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Teaching and Learning Descriptive-Text Reading through Lesson Plan Revision in an Elementary School: A Classroom Action Research

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ABSTRACT

This exploratory, single-cycle collaborative classroom action research examined the teaching and learning of descriptive-text reading through lesson-plan revision in a fifth-grade class at SDN Bilebante in Pringgarata, Central Lombok, West Nusa Tenggara, Indonesia. The problem was a misalignment among an overly broad basic competence, objectives, classroom procedures, language support, and process assessment. One English teacher, 22 students, and two observers participated in one cycle across two meetings. Descriptive and reflective field notes documented teacher actions, student participation, and teacher–student interaction. The action divided the competence into focused sub-competences, realigned indicators and activities, specified instructional strategies, and embedded informal assessment. Inductive analysis showed clearer instructional focus, explicit modelling, responsive scaffolding based on student responses, and more purposeful participation during questioning and group tasks. The study proposes process alignment as its contribution: lesson-plan revision becomes pedagogically productive when curricular focus, interaction, monitoring, and support are coherently connected. Because no pre- and post-action reading scores were reported, the findings establish improvement in the observed teaching–learning process rather than a quantified gain in reading achievement.

1. INTRODUCTION

Teaching descriptive text reading in an elementary English-as-a-foreign-language classroom is not only a matter of selecting an appropriate passage. It requires alignment among curriculum competence, lesson objectives, language support, teacher student interaction, learning tasks, and assessment. Young learners need manageable objectives, explicit vocabulary and sentence-level support, meaningful examples, and time to connect new information with prior knowledge. When several competencies are compressed into one meeting, the pace of instruction can exceed students' opportunities to understand and participate. Recent synthesis research identifies oral language, decoding, fluency, vocabulary, and comprehension instruction as interconnected components of effective reading provision for multilingual learners (Kittle et al., 2024). Regular comprehension monitoring is also important because it gives teachers evidence for adapting instruction to students' developing needs (Bogaert et al., 2023).

A preliminary observation of one English lesson at the participating elementary school revealed this difficulty. The researcher used an unstructured observation sheet and recorded descriptive field notes of teacher actions, student responses, lesson sequencing, and task support. During the observed lesson, which used a descriptive text about a school, students read, repeated sentences after the teacher, translated the text, and answered comprehension questions in groups. The lesson also addressed sentence structure and the expressions there is and there are. Explanations and examples were limited, difficult vocabulary was not systematically introduced, group work was insufficiently supported, and several students appeared confused when locating answers in the text. Because this diagnosis was based on one lesson, it was treated as a contextual starting point and checked against the original lesson plan rather than as evidence of a persistent school-wide pattern.

A review of the original lesson plan indicated that its basic competence was too broad for one meeting and that the relationships among indicators, teaching activities, learner participation, and assessment were insufficiently explicit. This was the central research problem: the written plan did not yet operate as a coherent pedagogical guide for teaching and learning descriptive-text reading. Effective instruction is clear, focused, monitored, and responsive when learners do not understand (Blum, 1984). Lesson planning should therefore translate curriculum expectations into teachable units and an observable route from teacher action to learner participation.

This issue is especially relevant to descriptive texts. Descriptive writing communicates information about a particular person, place, or thing through identification and description. For beginning readers, comprehension of such texts may require attention to vocabulary, simple-present forms, noun phrases, adjectives, relating verbs, and contextual information. These features cannot be treated as disconnected items; they need to be selected and sequenced in relation to the learners' level and the intended reading outcome. Cognitively, clause parsing helps readers build propositions about participants, attributes, and relations, then connect them across sentences through reference and topic continuity. Sentence-level work therefore supports passage comprehension only when reconnected to whole-text meaning; isolated grammar performance does not demonstrate comprehension.

Research gap, novelty, and significance

Recent classroom action studies on descriptive-text reading have generally foregrounded a named instructional technique and measured changes in comprehension scores. Discovery Learning

was examined across three cycles with seventh graders (Alyne et al., 2024), while Directed Reading Thinking Activity was evaluated through score changes and mastery percentages among tenth graders (Hutapea et al., 2025). Explicit-strategy research similarly emphasizes treatment effects on reading performance (Wendaferew & Damtew, 2023). These studies demonstrate the value of guided reading strategies, but they leave less visible how revision of an ordinary lesson plan reorganizes teacher decisions and learner participation when achievement scores are unavailable.

The present study addresses that gap by treating lesson-plan revision itself as the formal object of inquiry and the teaching and learning process of descriptive-text reading as the material object. The five part process-alignment lens introduced in Figure 1 connects curricular focus, objective–activity coherence, teacher mediation, formative responsiveness, and assessment coherence. The study does not assume that teachers necessarily lack access to named techniques; instead, it examines whether systematic revision of an existing plan can offer a locally feasible route to improvement. Its relevance beyond this class is therefore an analytical proposition to be tested not a claim of universal scalability across other grades, school types, and EFL or ESL settings.

