	10.00

Note: M = Mean; SD = Standard Deviation; n = Sample size.

Data in Table 1 shows that the control group exhibited minimal variation, shifting from an initial mean of 7.10 (SD = 1.54) to 7.18 (SD = 1.66) at the post-test stage. In contrast, the experimental group recorded an increase in its mean, rising from 8.35 (SD = 1.27) to 8.88 (SD = 0.93). Furthermore, a reduction in the standard deviation was observed for the latter group, suggesting more uniform performance following the application of the PDP model.

Table 2

Frequency distribution.

Score Range	Control Pretest	Control Posttest	Experimental Pretest	Experimental Posttest
4.0–4.9	0 (0.0%)	1 (4.0%)	0 (0.0%)	0 (0.0%)
5.0–5.9	5 (20.0%)	5 (20.0%)	0 (0.0%)	0 (0.0%)
6.0–6.9	5 (20.0%)	4 (16.0%)	2 (6.7%)	0 (0.0%)
7.0–7.9	6 (24.0%)	6 (24.0%)	5 (16.7%)	3 (10.0%)
8.0–8.9	4 (16.0%)	5 (20.0%)	6 (20.0%)	8 (26.7%)
9.0–10.0	5 (20.0%)	4 (16.0%)	17 (56.6%)	19 (63.3%)

The frequency analysis presented in Table 2 shows that, following the implementation of the proposal, the proportion of students in the experimental group falling into the highest category (9.0–10.0 points) increased from 56.6% to 63.3%. In contrast, the frequency distribution in the control group remained substantially unchanged between the two measurements.

Table 3

Inferential statistician results

Comparison / Variable	Statistical Test	Value	p	Interpretation
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Control Group Gains	Shapiro–Wilk	W = 0.862	.003	Non-normal distribution
Experimental Group Gains	Shapiro–Wilk	W = 0.797	< .001	Non-normal distribution
Control (Pretest vs. Posttest)	Wilcoxon signed-rank	T = 38.5	.610	No statistically significant difference
Experimental (Pretest vs. Posttest)	Wilcoxon signed-rank	T = 0.0	< .001	Statistically significant improvement
Gain Score (Experimental vs. Control)	Mann–Whitney U	U = 249.5	.023	Experimental gain significantly superior

The Shapiro-Wilk test confirmed that the gain data did not follow a normal distribution ($p < 0.05$), justifying the use of non-parametric tests. Wilcoxon test results indicated that changes in the control group did not reach statistical significance ($T = 38.5$; $p = 0.610$). In contrast, the experimental group showed a statistically significant improvement between the pre-test and post-test ($T = 0.0$; $p < 0.001$). Finally, the Mann-Whitney U test corroborated that the progress demonstrated by the experimental group was substantially greater than that of the control group ($U = 249.5$; $p = 0.023$).

These data confirm that the PDP instructional sequence fosters reading comprehension of disciplinary texts in English more effectively than the traditional methodology.

5. Discussion

An analysis of the results obtained from the various assessments supports the effectiveness of the "Pre-During-Post" (PDP) instructional framework in improving reading comprehension during Social Studies classes taught in English. The significant progress observed in the experimental group confirms the proposed hypothesis: sequentially structuring the reading process facilitates the cognitive processing of complex disciplinary texts in a foreign language.

During the first stage, the activation of conceptual schemata and the clarification of specialized vocabulary reduced the students' initial cognitive load, thereby providing an essential interpretive framework. This approach aligns with various theoretical studies regarding the activation of prior knowledge in foreign language reading (Altheneyan, 2025; Aqdas, 2025).

During the reading phase—or second stage—activities focused on strategies such as scanning for information, identifying main ideas, and making inferences fostered sustained attention and metacognitive monitoring. These results concur with previous studies highlighting the role of guided strategies in addressing textual complexity within academic contexts (Amumpuni et al., 2025; Habók et al., 2024).

Furthermore, the tasks carried out in the post-reading phase reinforced conceptual consolidation through synthesis, analysis, and the application of content to disciplinary problems (Song et al., 2025). This dynamic fostered the development of disciplinary literacy, moving beyond rote recall toward higher-order thinking skills, such as evaluating explanations and interpreting historical contexts (Fajriyah & Afifah, 2025; Sercu, 2025).

The lower dispersion observed in the experimental group's final scores suggests that the PDP model not only raises the overall average level of comprehension but also fosters more equitable learning by providing effective scaffolding for students with lower initial performance. This aspect is valuable for addressing linguistic and conceptual barriers in diverse bilingual classrooms.

These results align with previous research evaluating the impact of the PDP framework on narrative texts or general language skills (Acuña Esquivel et al., 2026; Ironsi & Bostanci, 2026), extending its applicability to the field of social sciences integrated with English language

instruction. Furthermore, the study addresses methodological gaps identified in the literature by employing a quasi-experimental design with control groups in real-world classroom settings.

From a pedagogical standpoint, it is suggested that teachers in bilingual and CLIL programs systematically adopt the PDP structure when addressing discipline-specific readings. Future research should explore the long-term impact of this intervention, evaluate its integration with multimodal support, and investigate its effectiveness in other curricular areas.

6. Conclusions

This study provides quantitative empirical evidence regarding the effectiveness of the Pre-During-Post (PDP) instructional framework in strengthening reading comprehension of Social Studies texts taught in English at the secondary education level. Statistical analyses confirmed that the group exposed to the PDP methodology achieved significant improvements in reading performance compared to those who continued with the traditional approach.

The three-part sequence offered an ideal strategic framework for addressing the complexity of disciplinary texts: it cognitively prepared students during the initial phase, guided the processing of complex information during reading, and facilitated the critical integration of concepts in the final stage. This systematic support enabled students to overcome lexical and conceptual barriers inherent in learning in a second language.

Furthermore, the model demonstrated its utility within Content and Language Integrated Learning (CLIL) approaches by fostering disciplinary literacy and autonomous work. The consistency of the results achieved by the experimental group highlights the inclusive potential of this methodological framework.

Consequently, educational institutions and teachers in the bilingual sector are encouraged to incorporate the PDP structure into their lesson planning, prioritizing the activation of prior knowledge, guided reading using explicit strategies, and the design of post-reading tasks focused on synthesis and the practical application of knowledge. Finally, it is suggested that future research be conducted to analyze the long-term sustainability of these achievements, evaluate the integration of digital resources, and expand the scope to other disciplinary contexts, thereby consolidating rigorous pedagogical approaches for bilingual education.

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