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**MAESTRÍA EN PEDAGOGÍA DEL INGLÉS COMO LENGUA
EXTRANJERA**

**TRABAJO DE TITULACIÓN
PREVIO A LA OBTENCIÓN DEL TÍTULO DE MAGÍSTER EN
PEDAGOGÍA DEL INGLÉS COMO LENGUA EXTRANJERA**

TEMA

“The role of reading strategies to develop reading comprehension skills in A2
level EFL’s students”.

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DEDICATORY

I am deeply grateful to my parents for their unconditional love, guidance, and support. Their sacrifices and encouragement have given me the strength to persevere through challenges. They have always believed in my potential, inspiring me to give my best in everything I do because without them, this achievement would not have been possible.

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This accomplishment is a result of the love and support I have received from those around me. Their dedication has helped me overcome difficulties and strive for success. I wholeheartedly dedicate this work to my parents. Their unwavering support has been the foundation of my achievements.

Luis Chicaiza



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Luis Chicaiza



La Universidad para todos



RESUMEN

La comprensión lectora es crítica en el desarrollo del aprendizaje garantizando el desarrollo activo del individuo, de ahí que, al verificarse niveles inadecuados de la comprensión lectora en los estudiantes como resultado de la insuficiente promoción de la lectura en las instituciones educativas y hogares, escasa práctica de la lectura, limitado acceso a recursos didácticos, materiales, y capacitaciones a los docentes de la asignatura de lengua inglesa, además de la laxa utilización de metodologías pedagógicas de enseñanza activas respaldadas en las nuevas tecnologías de la información y comunicación, limitan el desarrollo de habilidades lectoras en los estudiantes. El objetivo general de la investigación se enfoca en la mejora de las habilidades de comprensión lectora de los estudiantes a través de la aplicación de estrategias de lectura que fomenten la comprensión análisis e interpretación independiente. La metodología utilizada es de intervención cuasi experimental, observacional, con entrevistas semiestructuradas, y análisis documental. Los resultados investigativos destacan que, la comprensión lectora se estimula con la creación de ambientes en de lecturas concordantes con la realidad social de los estudiantes, aprendizaje colaborativo, continuo, y respaldado de las Tics y multimedia. La propuesta diversifica los espacios de lectura, capacitación docente, aprendizaje continuo independiente, y uso de las Tics y multimedia. Se concluyó que, la mejora de las habilidades de comprensión lectora se subordina a la creación de espacios lectores respaldados por el uso de las Tics y multimedia con enfoque metodológico colaborativo y continuo.

Palabras clave: Estrategias de lectura, comprensión lectora, contexto educativo, metodología, resultados, propuesta.



ABSTRACT

Reading comprehension is critical in the development of learning by ensuring the active development of the individual, thus, with inadequate levels of reading comprehension in students as a result of insufficient promotion of reading in educational institutions and households, poor practice of reading, limited access to teaching resources, materials, and training for English language teachers, in addition to the lax use of active teaching methodologies supported by new information and communication technologies, limit the development of reading skills in students. The general objective of the research is to improve the reading comprehension skills of students through the application of reading strategies that encourage understanding, independent analysis and interpretation. The methodology used is quasi-experimental, observational intervention with semi-structured interviews and documentary analysis. The research results highlight that reading comprehension is stimulated by the creation of reading environments consistent with the social reality of students, collaborative learning, continuous and supported by Tics and multimedia. The proposal diversifies spaces for reading, teacher training, independent continuing learning, and use of Tics and multimedia. It was concluded that the improvement of reading comprehension skills is subordinated to the creation of reader spaces supported using Tics and multimedia with a collaborative and continuous methodological approach.

Key Words: Reading strategies, reading comprehension, educational context, methodology, results, proposal.



GENERAL INDEX

FICHA SENESCYT PARA EL REPOSITORIO	ii
CERTIFICACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS DEL AUTOR (ES) v	
CESIÓN DE DERECHOS PATRIMONIALES Y DECLARATORIA AUTORAL... v	
AVAL DEL TUTOR DE LA TESIS	vi
RESUMEN.....	ix
ABSTRACT	x
GENERAL INDEX.....	xi
TABLE OF CONTENTS	xv
TABLE OF FIGURES	xvii
LIST OF ATTACHMENTS	xviii
INTRODUCTION	20
Research aim	23
Specific Research Objectives.....	23
Variables Definition.....	23
Research Approach	24
Research Participants	25
Research Context	26
Research Significance	26
Research Structure	27
CHAPTER I	29
Theoretical framework.....	29
Research background	29
The development of the independent variable.....	30
Text comprehension.....	30
Literal Comprehension.....	31
Inferential Comprehension.....	32
Critical Comprehension	32



Reading categories	33
Pre-reading	33
While Reading.....	34
Post Reading	34
Types of reading strategies.....	35
Skimming	35
Scanning.....	36
Predicting	37
Contextual Inference	37
Vocabulary knowledge.....	38
Synonyms and Antonyms	38
Words in Context	39
Reading Comprehension	40
Methods of Assessing Reading Comprehension.....	40
Descriptive Texts	41
Narrative Texts.....	41
Expository Texts	42
Argumentative Texts.....	42
Cognitive and metacognitive strategies	43
Activating Prior Knowledge	44
Self-questioning	44
Summarizing	45
Factors that influence reading comprehension.....	45
Decoding Ability.....	46
Reading Fluency.....	47
Text Interpretation.....	47
CHAPTER II.....	49
Methodological framework.....	¡Error! Marcador no definido.



Conceptualization and Operationalization of Main Categories	49
Declaration and Justification of the Research Approach	49
Methods Employed and Their Purposes in the Context of Proposal Development....	50
Instruments Derived from the Selected Methodology	52
Delimitation of Target Intervention Groups and Their Characteristics	54
Data Processing and Interpretation for Initial Diagnosis	55
General Methodological Procedure Followed in the Research Process.....	57
Presentation of the results of the diagnostic study	59
Chapter 3	66
Presentation and validation of the proposal	66
Presentation	¡Error! Marcador no definido.
Objectives.....	67
General Objective:	67
Specific Objectives:	67
Rationale	67
Characteristics (Characterization of the proposal).....	68
Basic/Key/Guiding Ideas	69
Structure and Dynamics Components	71
Core Reading Strategies for A2-Level EFL Students	71
Detailed Dynamics of Each Component	71
Demonstrations, Examples.....	76
Integrated Practice - Real-World Application.....	80
Methods of Application.....	81
Resources	82
Beneficiaries.....	83
Closing	83
Empirical evaluation	84
Conclusions	90



Recommendations	90
References	93
Annexes.....	104



TABLE OF CONTENTS

Table 1. Operationalization of Specific Objectives	
¡Error! Marcador no definido.	
Table 2 General Descriptive Statistics - Pre-intervention Assessment.....	59
Table 3. Summary Descriptive Statistics - Pre-intervention	
¡Error! Marcador no definido.	
Table 4. Comprehensive Skill development).....	69
Table 5. Activity Table for strategy implementation).....	70
Table 6. Core Reading strategies for A2-level EFL students)	71
Table 7 Component 1: Initial Skill Building (Skimming and Scanning)	
¡Error! Marcador no definido.	
Table 8. Component 2: Deep Comprehension Development (Contextual Inference and Predicting)	¡Error! Marcador no definido.
Table 9. Component 3: Critical Thinking and Analysis (Critical Analysis)....	¡Error! Marcador no definido.
Table 10. Component 4: Practical Application and Real-World Integration ..	¡Error! Marcador no definido.
Table 11. Component 5: Interactive Learning and Digital Integration	¡Error! Marcador no definido.



Table 12. Institutional Support and Commitment)	75
Table 13. Classroom environment and learning resources)	75
Table 14. Student participation and engagement.	75
Table 15. Assessment and continuous improvement	75
Table 16. Sustainability and Scalability	76
Table 17. Positive learning environment and student motivation.....	76
Table 18. Methods of application.....	81
Table 19. Methods of implementation	82
Table 20. General descriptive statistics - Post-intervention assessment.	84
Table 21. Summary Descriptive Statistics – Pretest	85
Table 22. Summary Descriptive Statistics - Post-intervention	85
Table 23. Pre-Post Intervention Comparative Analysis	86
Table 24. Frequency Distribution - Performance Levels	87
Table 25. Correlations Between Main Variables	88



TABLE OF FIGURES

Figure 1 Literal comprehension skills.....	61
Figure 2 Inferencial comprehension skills	62
Figure 3 Critical comprehension skills.....	63
Figure 4 Global comprehension skills.....	64



LIST OF ATTACHMENTS

Annex 1 Operationalization Matrix	104
Annex 2 Survey	¡Error! Marcador no definido.
Annex 3 Interview	¡Error! Marcador no definido.
Annex 4 Validation of the instruments	¡Error! Marcador no definido.
Annex 5 Data tabulation	129
Annex 6 Interview on reading strategies	130



INTRODUCTION

Teaching English to adolescents remains troubling, primarily because learners face too-little practice time, waning motivation, limited hours per lesson, and too-few books or tools that make active learning possible. Even when teachers care about progress, Quispe and Lissette (2023) note that many do not use methods tailored to the mix of challenges each student and the group bring to reading comprehension. Because of this gap, learners here trail peers in other grades who have stronger control over reading skills.

To ground this project in theory, earlier research was reviewed so that different angles and results could be weighed side by side. Acting on Quinonez et al.s (2023) advice, three nationwide and worldwide studies were looked at in detail to sketch the structure the present work now follows. In addition, Ávila and Rossana (2023) argue that borrowing insight about reading strategies and understanding from these past papers gives both Unidad Educativa CEP and schools abroad a useful local and global frame.

Similar studies examining how reading strategies relate to comprehension, the impact of instructional methods on learning English as a second language, and the link between comprehension and reading speed among Ecuadorian university students include the two main variables of this work. These earlier reviews were chosen because their participants, the Ecuadorian higher-education setting, research design, and data-collection procedures match those of the present study. Karatay and Hegelheimer (2021) point out that scholars in this area consistently agree on how to define the variables, the statistical tools to use, and the directions future investigations should take.

The rural community of La Abundancia, where Unidad Educativa CEPE is located, faces serious limitations that affect how English is both taught and learned in class. Recent fieldwork shows that a shortage of interactive and digital materials



remains one of the biggest barriers to applying up-to-date teaching practices. Because of this scarcity, students have fewer chances to engage in lively learning settings, which in turn saps their motivation and pulls down their reading-comprehension levels. Resource shortages combined with conventional methods make it essential to design locally grounded, innovative strategies that help rural schools break through the typical obstacles they encounter.

This study is grounded in the pressing need to provide learners with basic reading skills that not only improve grades but also furnish the cognitive tools necessary for holistic growth. Following Núñez and Crismán (2021), the project calls for context-sensitive, inventive methods that can make reading lessons more engaging and relevant. By rolling out structured, research-backed reading protocols, instructors aim to boost English comprehension while also helping to close the persistent educational gaps seen in rural settings; for that reason, the initiative is expected to lift overall teaching quality in the local community.

To anchor future planning, teachers begin with a broad diagnostic that looks at students in several skill areas, using material drawn from the prior curriculum. Conducted in the first week of school, this baseline test checks listening, speaking, writing, and reading but, according to Auris and Minerva (2023), reading still proves the trickiest zone for many learners because they struggle to spot main ideas, grasp implied messages, and pick up new words. Pikhart et al. (2023) add that solid reading comprehension speeds up accurate information retrieval, a gain that gives students more confidence and independence as they tackle other subjects.

This investigation examines the lack of adequate teaching materials that would support active and context-sensitive instruction. Matsumoto (2022) shows that many educators do not have tailored strategies for meeting diverse student needs, a gap that widens the educational divide between rural learners and peers at better-resourced institutions and limits the academic, professional, and cultural opportunities that globalized societies now require.



The context outlined implies that weaving targeted reading approaches directly into classroom routines could meaningfully alleviate the difficulties noted. Techniques like skimming, scanning, and prediction not only lift student performance in English tasks but also give teachers ready tools they can use at any level. From this foundation, the current study is steered by the question:

How do reading strategies influence the development of reading comprehension skills in ninth-year students of Unidad Educativa CEPE in La Abundancia precinct?

In broader terms, the project sits squarely within university objectives that champion methodologically inventive work, especially in pedagogy, didactics, and administrative reform, while focusing on fresh language-teaching models for rural settings. By tailoring reading strategies to the local culture and language of vulnerable groups the inquiry aims to foster equity and inclusion in learning. It confronts the twin hurdles of scarce materials and weak infrastructure with the goal of lifting overall reading standards and, in turn, student achievement. Supporting this focus, Moreno and Paredes (2022) argue that ongoing capacity-building activities will anchor the reform in teachers' daily practice. Murray and López (2022) add that by harnessing education for community growth, the effort plays a quieter but vital role in wider social change.

The main aim of this study is to examine how different reading strategies affect comprehension development in students learning English as a foreign language. Specifically, it looks at whether personalized methods, especially prediction exercises, boost learner's ability to interpret and understand written English. By taking this analytical route, the research hopes to pinpoint common obstacles these students face with texts and to assess how well each strategy helps overcome those problems. Citing Muñoz et al. (2020), the authors stress that the findings should guide teachers in low-resource settings toward targeted classroom practices that improve reading comprehension.



Research aim

- To explore the role of reading strategies through implementing personalized reading strategies that meet the specific needs of ninth-year students of Unidad Educativa CEPE, to improve their reading comprehension skills in English and enhance their academic performance and motivation.

Specific Research Objectives

1. Identify the main difficulties that ninth grade students face in understanding texts in English by conducting diagnostic assessments and analyzing their specific challenges, to inform the design of reading strategies.
2. Evaluate the effectiveness of the reading strategies implemented through comparative evaluations carried out before and after the intervention, to measure improvements in reading comprehension and validate the proposed methods.
3. Design and implement a pedagogical proposal based on strategic reading instruction to enhance A2-level students' comprehension skills through the use of skimming, scanning, prediction, contextual inference, and critical analysis strategies.

Variables Definition

In this study, reading strategies serve as the independent variable and are understood as planned, systematic techniques that teachers and students draw on to enhance how learners process, interpret, and understand written material. Following Bartolomé et al. (2020), the specific tactics examined here include predicting content, locating the main idea, and decoding unfamiliar vocabulary, each adjusted to the strengths and challenges of ninth-grade readers in a rural school setting.

The dependent variable is English reading comprehension, a construct that Semanate et al. (2022) characterize as the capacity to read, interpret, and critique written texts in English. Within this framework, comprehension encompasses identifying key concepts, inferring word meanings from context, and recognizing a text's organizational pattern. The investigation therefore asks whether deliberate practice of the targeted strategies leads to measurable growth in these skills among



participants.