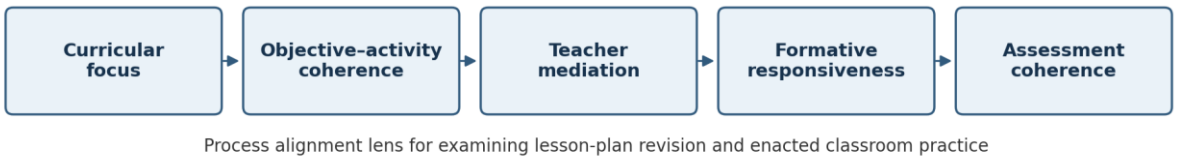


Figure 1. Process-alignment framework used as the analytical lens

Problem statement, research questions, and objectives

The problem is stated as follows: the original lesson plan combined several learning demands without sufficiently aligning objectives, instructional support, student activity, and process assessment, thereby constraining focused teaching and purposeful participation in descriptive-text reading. This problem was investigated through two questions: (1) Compared with the preliminary lesson and the original plan, how did lesson-plan revision shape instructional focus, pacing, modelling, task guidance, monitoring, and responsive feedback during descriptive-text reading? and (2) How did students participate in the revised process through attention, oral response, clarification or help-seeking, strategic resource use, collaboration, and task completion? Correspondingly, the study aimed to analyse these dimensions of teacher implementation and student participation during the revised lessons.

Theoretical and practical significance

Theoretically, the study clarifies lesson-plan revision as a mechanism of process alignment linking curricular focus, teacher mediation, formative evidence, and learner participation. Practically, it provides teachers with an adaptable procedure for unpacking broad competencies, anticipating language difficulties, sequencing examples and tasks, monitoring groups, and responding to partial understanding. For schools and teacher educators, the study illustrates how collaborative observation and reflection can turn a lesson plan into an instrument for professional learning.

Table 1. Problems identified during the preliminary observation

No.	Observed problem	Instructional implication
1	Several materials were addressed in one meeting.	Students had limited time to consolidate each competency.
2	Vocabulary and grammatical explanations were brief and examples were limited.	Some students could not interpret sentences or distinguish target forms.
3	Group questions were assigned with limited procedural support.	Students appeared confused when locating information in the text.
4	The lesson plan did not clearly specify strategy and process assessment.	Teaching, participation, and monitoring were not fully aligned.

LITERATURE REVIEW

Relevant previous studies

Alyne et al. (2024) used classroom action research to apply Discovery Learning to descriptive-text reading among seventh graders, while Hutapea et al. (2025) used DRTA with tenth graders. Both studies share the present study's concern with descriptive texts and cyclical classroom improvement, but they differ in formal object, participant level, and evidence: they evaluated named reading techniques with achievement scores, whereas the present study examines lesson-plan revision in an elementary classroom through qualitative process evidence. Wendaferew and Damtew (2023) further demonstrated the effect of explicit strategy instruction through a quasi experimental design; its emphasis on teacher scaffolding is relevant, but its causal performance claim and secondary-school context differ from this study.

At the instructional-process level, Knecht et al. (2023) found that explicit sentence-level language instruction increased teacher and student metalinguistic awareness. This is especially relevant because the present classroom interactions involved sentence components, vocabulary, and imperative expressions as resources for accessing text meaning. The present study extends that line of work by showing how such explicit support can be organized through lesson-plan alignment and adjusted responsively through student answers, silence, questions, and errors. The state of the art therefore lies not in proposing another reading technique, but in explaining the interactional mechanism through which planning is enacted as focused and responsive teaching.

Reading comprehension and descriptive texts

Reading comprehension involves constructing meaning through interaction between textual information, language knowledge, and what readers already know. In a foreign-language classroom, word knowledge is particularly important because unfamiliar vocabulary restricts access to propositions and relationships within a text. Davis (1968) identified a strong relationship between vocabulary knowledge and comprehension. For elementary learners, vocabulary should therefore be introduced contextually and reinforced through examples, oral interaction, and reading tasks rather than supplied only after misunderstanding occurs. Contemporary multilingual evidence further indicates that vocabulary development, comprehension-strategy instruction, and appropriate teacher preparation are recurring features of promising interventions (Carter et al., 2024). Corpus-informed vocabulary support can also increase learners' lexical access to academic and digital texts (Arndt, 2024).

