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**MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS CON MENCIÓN ENSEÑANZA DE INGLÉS**

THEME:

**THE USE OF COGNITIVE STRATEGIES TO IMPROVE ENGLISH
READING COMPREHENSION IN EFL STUDENTS OF SEVENTH
GRADE.**

Research project prior to obtain the degree of Master in Pedagogy of National and Foreign Language with a major in English Language Teaching.

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I, the undersigned, declare that the contents and results obtained in this research work, as a requirement for the master's degree, are entirely original, authentic, and personal and all material at the author's exclusive legal and academic responsibility

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The research work has been reviewed, approved, and authorized for printing and binding on the topic “THE USE OF COGNITVE STRATEGIES TO IMPROVE ENGLISH READING COMPREHENSION IN EFL STUDENTS OF SEVENTH GRADE”. Prior to obtaining the master’s degree, it meets both the content and format requirement for the student to present the thesis defense.

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DEDICATORY

I want to dedicate this research work to my lovely daughter, my family and my parents, for being an example of perseverance and responsibility, for giving me all their love and support. For being my main strength in difficult times. For having instilled in me values and principles that have helped me achieve another goal in my professional life.

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RESUMEN EJECUTIVO

El presente trabajo investigativo tiene como objetivo principal analizar la efectividad del uso de una guía de actividades basadas en estrategias cognitivas para mejorar la comprensión lectora del idioma inglés en estudiantes de séptimo año de básica general. Este trabajo surge de la necesidad de incrementar recursos innovadores para el mejoramiento de la comprensión lectora del idioma inglés para promover un ambiente de aprendizaje participativo e integrador. La metodología empleada es cuantitativa que permitió la recolección de datos y el análisis estadístico con un diseño pre- experimental. Se trabajó con un pre-test y post-test adaptados del examen Pre-A1 Starters de Cambridge, los cuales permitieron evaluar el nivel de comprensión lectora en 39 estudiantes de séptimo año antes y después de la ampliación de la guía de actividades basadas en estrategias cognitivas. Los resultados obtenidos muestran una mejora significativa en la comprensión lectora en los estudiantes de séptimo año. Por consiguiente, es importante sugerir el uso de estrategias cognitivas mediante la utilización de una guía de actividades para mejorar la comprensión lectora del idioma inglés y crear un entorno de aprendizaje activo y significativo.

Palabras claves: estrategias cognitivas, comprensión lectora, guía de actividades basadas en estrategias cognitivas, ambiente de aprendizaje participativo e integrador.

UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA
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ABSTRACT

The Use of Cognitive Strategies to Improve Reading Comprehension in English in
Seventh-Grade EFL Students

This research aims to analyze the effectiveness of using an activity guide based on cognitive strategies to improve English reading comprehension in seventh-grade students at school level. The study rises from the need to incorporate innovative resources to enhance reading comprehension in English and to promote a participatory and inclusive learning environment. A quantitative methodology was used, allowing for data collection and statistical analysis through a pre-experimental design. The research involved a pre-test and post-test adapted from the Cambridge Pre-A1 Starters exam, which were used to assess the reading comprehension levels of 39 seventh-grade students before and after implementing the activity guide based on cognitive strategies. The results show a significant improvement in the students' reading comprehension. Therefore, the use of cognitive strategies through an activity guide is strongly recommended to enhance English reading comprehension and to foster an active and meaningful learning environment.

KEYWORDS: cognitive strategies, reading comprehension, activity guide based on cognitive strategies, participatory and inclusive learning environment



INTRODUCTION

Relevance of the topic

English is a universal language spoken worldwide, enabling communication between various cultures. Baxodirovna (2024) points out that English is a lingua franca that helps people from different cultures and linguistic background to connect and communicate. Additionally, English is widely used in international fields such as business, education, and diplomacy. Mastering English skills can open the door to a wealth of opportunities. The English language acts as a cultural bridge where people from different backgrounds can work together. Furthermore, proficiency in English creates new opportunities in various fields. Consequently, learning English has become an essential aspect of education. By seeking valuable resources that focus on developing language skills and using cognitive strategies, learners can engage in a more effective learning process.

Learning English involves the development of both receptive and productive skills for successful communication. Zaharan (2025) determines that reading is an essential receptive language skill that involves more than just recognizing written units or adhering to grammatical rules. It involves the ability to identify letters, decode texts, and interpreting information from a text. In addition, reading is a cognitive process that involves understanding the meaning conveyed in a piece of text. Some learners perceive reading as merely a mechanical procedure that can be a monotonous process. However, reading proficiency enables readers to gather essential information from a text and use knowledge in real life situations, solve problems effectively, and improve their critical thinking skills.

According to Landerl, Castles & Parrilla (2022), reading is a mental process in which learners interpret written symbols. This process implies understanding the rules of written language. For successful reading, children must recognize written units and decode them into meaningful information. This becomes easier when the decoding process is automatic, effortless and internalized.

This study is based researcher line “pedagogical innovation” through methods, strategies, and techniques that promote practical, active, meaningful, and constructive processes. The main goal is to encourage changes that enhance pedagogical development and learning transformation process through the application of virtual resources. The research line finds the validation teaching relevance, communication, collaboration, and organization in increasing teachers’ participation in innovative processes. The sub-line references learning strategies, particularly cognitive strategies that permit enhance English reading comprehension in younger students. Moreover, the study reflects the effectiveness of these strategies.

According to Maruf, Husain & Arifin (2024) cognitive strategies are mental resources that empower learners to become active readers. A study conducted by Hill Learning Center (2021) indicates that the brain is not inherently equipped to develop and activate the reading process. It must be trained to do with cognitive strategies, which permit learners to join visual features with spoken system and transform simple elements into a complex one. In addition, these strategies increase learners’ vocabulary, improve memory retention, and connect prior knowledge with new data. Importantly, cognitive strategies go beyond comprehension of the words

on the pages. This enables analyzing, interpreting and reflecting on the written information, fostering critical thinking, solving problems and creativity.

In Ecuador, the Ministry of Education categorizes, English as a foreign language (EFL), This means that English language is part of the curriculum and must be taught in public and private institutions in Ecuador. According to the Ministry of Education (2021), the new curriculum determines a set of objectives, evaluation criteria, performance criteria and indicators of the performance for developing reading skill. The Ministry of Education (2021) describes some mandatory performance criteria that learners must require to develop.

“EFL 3.3.1. Understand most of the details of the content of a short simple text (online or print)” (Ministry of Education, 2021, p. 62).

“EFL 3.3.10. Follow short instructions illustrated through step-by-step visuals in simple experiments and projects. (Ministry of Education, 2021, p. 62).

“EFL 3.3.2. Show understanding of some basic details in short simple cross-curricular texts by matching, labelling and answering simple questions. (Ministerio de Educacion, 2021, p. 62).

“EFL 3.3.3. Identify the meaning of specific content-based words and phrases, with the aid of visual support”. (Ministry of Education, 2021, p. 62).

“EFL 3.3.4. Distinguish between fact and opinion and relevant and irrelevant information in an informational text by mind maps/charts”. (Ministry of Education, 2021, p. 62).

“EFL 3.3.9. Identify and use reading strategies to make text more comprehensible and meaningful. (Example: skimming, scanning, previewing, predicting, reading for main ideas and details, etc.)” (Ministry of Education, 2021, p. 62).

“EFL 3.3.8. Make and support inferences from evidence in a text with reference to features of written English. (Example: vocabulary, facts, format, sequence, relevance of ideas, etc.)” (Ministry of Education, 2021, p. 62).

The Ecuadorian curriculum for English language teaching in public institution is foster robust reading skills among learners. These reading skills provide a solid foundation for developing adequate reading comprehension abilities in learners. By cultivating these skills, learners can broaden their knowledge, explore different perspectives or ideas, develop critical thinking skills, and achieve success in their studies and the future professional world. According to the Ecuadorian curriculum, reading skills allow younger learners to identify details and interpretation of written information from reading materials. Therefore, reinforcing reading skills may include competencies such as answering questions, matching information and providing ideas or thoughts while employing reading strategies (predicting, mapping, summarizing) to make the written information more comprehensible.

As Sua (2021) highlights, cognitive strategies play an important role in enhancing students’ reading comprehension. These provide numerous benefits, such as information being processed more effectively so the written message can