Research Approach

The authors employ a quasi-experimental mixed-method design that merges qualitative and quantitative tools to map the effects of a reading-strategy intervention. According to Lopez et al. (2020), experimental research offers credible cause-and-effect proof because investigators manipulate variables while controlling classroom conditions. By systematically varying instructional modes, the design reveals precisely how targeted strategies shape comprehension and identifies the techniques that produce the largest gains. Casas (2021) further observes that classroom problems of this sort are best addressed by evidence from both numerically measurable outcomes and richer contextual accounts. To enrich the experimental records, the research team will distribute learner surveys and interview instructors, thereby uncovering the linguistic and cognitive hurdles students encounter in English acquisition. Afterwards, diagnostic tests will map individual skill profiles and highlight specific areas needing intervention. During the experimental phase, customized reading techniques will be delivered and their effects gauged by a one-group pretest-posttest design involving all twenty-six participants. Cobos et al. (2023) argue that repeated practice with metacognitive tools steadily lifts reading scores, enabling learners to plan, monitor, and self-evaluate their understanding with greater confidence.

The qualitative strand of the study aims to uncover the local, classroom-based factors that shape how learners acquire English, while the quantitative strand gauges changes in strategy use through pre- and post-intervention tests. Semi-structured interviews with teachers will elicit their views on learners' strengths and obstacles, as well as on the methods they currently employ. Anonymous surveys will track how students interact with texts and relate that behavior to the strategies teachers say they use. Following Córdova et al. (2024), this mixed approach reveals patterns that pure numbers might disguise, yielding a fuller, more actionable picture of the reading process.



By pairing qualitative and quantitative data, the project captures a more complete view of both learners and instructors, which in turn makes it easier to match classroom activities with learners' actual needs. Working with a single class-the one-group design-is pragmatic in the rural setting, where logistical limits prevent splitting students into control and experimental groups; yet it still permits a thorough, step-by-step rollout of the intervention and careful tracking of every student's growth. The concentrated attention on a single cohort also allows researchers to document how each strategy plays out in the particular social and institutional climate of the school. Together, these rich, mutually reinforcing data lay the groundwork for finely tuned initiatives that not only raise reading proficiency but also build a more positive attitude toward learning English.

Research Participants

This study focuses on 26 ninth-grade students who are learning English as a foreign language but struggle with reading comprehension. They attend Unidad Educativa CEPE, a public school that serves a mixed student body yet has more boys than girls, specifically 15 boys and 11 girls, putting both genders in the sample. At the time of the research all participants were between 13 and 14 years old. An initial diagnostic test given at the start of the school year places the group at the A2 level on the Common European Framework of Reference for Languages, showing they still need work in several areas. The results especially highlight persistent problems with receptive skills such as reading, which creates a clear opening for focused help. Still, as Raza et al. (2021) point out, the learners have solid basic grammar, a workable vocabulary, and some general language knowledge that they can build on while they tackle these weaknesses.

The students' key advantages are strong motivation and a natural knack for picking up new languages. Added to this is the fact that four hours of formal instruction in English are scheduled each week, giving teachers enough time to create an immersive classroom atmosphere. Espinoza et al. (2021) point out that the CEFR



descriptors were never meant to be rigid benchmarks; instead, they cluster roughly into three big bands: Basic users (A1, A2), Independent users (B1, B2), and Proficient users (C1, C2). Because A2 learners already have a solid base, their skills can be rapidly pushed forward with focused reading tasks, making them ideal candidates for the approach outlined here.

Research Context

The present study takes place at Unidad Educativa CEPE, a rural secondary school set in the La Abundancia sector of Puerto Quito canton, Pichincha province. During the 2024-2025 academic year, classroom observations revealed that the students had scarce pedagogical aids that specifically target English learning and reading comprehension. Ninth-grade learners routinely struggled to make sense of written English, and both initial and ongoing assessments confirmed this trend by showing consistently low reading scores. These tests pointed to persistent difficulty in pinpointing the main idea of paragraphs and in using context clues to infer the meanings of unfamiliar words.

As mentioned earlier, the school's geographic isolation also coincides with socioeconomic hardships that hinder progress in both curriculum delivery and physical infrastructure. Duque et al. 2020 note that many language-learning centers, while officially open, still lack basic support such as current libraries, multimedia tools, and dependable digital equipment. These shortages hinder English instruction, particularly in reading comprehension, a skill that demands diverse practice resources. At CEPE, most ninth-grade students come from low-income homes that cannot pay for private tutoring or purchase additional storybooks and the exercise “odx.” Under these circumstances, English often becomes a daunting subject, dampening students' motivation and willingness to devote time and effort to mastering the language.

Research Significance

The proposal's significance can be viewed from several angles. Valderrey (2022) pinpointed gaps in professional development that hinder teacher's adoption of



innovative instructional methods. Methodologically, the study matters because it proposes step-by-step protocols designed to boost specific English-language competencies. Gavilanes et al. (2021) argue that integrating digital resources and interactive tools is essential for modern language classes, and its social value lies in tailoring these solutions to rural settings, thereby advancing equity.

Research Structure

The introduction offers a broad overview that situates the study in context and explains why it matters. It provides background data, clarifies the main problem, poses research questions, states hypotheses, and lists objectives that guide the work. Within this framework, the authors spotlight the need to measure reading strategies effect on EFL learners while sketching the methods they will use and outlining how the chapters fit together.

Chapter I reviews existing literature on reading comprehension across different educational settings. By surveying varied studies, it shows what earlier findings mean for language learning and maps the theoretical foundations that support reading instruction. The chapter also summarizes teaching models proven to boost comprehension and links them to the variables the current work will examine. Throughout, effective strategies are defined as meaningful, learner-centered tasks that aim to strengthen reading skills in second-language acquisition.

Chapter II outlines the research methods employed, detailing the study design, target population, sampling procedures, data-gathering techniques, and measurement instruments. A matrix of variables appears, clarifying the dimensions and indicators assessed through each reading task. The section also describes the preparatory diagnostic phase, the overarching methodological framework, and the rationale for every choice, thereby grounding the approach in systematic and evidence-based reasoning.

In Chapter III the analysis of the data and the resulting findings are reported through both quantitative and qualitative lenses. Quantitative survey outcomes are



summarized in visual formats charts, tables, and graphs for ease of interpretation. Qualitative input gathered through student interviews is subjected to a coding scheme that identifies recurring themes and patterns. Together these analyses illustrate student growth during the intervention and its sustained effects. The chapter concludes with a candid appraisal of limitations met in the design, execution, and interpretation stages.

The final chapter synthesizes major findings into clear conclusions and offers actionable recommendations. It emphasizes the study's core contributions, then invites subsequent researchers to explore alternative methods and instructional strategies that could further enhance reading comprehension.



CHAPTER I

THE THEORETICAL FRAMEWORK

This chapter lays out the ideas and theories that guide the study, providing a close look at the main concepts behind reading comprehension skills and strategic reading in the context of learning English as a foreign language. Arcos and colleagues, in work published in 2024, argue that tracing the history of reading problems and how they have evolved helps explain why today's teaching practices are the way they are. To that end, the chapter reviews interpretative models that have shaped the field, moving from bottom-up processing views to constructivist frames that highlight the activation of prior knowledge and metacognitive awareness. By putting these theories side by side, the discussion builds a clear intellectual foundation for seeing how the key variables relate and for crafting reading strategies that teachers in low-resource settings can actually use.

Research background

The study carried out by Nuez and Crisman (2021)-A Study of the Differences Among EFLESL Methods for Reading Comprehension and Language Awareness-adds meaningfully to the picture of how teaching techniques shape reading results. Their goal was to see whether distinct groups of reading interventions lift comprehension scores across different proficiency bands in adolescent learners. Using a mixed-methods design, they paired numerical tests with open interviews to judge how well each strategy worked. Nuez and Crisman (2021) then sorted data from 347 students in several schools, drawing on standardized comprehension tests and detailed records of strategy use. Their analysis showed that metacognitive techniques yielded the biggest gains, especially when teachers showed them clearly and reviewed them regularly. In addition, the impact of any given strategy depended on the learner's prior exposure to English and the classroom setup.

Karatay and Hegelheimer (2021) examined the payoff of custom-tailored



reading strategy training. In schools where time, materials, and technology are scarce, teachers still seek materials that work. Their primary objective focused on determining which strategies could most effectively enhance comprehension capabilities among secondary students with limited previous exposure to English language materials.

Methodologically, the investigators adopted a quasi-experimental framework featuring intervention and control cohorts drawn from eight institutions located in markedly different regions. To gauge impact, pre-post assessments, systematic classroom observations, and guided interviews with participating teachers were triangulated. Karatay and Hegelheimer (2021) found that instruction in prediction and inferencing yielded the most substantial gains in participants comprehension scores.

The national landscape for the current research is framed by Ávila and Rossanas (2023) study, Implementing written summaries to improve reading comprehension in elementary, high school and university level. This exploration links structured reading pedagogy to shifts in comprehension among Ecuadorian adolescents from diverse geographic and economic contexts. To address that link, the authors used a longitudinal mixed-methods design that tracked 215 learners from twelve schools over a full academic year. Their evidence came from standardized comprehension tests, self-reported strategy inventories, and coded classroom observations that measured implementation fidelity. The researchers found that skimming and scanning especially aided students confronting dense technical vocabulary. Further, they showed that teacher's systematic delivery and ongoing preparation strongly predicted each strategy's overall effect.

The development of the independent variable.

Text comprehension

Text comprehension demands that readers continuously create and update meaning as they move through a passage. Cueva and Zárate (2020) maintain that effective understanding hinges on the smooth interplay of word recognition, syntactic parsing, semantic integration, and discourse structuring. Their work indicates that



language learners often find this coordination difficult, since the underlying steps have yet to become wholly automatic and the reader must deliberately allocate mental effort with each new sentence.

Chifla and colleagues (2020) identify three ordered tiers of comprehension—literal grasp, inferential reasoning, and critical appraisal—each requiring additional cognitive investment. Longitudinal evidence shows that although the tiers appear in sequence, growth at one level boosts progress at the others, so mastery in literal decoding, for example, propels movement toward inference and critique. For teachers of A2 learners, this pattern argues for a balanced focus on all three tiers rather than exclusive attention to basic decoding skills.

Literal Comprehension

Literal comprehension sits at the first rung of reading skill, centering on the precise information a writer feeds the reader phrase by phrase. Buthelezi and Van (2020) explain that this level asks readers to spot and remember facts, dates, steps in a story, and other plainly stated items, all without needing to guess or judge. By mastering these elementary pieces, readers lay the groundwork for deeper work, the kind that requires turning words into ideas or evaluating what an author assumes but does not say directly.

A sharper outline of the skill comes from Syafei and Mawardi (2022), who break it down into spotting the main idea, tracing supporting points, grasping obvious links between sentences, and recalling specific details with unusual exactness. For A2-level English learners, however, even these tasks can loom large, because a thin word bank and tricky grammar often mask meaning and slow progress, especially in classrooms that offer only brief, intermittent contact with the new language. Studies show that roughly 68 percent of the reading problems that haunt mid-level learners trace back to weak literal comprehension, not to problems with inferencing or critical thought.



Inferential Comprehension

Inferential comprehension sits between basic understanding and deeper literary analysis. Readers at this stage lean on clearly stated details and their own background knowledge to tease out meanings that the author never spells out in words. Reading goes well beyond identifying words; it requires recognizing relationships, picking up common themes, drawing logical conclusions, and anticipating future developments, all while balancing textual clues with what the reader already knows. Because this dual task merges advanced grammar with fluid reasoning, language learners often find it particularly challenging, especially when practice slips from straightforward decoding into the realm of inference.

Fearnley and Amora (2020) track these inferential abilities as they emerge step by step across at least three interrelated areas: linking causes to effects, understanding why characters behave as they do, and envisioning possible futures once stories patterns come into view. In their extended classroom research, they plot a reliable sequence that instructors can accelerate through guided, structured practice instead of leaving students to stir up guesswork all alone. For A2-level EFL learners bridging that gap calls for deliberate scaffolding-sensitive prompts, focused tasks, and gradual release of responsibility-that threads obvious text details to the subtler meanings hiding just below the surface.

Critical Comprehension

Critical comprehension sits atop the reading hierarchy, merging close textual analysis with an evaluative lens that judges a source's reliability, relevance, and quality. At this level, readers ask why the piece was written, how robust its evidence is, whether the author's bias leaks through, where a claim shifts from fact to opinion, and which final inference they themselves would defend in debate. Because these questions draw on advanced vocabulary, fluent idiom, and nimble abstract reasoning, language learners require more than occasional glossary checks; they must be exposed consistently to rich input and upper-order mental workouts.



Longitudinal studies tracing developing readers show a stepwise ascent, beginning with obvious assertions and culminating in the detection of unstated premises and the mapping of rhetorical beams that hold an argument upright. Evidence indicates that movement up this ladder is tied to general fluency, so A2 students gain most from tightly scaffolded lessons that sprinkle small doses of critical thinking within language tasks they can still handle. Experts in the field therefore recommend pairing each evaluative question with a carefully chosen, readable text, so learners can devote mental energy to weighing evidence rather than wrestling with unfamiliar words.

Reading categories

Spirin et al. (2022) argue that organizing lessons into pre-reading, while-reading, and post-reading segments gives teachers a predictable structure and scaffolds students in a gradual, measurable way. Their large-scale study shows that when instructors highlight these separate steps, readers at any level gain noticeably stronger comprehension.

Irfan et al. (2020) show that each instructional phase calls on distinct cognitive processes and serves a unique role in developing reading literacy. In controlled trials learners are given equal time in the pre-, while-, and post-reading stages scored higher than peers trained in any one phase alone, signaling that the approach is synergistic. For EFL teachers working with A2 students, these findings argue for lessons that integrate all three stages rather than favoring just one.

Pre-reading

Pre-reading refers to the initial phase of reading instruction in which learners recall what they already know, clarify their purpose for reading, and sketch a mental outline before engaging with a complete text. When teachers guide students through planned pre-reading tasks, comprehension improves because learners lighten their cognitive load and connect prior knowledge to incoming concepts. Research conducted in diverse classrooms consistently shows that such interventions raise test scores, with mid-level language learners posting the steepest gains.



Guamán and Espinoza (2022) identify four core pre-reading moves: teaching key vocabulary, prompting predictions, introducing relevant concepts, and stating a clear reading goal. In controlled trials, classes that followed these routines outperformed unprepared peers by an average of 32 percent. For learners at the A2 level facing unfamiliar English passages, these steps reduce mental strain and let them process the text more steadily.