Descriptive texts have the social function of describing a particular person, place, or thing. Their generic structure normally includes identification, which introduces the phenomenon, and description, which presents its parts, qualities, or characteristics (Departemen Pendidikan Nasional [Depdiknas; Indonesia's Ministry of National Education], 2004). Common linguistic features include specific nouns, the simple present tense, detailed noun phrases, adjectives, relating and action verbs, adverbials, and occasionally figurative language. Teaching these features can support comprehension when they are connected to the meaning and organization of the text.

Theoretical framework: process alignment and responsive scaffolding

Figure 1 presents five connected dimensions of process alignment: (1) curricular focus, which unpacks broad competence into achievable units; (2) objective–activity coherence, which aligns indicators, explanations, examples, and tasks; (3) teacher mediation through modelling, facilitation, and scaffolding; (4) formative responsiveness, which uses learner responses to guide clarification and support; and (5) assessment coherence, which embeds observation of participation in instruction. Susanto (2010), Block (1971), and Blum (1984) support the framework's emphasis on lesson planning, instructional focus, monitoring, and re-teaching.

Within Systemic Functional Linguistics (SFL), language choices realize a genre's social purpose. The five process-alignment dimensions therefore map directly onto the SFL-informed Genre-Based Teaching–Learning Cycle (Rose & Martin, 2012): (1) curricular focus maps onto Building Knowledge of the Field through topic knowledge, genre purpose, and vocabulary; (2) teacher mediation maps onto Modelling and Deconstruction of identification, description, and linguistic features; (3) objective–activity coherence maps onto Joint Construction through aligned guidance and collaborative interpretation; (4) formative responsiveness operates recursively across these stages, using answers, silence, questions, and errors to trigger further scaffolding; and (5) assessment coherence maps onto Independent Construction by checking text interpretation with reduced assistance. Thus, the dimensions operate within, rather than separately from, the Teaching–Learning Cycle.

Responsive scaffolding explains how alignment becomes visible in interaction. The teacher elicits prior knowledge, models sentence or message features, observes learner performance, and adjusts assistance by simplifying questions, supplying clues, recasting responses, or giving further examples. Teacher mediation therefore includes demonstration, facilitation, and scaffolded support (Bredekamp & Rosengrant, 1995). Learner participation is analysed through attention, response, clarification, strategic resource use, collaboration, and task completion, drawing on Richards's (1990) account of language-learning strategies. These dimensions prevent participation from being reduced to quietness or compliance.

Cognitive Load Theory suggests that smaller, sequenced units may reduce avoidable processing demands (Sweller, 1988), while modelling and contingent prompts can be understood as temporary support within the Zone of Proximal Development (Vygotsky, 1978). These are interpretive lenses only; cognitive load and developmental zones were not measured.

Conceptual framework

The logical framework is: preliminary misalignment in the lesson plan → collaborative revision of competencies, indicators, activities, strategy, and assessment → focused implementation with modelling and guided practice → observation of teacher mediation and student participation → responsive scaffolding based on formative evidence → reflection on improvement in the teaching–

learning process. This sequence answers the first research question through evidence of teacher implementation and the second through evidence of learner participation; their relationship explains the overall process change. Reading achievement remains a prospective outcome rather than a measured finding.

2. METHODS

Approach and research design

The study employed an exploratory, single-cycle collaborative classroom action research design because its problem arose from classroom practice and the action was intended to improve the teaching and learning process. Susanto (2010) defines classroom action research as research whose problem is derived from the classroom and whose inquiry concerns the teaching and learning process conducted there. This design was collaborative: the classroom English teacher implemented the revised instruction, while the researcher and another school teacher served as observers. A recent Indonesian classroom action study similarly combined observation, field notes, and achievement evidence to refine reading instruction across cycles, illustrating the continuing relevance of practitioner inquiry in EFL settings (Azwar et al., 2024).

Following the action-research framework presented by Susanto (2010), one cycle comprised preparation, implementation and observation, reflection, and conclusion. During preparation, the collaborators reviewed the preliminary lesson and original plan and developed the revision. The teacher implemented it across two meetings while both observers recorded classroom events. The collaborators stopped after one cycle when the notes showed that the teacher implemented the planned sequence, explained and modelled each focal item, guided and monitored group work, responded to misunderstanding, and that students attended, responded, sought clarification, used available resources, collaborated, and completed the assigned tasks. These were qualitative process criteria, not mastery thresholds or statistical evidence of learning gains; therefore, the stopping decision remains a contextual practitioner judgment. Accordingly, the study is framed as an exploratory pilot inquiry rather than confirmation of durable change: with only two revised meetings, stable change cannot be separated from novelty effects, temporary enthusiasm, or observation reactivity. This is a primary design limitation.