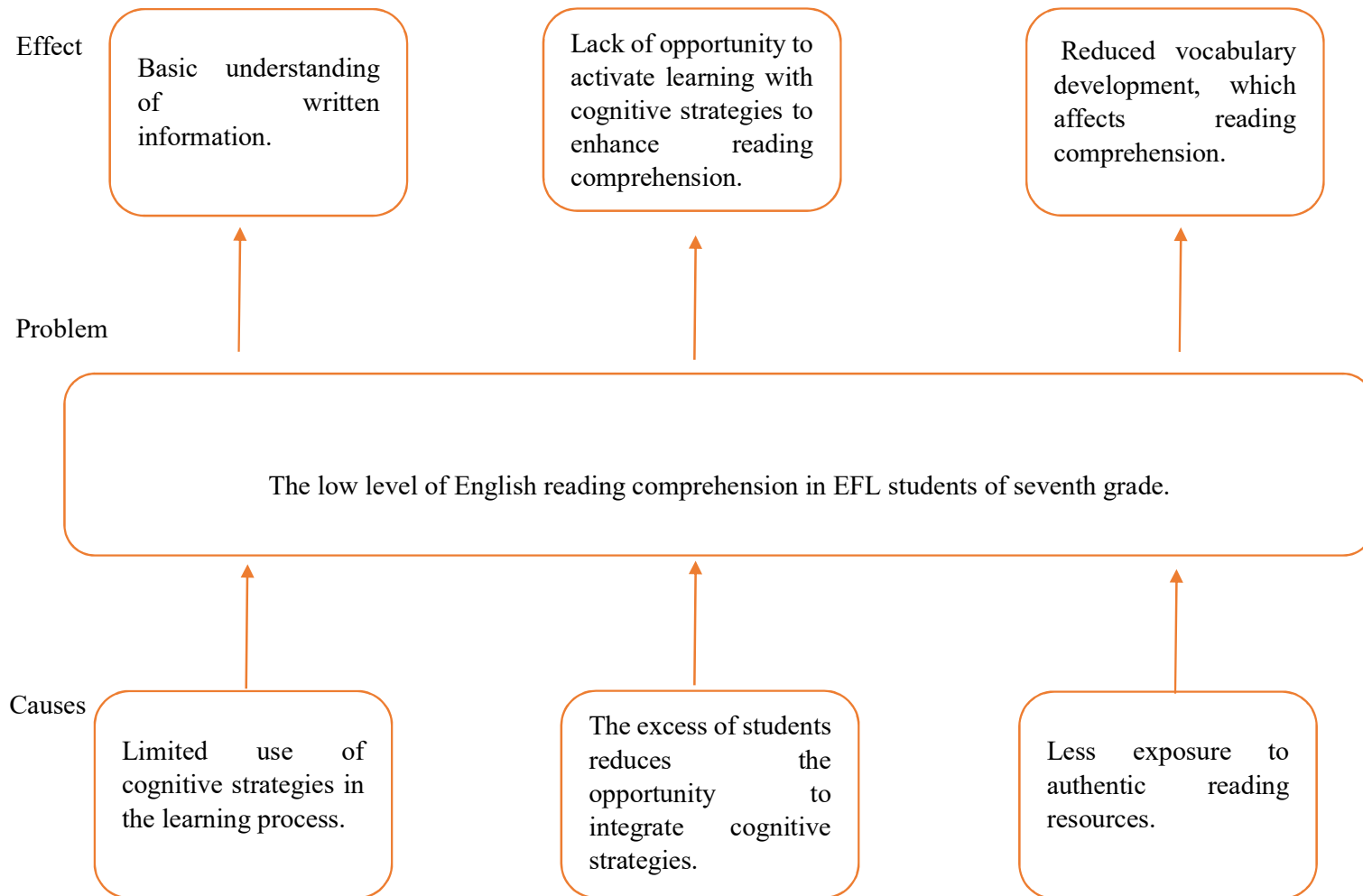
be comprehended. Furthermore, these strategies facilitate learners' understanding of the information presented in different written formats, increase their vocabulary, construct meaning from written information, and boost their motivation to read for pleasure. The author mentions several cognitive strategies in his study, including predicting, visualization, summary and others, which help to support this investigation.

A study by Suyitno (2017) discusses the role of cognitive strategies in reading comprehension and emphasizes their fundamental contributions in developing learners' achievement. Cognitive strategies equip readers with practical techniques, for example, how to learn effectively, retain information, and communicate thoughts in an analytical way. By mastering these internal processes correctly, readers can learn in autonomously (self – learning), convey ideas through both written and spoken ways, and develop the ability to comprehend problems, think critically, retain and learn. The author briefly mentions that cognitive strategies are remarkable in learning, solving problems and critical thinking.

As a result, using cognitive strategies in the reading process is vital for developing this research work. These can create active readers, deepen understanding of the information, and connect the previous with new knowledge. Upcoming the problem statement.

Problem Statement

The low level of English reading comprehension in EFL students of seventh grade.



Problems arise when a low level of English reading comprehension is observed in EFL students in seventh grade. According to Fierro, Lara, Cadena & Narváez (2023), Learners often overlook cognitive strategies in fostering English reading comprehension, learners often prioritize conventional reading strategies. As a result, students often perceive reading as tedious and boring parts of their learning.

The problem tree helps identify the main problem, possible, causes and effects that can contribute to low level of English reading comprehension in EFL students of seventh grade. These issues are limited use of cognitive strategies in the learning process; The excess of students reduces the opportunity to integrate cognitive strategies and less exposure to authentic reading resources.

Limited use of cognitive strategies during the learning process can present significant challenges. When learners do not apply mental strategies, their ability to process information can be superficial and can affect their understanding. Also, learners can struggle with tasks and decrease their motivation to enhance reading comprehension. As Yuni, Arjulayana, Imtihan, & Malami (2025) highlighted, one mayor challenge that students face in their learning process is the complex relationship between cognitive process and their reading outcomes. In addition, over-dependence on predefined, teachers-directed strategies can limit learners' understanding of written information.

The large number of students reduces the opportunity to integrate cognitive strategies into English classes. This lead contributes to a passive learning environment because of the application of conventional resources such as memorization, standard reading, and traditional reading strategies. In addition,

overcrowded classrooms hinder individualized learning, teachers cannot provide individual feedback or apply individual strategies to create an active learning environment. Consequently, cognitive strategies are undoubtedly a crucial component of understanding reading material, supporting academic excellence in the educational field. Students who correctly understand all types of information in their native or foreign language can use that knowledge to solve real-world situations.

Finally, there is less exposure to authentic reading resources. In many public institutions, authentic texts and publications in English are limited. Hence, learners only have access to reading activities found in the student's books, which reduce decrease their opportunity to explore with other types of texts. This limitation can hinder the development of reading habits and increase their vocabulary. In addition, these resources are important for intellectual growth, such as magazines, novels, and becoming active readers. Efverlund (2024) explains different reading resources such as telling stories to permit young learners to increase their vocabulary, creativity, world-building, and motivation for learning more thought a text.

Research Question

How an activity guide based on cognitive strategies could improve English reading comprehension in EFL students of seventh grade?

Hypothesis

Cognitive strategies improve English reading comprehension level in EFL students of seventh grade.

Beneficiaries

Cognitive strategies improve English comprehension have proven beneficial for all participants in this research. Seventh-grade learners use cognitive strategies feel motivated to learn English as a foreign language. These strategies permit them to achieve a better and effective comprehension, optimize the most crucial information from a text, increase their vocabulary and creativity.

OBJECTIVES

General Objective

To analyze the effectiveness of an activity guide based on cognitive strategies in improving the reading comprehension in EFL students of seventh grade by comparing their performance in pre-test and post-test.

Specific Objectives

- To identify the level of English reading comprehension in EFL students of seventh grade.
- To design an activity guide based on cognitive strategies to improve English reading comprehension in EFL students of seventh grade.
- To implement the activity guide based on cognitive strategies to improve English reading comprehension in EFL students of seventh grade.
- To evaluate the efficacy of the activity guide based on cognitive strategies after the implementation of English reading comprehension.

CHAPTER I

THEORETICAL FRAMEWORK

This research is relevant within the field of education, especially in investigating the use of cognitive strategies to improve English reading comprehension. To support this study, it is necessary to establish a strong theoretical framework based on educational studies and scientific documents. The theoretical framework is grounded in educational research and scientific information. This framework underpins citing and referencing various authors. In addition, it implies identifying and critically analyzing previous studies that explored the use of cognitive strategies to improve English reading comprehension. The main goal of this study is demonstrating the essential role of the use of cognitive strategies in reading and how this mental process can empower learners to develop critical thinking skills and solving problems using cognitive strategies. Reading proficiency enables learners are equipped to acquire new knowledge and information through a text.

Previous Studies

The research elaborated by Rodríguez (2021) determined the primary objective of analyzing the influence of five principal cognitive strategies (summarizing, questioning, visualizing, predicting, and using graphic organizers) on development of reading comprehension thought stories in students of ninth grade in a public institution in Cajica, Colombia. The method used in this investigation was a qualitative method through an action research project. The findings were positive, demonstrating that the application of these five cognitive strategies permit

improving their reading comprehension. Rodriguez concluded that English reading comprehension is an extensive process that requires special attention, and implementation of cognitive strategies outline in this study.

The investigation provided valuable insight to hold this research with relevant information about the importance of using and knowing cognitive strategies such as (summarizing, questioning, visualizing, predicting, and employing graphic organizers) in learning and teaching. By including these types of strategies in the reading, learners can empower themselves to be more independent in their learning and develop their critical thinking skills. Furthermore, this study highlights the effectiveness of using narrative materials as a viable resource; for example, stories can be applied at all levels.

Lutfiah, Arjulayana, Hanim & Graba (2025) highlight the importance of exploring the cognitive process in English reading text and analyzing causes that influence reading in students at Sunitisart School in Thailand. Qualitative methods and descriptive approaches were employed in this study. The data was collected through observations and semi-structured interviews. The information determined that proficient readers used cognitive strategies (making inferences, summarizing and reflecting), to facilitate information retention. In deduction, cognitive strategies play an important role in achieving reading success.

The findings presented in this study are relevant to the present research. Showing the importance the use of cognitive strategies to develop of English reading comprehension. Identifying and analyzing positive and negative aspects that influence in English reading development, it contributes to comprehend of the

text. The application of qualitative methods and descriptive approach facilitated systematic data collection, analysis of data, and interpretation of results to recognize the real impact of the use of cognitive strategies.

In this research, Fierro, Lara, Cadena, & Narváz (2023) describe the purpose of their study to identify the effectiveness of applying of cognitive strategies in enhancing English reading comprehension among university learners. Employing a quantitative method with (Q.E.) quasi-experimental design permitted collection and interpretation of numerical data. The population contributing to this study were two groups: one comparison (used traditional strategies) and experimental group (used cognitive strategies) of sixth semester. As a result, the experimental group demonstrates better results reading comprehension. In conclusion, the correct use of cognitive strategies was effective in developing university students' English reading comprehension.

The study investigates the effectiveness of cognitive strategies to engage English reading comprehension within an educational context. The research shows an optimistic effect on the development of English reading. The result shows the critical role of training educators to apply cognitive strategies. Furthermore, this highlights learners' motivation to assess their language proficiency through international tests such as (TOEFL, IELTS, FCE. KET. PET) which determine the real English language level.