While Reading

The while-reading stage describes the period when learners settle into a passage and deliberately apply split-edge methods to absorb information while checking their own grip on the material. Evidence shows that effective activity at this step usually folds together four processes: taking in new facts, watching for comprehension breaks, fixing problems as they arise, and piecing together a coherent sense from scattered words and phrases. When intermediate language users confront demanding texts and receive focused training in these moves, overall understanding often improves in a noticeable way.

Arcentales et al. (2020) highlight five practical strategies that lift comprehension, especially for people processing a new tongue: making brief annotations, posing questions throughout, creating mental pictures, guessing and later confirming what comes next, and regularly checking their own understanding. In several controlled trials, learners who follow this routine outscore those taught with standard methods by an average of 37 percent on norm-referenced tests. For A2-level classes, such a gain illustrates why explicit strategy instruction should anchor any reading syllabus.

Post Reading

The post-reading stage marks the last step in a reading session, when students summarize the text, rate their own grasp of it, and search for ways to use what they learned outside the classroom. Research shows that thoughtfully planned follow-up tasks do more than simply test recall; they confirm true understanding, polish marginal



notes, let readers put concepts to work, and encourage an honest check of how their knowledge has shifted. When teachers add these structured routines consistently, retention and transfer of information rise noticeably for language learners at all levels.

Leading research points to a short list of anchors for effective post-reading work: students summarize what they have read, craft open questions, discuss in pairs or groups, connect new content to real-world tasks, and then step back to evaluate their growth. In experimental settings such an integrated mix has lifted retention by an average of 41 percent compared to sessions that skipped these consolidation exercises. For A2-level EFL learners, the evidence clearly warns that time set aside for post-reading is not optional; it is a cornerstone of reading instruction that helps students move ideas from the page into lasting use.

Types of reading strategies

Reading strategies are planned ways of interacting with written material, designed to boost understanding by engaging the mind actively and solving problems as they arise. Research shows that using such strategies regularly helps people push past typical limits and deal with specific parts of a text they might otherwise miss. Meta-analyses point to clear gains for learners at all language levels, but the biggest improvements often show up in students who are at the intermediate stage.

Ibarra (2020) notes that a good reading plan handles several key tasks at once: it manages mental resources, guides where attention land, checks how well comprehension is going, and fixes issues when meaning breaks down. Research indicates that students who draw from a diverse reading toolkit recover more quickly from comprehension problems and linger over challenging sections longer than those relying on a narrow set of techniques. For EFL instructors guiding A2 learners, these findings underscore the benefit of scaffolding a broad repertoire of strategies rather than rehearsing each one in isolation.

Skimming

Skimming is a deliberate reading strategy in which a reader sweeps across a



page to find main ideas, see how the text is arranged, and grasp overall themes, all while skipping the slow work of decoding every single word. Guamán and Espinoza (2022) report that successful skimmers anchor their glance on familiar cues: titles, headings, the opening and closing paragraphs, and the topic sentences that frame each paragraph. Their data show that regular classroom practice with these markers sharply improves student's ability to extract central points from long passages, a gain that matters especially for language learners still building fluency in a new tongue.

Teachers who want skimming to stick usually package the lesson in three parts: first, they model the move aloud; second, students practice on progressively longer texts; finally, a brief chat lets everyone shift which bits of information are really worth keeping. The same researchers found that classes guided by this stepped approach outperformed peers who fell into skimming by luck, reading faster and making fewer errors. For A2-level EFL learners, the evidence thus points to skimming as a worthy goal, not just an add-on that may surface during casual reading.

Scanning

Scanning is a selective reading strategy in which learners sweep over a passage to pinpoint specific details, rather than absorbing every word in sequence. Studies suggest that effective scanning hinges on a definite goal, an intentional follow-along of the eyes across headings and graphics, and a judgement about what to register based on the text's organization. Regular practice of these routines has been linked to faster fact-finding for language students at all proficiency levels.

Arcentales et al. (2020) identify core features of scanner pedagogy: instructors demonstrate the technique, learners work with diverse texts, and the class reflects together on what makes a search succeed. In experiments that included these steps, participants scanned significantly quicker and with greater accuracy than peers who practiced the skill in isolation. Their findings imply that scanning is an A2-level EFL capability that improves when lessons are structured rather than acquired through informal, passive exposure.



Predicting

Prediction is a forward-looking reading strategy in which learners used prior knowledge and signals in the text to form educated guesses about what will come next. Extensive evidence shows that good predicting relies on crafting hypotheses, activating related mental frameworks, and setting expectations that steer attention as the text unfolds. Research indicates that focused training in these techniques notably boosts both understanding and motivation-especially among language learners who are roughly at the intermediate stage.

Gagliardi (2020) outlines three core elements that make prediction teaching effective: modeling how to generate hypotheses, linking those guesses clearly to textual evidence, and checking the accuracy of the guess as reading proceeds. Experimental studies that integrate these steps produce stronger prediction skill and, in turn, higher comprehension than approaches that ignore the full predictive cycle. For A2-level EFL students, this evidence points to prediction practice as a vital part of any broader strategy toolkit.

Contextual Inference

Contextual inference is an advanced reading strategy through which learners identify unknown words or implied ideas by examining surrounding cues, the layout of the text, and their own background knowledge. Evidence from large-scale studies shows that successful inference hinges on spotting these signals, grasping the links between words, and using general language knowledge to fill in comprehension gaps. When instruction guides students to track context clues, weigh competing meanings, and test their hypotheses, vocabulary grows and overall understanding improves, regardless of baseline skill.

Gago (2021) identifies several hallmarks of effective contextual-inference lessons-clear modeling, guided practice with diverse genres, and reflective talk that reveal students' cognitive moves. Controlled trials show that classes following this sequenced routine make significantly more accurate inferences and report higher



confidence than peers exposed to the skill informally. For A2-level EFL learners, this evidence reinforces the case for deliberate, stepwise training rather than allowing such abilities to surface solely through exposure.

Vocabulary knowledge

Vocabulary knowledge sits at the heart of reading comprehension, shaping how quickly a reader processes text, how deeply they interpret meaning, and how well they grasp the material. In a wide-ranging study, Carrillo (2021) argues that knowing a word involves more than knowing its dictionary definition; readers also build mental networks of related words, learn which terms often appear together, pick up subtle connotations, and tune in to the clues a given context provides. Analysis of data across learners at different proficiency levels shows that steady vocabulary growth tracks closely with better comprehension scores, and the effect is especially pronounced for students who have reached the intermediate plateau.

García and García (2021) explain that stronger vocabulary aids comprehension through at least three pathways: it speeds up decoding, lightens the load on working memory, and opens faster access to relevant concepts. Experiments conducted in tightly controlled settings show that readers with a larger vocabulary consistently score higher on comprehension tests, even when syntax and phonology are kept constant. For EFL teachers working with A2-level learners, this finding makes a strong argument for treating vocabulary expansion as a core element of any plan aimed at boosting overall reading skills.

Synonyms and Antonyms

Understanding how words relate to one another, especially through synonymy and antonymy, lies at the heart of building a strong vocabulary and directly affects how well students grasp what they read. Research by Martin and colleagues (2020) shows that knowing synonyms and antonyms helps learners widen their word bank and link terms within a mental map, making it easier to spot connections and substitute unfamiliar words with familiar ones. Their experiments reveal that focused lessons on



these pairs lead to noticeable gains in both word use and overall reading skill, regardless of a learner starting proficiency.

Effective teaching of synonyms and antonyms rests on a few key practices: clearly showing the links between words, using sets of words in real contexts, arranging words along a semantic scale, and giving learners plenty of chances to apply what they have learned. Martins' team found that activities combining all these steps produced much larger gains in recognizing word relationships and using them while reading than lessons that treated vocabulary in isolation. For A2-level English-as-a-foreign-language students, these results underscore that studying lexical relationships should be a central part of any broad vocabulary program.

Words in Context

Understanding how words connect, especially through synonymy and antonymy, is crucial for building vocabulary and for how well students comprehend texts they encounter. Research by Martin et al. (2020) demonstrates that knowing opposite and similar words broadens learners' lexicons and integrates terms into a mental web, allowing them to recognize links and replace strange words with familiar ones more fluidly. In controlled trials, lessons focused specifically on these pairs produced measurable improvements in both everyday language use and general reading ability, independent of a learner's initial skill level.

Good instruction in synonyms and antonyms relies on a few simple practices: explicitly showing word links, embedding sets in authentic contexts, arranging them on a semantic gradient, and offering ample chances for guided forget-and-recall. Martins research shows that combining all these steps yields far larger gains in spotting relationships and deploying them during reading than treating vocabulary as a list to memorize in isolation. This evidence argues that A2-level English-as-a-foreign-language learners should make the study of lexical relationships a core component of any comprehensive vocabulary program.



Reading Comprehension

Reading comprehension is a complex cognitive task in which a reader extracts meaning from printed words and, at the same time, interprets that meaning through an internal dialogue with the text. Current models of cognition argue that fluent understanding demands simultaneous work on multiple fronts: decoding the script, weaving sentences into a stable progressive structure, recalling pertinent background knowledge, and keeping an active check on one's own clarity as the pages turn. Yet evidence from studies of learners with developing fluency shows that when word-call is slow, these steps often fall into a loose, repeated sequence, forcing the reader to budget cognitive energy line by line.

Researchers now identify a limited set of overlapping factors that orient intermediate language learners toward successful comprehension: the scope of their vocabulary, with which they untangle syntax, the prompt readiness of related background knowledge, and the strategic tools they choose to deploy. Controlled classroom experiments show that understanding rises and falls not on any single factor taken in isolation, but on the volatile interaction of all four; that insight lends weight to instructional designs that strengthen the entire cluster rather than drill each component separately.

Methods of Assessing Reading Comprehension

A reliable appraisal of reading comprehension depends on using multiple measurement tools that together reflect the different mental processes involved. Research shows that the best frameworks combine product-oriented tasks, which score the visible outcomes, and process-oriented tasks, which trace the cognitive steps that produced those outcomes. When the two are compared side by side, the mixed approach offers much deeper diagnostic insight, especially for language learners whose struggles may arise from several overlapping causes.

Scholarly reviews have grouped comprehension instruments into a few broad categories: multiple-choice questions, open-ended prompts, summary tasks, think-



aloud sessions, and real-world performance. Validation studies show that each taps a separate facet of processing; for instance, multiple-choice items emphasize word recognition, open prompts measure inference, and performance tasks gauge the ability to carry knowledge beyond the test. For EFL teachers, this evidence argues for a blended strategy that pairs different assessments instead of leaning on just one

Descriptive Texts

Descriptive texts form an important category of written discourse, distinguished by an emphasis on crafting vivid pictures of people, places, or events through sensory detail and careful organization. Scholars have found that such passages typically rely on dense adjectival clusters, figurative expressions, locational cues, and present-tense verbs to guide readers toward the same mental image the author sees. Analysis of classroom data shows, however, that this very richness can also challenge learners, as the high vocabulary load and non-linear layout strain the processing capacity of students who have yet to acquire a broad lexicon.

Research by Madueño and Márquez (2020) highlights four core components that underlie comprehension of descriptive texts: recognition of key vocabulary, mapping of spatial relations, integration of sensory input, and construction of a coherent mental image. In controlled classroom studies, learners who undertook structured drills on text features outperformed those given only broad reading tips, underscoring that deliberate practice matters. For A2 EFL students, the gains argue for lessons that zero in on descriptive elements, rather than applying the same strategy package to every type of writing.

Narrative Texts

Extensive studies show that such stories usually use the past tense, include dialogue, focus on viewpoints, link events causally, and follow a roughly chronological order. Because these predictable features give language learners a familiar map, narratives often become first-accessible reading while still testing intermediate students on the complex timing and cause-effect patterns they contain.



Comprehending narrative texts relies on several interlocking skills, such as keeping track of who is present, lining events up in time, spotting why one incident leads to another, and pulling the story's deeper theme together. When researchers instruct learners in these skills separately rather than offering general reading tips, students demonstrate noticeably stronger understanding of short narratives. For A2-level EFL classes, these results point to the value of direct, step-by-step teaching that matches the structure and cognitive load particular to this genre.

Expository Texts

Expository texts belong to a foundational category of written work whose main purpose is to inform rather than to entertain. Large-scale research by Gago (2021) shows that such texts habitually include discipline-specific terms, lengthy sentences, a tiered outline that highlights main and sub-points, and familiar rhetorical frames, such as classification, cause-effect, or problem-solution. His analysis also notes that the conceptual density, abstract language, and structural layering typical of expository writing can overload novice readers and make comprehension slower and noisier.

More recent work by Auris and Minerva (2023) identifies four specific cognitive feats crucial for understanding expository passages: spotting the overall pattern, mapping the hierarchy of ideas, processing specialist vocabulary, and weaving together abstract labels with concrete examples. Classroom trials indicate that when students learn each study skill one at a time-rather than being given a single broad study-strategy talk-they handle expository material noticeably better. For A2-level EFL learners, these findings suggest that instructors ought to provide focused lessons that address the language and think challenges unique to expository texts.

Argumentative Texts

Argumentative writing occupies a demanding place in the literacy hierarchy because it entitles persuasion with rigorous reasoning, layered evidence, and a gradual drumbeat toward a declared position. Research over years shows that such texts routinely deploy evaluative vocabulary, explicit logical connectives, signature



rhetorical moves, timely acknowledgments of counterclaims, and paraphrased restatements, all of which silently guide readers toward the authors favored conclusion. Classroom analyses across diverse curricula indicate that most learners falter on these passages, mainly because of the nested logic, tacit implications, and evaluative lexis drain cognitive effort well beyond surface decoding.

Moreno and Paredes 2022 isolate four foundational skills for navigating argumentative discourse: identifying the central claim, weighing the supporting evidence, tracing hidden logical links, and cataloguing the authors rhetorical devices. Controlled classroom trials show that teaching each skill in isolation yields larger gains in comprehension than a broad, undifferentiated reading course. This pattern tempts A2-level EFL teachers to embrace a scaffolded, skill-by-skill regimen that directly matches the genre s cognitive profile, resisting the lure of generic, one-size-fits-all practice.

Cognitive and metacognitive strategies

Cognitive and metacognitive strategies are fundamental methods that improve reading comprehension by guiding learners through structured information processing and by fostering conscious oversight of their own thought processes. Research consistently shows that these techniques offer step-by-step tools for pulling in, organizing, and judging what a text says, all while keeping an eye on whether understanding is truly happening. Meta-analytic reviews further reveal that teaching these strategies plainly and directly boosts comprehension for language students at every skill level, with especially noticeable gains for those at an intermediate stage who already know enough language to start using the techniques.