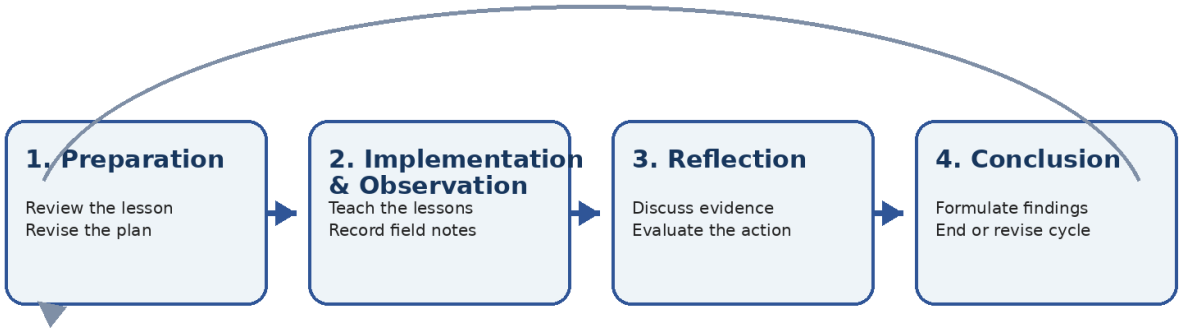


Figure 2. Classroom action research design used in the study
Source: Adapted from Susanto (2010).

Setting and participants

The study was conducted in a fifth-grade class at SDN Bilebante, a public elementary school in Pringgarata, Central Lombok, West Nusa Tenggara, Indonesia, during the 2024/2025 academic year. Participants were 22 fifth graders and the school's English teacher. The class was selected purposively because preliminary observation and lesson-plan review identified the practical problem addressed by the action. The teacher held a bachelor's degree in English, had more than five years of teaching experience. Formal preparation in EFL pedagogy was completed through relevant coursework in the undergraduate English program. These characteristics contextualize the teacher's mediation and scaffolding but are not treated as causal evidence.

The pedagogical action

The intervention did not replace the curriculum topic. Instead, it reorganized the pathway through which students encountered it. The broad competence was specified into three sub-competences; indicators were rewritten to correspond with each unit; instructional strategies and main activities were clarified; and informal process assessment was added. Each meeting concentrated on a more manageable learning focus, allowing the teacher to provide explanation, examples, guided practice, group work, monitoring, and clarification.

Table 2. Alignment introduced through the revised lesson plan

Component	Original condition	Revision in the action
Basic competence	Broad competence combined several materials.	Divided into three focused sub-competences.
Indicators	Insufficiently linked to manageable learning units.	Reformulated for each sub-competence.
Strategy	Instructional strategy was unclear.	A learning strategy was specified for each lesson.
Main activities	Sequencing and teacher–student actions lacked detail.	Opening, explanation, examples, guided/group practice, monitoring, and closing were ordered.
Assessment	Process assessment was unclear.	Informal assessment was incorporated during instruction.

Data and data sources

Two forms of qualitative data were collected. The first described the teacher's verbal and non-verbal actions during the revised lessons and was used to answer the first research question. The second described the students' verbal and non-verbal participation and was used to answer the second question. The teacher and the 22 students were therefore the respective sources of these two data sets. All student worksheets and written artifacts were collected and analysed as supplementary qualitative evidence.

Data collection

The two observers sat at the rear of the classroom and recorded significant events using a structured observation checklist based on the five process-alignment dimensions. The checklist directed attention to curricular focus, objective–activity coherence, teacher mediation, formative responsiveness, and assessment coherence, while descriptive and reflective notes preserved detailed teacher and student verbal and non-verbal actions relevant to the two research questions. In post-lesson reflection, descriptive observations, checklist records, observer interpretations, and the

teacher's self-reflection were considered as distinguishable evidence before being discussed together; the teacher's account was not treated as independent confirmation of the observers' records.

Data analysis

Analysis occurred in two rounds: on-field analysis while observations were recorded and post-collection analysis after both meetings. In the first round, each observer completed the structured checklist and separated descriptive events from reflective interpretation. In the second, relevant evidence was grouped deductively under the two research questions and coded inductively for recurrent actions. Teacher evidence was interpreted through curricular focus, objective–activity coherence, teacher mediation, formative responsiveness, and assessment coherence; student evidence through attention, response, clarification, strategic resource use, collaboration, and task completion. A second coder independently reviewed a subset of the observation records and student artifacts. The initial percentage agreement between the two coders was 87.5%. The coding records were then compared, and all remaining differences in interpretation were discussed and resolved through consensus before the final themes were established. Student artifacts were reviewed against the lesson activities and triangulated with the observation records. Table 3 summarizes the framework used to organize the evidence.