Andrade (2023) determines the main objective cognitive strategies are valuable tools to engage English reading comprehension in junior learners at Luis Ulpiano de la Torre school. Mixed methods, quantitative and quantitative were used

in this investigation. The study required 114 young learners, but the final sample size was 88 students. The findings emphasize some factor that influence English reading comprehension development and propose the integrating cognitive strategies to improve reading skill. In conclusion, the author determined the importance of knowledge of cognitive within an educational context.

To support this research, it is primordial to contrast prior Ecuadorian studies by citing Ecuadorian researchers. This investigation details the importance of cognitive strategies implementation in teaching and learning. By fostering the use of cognitive strategies, these can contribute to creating critical thinkers who participate actively in their learning process.

Theoretical Framework

Cognitive Theory

Nigenda, Hernández & Cal (2021) indicated that cognitive theory permits us to know humans' behavior by studying the mental process involving two elements learning and understanding. Cognitive theory compares the human brain to a computer, which can process information by systematic mental processes.

Piaget (1929) and Vygotsky (1978) are two crucial cognitive theoreticians. According to Piaget, children are born with sensorimotor capabilities that permit them to interact with the environment. The interactions are an essential part for children's cognitive development; each experience acquired in the environment could be modified or accommodated according to their needs. In contrast, Vygotsky highlights that cognitive development occurs through social interaction, cultural context and language exposure. These elements permit children to learn and

develop their language skills. As a result, Vygotsky classified two significant concepts of language development: the zone of proximal development and scaffolding. ZPD emphasizes that successful learning happens when children are exposed to challenges according to their age. Scaffolding is the support for children to achieve their learning goals.

Cognitive strategies in learning

Cognitive strategies engage learners to improve their learning through retention, knowledge acquisition, and application. These strategies contribute to mental processes. Piaget (1929) emphasizes that cognitive learning is a mental process in which learners develop understanding through their experiences. Knowledge can be modified based on needs and social interaction. Furthermore, learners play an active role in the learning process. Piaget mentions four crucial elements: maturation, experience, social interaction (this element is related to the learning process and prior knowledge), and equilibrium. (Piaget, 1929, pp. 33-47).

Hussain (2021) states maturation is a natural process in which behavior and learning are modified according to mental, intellectual, emotional and physical development (age). Maturation is fundamental in the learning process; it permits people to learn concepts, incorporate vocabulary and develop certain abilities that are used or modified according to their needs.

Saracho (2023) indicated that maturation could be determined by internal factors (genetic, learning style, personality) and external factors (family, environment, cultural background), that influence in the learning. Furthermore, maturation establishes the stages for learning to happen; in other words, some

knowledge and skills could be acquired when cognitive maturity is developed. According to Piaget there are four basic elements in development: 1. Maturation refers to the chronological age .2. Experience refers to prior knowledge and experience 3. Social transmission exchange ideas, thoughts, values, and experiences among learners (learning through language, schooling or teaching by parents) 4. Equilibrium. – acquisition of new knowledge and incorporation

Cognitive approach to learning processes focuses on the importance of the mental process of acquiring new knowledge. Moreover, learners can be active participants in their learning using their prior knowledge or experiences. Learners can improve their understanding by organizing, selecting and incorporating new information. Also, it is essential to remark that there are elements that are parts of the learning and teaching process as described by Piaget.

In this Cognitive development, Piaget defines four stages that influence individual cognitive development. Each stage appears at different ages and learning abilities. For that reason, it is vital that parents and teachers understand the cognitive changes during infancy, childhood, adolescence, and adulthood.

Author Main (2021) highlights that the sensorimotor stage is determined by senses actions (sensory) and motor actions (motor). This stage is the initial period of cognitive development from birth, approximately two years. Toddlers acquire new experiences and knowledge by exploring the world around them. In addition, the author describes that children learn by touching, exploring, sucking, listening, and looking; these elements permit readers to develop the memory and physical moments to acquire new abilities.

Hudson & Aslan (2025) describe in their study in that sensorimotor stage; infants learn with direct contact with environment using their senses and motor abilities. This stage is vital for cognitive development. The author considers that exploration activities must be incorporated, for example, manipulating things playing with sand and water, in order to comprehend the world and build basic knowledge.

The pre-operational stage occurs approximately from ages two to seven when toddlers start using symbols to represent ideas or objects, language, imagination, and memory. However, in this period, infants are egocentric; they don't understand others' points of view. This happens because their perspective is only based on their environment (Muzaki 2024).

Kong (2022) explains that the pre-operational stage is where infants develop abstract mental processes using symbols and language in a more complex way. Also, the author suggests emphasizing activities that permit stimulating imagination, for example, using musical instruments and symbolism, such as singing, drawing, or storytelling.

The concrete operational stage begins around seven to eleven; it corresponds to childhood and early adolescence. During this stage, infants begin to apply logical skills, solve problems in the real world, and learn from their experiences. In addition, egocentrism is reduced because they apply logical thinking in order to understand other viewpoints (Muzaki 2024).

At the Concrete operational stage, children can use more sophisticated vocabulary, readers understanding complex concepts is better and their

metacognitive and cognitive skills improve according to their age. Moreover, they can reflect on their own learning (Pakpahan & Saragih 2022).

The four stages formal operational stages that occur in adolescence and adulthood, approximately from age 11 to adulthood. In this stage, the main characteristic is the ability to use intelligence through logical reasoning, abstract thinking and systematic problems solving. However, individuals develop a high level of thinking and can become egocentric (Pakpahan & Saragih 2022).

The four stages are part of mental human development, which can be incorporated in an educational context. Sensorimotor learns through motor actions and senses. Preoperational develop language ability. Concrete develops critical thinking skills and Formal Operational capacity to problem solving based on critical thinking skills.

Cognitive approach in English learning

As mentioned, Tsvetkova's (2017) cognitive approach to English language learning involves acquiring linguistic parts using mental processes, such as memory, understanding, mental representation, and others. This approach also emphasizes the importance of recognizing language structures, patterns, and critical thinking skills through cognitive strategies in order to be conscious of the learning process.

The cognitive approach in English learning focuses on how mental procedures work to develop English language skills and the application of some linguistic elements such as grammatical structures, rules, vocabulary, pronunciation, and others. These elements facilitate effective communication.

Also, the cognitive approach in English learning stimulates learners by incorporating dynamic strategies in their language. It can include the use of graphic organizers, memorization of vocabulary, and mental organization of structures. Another purpose of the cognitive approach is to engage learners to participate actively in their English language learning process by analyzing some features of the target language, creating connections between language, experiences, knowledge, and solving problems (Avilés & Maruri 2017).

Higher order thinking skills (HOTS)

High order to thinking skills is defined by Kwangmuang, Jarutkamolpong, Sangboonraung, & Daungtod (2021) as an ability that permits students to use critical thinking and solve problems by analyzing, synthesizing, and evaluating, empowering learners to improve their reasoning level during their learning process. According to Bloom, Engelhart, Furst, Hill, & Krathwohl (1956) classified three skills that learners must use in their learning, such as creating, evaluating, and analyzing.

HOTS is an essential component in education because it allows learners to enhance their learning performance by reducing weaknesses, controlling knowledge, interpreting, solving problems, and others. The study by Lu, Yang, Shi, & Xuan, (2021) determine that learners who have high order thinking skills can achieve higher scores than their peers. However, the author Collin (2014) suggests three aspects that contribute to the HOTS: affective (emotional field), cognitive (mental skills), and psychomotor (physical skills).

Low order thinking skills

According to Bloom taxonomy, low order thinking refers to the most basic skills used in learning, such as application, comprehension and knowledge. Application is used knowledge in different situations. Comprehension is related to understanding new information. Knowledge is all knowledge that is remembering.

Cognitive strategies in reading comprehension

Cognitive strategies in reading cover the mental process that readers use intentionally to increase their understanding and retention of information. Learners can activate their reading comprehension using mental activities such as activating prior knowledge, making predictions, asking and answering questions, underlining details, visualization of information, summarizing, and others. These strategies can permit passive readers to become active readers and enable readers to construct meaning and develop a deeper understanding of the text (Hasani & Pahamzah 2022).

Cognitive strategies provide great benefits such as comprehending the author's message, interacting with new vocabulary, using critical thinking to share ideas or opinions and solving problems alone. Rodriguez (2021) suggests six cognitive strategies: making predictions, asking questions, visualization, graphic organizing, and summary. These elements permit readers to understand the information more easily.

Making predictions

Making predictions promotes active participants in their reading process by formulating hypothetical ideas or situations about what can happen next, connecting

prior with new experiences, and using critical thinking to guess the author's message. Rodriguez (2021) argues that this strategy can be used during the reading process (before- during, and after-reading) for a deeper understanding of the information and an effective connection with the text. Making predictions in reading can be based on titles, pictures, words, and details or characters. The principal purpose of this process is to anticipate potential outcomes and transform passive reading into interactive.

Making predictions is a proper cognitive strategy, it is perfect to be used in the teaching process, and readers can apply their prior knowledge to create new ones. Making predictions permits students to use extra information from the text (titles and pictures) in order to predict the content of the text.

Asking questions

Asking questions is a functioning strategy that encourages active engagement and greater understanding. This process focuses on formulating various questions about the text; these questions can be simple, basic as clarification, or complex need analysis. This technique permits information validity, knowing the author's intention or the roles of each character, developing their critical thinking as active readers find possible answers according to the text, interact with the information, and connect it to prior knowledge. In addition, this process motivates them to read deeply to research information or discuss the information provided with others. Bookworms can use questions such as what, when, where, how, and how many, how much. Lastly, this proactive strategy fosters the advancement of passive reading processes.

Questioning enables learners to monitor their understanding and connect in their reading. Learners can utilize it as reading strategies (before, while, and after reading). In addition, Asking questions involves learners asking themselves questions to verify their reading comprehension, construct their learning, find new information, and solve problems (Banditvilai 2020).

Visualization

Visualization is the process of creating mental images based on information from the text. When readers apply it, they can remember important clues from the reading. It also is known as sensory imaging, in which learners develop their imaging process. This process is effective in enhancing reading comprehension. According to Damiri, Hastomo, & Sari (2022) Visualization can help readers concentrate on reading by utilizing their brain memory ability. Salas (2021) says that visualization is strategy that maximizes learners' reading potential through imagining or visualizing scenes about what they are reading.