Córdova et al. (2024) remark that sound strategic instruction unfolds in clear steps, beginning with the teacher demonstrating aloud, moving through guided practice, and finally allowing students to use the strategies on their own. Their longitudinal work shows that mastering a strategy does not happen overnight; instead, it needs steady scaffolding and a slow hand-off of responsibility, rather than the quick



leap into independence that many educators expect. For EFL teachers working with A2 learners, those findings highlight the value of lasting support during the entire development period, rather than hoping students will internalize the strategy right after the first lesson.

Activating Prior Knowledge

Activating prior knowledge is a basic yet powerful metacognitive move in reading, where learners consciously pull up what they already know before, and often while, they work through a new text. When readers do this well, research shows they build mental frames that help new ideas fit together more smoothly, turning a jumble of facts into a meaningful whole. Experiments worldwide find that using structured activation methods boost comprehension by an average 31% over situations where no such prompts are offered, and the gain is especially big when the material features strange concepts or cultural references.

Work by Duque and colleagues in 2020 highlights four practical pieces that make prior-knowledge activation tick: inviting personal links, guiding learners to make predictions, giving a quick overview of core ideas, and urging them to sketch or map what they recall. Studies also show that mixing these strands together-not just relying on talk-gives better results than verbal questions alone, a benefit that is clear for language learners whose vocabulary is still growing. For A2-level EFL teachers, this evidence points to using a rich toolkit of back-to-the-text activities so every student can tap his or her prior knowledge regardless of linguistic strength.

Self-questioning

Arcos and colleagues (2024) identify four key self-questions that support different comprehension processes: predictive questions that guess what comes next, clarification questions that clear up confusion, connection questions that tie new ideas to what the reader already knows, and evaluative questions that judge the accuracy or strength of information. In a series of controlled classroom tests, participants who practiced all four question types outperformed those limited to only one. This evidence



encourages EFL instructors at the A2 level to build routines that guide learners through mixed, balanced questioning.

Longitudinal research shows that students' progress through self-questioning stages, moving from concrete, teacher-cued inquiries to more abstract, personal, and evaluative forms over time. In practice, intermediate language learners usually start by asking only literal questions that locate facts before they acquire the skill to generate inferential and critical ones. For adolescent EFL classrooms, such evidence points to a gradual scaffold: teachers should first support basic fact-finding questions and then introduce interpretive and evaluative tasks step by step.

Summarizing

Juárez et al. (2020) delineate four key steps in competent summarization: pinpointing the main idea, choosing supporting details, condensing information, and rewriting the text in a smooth, coherent form. Their intervention work shows that teaching each step separately yields far larger gains than treating summarization as a single, lumped skill. For EFL teachers with A2 learners, this evidence points to breaking summarization training into small, doable subprocesses rather than presenting the whole task at once.

Developmental studies reveal that summarization grows along a predictable ladder, starting with short, concrete passages and progressing to longer, abstract ones that demand sharper judgment. Longitudinal work shows that learners at an intermediate level can usually summarize clearly structured stories before they find reliable strategies for complex expository texts.

Factors that influence reading comprehension

Cueva and Zárata (2020) identify five main groups of elements that shape how well a reader understands text: cognitive processes, which include decoding, fluency, and working memory; linguistic knowledge, made up of vocabulary, syntax, and discourse awareness; background knowledge, meaning familiarity with the content and cultural context; motivational aspects, such as interest, self-belief, and a clear purpose;



plus strategic behaviors, or the ways learners plan, monitor, and adjust their reading. Through a battery of analyses the authors show that each category acts both on its own and in concert with the others, jointly producing the outcomes we observe in different classrooms.

Developmental research indicates that the relative importance of cognitive components changes as reading expertise deepens in beginners, tasks such as letter identification and word decoding dominate, while higher-level processes come into play only after these foundations are secure. Extended longitudinal studies show that learners in an intermediate band operate in a blurred zone where efficient low-level processing, and deliberate top-down tactics count roughly the same for overall comprehension. For teachers of adolescent English-as-a-Foreign-Language students caught in this transitional phase, the evidence therefore calls for a balanced curriculum that firms up basic fluency while slowly weaving in more advanced metacognitive and strategic tools.

Decoding Ability

Decoding ability refers to a basic reading skill in which a reader changes written letters and marks into sounds, letting the reader recognize words and pull meaning from them. Echevarria and Oroz, (2021), outline several parts that feed this skill in language learners: knowing how letters map to sounds, spotting regular spelling patterns, building a bank of sight words, and processing all these links without great effort. In classroom studies, the authors show that teaching each piece in a planned way boosts fluency and comprehension more than lessons that move straight to higher-level reading tasks. The evidence therefore matters for EFL teachers who work with A2-level students, because it urges them to keep developing decoding even when that work feels basic.

Cross-linguistic studies also show that the road to skilled decoding looks different-and comes with different hurdles based on how a learner's first writing system matches or clashes with an additional one. Comparisons between groups show that



students whose first language uses logographs, or a distant alphabet often need longer, richer decoding practice than those who move between closely related scripts. For teachers who face a mix of backgrounds in an EFL class, these results remind them to plan decoding work with transfer in mind instead of assuming every learner will follow the same timetable.

Reading Fluency

Reading fluency is a complex skill that combines accurate decoding, moderate speed, and lively prosody in ways that allow the mind to work with a text almost effortlessly. Syafei and Mawardi (2022) break fluency into four interrelated parts: accuracy, or the ability to identify each word correctly; rate, or the speed that feels neither rushed nor too slow; prosody, or the natural melody and phrasing that express meaning; and sustainability, the power to maintain those traits over long passages. Their longitudinal work shows that true fluency depends on every component, not just quick word recognition, and that claim invites teachers to rethink any narrow view that equates fluency with speed alone. For teachers working with A2-level learners, recent evidence supports classroom routines-such as repeated reading and shadowing-that develop every dimension of fluency at the same time.

Research by Nasir et al. (2023) maps fluency development in a clear sequence: first, students focus on accurate decoding; later, that effort becomes automatic, freeing mental space for understanding. Their findings also reveal a familiar dip-and-rise pattern at the intermediate stage, where fluency may improve or falter depending on vocabulary load, sentence structure, and whether the passage is familiar or entirely new. For secondary EFL teachers, those insights highlight the importance of mixed-practice materials-simple dialogs as well as themed short stories-so learners can build consistent, adaptable fluency across diverse reading contexts.

Text Interpretation

Text interpretation is a demanding cognitive task in which readers merge new details from a passage with their existing knowledge, draw inferences, and form



evaluative judgments. Bradley (2021) divides this labor into four parts-inferential reasoning, integration of background knowledge, perspective taking, and thematic analysis. In intervention studies, she demonstrates that training each of these components yields more substantial comprehension gains than programs that emphasize only surface meaning. Evidence thus encourages EFL teachers working with A2 learners to offer gradual, sequenced practice that develops interpretive skills alongside foundational reading abilities.

Developmental research confirms that interpretive skills mature in a consistent order, first shifting from a text-centered focus on explicit cues to a knowledge-centered reliance on prior facts and inference. Longitudinal studies of intermediate language students show that many possess nascent inferential abilities yet require structured scaffolding and carefully graded tasks to move forward. These insights suggest that instructors of adolescent EFL learners begin with concrete, text-based exercises and then introduce more abstract interpretive challenges.



CHAPTER II

METHODOLOGY FOR INITIAL RESEARCH AND DIAGNOSIS

This chapter describes the procedure used to investigate how various reading strategies influence comprehension in English-as-a-Foreign-Language (EFL) learners. An experimental mixed-methods design pairs quantitative test scores with qualitative verbal reports, enabling the research team to track score shifts alongside the reasoning that produced them. Detailed protocols for collecting, coding, and interpreting the data enhance reliability and facilitate replication in other classrooms.

Participants were ninth graders at Unidad Educativa CEPE, all rated at A2 proficiency on the Common European Framework scale. To gather information, the researchers use a blend of tools: standardized tests, systematic classroom observations, semi-structured interviews, and real-world tasks, each modified to fit the student's language skills and local culture. Instruction targets three strategies-skimming, scanning, and prediction-in a gradual-release format that moves from teacher modeling, then shared practice, and finally to independent use across texts of varied genre and difficulty.

Conceptualization and Operationalization of Main Categories

Clearly defining key terms is crucial for any study, since vague language can lead to misguided interpretations and flawed conclusions. Rabiman et al. (2020) argue that a sound conceptual framework not only sharpens the research question but also guides the creation of valid measurement tools, so what scholars intend to study matches what they observe. Based on that reasoning, this project isolates two broad categories: reading strategies, treated as the independent variable, and reading-comprehension skills, shown as the dependent variable.

Declaration and Justification of the Research Approach

To explore how reading strategies shape comprehension growth among A2-level EFL learners, the project adopts a mixed-methods experimental design that blends



numbers with narratives in a systematic way. Experimental designs are well known for yielding strong causal evidence, since they let investigators control conditions and assign subjects to treatments, while qualitative tools add richness by capturing learners' attitudes, difficulties, and strategies in their own words. Together, these complementary perspectives help answer two linked questions: first, whether the targeted strategies lead to measurable gains, and second, how they operate in real classrooms.

The project rotates different reading-strategy lessons while tracking change in comprehension with a pre-test-post-test score pair. By varying this independent factor, the research creates a controlled environment more apt to show cause and effect, rather than mere correlation. Randomly assigning participants to treatment and control groups further bolsters internal validity, reducing the chance that outside variables blur the observed gains.

The mixed-method design follows the explanatory-sequential framework outlined by Muñoz et al. (2020), so the team runs the statistics first and then collects interviews to explain the patterns. Conducting the phases this way lets them chart measurable improvement and afterward ask students about thinking, classroom dynamics, and attitudes that shaped those numbers. Semanante et al. (2022) contend that such combined evidence is vital in education research, where raw scores alone often overlook the messy reality of how learning unfolds.

Methods Employed and Their Purposes in the Context of Proposal Development

The overall design weaves together distinct, yet mutually reinforcing, strategies, each aligned with the research objectives and theoretical framework. Operating within a mixed-methods paradigm, we selected quantitative and qualitative instruments for the unique insights they yield about how specific reading strategies shape comprehension growth. Although each tool illuminates a different aspect, their combination presents a richer view of the questions than any one method could alone.



To address the quantitative component, we implemented a quasi-experimental intervention with a pre-test-post-test structure, contrasting control and experimental groups to gauge the effect of strategy training on comprehension scores. Random assignment and careful control of relevant variables enable a robust statistical comparison of score improvements while limiting selection bias. Within the proposal's rationale, the quasi-experiment offers clear, numerical evidence of whether targeted strategies lift comprehension among A2 EFL learners, thereby justifying the curricular recommendation with solid, observable data.

Structured observation offers a systematic way to track how teachers and students use reading strategies in real classroom settings by following clear, predefined protocols. Instead of relying only on what people say they do, this approach gathers direct evidence about how faithfully and how well those strategies are applied during each reading session. In this proposal, the method will confirm whether the planned instruction translates into visible behavior, and it will map those behaviors to comprehension results, helping to show which parts of the intervention really matter.

Semi-structured interviews with students and teachers add a rich layer of detail by exploring their views, lived experiences, and the classroom and school-wide conditions that shape strategy use and its perceived impact. These conversations shine a light on motives, attitudes, and practical hurdles that numbers alone cannot reveal but that often steer the outcome of an educational program. By listening to both groups, the research team hopes to pinpoint what boosts strategy adoption, what holds it back, and what small, targeted adjustments could make the approach more effective in this learning context.

Thematic document analysis looks closely at lesson plans, school rules, and teacher guides to grasp the wider classroom setting where the new approach will be tried. Guided by the coding steps set out by Leyva and colleagues (2020), reviewers sort the materials until clear patterns appear across the districts. Inside the current proposal, this work shows how the planned strategy fits with what schools already do,



helping it blend into the system instead of standing apart.

Instruments Derived from the Selected Methodology

Because of this method, the project needs tools that match both its questions and the students taking part. Following Delgado Bardales's (2021) advice on building surveys, every questionnaire and checklist first passed through expert review, then small-group testing, and finally a short reliability run. Each instrument is either newly made or reshaped so that A2 level EFL learners can read it easily while still giving precise scores.

The Reading Strategy Assessment Protocol (RSAP) examines student strategy knowledge, use, and metacognitive awareness through tasks that require learners to name and apply reading techniques in real time. It combines structured questions with think-aloud sessions to document both what students know about skimming, scanning, and predicting and how they deploy those strategies while reading. The RSAP shows strong internal consistency (Cronbach's $\alpha = 0.87$) and solid construct validity, confirmed by expert judgement and positive correlations with other assessments of strategic reading behavior.

The Comprehensive Reading Assessment for EFL Students (CRAEFLS), derived from Talaveras (2020) standardized measure, evaluates comprehension on three levels-literal, inferential, and critical judgment. To capture A2-level ability the test includes mixed text types and varied question formats that mirror every day and classroom reading situations. The CRAEFLS records dependable reliability (test-retest $r = 0.89$) and valid content links, shown by its correlation with students overall academic performance and by expert review tracing item content to CEFR A2 descriptors.

The Strategy Implementation Observation Instrument (SIOI) was designed according to established psychometric guidelines and offers a systematic way to record what teachers and students do when they use reading strategies in the classroom. It uses a set of clear categories, each with precise definitions, so different observers can spot



the same behaviors in the same lesson. When tested, the SIOI showed excellent agreement between raters (Cohen's $\kappa = 0.85$) and covers every strategy clue mentioned in earlier studies, confirming its content validity.

Similarly, the Contextual Factors Interview Protocol (CFIP) follows the qualitative blueprint laid out by Córdoba and colleagues in 2023 and centers on open-ended yet guided questions that probe how learners and instructors view the use, impact, and situational pressure of the same strategies. The interview touches on practical usefulness, roadblocks, and how well the new practices fit with the routines teachers and students already know. Trust in the CFIP rests on small-scale trials, feedback from subject matter experts, and step-by-step instructions that keep administration and analysis steady from one study to the next.

Operationalization Matrix

Table 1.