Table 3. Analytical framework

Research question	Primary evidence	Analytical focus
How did revision shape teacher implementation?	Descriptive and reflective notes on teacher actions	Focus, coherence, modelling, monitoring, scaffolding, and process assessment
How did students participate in the revised process?	Descriptive and reflective notes on student actions	Attention, response, clarification, strategic action, collaboration, and task completion

Ethical and evidentiary considerations

Credibility was supported by contemporaneous descriptive and reflective notes produced by two observers and by post-lesson reflection with the implementing teacher. The observers compared the intended procedures in the revised lesson plan with observed classroom events to verify implementation fidelity, while the preliminary lesson provided a contextual baseline. Formal institutional ethical approval was obtained before data collection, together with permission from the principal of SDN Bilebante and the participating teacher. Because the study was limited to non-interventional observation of routine instructional activities and did not collect sensitive student information, the institutional ethics committee formally waived the requirement for written parental or guardian permission. This waiver was documented in the institutional ethics approval record before data collection. Research records were securely stored, access was restricted to the research team, and all reported classroom interactions were de-identified.

3. RESULTS

Teacher implementation of the revised lesson plan

Compared with the preliminary lesson, in which several language targets were compressed into one meeting and group questions were assigned with limited procedural support, the revised lessons displayed a more bounded sequence. The teacher focused on one focal unit at a time, elicited prior knowledge, modelled sentence elements and meanings, demonstrated how to approach tasks, monitored groups, and clarified observed misunderstandings. These parallel contrasts, summarized in Table 6, constitute the process evidence for improvement; they do not establish a gain in reading achievement. Worksheet and written-response analysis supplemented the observation records but was not treated as a standardized pre/post measure of reading achievement.

When students could not initially name the components of a simple sentence, the teacher explained subject and predicate and supported the explanation with examples such as “Alfian reads” and “The students study in the class.” She underlined words, labelled their functions, and asked students to identify the relevant element. This made the relationship between explanation, model, and student response more explicit than in the preliminary lesson.

The teacher also used everyday written messages to contextualize imperative sentences, including “No Smoking,” “Keep Our Environment,” “Sit down, please,” and “Open the door, please.” Imperative commands are procedural or classroom-management expressions rather than characteristic language features of descriptive texts. Accordingly, these expressions were not treated as substitutes for the descriptive passage. They functioned as preparatory scaffolds: familiar signs, commands, gestures, and object words helped students connect English forms with contextual meanings, practise locating subjects, predicates, verbs, and objects, and build sentence-level resources needed to interpret clauses in the target descriptive text. When a student closed rather than opened a window, the teacher used the visible mismatch to clarify lexical meaning before returning to text-related language work.

During group work, the teacher explained how to answer the questions before students began. She moved around the classroom, monitored discussion, checked whether groups could proceed, and offered further explanation to learners who encountered difficulty. The field notes therefore indicate a shift from assigning tasks with limited support to facilitating the task while it was being completed.

Focused pacing and instructional clarity

The preliminary lesson moved rapidly among sentence structure, there is/there are, translation, and text questions, with limited examples and task guidance. In the revised lessons, the teacher concentrated on a bounded focus, supplied analysed examples, checked responses, and monitored group performance. Table 6 presents this comparison using parallel classroom evidence. The contrast supports an interpretation of clearer pacing and instructional support, while the short qualitative design prevents a causal or achievement claim.

Classroom control also appeared stronger. The teacher established groups, explained the task, circulated while students worked, and intervened when support was needed. Importantly, this control was not limited to discipline; it was used to maintain students’ engagement with the learning objective. The observed instruction thus became more focused, monitored, and responsive.

Evidence from teacher–student interaction

The interaction excerpts in Table 4 provide direct evidence of how the revised lesson was enacted. The exchanges were originally conducted through a mixture of Indonesian and English and are reproduced with only minor punctuation adjustments. The teacher typically elicited an initial response, identified incomplete understanding, supplied an explanation or model, and then asked students to apply the target language. Student names are omitted to protect confidentiality.