Visualization is a mental process that involves creating mental images of details or important information about the text. In this process, readers improve their sensorial skills, and words can be transformed into mental pictures. This process allows the information to become more meaningful. By visualizing events, details, settings, or characters, readers increase their memory retention of information, understanding complex concepts, and immersing themselves in the text.

Summarizing

Sadikova (2024) argues that summarizing is a significant cognitive strategy that includes creating a mental, written and spoken summary of the new information acquired through reading or listening. Additionally, summarizing allows learners to analyze and synthesize the information, and apply the most notable and relevant points. The author identifies four parts that are essential to summarization.

1. To discriminate the main information from a minor.
2. Learners must summarize the most important details using a few words.
3. Learners must summarize using their own words or ideas the text
4. Learners must write the summary with accuracy and faithfulness to the original.

Summarizing is a fundamental cognitive strategy in which one recollects the main ideas and details, transforming them into concise, coherent, and significant representations. From the perspective of Sarwat (2024), summarizing is a mental, oral, and written procedure obtained from reading or listening inputs; it is ideal for use in the post- reading process. For successful summarizing, learners can distinguish between non-essential and essential information and analyze some elements or message in their own words. Also, this strategy promotes the development of analytical skills and critical thinking.

Graphic Organizer

Graphic organizers are visual resources that use visual symbols to interpret clues details, convey meaning and summarize information from the text. Graphic organizers are considered as systematic tools because learners can analyze the most

important points and organize them depending on reader's needs. It is essential to incorporate in teaching and learning. Graphic organizers are beneficial to readers because they connect visual resources with written information (Axrorova, 2025).

Graphic organizers are visual resources that help readers organize relevant information from a text. The strategy facilitates the structure of ideas, identifies details, recognizes patterns, analyzes information, and connects prior knowledge with the news. The use of graphic organizers can transform events, key concepts, or information from a text into visual interpretation; for example, the use of Venn diagrams, concept maps, sequence charts, and others help readers visualize, organize, and retain information through visual representation.

Constructivism Learning Theory

Constructivism learning theory focuses on the process of acquiring knowledge. Ideas are built from one to another using mental processes. This theory affirms that learners are responsible for constructing their knowledge through various factors, such as environment, age, experiences, background, social interaction, culture, and language knowledge. According to Wibowo, Wangid, & Firdaud (2025) knowledge already exists, and it cannot be transferred, but it can be improved by external and internal factors. In constructivism, teachers and learners have different roles. Teachers facilitate the learner's freedom to build their knowledge from their prior experiences. Thus, learners play an active role in learning from their skills and knowledge.

Jumaah (2024) mentions that constructivism learning theory emphasizes the development of critical thinking skills through deeper understanding, problem-

solving, and critical analysis. Two principal authors who contribute to constructivism learning theory are Lev Vygotsky and Jean Piaget. Jean Piaget, in this context of suggests that learners build their knowledge through their environment, age, background, and experiences. Lev Vygotsky emphasizes that learners build their knowledge from social interaction.

Constructivist knowledge process

The constructivist process includes important factors, such as background context for meaning construction, collaborative work learners' performance, and resource utilization, which are essential for students-centered learning (Huang, 2016).

According to Hoover (2016) determines, there are two principles that permit us to develop knowledge. The first describes that learners create new knowledge based on what they already know or prior experiences. It allows students to reinforce their new information; also, they can modify and select the most relevant knowledge. The second principle confirms that learning is a dynamic process rather than a passive. Learners actively accommodate their new information. In addition, in the field of pedagogy, teachers and learners must consider seven aspects for effective learning.

1. Learners consolidate the knowledge rather than memorizing it.
2. Learners must apply their knowledge to be more significant in their learning.
3. Learners must use it to solve problems.
4. Motivation to apply their critical thinking.

5. Social interaction plays an important role in acquiring new knowledge.
6. Evaluating learners' learning allows them to reinforce their learning.
7. Self-assessment permits learners to modify or adjust their learning independently.

English Language Learning

The English language is considered a global language spoken around the world. Additionally, foreign languages provide more opportunities in educational, business, and communication fields. For this reason, learning English is fundamental in countries where it is a foreign language. According to the Ministry of Education (2016) highlights, English language skills must be incorporated into the learning process according to learners' levels. Therefore, Kwanklao (2022) describes in his study some elements to achieve English language learning (learners, teachers, and environment). First, the learner's attitude refers to their mental and emotional disposition towards learning. Next, learner motivation is the factor that enables learners to accomplish their personal or learning goals, and the collection of information involves analyzing, interpreting, understanding, and incorporating into the learning. The second element is teachers who possess proficiency in the English language. Also, they oversee teaching and learning elements, control, organization, planning, and assessment, as well as teachers' motivation and personality. Attitudes, values, and emotions contribute to creating a friendly learning environment. Lastly, the environment is most important; family helps with learning support, motivation, and social interaction to exchange ideas, thoughts, values and experiences.

English has become the most widely language in the world since the beginning of the Second World War. In this modern era, people achieve success in their specialized areas by using available resources of contemporary and innovative technologies Em & Mao (2022). The use of these technologies and applying their insights in the right way need a common language to communicate with the people of other countries in the world. To bridge this gap, English seems to be a suitable tool or communication as it holds the status of an international language. English is the primary language used in nearly all fields, including science and technology, engineering, medicine, pharmacy, education, tourism, entertainment, information, technology, business, trade and commerce, the Internet, and employment. As a language, English attains global status and is used to serve various purposes Rao & Sor (2022). Moreover, English is crucial for six reasons. It is a language used in academia and is a universal language. 3) It provides us with access to a multitude of textual materials, both printed and online. 4) It is practical for traveling 5) It is necessary if you wish to operate in global business or commerce. Hollywood speaks this language Aziza (2020). The English language, according to Kim (2020), plays a significant role in people's lives as it enables them to speak with most people on the planet in addition to their friends and relatives. In addition, it is the language that is studied the most across all learning levels worldwide The benefits of learning English for students include expanding their horizons.

The integration of these elements permits English language learning to be more meaningful. In addition, other factors that influence English language learning, for example, English exposure (songs, movies, podcasts and other media), acquisition of vocabulary (reading books, letters, and other sources). The use of

language (conversations, play roles, debates) and language elements (structures, rules, tenses)

Language skills

Learning a global language (English) requires proficiency in managing the four language skills. To achieve mastery of these skills, teachers and learners need to select appropriate activities, strategies, methods, or tools. Language skills are mentioned to the ability to use a language for communication. According to Elmadani & Hussein (2000), English language skills are divided into receptive skills (speaking and writing) and productive skills (reading and listening). Proficiency in productive skills (speaking and writing) and receptive skills (listening and reading) in the English language permits learners to create effective communication; students can communicate emotions, thoughts, ideas, and knowledge. Productive skills involve the output of the language through sounds or letters. Speaking is the ability to produce English language with phonetical sounds, speech, accent, structures, and vocabulary. Writing is a means of communication through written language.

Receptive skills involve passive development by reading or listening to information. As mentioned by Rakhimova (2024), these skills involve the ability to interpret, understand, and decode spoken and written information; individuals can identify the main information and create solid communication. Listening is a process that involves understanding the English language speech. This skill implicates the ability to recognize some intonation, comprehend vocabulary, and distinguish between sounds, stress patterns, and grammatical functions. Readers think that listening is only hearing words, but it demands a deeper process, such as

cultural background, speaker intention, and implicit meanings. This skill is essential for language understanding because it is integrated into the language acquisition process, cognitive development, and language inputs (Kokroko & Dumenyah 2020).

Reading skills

Reading refers to process of understanding written information in the English language. Sarwat (2024) describes reading as the process of interpreting written symbols that are composed of diagrams, words, or images, each of which is a unit that contains information. Reading skill is a cognitive process that people use to comprehend a text, employing conscious and unconscious mental strategies to understand the information. For efficient reading, readers must collect the main ideas, keywords, or the most important information from a text. The reading skill is one of the receptive skills referring to the understanding of the written English language. In addition, reading is not just about interpreting letters or words. Isik (2022) mentions that readers must be proficient in vocabulary, grammar points, tenses, cohesion, and the context of the text, among other skills to internalize the information of the English language.

The authors Yung, Chin, Ban, & Em (2024) highlight reading is not only a passive process. On the contrary, it is a dynamic procedure interaction between readers and writers. However, reading proficiency determines readers' linguistic competence in the English language and it also combines learners' prior knowledge.

Reading comprehension

Reading comprehension is a cognitive process that allows readers to construct definitions by extracting details or crucial information from texts. Furthermore, the development of reading comprehension depends on the application of teaching and learning strategies. English reading comprehension can be measured according to CEFR (2001) with levels ranking from A1, A2, B1, B2, C1, and C2. Virdaus, Rahmasari, & Rifa'I (2024) describe reading comprehension as an intricate and multifaceted process. Also, it involves several key elements decoding as a mental translation of a written unit, understanding analysis of the most important information in a written text, interpretation that explains different written meanings, and analysis that examines various written elements. In addition, reading can be categorized into skimming, scanning, intensive and extensive reading.

Intensive reading

Intensive reading focuses on an intense and detailed examination of the information from a text. Cárdenas (2020) mentions that the main purpose of intensive reading is to analyze specific information, recognize grammatical structures, answer key questions, highlight details, and incorporate new vocabulary to foster a strong understanding of the English language. The author mentions five features that must be applied to reading comprehension. First, reading aloud permits learners to recognize new vocabulary. Second, the teacher guides the reading with different tones of voice. Third, the relation between some language elements and environment. Fourth, the type of text is related to speech elements such as stress,

intonation, accent, rhythm, and others. To develop intensive reading, teachers encourage students to read by applying active strategies and tools.