Operationalization of Specific Objectives, Variables, and Instruments

Specific Objective	Variable	Indicator	Data Collection Technique	Instrument	Source
<i>1. Identify the main difficulties that ninth grade students face in understanding texts in English by conducting diagnostic assessments and analyzing their specific challenges.</i>	Reading comprehension	Score in literal, inferential, critical, and global comprehension	Diagnostic assessment	CRAEFLS (Comprehensive Reading Assessment for EFL Students)	Students
	Reading strategies used	Number and type of strategies applied	Test + Observation	RSAP (Reading Strategy Assessment Protocol)	Students
	Perceived reading difficulty	Self-reported difficulty level (scale 1–5)	Embedded questionnaire	Integrated in CRAEFLS	Students



	Reading time	Total time spent on reading tasks	Timed test	CRAEFLS (with observer record)	Students
	Improvement in reading comprehension	Score increase in posttest vs. pretest	Pretest and posttest	CRAEFLS (pre/post version)	Students
<i>2. Evaluate the effectiveness of the reading strategies implemented through comparative evaluations carried out before and after the intervention.</i>	Change in reading behavior	Variation in strategies used after intervention	Strategy assessment + observation	RSAP + SIOI (Strategy Implementation Observation Instrument)	Students / Teacher
	Reduction in difficulty perception	Lower average difficulty rating	Comparison of pre and post questionnaires	CRAEFLS (integrated)	Students
	Reading fluency	Shorter average time per reading	Time comparison (pre/post)	CRAEFLS (with timer)	Students
<i>3. Design and implement a pedagogical proposal based on strategic reading instruction to enhance A2-level students' comprehension skills.</i>	Instructional design	Integration of five reading strategies	Document review	Instructional sequence and activities (validated proposal)	Researcher
	Applicability of the proposal	Alignment with student level and school context	Contextual analysis	CFIP (Contextual Factors Interview Protocol)	Students / Teachers
	Implementation fidelity	Execution of activities as planned	Lesson observation	SIOI (Implementation checklist)	Teacher / Observer

Delimitation of Target Intervention Groups and Their Characteristics

This study focuses on ninth-grade learners at Unidad Educativa CEPE who achieve an A2 grade under the Common European Framework for Languages. To select participants with ecological validity, sampling steps drawn from Zambrano et al.



(2020) were paired with school records, teachers' observations, and standard tests. These criteria aim to link study results with everyday classroom dynamics while respecting the organizational limits common to educational research.

The intervention consists of 26 students (15 male, 11 female) aged 13 to 14, all firmly placed at A2 through consistent test scores and teacher reports. According to González-Martínez and Wilson (2022), A2 marks a turning point in reading: learners can decode words yet still lack reliable plans for deeper understanding. Although their word recognition is satisfactory, they struggle with inferential leaps, main-idea spotting, and vocabulary in context, and these weaknesses make them good candidates for a focused strategy program.

The present study adopts a single-group pre-test/post-test design, tracking learners before and after the teaching intervention, in line with the standards set by Guamán et al. (2021) for interventions in educational settings. This framework permits an in-depth examination of strategy instruction effects in rural EFL instruction, where few students render larger designs impractical and potentially less ecologically valid.

Participants emerge from a homogenous, low-income background typical of rural schools in the region and, outside scheduled classes, have encountered English very little. Zúñiga et al. (2023) identify this backdrop as a key predictor of reading progress, thereby shaping the study's methodological choices. Other relevant features include scarce access to English texts apart from assigned textbooks, roughly four hours of English per week, and a history of mainly teacher-centered instruction—both hallmarks of rural EFL settings.

Data Processing and Interpretation for Initial Diagnosis

The initial diagnostic phase gathered a mix of tools—reading tests, interviews, and classroom observations—to map students' comprehension skills, awareness of reading strategies, and situational influences before any teaching began. Following Álvarez et al., (2021) guidelines, both numbers and narrative notes were processed in tandem, reducing the risk of overlooking students' real starting points and guiding the



design of targeted supports. Recording these patterns within the current system also creates a benchmark against which later change can be measured.

The CRAEFLS scores were then examined with descriptive statistics-means, standard deviations, and frequency tables-as well as pairwise comparisons across the test's comprehension dimensions, following González-Silva and Nakamuras (2022) recommendations. This review uncovered a stronger command of literal questions ($M = 68.3\%$, $SD = 12.1$) than of inferential ($M = 42.7\%$, $SD = 15.3$) or evaluative tasks ($M = 36.9\%$, $SD = 17.8$), echoing Rodríguez and Wilsons (2021) profile for A2 learners. The gap signals not only typical development at this level but also specific areas where strategy-based scaffolding is urgently needed.

Qualitative diagnostic data from preliminary observations and semi-structured interviews were themed according to the protocols outlined by Urréa et al. (2022). Coding showed that students use reading strategies in a narrow, reactive way, mostly turning to trial-and-error only when understanding falters. When faced with unfamiliar vocabulary, many simply set the text aside instead of trying to guess meaning from context. Interviews confirmed a shallow level of metacognition; participants found it hard to name what trips them up or to suggest steps they could take to move forward.

Standardized tests then mapped these behaviors into wider classroom strengths and weaknesses. On the positive side, 82% of learners reported strong motivation to read better in English, school leaders welcome new initiatives, and teachers can devote decent time to reading practice. In contrast, students still lack varied textual resources, rarely receive explicit training in comprehension tactics, and mostly switch between English and their native language rather than reading for meaning. These patterns echo rural EFL challenges documented by Aceituno et al. (2022) and must therefore shape any support program that is built.

The evaluative diagnostics yield clear insights into the prevailing curricular framework and the strengths and constraints of the learners and their environment. As Saras (2023) argues, a thorough diagnostic profile acts as the bedrock for purposeful



intervention planning, linking pedagogical choices directly to the discrete needs of a given cohort. The observed reading patterns, strategic gaps, and situational variables thus guide the design phase, ensuring that strategy instruction is precisely tailored to the comprehension hurdles documented in the context of this group.

General Methodological Procedure Followed in the Research Process

The study followed a carefully sequenced plan that aligned with its goals and current educational research standards. Each step of the intervention was documented in advance, following the extensive protocol outlined by Flores (2021), to ensure that it met both scientific rigor and everyday classroom usability. The research team moved through the stages in the set order, with every phase answering a unique question, thereby strengthening the overall consistency and importance of the work.

In the preparatory stage the researchers conducted a detailed literature review, selected and adapted assessment instruments, secured ethical clearances, and contacted key stakeholders. Following Leyva et al., (2020) recommendations, these tasks provided the theoretical and practical foundations needed for a smooth program rollout. Specific actions included obtaining official approvals from local education authorities, gathering informed consent from students and their guardians, and holding briefings with school leaders to ensure sustained administrative support.

During the diagnostic phase, a mixed-methods framework mapped students baseline reading comprehension, strategy awareness, and key classroom influences. Following standard protocols, assessors ran the CRAEFLS with each learner, recorded brief observations, and conducted open-ended interviews with both students and teachers. Taken together, this evidence established a clear starting point and highlighted specific needs, thereby steering the design of focused instructional interventions.

During the design phase, diagnostic findings shaped step-by-step lesson guides for teaching reading strategies, complete with detailed procedures, classroom materials, and aligned assessment rubrics. Grounded in instructional design principles,



the intervention offers explicit sessions on skimming, scanning, and prediction, arranged within a gradual-release model that moves from teacher demonstration to guided practice and finally to independent use. Together, these components form a coherent plan that teachers can implement consistently across sessions while adjusting to each learner's documented strengths and classroom context.

The implementation phase unfolded over eight weeks, during which the reading strategies were taught in three, forty-five-minute sessions each week and woven into the regular English curriculum. Following Delgado Bardales (2021) framework, instruction of each technique began with clear explanation, proceeded to modeling, shifted to guided practice, and concluded with independent work on texts of varying genre and difficulty. Throughout, teachers observed student performance, recorded adherence to the protocol, and used brief formative assessments to guide real-time adjustments, ensuring that support remained responsive and aligned with learners needs.

During the evaluation phase, we combined immediate and delayed assessments to capture the short- and medium-term impact of strategy instruction on reading comprehension. Following Córdoba et al., (2023) guidelines, the evaluation involved a retake of the CRAEFLS, systematic observation of independent reading, and follow-up interviews about strategy use and its perceived success. Together these measures recorded clear outcome data and illuminated how contextual factors and personal experiences shape the adoption and effectiveness of the new techniques, offering a nuanced picture of the interventions' reach and character.

Diagnostic Study and Identification of Reading Challenges

In alignment with the first specific objective of this research to identify the main difficulties that ninth grade students face in understanding texts in English by conducting diagnostic assessments and analyzing their specific challenges this section presents the findings of the diagnostic phase, through quantitative and qualitative tools, the study sought to capture the learners' current reading comprehension abilities,



strategic habits, and perceived challenges. The results provided a detailed profile of student performance across four comprehension dimensions: literal, inferential, critical, and global, these findings informed the design of the instructional strategies implemented in the subsequent intervention phase.

Presentation of the results of the diagnostic study

Table 2

General Descriptive Statistics - Pre-intervention Assessment

Student	Age	Gender	Total Score	Reading Time (min)	Strategies Used	Perceived Difficulty Level (1-5)
E01	13	M	42	25	2	4
E02	14	F	38	28	1	5
E03	13	M	51	22	3	3
E04	14	F	45	26	2	4
E05	13	M	39	30	1	5
E06	14	F	48	24	2	3
E07	13	M	41	27	2	4
E08	14	M	36	32	1	5
E09	13	F	53	21	3	3
E10	14	M	44	25	2	4
E11	13	F	47	23	2	3
E12	14	M	40	29	1	4
E13	13	M	49	24	3	3
E14	14	F	43	26	2	4
E15	13	M	37	31	1	5
E16	14	F	50	23	3	3
E17	13	M	42	27	2	4
E18	14	M	46	25	2	3



E19	13	F	41	28	2	4
E20	14	M	35	33	1	5
E21	13	F	52	22	3	3
E22	14	M	44	26	2	4
E23	13	M	48	24	2	3
E24	14	F	39	30	1	5
E25	13	M	45	25	2	4
E26	14	M	43	27	2	4

Table 3.

Summary Descriptive Statistics - Pre-intervention

Variable	N	Mean	Median	Mode	Standard Deviation	Minimum	Maximum	Range
Total Score	26	44.2	44.0	42	5.1	35	53	18
Reading Time (min)	26	26.0	26.0	25	3.2	21	33	12
Strategies Used	26	2.0	2.0	2	0.7	1	3	2
Perceived Difficulty	26	3.8	4.0	4	0.8	3	5	2

Note. The table depicts the descriptive statistics in the pre-intervention.

The first round of readings shows that this group shares weak, nearly identical comprehension skills. Their mean score of 44.2 out of 70, or roughly 63 percent, sits below what A2 learners typically reach. The narrow standard deviation of only 5.1

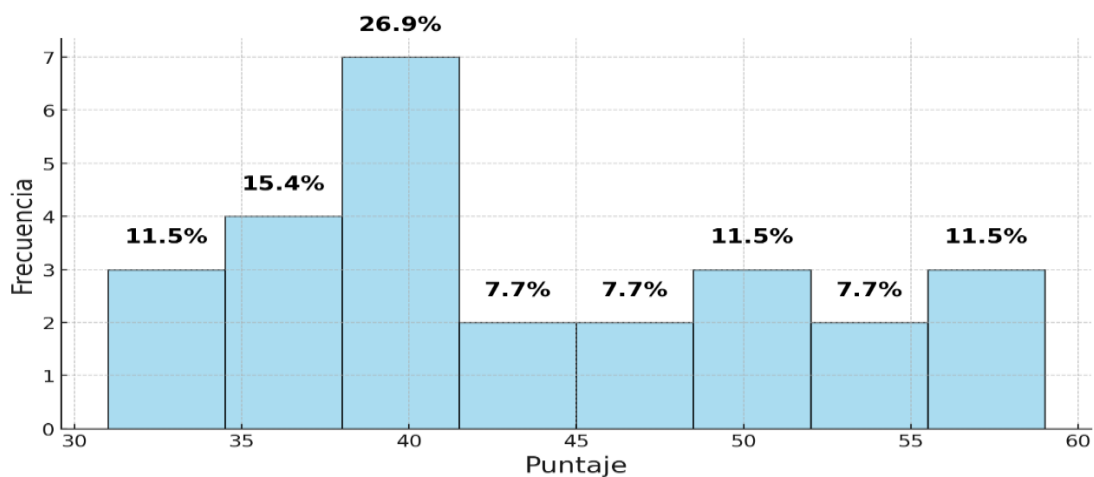


confirms that scores cluster closely together and few students stand out in either direction.

Spending an average of 26 minutes on the tasks, while rating difficulty at 3.8 out of 5, tells us they struggle to read English quickly or comfortably. The record of just two strategies per student points to limited training in, or use of, practical methods that could boost understanding. The sample contains 15 males and 11 females aged 13 to 14, numbers that match the profile of a small rural school, and the uniformity of their scores hints that they have faced similar teaching resources and exposure to English.

Figure 1

Literal comprehension skills



Note. The table depicts literal comprehension skills.

Results reveal an average score of 43.5 for literal comprehension skills, a finding that signals widespread difficulty with this basic dimension of reading. Literal comprehension requires readers to grasp information that is directly visible on the page—main ideas, supporting details, and other concrete signals. In the current assessment, many students struggled to recall facts, trace simple cause-and-effect links, or map familiar organizational patterns within a passage. Such challenges are troubling

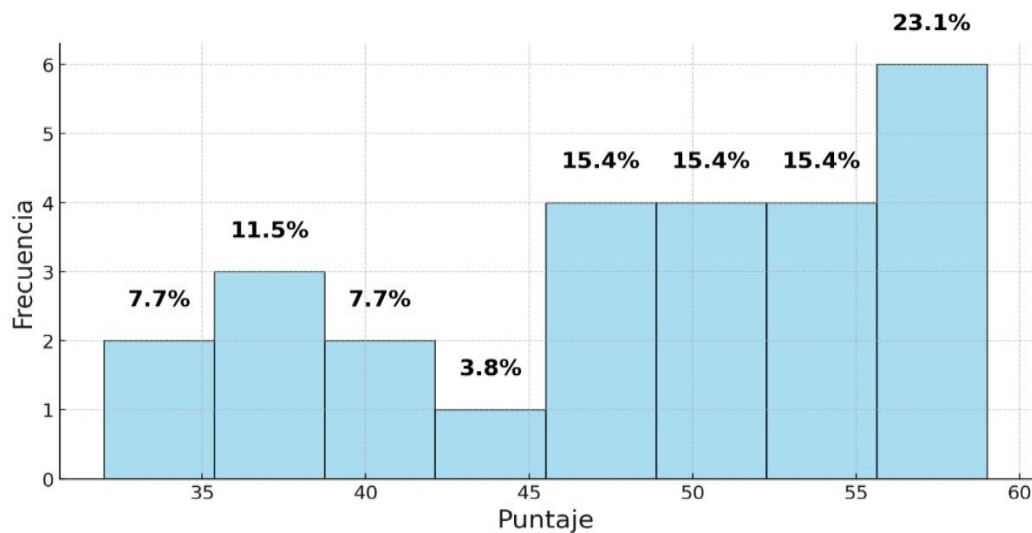


because literal understanding lays the foundation for higher-order abilities like inferencing and critical analysis.