Table 4. Selected teacher–student interactions during the revised lessons

Instructional focus	Verbatim classroom interaction	Interpretation
Meaning of a sentence	Teacher: 'Siapa yang tahu kalimat itu apa? Ayo, what is the meaning of sentence?' Students: 'Gabungan dari kata, Bu.' Teacher: 'Apa lagi? Ada lagi yang tahu?' Students: [No response] Teacher: 'Yes, that's right, kalimat adalah gabungan dari beberapa kata.'	The teacher elicited prior knowledge and supplied a definition when students' responses remained incomplete.
Sentence structure	Teacher: 'Lalu, struktur kalimat itu apa saja?' Students: [No response] Teacher: 'Struktur kalimat itu subject … Apa lagi?' Students: 'Predikat, obyek, kalimat keterangan.' Teacher: 'Alfian reads, subyeknya yang mana?' Students: 'Alfian.' Teacher: 'Kalau predikatnya?' Students: 'Reads.'	Prompting and modelling helped students move from silence to identifying the subject and predicate in an example.
Written messages and commands	Teacher: 'Open the door, please! Artinya apa?' Students: 'Buka pintu, Bu.' Teacher: 'Kalau sit down, please?' Students: 'Silakan duduk, Bu.' Teacher: 'Written message itu biasanya banyak terdapat di tempat-tempat umum, contohnya NO SMOKING atau KEEP OUR ENVIRONMENT.' Students: [Nodding]	Familiar public messages and physical commands connected English expressions with contextual meaning.
Identifying an object	Teacher: 'Object itu apa?' Students: 'Benda, Bu.' Teacher: 'Kalau ada kalimat Alfian reads a book, objectnya yang mana?' Students: 'Book.' Teacher: 'Book itu apa?' Student: 'Buku.'	A short question sequence checked grammatical recognition and vocabulary meaning.
Contextual imperative expression	Teacher: 'This room is very hot, itu artinya apa?' Students: 'Tempat ini panas.' Teacher: 'Kipas angin itu apa Bahasa Inggrisnya?' Student: 'Fan.'	Context, dictionary use, prompting, and recasting enabled students to construct a complete imperative expression.

	Teacher: 'Turn on the fan, please … kalau mematikan apa?' Students: 'Turn …' Teacher: 'Turn off … berarti kalau matikan kipas anginnya, bagaimana Inggrisnya?' Students: 'Turn off the fan, please.'

Across the excerpts, one interactional pattern recurred: elicitation exposed silence, partial answers, or incorrect performance; the teacher then added a prompt, model, contextual cue, or recast; students subsequently attempted a more complete response. The analytical significance lies in this contingent sequence, not in repeating each exchange. It shows how student performance became formative evidence for adjusting assistance during the lesson.

Table 5. Observed changes in teacher practice

Dimension	Evidence after revision	Interpretation
Instructional focus	One manageable learning focus was emphasized at a time.	Reduced overload and supported deeper explanation.
Modelling	The teacher supplied and analysed sentence and message examples.	Made target forms and meanings visible.
Elicitation	Prior knowledge and answers were solicited throughout the lesson.	Allowed ongoing checks of understanding.
Scaffolding	Misunderstandings prompted clarification and further examples.	Support became responsive to observed needs.
Monitoring	The teacher circulated during group tasks.	Problems could be addressed during performance.

Student participation in the revised lessons

Participation varied across students and tasks. Many students listened and answered choral or direct questions, but silence occurred when sentence components were first elicited, one or two students talked with peers during explanations, and some learners struggled to interpret commands or begin group questions. More confident students supplied short answers, whereas hesitant learners often participated through nodding, observing demonstrations, consulting peers or dictionaries, and joining group work after additional explanation. Thus, the evidence shows uneven and supported participation rather than uniform engagement or comprehension.

Participation was not uniformly correct from the outset. When students encountered unfamiliar expressions, they hesitated, consulted dictionaries, supplied partial answers, or stated that they did not know. During an exchange about a hot room, students identified "fan" after searching for the word, learned "turn on," and subsequently produced "Turn off the fan, please." This sequence shows how learner responses, teacher prompting, and contextual explanation jointly supported meaning construction.

Group work provided another form of participation. Students initially experienced difficulty with some questions, but after the teacher clarified the procedure they discussed possible answers, sought help from group members or the teacher, and completed the exercises. The observation suggests that clearer task preparation and active monitoring enabled the groups to function more productively than during the preliminary observation.

The revised pacing coincided with longer attention to each focal item and more opportunities to listen, respond, ask, and practise before the class moved on. This association is consistent with the process-alignment interpretation, but the observations cannot establish that pacing alone caused the participation pattern; teacher modelling, monitoring, task structure, and the novelty of activities may also have contributed.

Table 6. Comparison of preliminary and revised lesson evidence

Dimension	Preliminary condition	Evidence in revised lessons	Bounded interpretation
Focus	Several targets were compressed into one lesson.	One focal unit was developed at a time.	A clearer, less compressed sequence was observed.
Modelling	Explanations and examples were brief.	The teacher analysed sentence and message examples.	Target forms and meanings were made more visible.
Task guidance	Groups received questions with limited procedural support.	The teacher explained procedures and circulated during work.	Support was available while tasks were performed.
Formative response	Understanding was checked inconsistently.	Silence, errors, and partial answers prompted clues or clarification.	Learner performance informed immediate support.
Student action	Students appeared confused when locating answers.	Participation included answers, questions, peer/dictionary use, and completion, alongside silence and hesitation.	Opportunities broadened, but participation remained uneven.

Summary of findings

Across the two meetings, the revised plan was associated with four observable contrasts from the preliminary condition: compressed coverage became a bounded instructional focus; brief explanations became analysed examples and modelling; unsupported group questions became guided and monitored work; and limited checking became repeated elicitation and clarification. Table 6 makes this trajectory explicit. These contrasts support a claim of local process improvement only within the observed cycle.