According to Anderson (2008), when learners use intensive reading, they can increase two essential elements: vocabulary and grammar. Also, the author mentions that readers must be exposed to other factors such as (time, active instruction, or availability of the texts). The use of this process allows learners to improve others' language skills (listening, speaking, and writing) and areas (critical thinking, analyzing, and cognitive process).

Extensive reading

Extensive reading fosters learners to read for pleasure and enjoyment; it also motivates them to select texts that align with their interests. Syamsuddin (2021) establishes that the principal goal is to enable reading skills and fluency as well as increase vocabulary. Extensive reading centers on details analysis and understanding of text content. Unlike intensive reading, it minimizes some aspects of the English language, such as grammar elements, questions, and others. To improve readers' extensive reading, the author suggests ten principles. 1. Read easy material, 2. Reading different texts, 3. Learners can choose what they want to read, 4. Read as much as possible, 5. Reading time, 6. Read for pleasure, 7. Read in a peaceful space, 8. The main goal is to read. 9 Teachers guide readers, and 10. Teachers are the principal model for reading. Furthermore, in this process, students can also employ two more strategies, such as scanning and skimming. Scanning is a quick reading technique used to find detailed information in a text (years, names, dates, numbers, and others) to answer questions or solve problems. Inside,

Skimming focuses on the most specific information or concepts (main idea, conclusion, and points of view).

Skimming

Skimming is a quick reading technique that focuses on key aspects including titles, headings, general ideas, conclusions, and others. Readers don't read every word or sentence; they skip information without paying attention to details. According to Cola (2018), skimming processes need more advanced thinking skills to infer and understand the essential parts of the text without reading the details.

Juniari, Rahmawati, & Sid (2024) mention that the application of this technique allows readers to incorporate some benefits in their reading process, including quickly grasping the text, saving time, and predicting of information. Furthermore, it is the perfect tool for applying to high school readers with narrative texts.

Scanning

Scanning is a reading technique in which learners read quickly, but they must pay attention to details, for example, names, dates, days, key words, and others. Scanning role in reading comprehension. First, describe the main purpose after reading to understand what information is found in order to narrow their focus. Second, examine the details and recognize relevant information, such as dates, names, or numbers. Third, look and read carefully; once readers find the essential information, read it slowly to confirm understanding.

Yung, Chin, Ban, & Em (2024), scanning permits readers to detect clue information. However, it helps increase their reading speed, and the use of scanning

develops some areas: 1. Save relevant information that is discovered. 2. Read only the information needed. 3. Use the information required.

Oral reading

Oral reading refers to reading a text aloud; the speed is limited in oral reading because readers must pay attention to intonation, pauses, pronunciation, and silences. This method is used in meetings, reporting, reading instructions, and newspaper reports. Furthermore, when readers apply it, the reading is slow because they need to read in a proper way without repetition of words and the correct pronunciation of each word. It is perfect to develop in childhood (Mendoza & Cruz 2024).

Silence reading

In silent reading, it is a more recreational process where students don't vocalize the words. This method is an internal cognitive process in which readers process the information in their brains to understand the writer's message. It promotes learners' deep concentration and focuses on essential details that can be applied in their lives. Silence reading is decaudate to connect between the visual inputs of the words and the meaning (Mendoza & Cruz 2024).

Reading Stages

Reading comprehension is not acquired solely by reading; it requires proper stages in the reading process for reading to be significant. Grigoryan (2020) mentions that readers must follow three stages pre-reading, while-reading, and post reading,

Warm-up

Xampaeba (2025) determines that warm-ups are short activities that the main purpose is to create a dynamic learning environment through engaging activities, such as brainstorming, puzzles, ideas, reviewing prior material, questioning, and others. Using warm-up, students can activate their minds before developing the main exercises.

Pre-reading

In the pre-reading stage, prior knowledge is activated as part of the reading process. Kasman & Mohd (2021) suggest that at this stage, readers prepare to create a connection with the text by making predictions, showing pictures, asking questions, brainstorming, and examining the title, among others. Learners can develop a mental framework that permits them to figure out the main ideas, concepts, or key information from a text. This process can be a proactive procedure to keep, remember, and understand written information. According to Ghasoub, Perdue, Long, Donnici, Dewey & Lebel (2024) pre-reading abilities are developed later to acquire reading abilities, which typically occurs in childhood. During this period, children need to expand their vocabulary while developing a deep understanding of the written texts.

While reading

In the second stage, while reading, learners scrutinize the text to find important details, clarify questions about the content, take notes, recognize the central message, and enhance their understanding by connecting it to prior experiences, knowledge, or ideas. In addition, at this stage, readers can verify their possible

predictions about the text; scanning and skimming strategies are suitable to use in this process to strengthen the reading experience. It permits us to define unfamiliar words within the context of written information, solidifying the retention of specific passages (Fierro, Lara, Cadena, & Narváez (2023).

Post-reading

Ahmed (2018) defines post-reading as a checking stage, where readers summarize all their learning based on the text. In this stage, learners also reflect on what they have already learned, analyze the author's arguments, think about how all learned can be applied in their future learning, and identify areas that need to be improved. Post-reading is the last phase of this stage to be successful depending on the two previous stages (pre-reading and while reading). Besides, it helps learners to share their ideas of the text by deleting unnecessary information.

Assessments

Evaluating readers' knowledge is vital for designing activities in which integrated acquired knowledge. It allows teachers to reinforce or provide feedback to their learners if it is necessary. Also, modify or adapt new methods, strategies, and resources to improve their teaching.

Reading levels

Reading comprehension encompasses a range of reading levels from basic to complex, including literal, inferential, critical, and creative. Avilés & Maruri (2017) determine that the literal level is the surface understanding, which can be simple and explicit in the text. At this level, readers don't analyze the content, only focusing on simple details and sequences of events. The next level is inferential,

where students read between the lines to draw possible hypotheses and conclusions based on the text. At the critical or evaluative level, students analyze more deeply and evaluate it to draw reasoned conclusions.

Types of exercises in reading comprehension

Proficient reading is essential for readers. Through reading, learners gain a wealth of knowledge and information, as well as the ability to develop problem-solving and critical thinking skills, that they can apply throughout their lifelong learning. Various reading exercises that can be applied during the reading process, such as filling in the blanks, cloze, selecting or multiple choice, and analyzing information.

Filling in the blank

Completing permits to fill with missing information such as dates, names, or sentences based on the text. The author Chacon (2022) suggests that reading tools often allow us to evaluate vocabulary and contextual meaning, which involves learners picking up the exact information from the text.

Table completing exercises, readers can identify a piece of missing information that must be filled in with answers from the reading material. The information can be presented on a table or chart. Fitria (2024) states that this kind of exercise is easier to develop because learners only complete it with exact details from the reading resources; it is perfect for beginner students.

Selecting (Multiple choice)

Selecting exercises in reading comprehension enables the connection of information from one text to another, as well as from one activity to another. Chacon

(2022) argues that the principal role is recognizing specific details based on textual information, such as content, meaning, definitions, headings, and relationship words, with visual aids. Readers can use it to develop reading skills such as identifying main details, recognizing relationships between two sources, improving vocabulary, critical analysis, and increasing memory abilities.

Selecting or multiple-choice exercises are familiar exercises in learning and teaching tools that help test vocabulary, grammatical structures, and other skills. In this type of exercise, learners must select a correct answer based on the reading. Fitria (2024) mentions this type of exercise; readers must choose one answer using an eliminatory method, which reduces the possible answers.

Cloze

According to Gang (2014), the main characteristic of it is removing specific phrases or words, and readers must complete the blanks with appropriate missing words. In addition, learners require a strong understanding of words and phrases in context. Readers actively draw on their prior knowledge and make inferences based on their learning experience.

Strong & Leeming (2024) describe cloze exercises are beneficial if readers use three steps. First, before completing the exercises, learners must review their prior knowledge of meanings, vocabulary use and grammatical structures. Second, while completing cloze exercises, readers must understand the context of their use. Third, after completing the cloze exercises, learners must give feedback on their possible mistakes.

Analyzing

Analyzing is a challenging exercise in reading comprehension; readers need a high level of cognitive skills development to understand how to support the main information. Are the details important? Is the information sufficient? To interpret the author's point of view (Chacon 2022).

Reading exercises, such as completing, filling in the gaps, selecting, and analyzing information, play an indispensable role in increasing the reading level. Each one of them contributes to developing reading skills, for example, understanding the context of words and validating learners' arguments through details or specific information based on the text.

CHAPTER II

RESEARCH APPROACH AND DESIGN

This research is based on quantitative methods, as outlined by Puch (1998). This method focuses on collecting data, analyzing data through statistical interpretation, and identifying patterns and relationships between variables. The use of quantitative research enables the investigation of the level English reading comprehension in EFL students in seventh grade. The findings are presented through numerical analysis, providing information about the factors that can influence the level of English reading comprehension and, proposing a valuable solution to improve learners' reading outcomes and determine the viability of the research idea.

A pre-experimental design is employed in this study. As Leedy & Ormrod (2021), pre-experimental design involves studying a single group after an intervention has been implemented. In addition, it permits comparing results before and after intervention with a pre-test and post-test but lacks a control group. This design is suitable for working with 15 participants or more than 30 participants. The study provides information about the level of English reading comprehension among EFL students of the seventh grade; this detailed information supports the foundation for proposing an innovative solution.

The purpose of this research is not to establish causal relationships between variables but rather to determine the improvement of English reading comprehension in EFL students of the seventh grade.

Description of the sample and the context of the research

Selecting a proper sampling design is essential for ensuring the validity of research findings. Intentional sampling is employed in this study, whose main purpose is to select intentionality participants based on specific criteria or objectives defined by the researchers Simister & James (2017). The objective selects an intentional group of individuals who possess relevant characteristics to explore the phenomenon under investigation. The research is applied to a group of 39 EFL students of seventh grade of EGB “A” at Unidad Educativa “11 de Noviembre”, located in Pichincha Province, in Mejia. This public institution is located in Distrito 17D11, Mejía- Rumiñahui Zone 2.