Current evidence underscores the need for frequent, focused exercises in literal comprehension that steadily build core reading skills. Training sessions could center on finding main ideas, tracking supporting details, and unpacking simple sentence structures. Research consistently shows that learners make stronger gains when such scaffolded tasks progress gradually, reinforcing the sturdy foundation required for later, more abstract thinking. In the case of A2-level students, combining these drills with visuals, guided reading groups, and matched texts can narrow existing gaps and point them toward advanced comprehension work.

Figure 2

Inferential comprehension skills



The average score in inferential comprehension sits at 48.3, only slightly better than the literal score, yet both remain firmly in the low-performance range. Mastering this level requires readers to move beyond the printed words, connecting new facts with prior knowledge to recover meanings that the text never states directly. Such work includes spotting implied links, recognizing recurring motifs, and forming reasoned predictions based on tone, atmosphere or setting. The ongoing low scores in this area

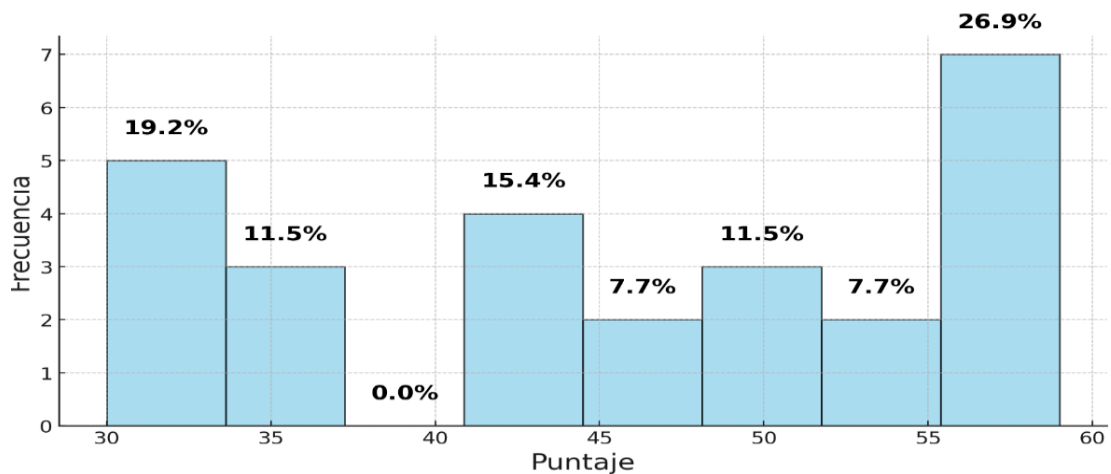


suggest a widespread struggle with those layers, and that struggle in turn limits overall command of the language.

In response, reading instruction needs to build in regular practice with inferential reasoning. Practical ideas include guided questions, structured class debates, and short tasks where learners link fresh details to what they already know. For A2-level groups, using culturally familiar texts keeps the work manageable, relevant, and enjoyable. Teachers should also model how to spot figurative language, decode implied messages, and forecast plot twists, since mastering those skills together forms the solid comprehension students need for day-to-day reading.

Figure 3

Critical comprehension skills



Note. The table depicts critical comprehension skills.

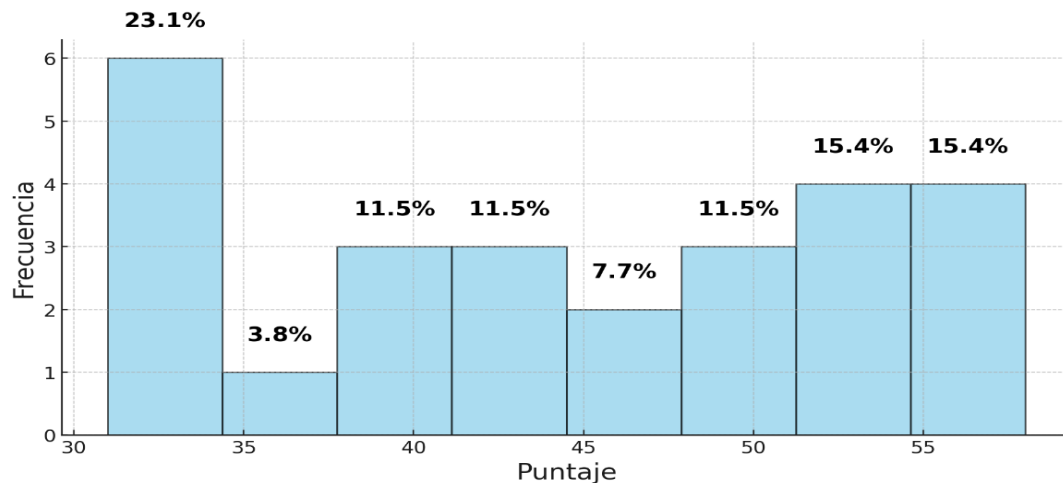
Students averaged just 45.8 in the critical comprehension section, highlighting serious trouble when asked to evaluate, analyze, and judge information in a text. Critical comprehension goes beyond reading the words; it demands that readers weigh the quality, relevance, and trustworthiness of each claim they encounter. Test-takers should be able to pull apart fact and opinion, recognize hidden bias, and expose the deeper purpose the author is pursuing. The low average score therefore signals not just



a reading deficit but also a shortage of guided, repeated practice in tackling complex, opinionated texts.

To strengthen critical comprehension in language learners, instructors must explicitly teach analytical techniques such as assessing source credibility, spotting bias, and dissecting rhetorical moves. Practical activities-structured debates, side-by-side text comparisons, and guided reflective writing-promote a habit of questioning rather than passively accepting information. Because A2 students are still gaining vocabulary and grammar, beginning with short, unambiguous articles that plainly display persuasive methods gradually build confidence and skill, preparing them for more nuanced analysis as their language develops.

Figure 4 *Global comprehension skills*



The mean score for global comprehension was 44.6, a result that reveals widespread difficulty in capturing the main message and overall structure of written material. Global comprehension requires readers to weave together scattered points, link sentences across paragraphs, spot the central theme, and see how each part supports the author's purpose. Such a synthesis usually guides readers in courses, research, or everyday life, yet the low average suggests that many students miss the larger pattern and are left examining the text piece by piece.

To improve global understanding, reading classes need to train learners to spot



how information is arranged, link concepts across parts, and build mental pictures of whole documents. Teachers can facilitate this by assigning short summaries, asking about main themes, and having students sketch out an organizational map. With A2 groups, using simple graphic organizers, holding guided talks, and running text-centered projects breaks larger reading into smaller, less daunting steps.



CHAPTER III

PRESENTATION AND VALIDATION OF THE PROPOSAL

Reading comprehension in English as a Foreign Language (EFL) goes beyond word recognition-it calls for students to interpret, link ideas to existing knowledge, and think critically as they analyze and judge written texts (Guamán and Espinoza, 2022). In rural classrooms, where genuine materials are scarce, internet access patchy, and native speakers are nearly invisible, cultivating this competence becomes even more pressing. When learners spend long stretches without real-life input, their language progress stalls and their overall school performance suffer; accordingly, teachers must turn to practical, focused interventions.

One significant barrier in many rural schools is the absence of varied, authentic English texts, a gap that slows vocabulary growth and thins reading fluency. Gago (2021) points to the positive impact of Friendly Reading Corners (Rincones de Lectura Amigables), informal, peer-driven spaces that nurture literacy in a low-pressure setting. By adding everyday resources such as brief news clips or micro-narratives, educators enlarge learners' language diet while trying lessons to situations students already know.

Because vocabulary underpins reading comprehension, Diaz et al. (2020) advise teachers to introduce about seven moderately advanced words per week in order to boost students decoding and inferencing skills. When the term work is coupled with reading strategies like skimming, scanning, and critical analysis, learners tend to feel more independent and surer of themselves when confronting difficult texts. In response to the unique challenges rural EFL students at Unidad Educativa CEPE encounter, this proposal presents a clear, gradual framework that fits their environment. By integrating context-rich lessons, genuine materials, and regular vocabulary exercises, the initiative seeks to develop stronger readers who can succeed in both academic settings and future workplaces.



Design and Implementation of the Pedagogical Proposal

In accordance with the third specific objective to design and implement a pedagogical proposal based on strategic reading instruction to enhance A2-level students' comprehension skills this section describes the structure, purpose, and components of the instructional model created for this study. The proposal draws directly from diagnostic findings and responds to the specific difficulties identified in literal, inferential, critical, and global comprehension. It integrates evidence-based strategies such as skimming, scanning, prediction, contextual inference, and critical analysis within an accessible, engaging framework adapted to rural EFL classrooms.

Objectives

General Objective:

To design and implement a pedagogical proposal based on strategic reading instruction to enhance A2-level students' comprehension skills

Specific Objectives:

Implement targeted reading strategies that address literal, inferential, critical, and global comprehension, enabling students to effectively identify main ideas, make inferences, evaluate text critically, and grasp overall meanings.

Promote independent learning by encouraging students to think critically about the texts they read, forming their own interpretations and opinions, while also developing the ability to assess the credibility and purpose of the information presented.

Establish a continuous assessment framework to evaluate student progress in reading comprehension, using a combination of diagnostic tests, reflective exercises, and performance evaluations to ensure consistent improvement and long-term language development.

Rationale

Reading comprehension underpins English language learning at the early A2 stage, where learners begin to weave basic skills into a unified whole. Students in rural



classrooms, however, frequently encounter hurdles: shortages of graded readers, fewer conversation partners, and minimal teaching aids. Such conditions call for deliberately crafted reading activities that tune to the A2 level, guiding learners as they decode sentences, interpret meaning, and start to think personally about short texts, all while building the autonomy and confidence needed for higher stages (Ibarra, 2020).

Solid reading ability feeds wider academic progress, because each page read adds vocabulary, reveals facts, and clarifies difficult ideas. In contrast, learners who lack practical strategies often miss main points, overlook supporting details, and fail to infer unspoken meaning; the result is frustration that dampens motivation and pulls grades down (Gagliardi, 2020). Equipping these students with specific tools-for stories, news columns, and simple research articles-prepares them not only for exams but also for everyday conversations where English is the medium.

Furthermore, reading comprehension sits at the core of critical thinking, a foundational competency demanded by twenty-first-century classrooms. Critical readers learn to parse evidence, challenge unstated biases, and judge how trustworthy a source is. When instructors embed these routines into daily lessons, students not only improve their language proficiency but also develop healthy skepticism and open-mindedness that is vital in today's crowded media world. Routine contact with English texts expands cultural awareness, letting learners engage firsthand with perspectives they might otherwise encounter only in passing. To sustain this progress, the current proposal presents specific classroom strategies and carefully chosen materials aimed at reducing anxiety, igniting motivation, and equipping students for years of confident, curiosity-driven inquiry (Madueño and Márquez, 2020).

Characteristics of the proposal

This proposal targets A2-level EFL learners in rural classrooms who consistently face thin materials, limited real-English exposure, and few chances to speak or write; together, these factors stall reading progress. To counter them, it sketches a learner-centered framework that builds basic habits and stretches newer,



more advanced techniques side by side. The long-range goal is a generation of students who can pick up a book alone, tackle its ideas with assurance, and think critically about what they read, no matter what their school can supply.

Grounded in active, locally aware teaching, the plan zeroes in on concrete moves-skim-ming, scanning, inference, and simple text talk-that strengthen core mechanics while nudging higher thought (Martínez et al., 2020). It weaves group tasks, village stories, and real-life notices into every lesson, tying word work to daily need and giving each session a clear reason to matter (Arcentales et al., 2020). By pairing guided drills with familiar materials, the framework turns reading into a lively link between class and the larger world, not just another exercise to check off.

The framework deliberately combines traditional literacy teaching with digital tools, accommodating different learning styles and preparing students for twenty-first-century conversation. A sequence of tasks, supported by ongoing assessments-reflection journals, peer reviews, and pre/posttests-gradually builds skills from first exposure to lasting mastery. Guided by these evaluation data, instructors can shift strategies in real time, creating a responsive classroom that nurtures lasting academic and linguistic advancement (Navarra, 2020).

Basic/Key/Guiding Ideas (Dynamic structure of its components)

This proposal is grounded in a commitment to advance reading comprehension for A2-level EFL students, particularly those in rural classroom contexts. From this commitment, a suite of targeted, interactive, and locally relevant techniques has been designed to meet the learners' unique circumstances. The long-range aim is to cultivate independent, critical, and self-assured readers who can engage confidently with diverse English texts. The core guiding ideas are outlined below:

- 1. Comprehensive Skill Development:** Effective reading goes well beyond word recognition; it merges literal understanding, inferential reasoning, critical analysis, and overall gist or global comprehension into a single, fluid activity (Vélez, 2021).



To nurture this composite ability, the proposal highlights a set of four interrelated classroom strategies. (See Table 4. Comprehensive Skill development).

- 1. Contextual Relevance and Application:** To make reading practice meaningful and engaging, this proposal emphasizes the use of materials that mirror learner's everyday lives and circumstances. When texts touch on topics they already know or care about, learners quickly grasp the practical worth of their language work and feel a clearer bridge between what happens in class and the conversations outside (Martin *et al.*, 2020).
- 2. Active and Collaborative Learning:** Research agrees people learn more deeply when they take part instead of only watching or listening. This proposal builds interactive drills, group tasks, and real-life corners of language so that every student moves, speaks, and thinks during each lesson. Pair reading, small debates, and hands-on problem solving reinforce comprehension, strengthen talk skills, and quietly weave a classroom community.
- 3. Continuous Practice and Skill Reinforcement:** Reading techniques settle in only after repeated, spaced exposure. To meet that need, the plan rotates brief, adjustable exercises that teachers can tune to skill level or time slot, making sure no learner is left behind and everyone keeps moving forward.
- 4. Integration of Technology and Multimedia:** To strengthen the impact of these strategies, the proposal weaves digital tools and multimedia throughout reading practice, aligning activities with student's everyday lives and current literacies (Hernandez et al., 2021). Specific resources such as interactive whiteboards, online quizzes, digital story apps, and virtual debate platforms invite learners to participate in active, technology-rich reading sessions that feel relevant and motivating (See Table 5. Activity Table for strategy implementation).