4. DISCUSSION

Main finding: lesson-plan revision as process alignment

The main interpretation is that lesson plan revision supported process alignment rather than merely administrative rewriting. The proposition represents an integration of an a priori lens and inductive classroom analysis: curricular focus and objective activity coherence were informed by lesson-planning theory, while the observed patterns of modelling, monitoring, contingent clarification, and participation refined how alignment was understood in enacted practice. It should therefore be read as a theoretically informed, empirically elaborated proposition not as a wholly emergent theory or a tested causal model.

This interpretation is consistent with the view that effective instruction is clear, focused, carefully oriented to learning, closely monitored, and responsive when students do not understand (Blum, 1984). In the preliminary lesson, the broad competence encouraged rapid movement across

multiple targets. In the action, smaller competence units enabled the teacher to slow down, illustrate concepts, and revisit misunderstanding. The result was not rigid delivery; the clear plan provided a stable structure within which the teacher could improvise responsively.

Interactional mechanism of improvement

The classroom evidence clarifies how sentence level, vocabulary, and contextual activities supported descriptive-text reading. Identification of subjects, predicates, objects, nouns, and verbs helped students parse who or what was being described and what action or relation was expressed. Contextual commands and public messages made lexical meaning visible through objects, gestures, and consequences, while dictionary consultation expanded access to unfamiliar words. These activities were pedagogically relevant only insofar as the teacher reconnected them to interpreting clauses, locating information, and answering questions about the descriptive passage; without that reconnection, they would remain isolated grammar exercises.

Such support aligns with meaningful lesson planning for English learners, which emphasizes prior knowledge, visuals or realia, motivation, and instruction within students' learning range (Haager, 2010). It also reflects the teacher roles of demonstration, facilitation, and scaffolding described by Bredekamp and Rosengrant (1995). The teacher did not simply deliver correct answers; she elicited existing knowledge and responded to partial or incorrect answers with more accessible explanations.

Learner participation as formative evidence

Students' questions, responses, collaborative work, and dictionary use indicate that participation sometimes contributed to meaning-making, but this pattern was neither uniform nor continuously successful. Silence was common during initial elicitation of sentence structure, some learners relied on choral or peer-supported answers, one or two became distracted during explanation, and groups initially struggled to begin some questions. Participation was more visible during familiar commands and supported group work than during decontextualized grammatical elicitation. These contradictory cases show that the revised process created opportunities for participation but did not remove individual differences or demonstrate comprehension for every learner.

Nevertheless, participation should not be treated as equivalent to measured comprehension achievement. A student may be attentive and responsive without yet demonstrating durable or transferable comprehension. Conversely, a quiet student may understand without frequently speaking. The study's strongest contribution is therefore an evidence-based description of classroom-process change. A more robust claim about reading achievement would require aligned reading assessments administered before and after the action, together with transparent scoring criteria.

Comparison with previous studies and contribution

The findings converge with Alyne et al. (2024) and Hutapea et al. (2025) in supporting staged guidance during descriptive-text lessons, but they add a different level of explanation. Those studies foreground named techniques and achievement change; this study shows how planning decisions can organize the conditions under which any technique is enacted: a manageable focus, corresponding tasks, visible modelling, monitoring, and feedback triggered by learner performance. In relation to Wendaferew and Damtew (2023), the study does not replicate a causal effect of explicit

strategy instruction; it identifies the lesson-plan architecture that made explicit support observable in one class. In relation to Knecht et al. (2023), it links sentence-level attention specifically to teachers' contingent scaffolding of descriptive-text meaning. The added knowledge is therefore a planning-to-interaction account, bounded by qualitative process evidence.

The study's contribution is a context-bound process-alignment proposition rather than a claim to have invented alignment or scaffolding. Each element is grounded in the findings: the division of broad competence supports curricular focus; correspondence among indicators, explanations, and tasks supports objective–activity coherence; analysed examples support teacher mediation; prompts and clarification following silence or error support formative responsiveness; and circulation plus process observation support assessment coherence. Established alignment concepts explain consistency among objectives, activity, and assessment, while scaffolding explains contingent support. The present contribution connects these established ideas across the written-plan-to-enacted-lesson boundary and shows their combined operation in descriptive-text reading.

Interpretive boundary of the one-cycle design

The study ended after one cycle because collaborative reflection judged the observed process satisfactory. This was a contextual practitioner decision, not proof of mastery. Accordingly, "improvement" throughout this article refers only to contrasts in the observed instructional sequence, support, monitoring, and participation across one preliminary lesson and two revised lessons. It does not imply causality, durability, transfer to other classes, or improved reading scores. Additional cycles and direct reading assessment are required to test those outcomes.