Collection Data Methods And Instruments

The selection of suitable techniques and instruments is fundamental for successful collection, analysis, and data interpretation and contributes to the reliability and viability of research.

a. Technique

A questionnaire is designed systematically to collect data from diverse respondents and facilitate the analysis of the data. As Jenn (2006) highlights, a functional questionnaire design needs to consider key elements such as multiple-choice questions, open-closed questions, filtering- questions, and others. Moreover, it is important to avoid double-barreled questions and ambiguous questions as they lead to misunderstandings. The quality data is related to a suitable questionnaire design, which provides more accurate information; an inadequate questionnaire design can lead to erroneous interpretation.

b. Instrument

The instrument that will be applied is pre and post-test. Stratton (2019) argues that the pre-post-test evaluates the perceptions, knowledge, and attitudes of participants before and after the application of a specific method, strategy, or treatment. The pre-test and post-test contribute to assessing the level of English reading comprehension in seventh grade students and designing an innovative alternative to address potential problems. Pre-test and post-tests could be designed according to the criteria and objectives of the researchers, as well as the skills and knowledge of the participants.

c. Validity

The T-test determines the validity of this research. Also, it permits us to verify the viability of hypothesis statements. In addition to supporting validity, this investigation incorporates techniques such as a questionnaire and an instrument with pre-test and post-test. These elements will permit the credibility and reliability of the research.

Analysis of Result

Data analysis applies statistical inferential analysis through pre-test and post-test to assess the level in English reading comprehension in EFL students of seventh grade. Furthermore, the T-test permits analysis and determination of the effect of the independent variable on the dependent variables. The findings provide more information about the phenomenon. The purpose of the T-test measures a null (H_0) against an alternative hypothesis (H_a). In this research the objective is to collect statistical data of a sample.

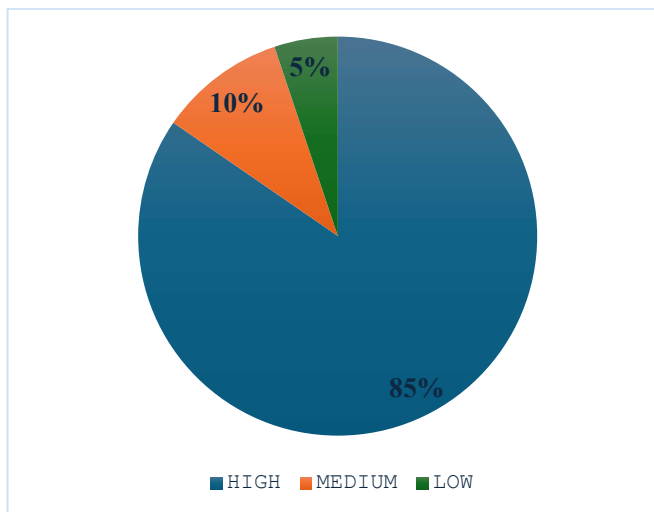
Pre-test data analysis

The quantitative analysis is presented using inferential descriptive statistical analysis. The instrument was a pre-test administered to 39 students in seventh grade to evaluate their English reading comprehension level. The test consisted of four sections: filling in the blanks, selecting (multiple-choice), cloze, and analyzing, each one of them, which were graded on a scale of 5 points. The scale to measure was high (5 to 4 points), medium (3 to 2 points), and low (1 to 0 points) in each section.

Table N °1. Filling in the blanks Section

SECTION 1: FILLIN IN THE BLANKS		
READING COMPREHENSION LEVEL	STUDENTS (Fr)	%
HIGH	33	85%
MEDIUM	4	10%
LOW	2	5%
TOTAL	39	100%

Note: The table shows the result of the pre-test filling in the blanks section.



Note: The graph displays the result of the pre-test filling in the blanks section, distributed on a scale of high, medium, and low reading comprehension.

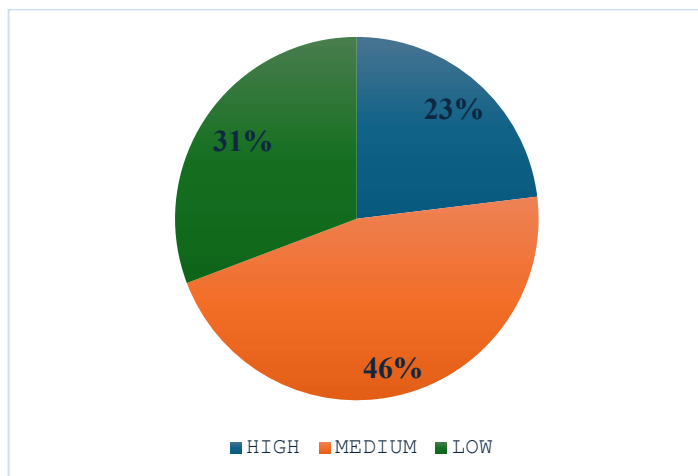
The first section focused on five filling exercises. The result showed that 85% of students had a high reading comprehension level. However, 10% of students had a medium reading level of achievement. Finally, 5% of students had a low level. In this section, learners demonstrated literal comprehension; this part was simple for learners to solve because they had to complete it using simple words from the text. For this reason, the most significant numbers of students were placed on a large scale.

The result in this section suggests that reading comprehension is a dynamic and active process. Fitria (2024) proposes that reading is not merely receiving information; readers must build meanings through their prior knowledge. The result using filling exercises in the reading process is displayed. It is easier to develop because learners only complete exact information from reading materials, and it is perfect for children.

Table N°2. Cloze section

SECTION 2: CLOZE		
READING COMPREHENSION LEVEL	STUDENTS (FR)	%
HIGH	9	23%
MEDIUM	18	46%
LOW	12	31%
TOTAL	39	100%

Note: The table shows the result of the pre-test cloze section



Note: The graph displays the result of the pre-test cloze section, distributed on a scale of high, medium, and low reading comprehension.

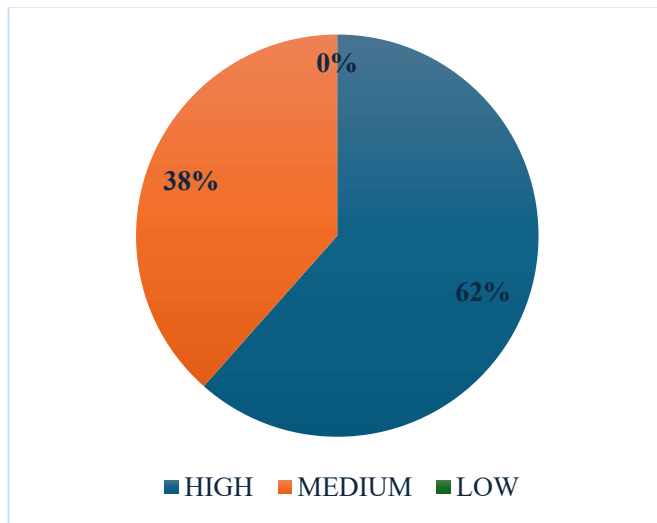
Based on the data displayed that 23 % represent 9 students who had a high reading comprehension using filling in the gap exercises. While 46% of the 18 students had a medium level of using it, and 31% of the 12 students had a low level. These results demonstrated that learners had difficulties answering using the gap exercises. In this part, learners write the missing words, and the low result can happen because they lack knowledge about the use of words in context. As a result, many students performed poorly in this section.

The outcomes obtained in this section demonstrate the importance of employing cognitive strategies with cloze exercises. According to Strong & Leeming (2024), these kinds of strategies permit mental processes and the relationship between language and other aspects, such as the connection among words, pictures, and meaning.

Table N° 3. Selecting Section

SECTION 3: SELECTING		
READING COMPREHENSION LEVEL	STUDENTS (FR)	%
HIGH	24	62%
MEDIUM	15	38%
LOW	0	0%
TOTAL	39	100%

Note: The table shows the result of the pre-test selecting section.



Note: The graph displays the result of the pre-test selecting section, distributed on a scale of high, medium, and low reading comprehension.

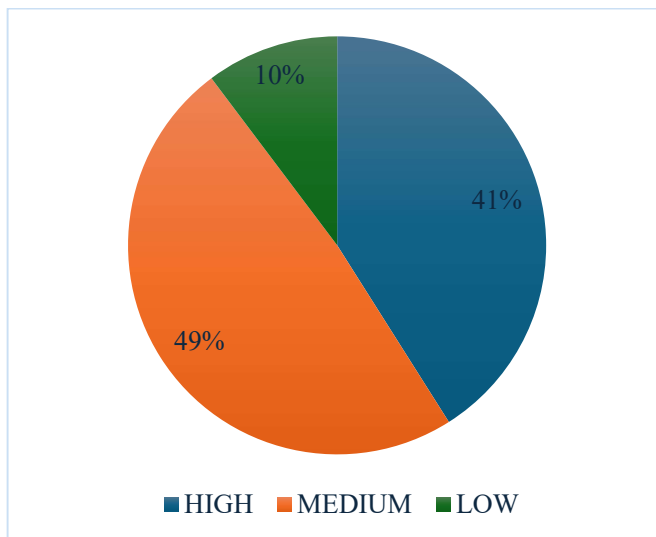
The results showed that 62% of the population, which represents 24 students, demonstrated high English reading comprehension using selecting exercises. Whereas 38% of the population, representing 15 students, had a medium level of using it. This analysis establishes that learners are familiar with this type of exercise; it occurs because learners connect pictures, words, and meaning. For this reason, the large number of students was placed on a high scale, as indicated by the graph.

In this segment, seventh grade students provide a general view of their strengths and weaknesses using selecting or multiple-choice exercises. Fitria (2024) suggests that this type of exercise is familiar in learning and teaching, which helps to test vocabulary, grammatical structures, and other aspects. In this type of exercise, learners must select a correct answer based on the reading.