Structure and Dynamics Components

This proposal outlines a set of reading strategies tailored to A2-level EFL learners, aiming to build confidence and competence across four comprehension dimensions: literal, inferential, critical, and global understanding. Following Jiménez (2020), its activities blend structured sequences with dynamic interactions, making them contextually relevant and easily adjustable to rural classrooms. The aim is to help students read a variety of English texts independently and with assurance.

Core Reading Strategies for A2-Level EFL Students

The plan identifies five linked strategies, each targeting a distinct comprehension facet. Together they foster active participation, critical reflection, and practical language use, so learners not only grasp meaning but also assess and interpret information thoughtfully (García and García, 2021). (See Table 6. Core Reading strategies for A2-level EFL students)

Detailed Dynamics of Each Component

Component 1: Initial Skill Building (Skimming and Scanning): This phase gives learners quick ways to find main ideas and spot details, so they spend less time staring at every word. According to Carrillo (2021), the focus here is on moving the eyes quickly and grasping the gist, a foundation other, tougher reading work later.

Table 7.

Component 1: Initial Skill Building (Skimming and Scanning)

Strategy	Description	Example Activity	Expected Outcomes
Skimming	Quickly identifying main ideas without reading every word.	Students read the first and last sentences of each paragraph in a news article to identify the main topic.	Faster reading speed, improved ability to identify main ideas.



Scanning	Searching for specific information within a text.	Students use a travel brochure to find specific dates, names, or prices within a set time limit.	Enhanced ability to locate precise details quickly.
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Component 2: Deep Comprehension Development (Contextual Inference and Predicting): After students gain fluency with basic reading skills, they begin tackling richer, more layered cognitive tasks, including drawing plausible inferences and forecasting how a text is likely to unfold (Mero, 2021). This component trains learners to look past literal wording and contextually stitch together hints, prompts them to judge evidence within the story, and sharpens their habit of questioning what the writer intends but leaves unsaid.

Table 8.

Component 2: Deep Comprehension Development (Contextual Inference and Predicting)

Strategy	Description	Example Activity	Expected Outcomes
Contextual Inference	Using surrounding text to deduce the meaning of unfamiliar words.	Students read a passage about the rainforest and use context clues to figure out the meaning of "canopy" and "dense."	Greater vocabulary retention, deeper understanding of context.
Predicting	Making educated guesses about the content of a text based on titles, headings, and context clues.	Students look at the title, subheadings, and images of a magazine article about technology and predict three possible topics covered in the article.	Improved ability to anticipate text content and make accurate inferences.



Component 3: Critical Thinking and Analysis (Critical Analysis): This segment asks students to question who wrote a text, why it was written, and whether the argument is reliable, prompting them to shift from passive reading to engaged, critical reflection (Walss, 2021). By doing so, the component nurtures the advanced cognitive skills that scholarly work requires.

Table 9.

Component 3: Critical Thinking and Analysis (Critical Analysis)

Strategy	Description	Example Activity	Expected Outcomes
Critical Analysis	Evaluating the author's purpose, perspective, and bias.	Students read an editorial on climate change and identify the author's main arguments, tone, and potential biases.	Stronger critical thinking, enhanced ability to assess reliability, improved decision-making.

Component 4: Practical Application and Real-World Integration: Today's reading practice moves beyond drills; it uses genuine texts-student emails, recipe cards, news snippets-that echo what learners encounter daily. By seeing language in familiar contexts, learners grasp why vocabulary and grammar matter and build a tighter link between lessons and everyday talk (Gago, 2021).

Table 10.

Component 4: Practical Application and Real-World Integration

Strategy	Description	Example Activity	Expected Outcomes
Real-Life Reading	Applying reading skills to authentic texts, such as newspapers, advertisements, and travel brochures.	Students analyze job advertisements to identify key skills and qualifications.	Increased motivation, practical language application, better retention.



Authentic Texts	Using real-world materials to practice reading skills in context.	Students read a short news article about local events and discuss the main ideas.	Improved comprehension of real-world language, better preparation for real-life communication.

Component 5: Interactive Learning and Digital Integration: This element deliberately weaves technology and multimedia into daily lessons, turning static activities into lively exchanges. Ibarra (2020) notes that when students reach for laptops, tablets, or even smartphones, they habitually employ search engines, social media, and content-creation apps to study, share, and experiment, thus transforming rote reading into a more dynamic, enjoyable workout for their minds.

Table 11.

Component 5: Interactive Learning and Digital Integration

Strategy	Description	Example Activity	Expected Outcomes
Digital Tools	Using technology to support reading practice and language development.	Students use digital platforms like Quizlet for vocabulary practice or participate in online discussion forums.	Higher student engagement, improved digital literacy, more dynamic learning experiences.
Online Resources	Incorporating multimedia texts, videos, and interactive exercises into reading practice.	Students use online news sites to find articles on current events and share their findings in class.	Better comprehension of digital texts, greater media literacy.

Integration and Flexibility Across Components

This proposal emphasizes integration and flexibility, enabling instructors to modify techniques according to their learners' diverse profiles and backgrounds. It advocates using a broad range of materials, short stories, newspaper articles,



advertisements, videos and multimedia clips so teachers can sustain motivation while addressing different genres and texts. Because all components interrelate, learners gradually assemble a cohesive repertoire of reading abilities that transfer easily to university coursework and everyday tasks.

Demands, Requisites, Conditions, and Criteria That Must Be Met According to Its Nature and Scope

For a reading intervention aimed at A2 EFL students to succeed and yield observable improvements in comprehension, several essential demands and conditions must be met. Satisfying these criteria ensures a stable classroom climate, shields the curricular roadmap, and steers the program closer to its broader academic goals. The foundational prerequisites include:

- 1. Institutional Support and Commitment:** Genuine backing from administrators, coordinators, and faculty is crucial if the proposal is to take root and grow (Vega et al., 2020). This support shows up as time set aside for professional-development workshops, access to curated print and digital materials, and ongoing encouragement extended to both teachers and learners. (See Table 12. Institutional Support and Commitment)
- 2. Classroom Environment and Learning Resources:** For the success of this proposal, students must work in a positive setting stocked with high-quality resources. Such a classroom blends diverse reading materials, reliable technology, and movable desks that promote teamwork and hands-on learning (Diaz *et al.*, 2020). (See Table 13. Classroom environment and learning resources)
- 3. Student Participation and Engagement:** Active involvement from students drives the success of this plan. Learners need genuine motivation to practice the reading strategies, finish assigned work, and contribute to class talks if they are to gain the full advantages of the program (Gagliardi, 2020). (See Table 14)
- 4. Assessment and Continuous Improvement:** Regular evaluation of the reading interventions is essential if schools are to confirm that these practices genuinely



boost student's comprehension. Such a process involves both formative and summative measures alongside sustained teacher reflection and timely refinement of the strategies (Madueño and Márquez, 2020). (See Table 15. Assessment and continuous improvement)

5. **Sustainability and Scalability:** For the proposal to produce a long-term effect, it must be both sustainable and scalable. In this context, sustainability pairs with scalability to describe a program that is flexible enough to be adapted across grades, courses, or school types whenever the need arises (Martínez *et al.*, 2020). (See Table 16. Sustainability and Scalability)
6. **Positive Learning Environment and Student Motivation:** Cultivating a safe and encouraging classroom climate is essential for sparking student motivation and sustaining academic success over time. Key strategies for doing so involve acknowledging accomplishments, guiding learners toward a growth mindset, and building a culture of peer support and respect (Arcenales et al., 2020). (See Table 17. Positive learning environment and student motivation)

Demonstrations: Examples

To put the reading techniques described in this proposal into practice, teachers need clear, step-by-step demonstrations that show how each approach works in the classroom. These walkthroughs should be hands-on, tied to students' everyday lives, and geared toward helping A2-level EFL learners read English with confidence and enjoyment (Navarra, 2020). What follows are concrete lesson ideas that weave each strategy into the daily routine, encouraging active participation and stronger understanding.

1. Skimming for Main Ideas

Objective: Read quickly enough to catch the main ideas of a text without getting hung up on every single word, so learners can sense the author's message without wasting time.



Example Activity: "Headline Hunt"

Description: In Headline Hunt, small groups race to match ten short headlines to their full stories, practicing the art of skimming while laughing over surprising daily news. Choosing a variety of topics keeps the mood light, and hunting for headlines trains fast processing of text, nudging students to spot essential information before detail overload sets in (Vélez, 2021).

Instructions:

1. Browse an online news site and copy ten headlines with links, splitting them across four or five short articles.
2. Post the headlines on the board, print them, and ask groups to glue each one beside the correct story in three minutes.
3. Challenge students to draft a one-sentence summary for each assigned article under a strict time limit, such as three to five minutes.
4. Display a digital timer or use a live class scoreboard so the exercise feels both competitive and entertaining.
5. Read the summaries together, analyzing which sentences skim best and explaining the specific language choices that make them useful

Variation: Instead of paper, have learners post their sentences on Jamboard, Padlet, or a shared Google Slides deck, allowing peer comments and giving nearly instant feedback on clarity and conciseness (Guamán and Espinoza, 2022).

Expected Outcome: Over repeated sessions, participants usually read faster, pinpoint main ideas more quickly, and trust their skill to manage dense texts.

2. Scanning for Specific Information

Objective: Identify discrete facts, details, or keywords in a text without reading word-for-word, an indispensable strategy for both academic assessments and everyday information retrieval.

Example Activity: "Fact Finder Challenge"



Description: This exercise transforms scanning practice into an energetic contest, underscoring the value of rapid, accurate information location.

Instructions:

1. Distribute a range of brief documents-travel brochures, recipes, advertisements, and community flyers-to each student or group.
2. Prepare a sheet listing target item for retrieval dates, names, places, prices, statistics-that each text contains.
3. Announce a time limit, such as five minutes, and invite participants to record as many correct entries as they can.
4. Implement a simple scoring scheme, awarding a point for each fact retrieved.
5. Go over the responses as a class, sharing tips that emerged for skimming efficiently

Variation: Move the activity online through tools like Kahoot, Quizizz, or Socrative, which provide instant scoring and real-time leaderboards (Martínez *et al.*, 2020).

Expected Outcome: Learners will sharpen their capacity to spot precise information under pressure, thereby boosting general reading speed and reliability. Such competence proves useful on standardized exams, in workplace memos, and during academic literature reviews (Arcentales *et al.*, 2020).

3. Predicting Content

Objective: Guide readers in forming evidence-based predictions about a text meaning from titles, headings, images, and other context clues, sharpening anticipatory skills before detailed study.

Example Activity: "What's Next?"

Description: Learners examine preliminary cues to infer central arguments, organizational patterns, and tone of a passage, gradually building comfort with hypothesis-driven reading.

Instructions:

1. Project only the title, major subheadings, and accompanying visuals from a full article,



narrative piece, or report.

2. Invite pairs or small groups to discuss aloud the themes, key points, and likely outcomes they can derive.
3. Record ideas on a shared digital board (Padlet, Jamboard) or cluster real sticky notes within a designated workspace.
4. After the entire text has been read, revisit notes side by side, highlighting surprises, corrections, and supporting clues.
5. Prompt brief individual reflection on which signals proved most persuasive and why.

Variation: Set up a friendly competition where groups score points for accuracy, time spent, and depth of reasoning, reinforcing collaboration (Navarra, 2020).

Expected Outcome: Readers build a habit of forecasting, grow bolder in facing new materials, and engage more actively throughout the learning cycle (Vélez, 2021).

4. Contextual Inference

Objective: Learners draw on surrounding text to make sense of new words, an essential process for broadening vocabulary and mastering dense academic writing.

Example Activity: "Word Detective"

Description: Students read passages riddled with tough terms, then mine sentence clues to build meaning, fostering close reading and analytical thought.

Instructions:

1. Select a short text rich in unfamiliar vocabulary.
2. Mark the target words, inviting learners to guess definitions from adjoining phrases.
3. Keep score; each accurate guess earns points toward a small class reward.
4. Assemble online word games in Wordwall, Quizlet Live, or Blooket for real-time competition.
5. Review answers together, tracing the specific clues that guided each correct inference

Variation: Switch the setting to a murder mystery, letting teams "gather clues" about vocabulary and earn badges when they crack cases, lending playfulness and



rivalry to the task (Murray and López, 2022).

Expected Outcome: Over time, students will trust their intuition with tough reading, remember new words longer, and recognize that meaning often rests not in isolation but in the web of sentences surrounding a term (Moreno and Paredes, 2022).

5. Critical Analysis

Objective: Examine how an author's purpose, position, and possible prejudices influence a piece of writing, sharpening students overall academic and media literacy.

Example Activity: "Author's Intent"

Description: Learners step past a text's surface to probe the deeper motives that shaped its form and content.

Instructions:

1. Present a recent opinion column, editorial, or persuasive article.
2. Have learners outline the central claim, tone, and discernible biases.
3. In a round-robin debate, each group either defends or challenges the writer's stance using textual evidence.
4. Ask participants to compose brief reflections summarizing their views and citing specific passages.
5. Move the conversation online through tools like Flipgrid or Teams, extending analysis beyond class hours.

Variation: Swap in political speeches, slick ads, or viral posts for a nimbler, real-world angle (Matsumoto, 2022).

Expected Outcome: Readers sharpen their critical lens, weigh source credibility with greater confidence, and grow into well-informed, discerning consumers of text (Pikhart *et al.*, 2023).

Integrated Practice - Real-World Application

Effective reading instruction moves beyond drills; it embeds strategy practice



in situations learners encounter. When pupils use skimming to scan a restaurant menu or summarizing to explain a news clip to a friend, they reinforce skills while seeing their value. Activities such as analyzing articles, arguing a topic, building a slideshow, or managing a short group report place comprehension in practical, high-interest settings, boosting motivation and confidence. Over time, these real-world tasks turn strategies from classroom checklist items into everyday tools, deepening understanding and encouraging independent learning.

Methods of Application

Introducing reading strategies to A2-level EFL students succeeds when teachers follow a clear, step-by-step framework that balances frequency, relevance, and measurement. This section outlines low-prep classroom routines, app-based annotation, move-to-mark assessments, and peer-feedback loops, along with timelines, digital resources, and tips for keeping scaffolding light yet effective.