Implications for elementary English teaching

First, teachers should unpack broad curriculum competencies into objectives that can realistically be taught and observed within one lesson. Each objective should be aligned with indicators, learning activities, supports, and assessment. This does not mean fragmenting reading into unrelated skills; the smaller units should remain connected to the meaningful interpretation of a text.

Second, lesson plans should anticipate likely learner difficulties. For descriptive texts, this may include unfamiliar vocabulary, sentence structure, noun phrases, adjectives, relational verbs, and the distinction between identification and description. Anticipated scaffolds may include pictures, labelled examples, gestures, oral rehearsal, glossaries, dictionaries, guided questions, and peer discussion. Where suitable infrastructure is available, carefully selected digital supports may complement teacher guidance; a recent meta-analysis reported positive effects of technology-based interventions for elementary learners with reading difficulties (Alqahtani, 2024).

Third, process assessment should be embedded in instruction. Eliciting answers, asking learners to demonstrate an instruction, monitoring groups, and inviting questions can reveal misconceptions before the lesson ends. These checks should be complemented by a brief individual reading task when the intended outcome is reading comprehension. Doing so would connect observed participation with direct evidence of learning.

Finally, collaborative observation can support teacher learning. Descriptive notes preserve classroom events, while reflective notes help collaborators examine why particular actions supported or constrained learning. In this study, the structured checklist, independent review of a subset of records, cross-observer comparison, and post-lesson discussion strengthened analytical dependability.

Table 7. Practical recommendations derived from the study

Planning stage	Recommended practice	Expected contribution
Competency analysis	Unpack broad competencies into connected, lesson-sized objectives.	Achievable focus and coherent pacing.
Task design	Model the task and provide guided practice before independent/group work.	Reduced procedural confusion.
Language support	Pre-teach essential vocabulary and contextualize key language features.	Improved access to textual meaning.
Formative assessment	Use questions, demonstrations, observation, and a short individual reading check.	Evidence for immediate feedback and re-teaching.
Reflection	Compare observer notes, student work, and assessment evidence after each meeting.	Stronger decisions about the next cycle.

Conceptual transfer to aviation-language training

The data are not from aviation education, but the planning mechanism offers a testable proposition for aviation-language training: isolate an operational objective, model standard phraseology and appropriate plain language, guide scenario exchanges, require independent simulation, and assess intelligibility, interaction, and task completion. This is consistent with ICAO's competency orientation (International Civil Aviation Organization, 2010), but it is conceptual transfer, not evidence about pilots or air-traffic controllers.

Limitations

As an exploratory, single-cycle pilot inquiry, three limitations shape the interpretation of the findings. First, the study involved one teacher and one class of 22 students in one public elementary school. Second, the study comprised one preliminary lesson and a single action cycle implemented over two revised meetings. Accordingly, the findings provide evidence of improvement within the observed period. Further cycles and longer-term observation would be valuable for establishing the durability of these improvements and distinguishing sustained change from possible short-term responses to the revised instruction and observation context. Third, the study did not include standardized reading scores or student interviews. Participation also cannot be treated as equivalent to measured comprehension, and the elementary-school setting provides no empirical evidence about aviation-language training. Consequently, the process-alignment proposition is a context-bound, theoretically informed explanation with provisional transferability, not a validated causal or universal model. Future studies should test it across grades, schools, text genres, and longer cycles using explicit success criteria, aligned reading measures, multiple data sources, structured observation and independent coding across larger samples, and continued transparent reporting of the applicable consent, assent, or formally approved waiver procedures.

5. CONCLUSION

Within the limits of an exploratory, single-cycle pilot inquiry, the knowledge value of this study is the process alignment proposition: revising a lesson plan can improve the teaching and learning of descriptive text reading when curricular focus, objectives, classroom activities, explicit modelling, formative elicitation, scaffolding, and monitoring are coherently connected. The teacher's clearer sequence enabled explanation, examples, and responsive support, while students' answers,

questions, errors, strategic actions, and collaboration became evidence for instructional adjustment. The theoretical implication is that lesson planning should be understood as an enacted and interactional mechanism, not merely a written requirement. Practically, teachers can use collaborative plan review and observation to unpack broad competencies, anticipate language difficulty, and embed feedback in ordinary lessons; schools and teacher educators can use the same process for professional learning. The findings are limited by one class, one teacher, one cycle, qualitative evidence, and the absence of direct reading scores. Future studies should conduct additional cycles, include aligned pre/post reading tasks, apply explicit scoring criteria to student work, retain structured observation, expand independent coding, and examine whether the process-alignment proposition transfers across grades and text genres. Teachers are recommended to revise plans collaboratively and monitor process evidence, while researchers should distinguish carefully between improved participation, improved instruction, and measured reading achievement.

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