Table N° 4. Analyzing

SECTION 4: ANALYZING		
READING COMPREHENSION LEVEL	STUDENTS (FR)	%
HIGH	16	41%
MEDIUM	19	49%
LOW	4	10%
TOTAL	39	100%

Note: The table shows the result of the pre-test analysis section.



Note: The graph displays the result of the pre-test analysis section, distributed on a scale of high, medium, and low reading comprehension.

Regarding the results shown above, 41% of participants representing, 16 students, had a high English reading comprehension through analyzing exercises. While 49% of the participants, representing 19 students had a medium level, and

10% of participants had a low English reading comprehension level when using this kind exercise. The data suggest that learners need to improve their English reading comprehension through analysis exercises; this can happen because students must use their critical thinking to answer. As a result, many students performed poorly level in this section when this type of exercise.

The statistical results highlight the importance of developing English reading skills through cognitive strategies and information analysis exercises. Chacon (2022) determines that checking information is not sufficient; it is indispensable to interpret the writer's points of view to support the argument about the information from the text.

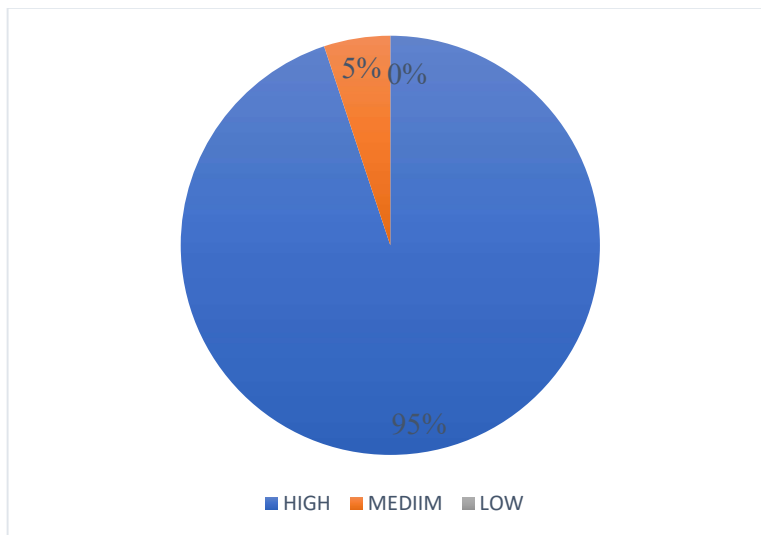
Post-test data analysis

The quantitative analysis is presented using inferential descriptive statistical analysis. The instrument was post-test administered to 39 students in seventh grade to evaluate their English reading comprehension level. The test consisted of four sections: filling in the blanks, selecting (multiple-choice), cloze and analyzing one of them, which were graded on a scale of 5 points. The scale to measure was high (5 to 4 points), medium (3 to 2 points), and low (1 to 0 points) in each section.

Table N °1. Filling in the blanks Section

SECTION 1: FILLING IN THE BLANKS		
READING COMPREHENSION LEVEL	STUDENTS (FR)	%
HIGH	37	95%
MEDIUM	2	5%
LOW	0	0%
TOTAL	39	100%

Note: The table shows the result of the post-test filling in the blanks section.



Note: The graph displays the result of the post-test filling in the blanks section, distributed on a scale of high, medium, and low reading comprehension.

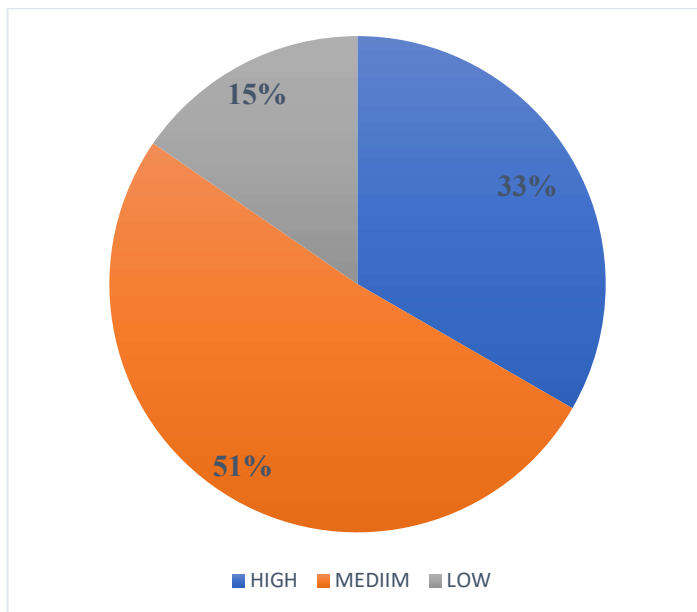
According to the data above, the results showed that 95%, representing 37 students, had a high reading comprehension level when completing this type of exercise. However, 5% representing two individuals, had a medium reading level when using it. In this section, learners demonstrated their improvement after developing cognitive strategies; this part was similar to the pre-test; learners were required to answer with simple words from the text. For this reason, many students are placed on a high scale.

This outcome demonstrates that the application of an activity guide based on cognitive strategies was achievable, and learners can improve their understanding by organizing, selecting, and incorporating new information. Also, it is essential to remark that there are elements that are parts of the learning and teaching process as described by Piaget.

Table N° 2. Cloze section

SECTION 2: CLOZE		
READING COMPREHENSION LEVEL	STUDENTS (FR)	%
HIGH	13	33%
MEDIUM	20	51%
LOW	6	15%
TOTAL	39	100%

Note: The table shows the result of the post-test cloze section results.



Note: The graph displays the result of the post-test cloze section, distributed on a scale of high, medium, and low reading comprehension.

Based on the data, it shows that 51 % representing 20 students had a high reading comprehension level when cloze exercises are used. While 33%

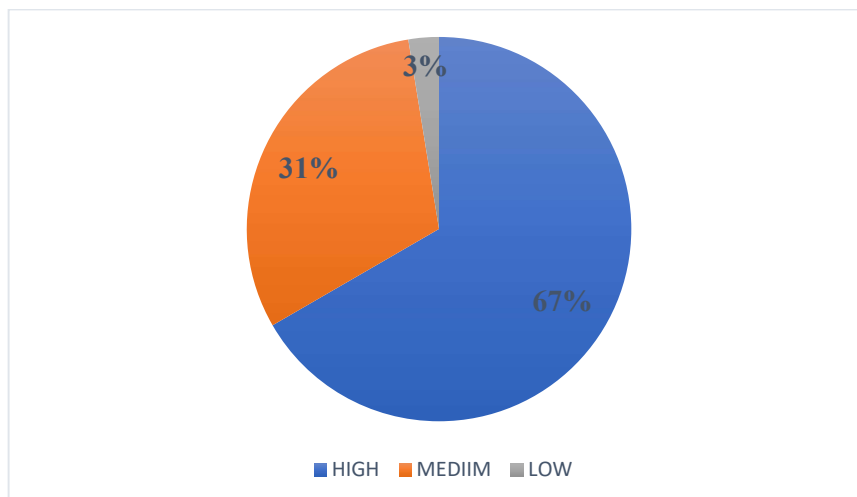
representing 20 students had a medium level, and 15 % representing 6 students had a low level of using it. The contrast between pre-test and post-test results was positive, as learners demonstrated an increase in their reading comprehension after applying an activity guide based on cognitive strategies. In this part, learners write the missing words, and as a result, many students had a medium level in this section.

The data suggest that English reading comprehension is a receptive ability in which learners must decode written information through mental process. Chacon (2024) argues that learners require a strong understanding of words and phrases in context. For this reason, they must connect their previous knowledge and infer meanings based on their learning experience.

Table N° 3. Selecting section

SECTION 3: SELECTING		
READING COMPREHENSION LEVEL	STUDENTS (FR)	%
HIGH	26	67%
MEDIUM	12	31%
LOW	1	3%
TOTAL	39	100%

Note: The table shows the result of the post-test selecting section.



Note: The graph displays the result of the post-test selecting section, distributed on a scale of high, medium, and low reading comprehension.

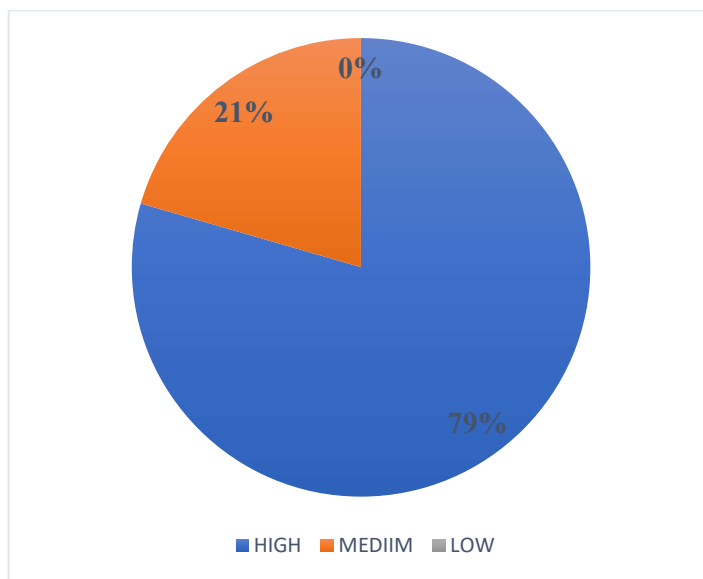
Based on the data obtained in this section. 67% representing 26 participants, demonstrated high English reading comprehension using selecting exercises. While 31% of the total 12 participants had a medium level using it. 3% represent 1 student who had a low reading level. It permits us to identify the enormous impact of using cognitive strategies by selecting exercises. This establishes that learners are familiar with this type of exercise. It occurs because learners connect pictures, words, and meaning. For this reason, the largest numbers of students were placed on a high scale.