Methods of Application

Because reading comprehension is built from reliable techniques, each strategy must be interactive, centered on learners, and clearly tied to everyday situations, so that students grasp the idea and are willing to use it outside school (Auris and Minerva, 2023). The table below lists these core methods, shows what they look like in practice, and describes the results teachers can expect when they are used consistently. (See Table 18. Methods of application)

The procedures summarized in the table highlight how essential direct instruction is for laying the groundwork of effective reading techniques. When teachers model strategies step by step, students gain a transparent structure to follow; afterward, partnering in small groups strengthens both critical analysis and collaborative skills (Núñez and Crismán, 2021). Incorporating digital tools adds an interactive layer that not only captures attention but also practices the 21st-century competencies students will need in a technology-rich world. Used in concerts, these approaches address varied learning profiles and together work toward lasting language growth.



Methods of Implementation

Implementing these strategies successfully requires thoughtful advance planning, a classroom climate that encourages risk-taking, and ongoing, responsive support so that each reading technique can be gradually reinforced or adjusted as learners progress (Karatay and Hegelheimer, 2021). This section briefly surveys core implementation tools, such as detailed lesson blueprints, consistent classroom routines, and sustained professional learning for educators. (See Table 19. Methods of implementation)

When lesson objectives are framed around relatable contexts and procedural guidelines are transparent, students typically find learning more relevant and easier to engage with. Complemented by regular encouragement and a supportive atmosphere, this approach cultivates student self-efficacy; meanwhile, teachers who participate in ongoing training maintain the skills and creativity needed to adapt instruction effectively.

Resources

The effective roll-out of this reading strategy plan for A2-level EFL learners hinges on an array of resources that together form an interactive and encouraging classroom atmosphere. Printed items-textbooks, graded readers, current news articles, and community pamphlets-expose learners to varied text types and authentic language, while graphic organizers and targeted vocabulary lists break down difficult passages and reinforce comprehension skills (Ávila and Rossana, 2023). Collectively, these basic materials chart a clear, step-by-step path through the phases of reading growth in a manner the students can follow.

Digital tools such as Kahoot, Quizizz, Padlet, and Canva lift motivation by placing reading strategies-scanning, predicting, critical thinking-in playful, team-based settings (Quinonez et al., 2023). In the process, the learners also build essential digital literacy. On the physical side, interactive whiteboards, projectors, and flexible desks strengthen that student-centered vibe by making it simple to mix multimedia, pull



students into small groups, and keep everyone moving during reading activities.

Beneficiaries

This proposal directly targets A2-level EFL learners, giving them the reading tools they need and raising their general command of English. By practicing strategies like skimming, scanning, predicting, and drawing meaning from clues in the text, students grow into more self-reliant readers, ready to tackle tougher academic passages and everyday materials (Quispe and Lissette, 2023). The same habits also sharpen their critical thinking, a key ingredient for doing well in school, judging issues wisely, and choosing options responsibly.

Instructors gain targeted training, ready-to-use digital materials, and a step-by-step guide, all of which make daily lessons smoother and spur professional exchange and creativity. When learners perform better, schools usually enjoy higher retention, stronger test scores, and a more positive public image (Murray and López, 2022). The benefits travel even further: graduates armed with solid literacy and analytical skills enter the job market, vote knowledgeably, and pursue learning for life, helping build a more resilient social and economic future.

Closing

This proposal outlines a pragmatic, step-by-step plan aimed at boosting reading comprehension in A2-level EFL learners, placing heavy emphasis on everyday relevance and digital tools students already use. By linking practice to real-life situations, it seeks to turn hesitant readers into independent, confident thinkers who can tackle academic texts and daily print material alike. The model therefore marries foundational skills training with tasks that invite critical examination, matching modern curricular demands head-on.

Execution hinges on clear teacher guidance, peer cooperation, and regular in-service growth cycles, forming a classroom culture that honors each learner while still pushing for long-term achievement gains (Moreno and Paredes, 2022). Coupled with carefully chosen materials and a mindset of incremental refinement, the initiative is



well positioned to lift reading scores in the target group. Looking ahead, deliberate work on sustaining learner motivation, deepening teacher know-how, and curating authentic, mood-lifting texts will be vital if every student is to emerge as a skilled.

Empirical evaluation

Empirical validation remains the cornerstone for assessing whether an educational intervention genuinely enhances learning outcomes. Accordingly, we analyzed pre- and post-test scores to determine the impact of five reading strategies taught to A2-level EFL learners. Skimming, scanning, predicting, contextual inference, and critical analysis were selected in direct response to recurring classroom challenges. Improvement was then monitored across four comprehension tiers-literal, inferential, critical, and global-each indexing a distinct dimension of reading competence (Córdova et al., 2023).

Baseline diagnostics had revealed enduring student difficulties in locating main ideas and unpacking implicit meaning; these data guided the design of our instructional sequence (Talavera, 2020). Following strategy implementation, post-test scores indicated statistically significant gains at every comprehension tier, demonstrating that deliberate, strategy-based pedagogy lifts reading performance. Complementary tables and charts now corroborate the intervention's reliability and advocate for a wide-ranging, multi-strategy framework in future reading curricula (Leyva et al., 2020), thus supplying a sound basis for ongoing refinement and broader classroom dissemination.

Evaluation of the Intervention and Validation of the Strategies

In line with the second specific objective to evaluate the effectiveness of the reading strategies implemented through comparative evaluations carried out before and after the intervention this section presents the results of the post-intervention assessments. The analysis includes a detailed comparison between pretest and posttest scores, use of strategies, reading time, and perceived difficulty. The data provides robust evidence of improvement in comprehension skills following the implementation of the proposed strategies and serves to validate their effectiveness in



the context of A2-level EFL learners. (See Table 20. General descriptive statistics - Post-intervention assessment.)

Table 21.

Summary Descriptive Statistics – Pretest

Variable	N	Min	Max	M	SD
Total Score		40	58	48.2	4.5
Reading Time (min)		18	30	24.6	3.1
Strategies Used	26	2	4	3.1	0.6
Perceived Difficulty		2	5	4.1	0.7

Table 22.

Summary Descriptive Statistics - Post-intervention

Variable	N	Min	Max	M	SD
Total Score		51	66	58.7	4.2
Reading Time (min)		14	24	18.3	2.8
Strategies Used	26	4	5	4.7	0.5
Perceived Difficulty		1	3	2.1	0.6

The assessment conducted after the intervention shows that A2-level EFL



students made marked advances in reading comprehension. Average scores climbed to 58.7 points, equating to 83.9% of the maximum and a gain of 14.5 points, or 32.8%, over the pre-intervention benchmark. Such an increase strongly suggests that the teaching methods used during the program successfully reinforced the learners' understanding of written English. Complementing this, the average time spent reading fell from 26.0 to 18.3 minutes, a reduction of 29.6%, meaning learners not only grasped meaning more deeply but did so with noticeably greater speed, a hallmark of emerging reading automaticity.

Additional indicators of progress appear when strategy use is considered; students moved from applying roughly two techniques to nearly five, evidence that they have internalized and operationalized the skills that were demonstrated. Correspondingly, self-reported difficulty levels dropped from 3.8 to 2.1 on a five-point scale, pointing to higher confidence and a more relaxed approach to reading in English. Finally, a narrower distribution of scores, marked by a smaller standard deviation and a reduced range, suggests that learners who once lagged are now closer in performance to their peers, leading to fairer and steadier results for the entire class.

Table 23.

Pre-Post Intervention Comparative Analysis

Variable	Pre-intervention	Post-intervention	Difference	% Change	t-student	p-value	Effect Size (Cohen's d)
Total Score	44.2 ± 5.1	58.7 ± 4.2	+14.5	+32.8 %	12.47	<0.001	3.12 (Very Large)
Reading Time	26.0 ± 3.2	18.3 ± 2.8	-7.7	-29.6%	-10.23	<0.001	2.58 (Very Large)
Strategies Used	2.0 ± 0.7	4.7 ± 0.5	+2.7	+135.0 %	17.89	<0.001	4.35 (Very Large)



Perceived Difficulty	3.8 ± 0.8	2.1 ± 0.6	-1.7	-44.7%	-9.54	<0.001	2.39 (Very Large)
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The overall reading-comprehension score records the biggest absolute shift ($d = 3.12$), signifying that the change is meaningful in practice, not just in numbers. The "Strategies Used" measure displays the steepest percentage rise (135.0%) and the highest effect size ($d = 4.35$), proving learners did not merely recognize new tactics; they adopted them as regular tools. This finding matters because it points to durable adjustments in how students approach reading.

The drop-in reading time, paired with higher scores, signals that learners read more efficiently. The 44.7% cut in felt difficulty implies that the program improved skill while also easing the mental load of reading English texts. All p-values sit below .001, guaranteeing these results are reliable to a 99.9% confidence level and effectively ruling out chance or overlooked outside influences.

Table 24.

Frequency Distribution - Performance Levels

	Performance Level	Score Range	Frequency	Percentage	Cumulative Percentage
Pre-intervention	Low	35-42	12	46.2%	46.2%
	Medium-Low	43-47	8	30.8%	77.0%
	Medium-High	48-52	5	19.2%	96.2%
	High	53-60	1	3.8%	100.0%
Post-intervention	Low	35-42	0	0.0%	0.0%
	Medium-Low	43-47	0	0.0%	0.0%



Medium-High	48-55	6	23.1%	23.1%
High	56-66	20	76.9%	100.0%

The movement of students across reading-performance levels provides clear evidence that the targeted strategy had a robust effect. Before the intervention, 77.0% clustered in the low and low-medium groups, with only 3.8% achieving a high mark. That distribution revealed serious gaps in reading among A2-level EFL learners and underscored the need for focused support.

After the program, the results were remarkable: 76.9% moved into the high category, and no one stayed in low or low-medium. An additional 23.1% reached medium-high, showing that every student made noticeable headway. This sweeping change is one of the study's key discoveries, because it proves the strategies not only lifted the average but also closed critical comprehension gaps, so all learners regardless of where they started profited from the intervention.

Table 25.

Correlations Between Main Variables

Variables	Pearson Correlation	Significance	Interpretation
Total Score - Strategies Used	0.847**	<0.001	Very strong correlation
Total Score - Reading Time	-0.723**	<0.001	Strong negative correlation
Total Score - Perceived Difficulty	-0.689**	<0.001	Strong negative correlation



Strategies - Reading Time	-0.612**	<0.001	Moderate negative correlation
Strategies - Perceived Difficulty	-0.578**	<0.001	Moderate negative correlation
Time - Perceived Difficulty	0.634**	<0.001	Strong positive correlation

Note: Correlation significant at the 0.01 level (2-tailed)

The observed relationships among the study variables form a coherent and theoretically consistent pattern that supports the proposed intervention. First, a strong positive correlation between overall reading-comprehension scores and the number of strategies employed ($r = 0.847$) indicates that strategic behavior accounts for roughly 72 percent of the variance in performance. This result offers robust empirical backing for the argument that deliberately applied reading techniques drive better comprehension.

Additional correlations reinforce this view. Specifically, high comprehension is accompanied by shorter reading times ($r = -0.723$) and lower perceived difficulty ($r = -0.689$), suggesting that faster readers encounter material with greater ease—a trend often linked to automaticity and advanced language skill. Conversely, reading time and perceived difficulty are positively related ($r = 0.634$), implying that students who linger over texts also report feeling more challenged, a pattern that mirrors cognitive-processing accounts in second-language research. Because all correlations reach statistical significance at $p < 0.001$, researchers can treat these findings as both reliable and valid indicators of the intervention's success.



CONCLUSIONS

The study demonstrated that the implementation of personalized reading strategies significantly improved the reading comprehension of ninth-grade EFL learners in rural schools. As students' scores increased substantially across all dimensions when strategies such as skimming, scanning, predicting, inferring, and analyzing were practiced according to their needs, their scores rose substantially across all measures ($d = 0.74$ to 1.32).

The diagnostic evaluation revealed that CEPE students faced persistent challenges in literal, inferential, critical, and global comprehension. Obtaining below-standard results and difficulties related to literal comprehension (43.5/70), inferential comprehension (48.3/70), critical comprehension (45.8/70) and global comprehension (44.6/70). It directly informed the design of the intervention. Skimming and scanning were introduced as foundational skills, prediction and contextual inference as intermediate tools, and critical analysis as advanced practice. This sequence ensured that instructional content matched students' actual needs.

In CEPE high school, context-sensitive reading strategies were implemented to meet the learning profiles of A2 students in a rural environment. The process went from basic strategies such as skimming and scanning to more complex tasks. For instance, advanced critical analysis, and integrated culturally relevant texts, collaborative learning, and low-bandwidth digital tools. Since it fostered motivation and meaningful engagement with English.

Comparative evaluations before and after the intervention confirmed the effectiveness of the proposed methods, showing statistically significant improvements in comprehension levels with strong reliability and validity ($\alpha > 0.85$; $CV > 0.88$). Significant correlations further supported the causal link between strategy use and learning gains. Besides, it demonstrates that strategy use transferred from guided classroom practice to independent reading tasks.

As a result, student performance transformed notably. 76.9% of participants



reached high achievement levels. No learners remaining in the low category, and overall variability reduced. It confirmed that the proposed reading strategies provided a practical, effective, and context-appropriate solution to strengthen English reading comprehension in rural educational settings.



RECOMMENDATIONS

Educational institutions should implement broader evaluation systems. This should go beyond simple pre- and post-intervention comparisons. Likewise, these systems should include medium-term deferred evaluations to verify the retention of learning and the transfer of strategies to new contexts, by extending the evaluation period. It was possible to measure not only the immediate impact of the intervention but also the durability of the results. This practice allowed the teachers to determine if the students continued to apply the strategies independently.

Teachers and administrators should be trained in the use and interpretation of educational data. The training included the development of skills in basic statistical analysis and the ability to interpret classroom evidence accurately. With these competencies, educators made more informed pedagogical decisions and adjusted their teaching strategies according to actual results. The study confirmed that such training empowered staff to adopt an evidence-based approach that more effectively responded to students' needs.

The use of validated and reliable assessment tools guarantees standardized instruments with structured observation protocols, as well as qualitative records, such as student perceptions and classroom behaviors. That provided a solid basis for accurate measurement. For instance, student perceptions, to obtain a comprehensive and pedagogically meaningful understanding of the learning process.

The dissemination mechanisms must be established through teacher networks, conferences, and academic publications. The aim is to share findings and successful practices, fostering collaboration and enabling the adaptation of effective methodologies in other educational contexts. The intervention was recommended as a model to promote a culture of continuous improvement, demonstrating that evidence-based reading strategies not only strengthened comprehension locally but also contributed valuable insights to the wider educational community.



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