Readers must achieve reading comprehension that is conscious, controlled, and with purpose. The reading skill provides learners with the opportunity to develop in their learning. Chacon (2022) mentions the main purpose of selecting exercises is to identify specific information, such as details, names, dates and others. Also, readers can relate words with visual aids. Learners can recognize the relationship between two sources, improving vocabulary, critically analyzing, and increasing memory abilities.

Table N° 4. Analyzing section

SECTION 4: ANALYZING		
READING COMPREHENSION LEVEL	STUDENTS (FR)	%
HIGH	31	79%
MEDIUM	8	21%
LOW	0	0%
TOTAL	39	100%

Note: The table shows the result of the post-test analysis section.



Note: The graph displays the result of the post-test analysis section, distributed on a scale of high, medium, and low reading comprehension.

In the graph 4 shows that 79 % representing 31 participants, showed high English reading comprehension using analyzing exercises. While 21%, which represents 8 participants, had a medium level. The data suggests that these types of reading exercises support the learners' reading process and develop their critical thinking for answering readers must connect their previous knowledge. As a result, many students raise their score as such graph shown.

Reading comprehension is not just a product of reading; it is important to incorporate strategies, dynamic activities, and resources to enhance more significant in the process. Analyzing information can be a challenging activity if readers lack a high level of cognitive development (Chacon 2022). As a result, the application of an activity guide based on cognitive strategies was significant, as indicated by the post-test statistical analysis shown in the graph.

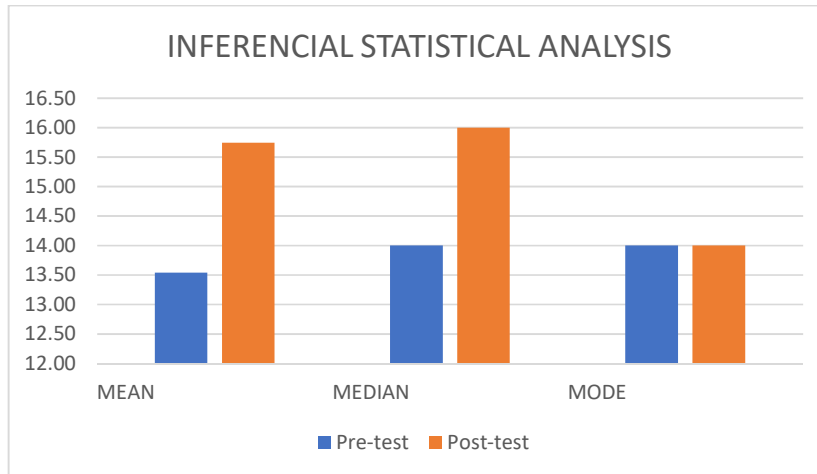
Inferential statistical analysis

To analyze the success of the independent variable over the dependent variable. The T-test was used to verify the difference in the average pre-test and post-test scores. The T-test provides statistical information about the effectiveness of using an English reading activity guide based on cognitive strategies. The t-test permits this research to determine the mean, median, and mode of the pre-test and post-test.

Table N°1. Inferential Statistical Analysis

INFERENCEAL STATISTICAL ANALYSIS		
	Pre-test	Post-test
MEAN	13.54	15.74
MEDIAN	14.00	16.00
MODE	14.00	14.00

Note: The table shows the inferential statistical results of the pre-test and the post-test.



Note: The graph displays inferential statistical results on a scale of mean, median and mode

Based on the data displayed in the inferential statistical analysis graph. In the pre-test, the mean average was 13.54 out of 20. In the post-test, the median score was 15.74 out of 20. The median demonstrates where most of the data is concentrated; in the pre-test, it was 14 out of 20, and in the post-test, it was 16 out of 20. Finally, the mode indicated that most frequently the result is repeated; in the pre-test was 14 and, in the post-test, it also was 14. The outcomes showed a variation between the pre-test and post-test. Also, it reveals the improvement of the English reading comprehension in EFL students of seventh grade of “U.E. 11 de Noviembre” after the application of the activity guide based on cognitive strategies. The use of cognitive strategies permitted this group to employ mental processes during their reading process to monitor their understanding, make sense of new information, and achieve comprehension.

CHAPTER III

PRODUCT

Innovative Proposal

This chapter focuses on designing an innovative proposal to address the problem through a valuable and original tool that improves English reading comprehension in EFL students of seventh grade. According to Moreira, Abuzaid, Elison & Melgar (2020) innovation is defined as the creation of new ideas or a significant change aimed at improving a specific situation. The innovative proposal is one of the most important elements of this research as it demonstrates the feasibility of using cognitive strategies to improve English reading comprehension. In addition, it is valuable, offering significant benefits and advantages in the learning process. A well-structured proposal permits the archiving of learning goals and increases the reading skill level in seventh grade students.

Name of the Proposal

Enhancing English reading comprehension through an activity guide based on cognitive strategies.

“AMAZING JOURNEY THROUGH READING”

Type of product

To address the problem, an activity guide is recommended as an innovative proposal. Malia (2004) defines an activity guide as a tool that permits direct learning activities. Also, learners can understand and engage in a particular topic or improve a specific area. Learners can reflect on their learning goals. Additionally, the description of activities should be oriented to help learners to determine how to

complete the activities, using examples or explanations that are tailored to their level of language proficiency. In addition, the diverse activities designed can permit learners to reinforce or improve a specific skill or area. Resources and materials can be relevant and significant. Finally, assessments based on activities allow learners to reflect on learning outcomes.

The use of an activity guide provides positive benefits in the teaching and learning process. It is essential to mention some of them

1. Well-structured and organized activity guide.
2. Focus on specific activities or skills that need to be improved
3. Active engagement through attractive activities
4. Reflect on their reading comprehension.
5. Increase learners reading process.
6. The activity guide focuses on learners.

Objective

To enhance English reading comprehension in EFL students of grade through an activity guide based on cognitive strategies.

Structure Proposal

This activity guide is organized into ten activities, focusing on improving English reading comprehension. The methodology is centered on seventh grade students. Also, this activity guide provides innovative reading activities. This activity guide is divided into three parts: First, general information about the activity guide. Second, a description of activities and recommendations.

Structure of an activity guide

Cover page
Index
Reading guide activity instruction for use

Activity		
Learning outcomes		
Reading Title		
Description of the activity		
Reading Strategies	Purpose	Cognitive Strategies
Pre-reading	Reading level	
During – reading	Literal Inferential	
Post-reading	Evaluative	
Materials		
Assessment based on the activity		
Rubric		

Conclusion
Recommendation

Canva Activity guide presentation link

https://www.canva.com/design/DAGmy4gkGIE/FgpAPs2s8gVZ4pOm9iZDWw/edit?utm_content=DAGmy4gkGIE&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Evaluation of the innovative proposal

An adapted post-test is the instrument used to assess the effectiveness of the activity guide employ cognitive strategies to improve English reading comprehension in EFL students of seventh grade. Muhassin, Annisa &Hidayati (2021) mention that a post-test permits measurement learning after an intervention in order to reflect its

effectiveness. The post-test is administered to assess learners reading comprehension process after the application of the activity guide based on cognitive strategies. In addition, the post-test provides quantifiable information about English reading comprehension in students of seventh grade.

Validation of the innovative proposal

According to UTI Postgraduate Style Manual (2020). There are three methods to validate an innovative proposal. This research used method 3, Validation through the application in the practical of the proposal, this method permits the verification of the results that demonstrate a transformation with initial diagnostic by total or partial implementation the innovative proposal. Some instruments are used to know the learners English reading comprehension level to design and apply a useful and attractive resource that help to improve reading comprehension in students of seventh grade.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

This study identified the level of English reading comprehension in EFL students of seventh grade using pre-test and post-test. The pre-test demonstrates that learners of seventh grade face challenges in their full English comprehension. It indicates that while the foundation reading process is present, learners need to enable other types of resources that help them to improve it. The post-test was administered after the implantation of the activity guide based on cognitive strategies. The post-test statistical analysis demonstrated that this group of students showed significant improvement in their reading comprehension, and these strategies empower learners to become more independent readers.

Designing an activity guide based on cognitive strategies focused on improving English reading comprehension in students of seventh grade in the face low reading comprehension level. This activity guide offers ten well-structured reading activities focused on students' reading level and age. The reading activity guide was designed to develop a deeper understanding and integrate reading elements, such as reading levels, reading stages and reading purposes. These contributed to making their learning more durable and significant according to statistical result analysis in chapter III.

The implementation of the activity guide based on cognitive strategies was valuable. It was applied in ten sessions in students of seventh grade and directed by an English teacher. It represented a significant step in improving their reading

process. Also, the results showed that learners increase their reading comprehension by employing relevant strategies, such as predicting, visualizing, and summarizing. As a result, students of seventh grade become more active readers rather than passive recipients of information.

The assessment of students' reading comprehension levels after the implementation of the activity guide, and the administration of the post-test showed the importance of continually integrating innovative strategies and activities in teaching and learning. The outcomes can be validated through a statistical analysis, which highlights the effectiveness of using cognitive strategies, and potentiates learners' reading abilities, moving beyond superficial understanding to deeper engagement with the text.

Limitation

While the results accurately demonstrate the improvement in reading competition after using the activity guide, it is recognized that the sample size may be a limitation, as this study focused on 39 students with 10 sections. Future research could utilize large sample groups with diverse characteristics to validate the effectiveness of cognitive strategies in the reading process.

Recommendations

It is recommended that learners' English reading comprehension level be measured through diagnostic assessments or tests in order to recognize specific areas that need improvement, for example (vocabulary, meaning of words, syntax, and others). In addition, it is essential to apply innovative reading resources, such

as cognitive strategies, keeping in mind students' age and level, to empower them to improve their understanding.

It is essential to develop an activity guide that incorporates cognitive strategies to improve reading comprehension. This activity guide provides ten structured reading activities and key mental processes relevant to increasing learners' reading levels, such as predicting, questioning, visualization, critical thinking, summarizing, and others. This guide can be used as a reference for future studies; providing robust cognitive tools that learners can use in their lifelong learning.

It is suggested that the application of the activity guide is based on cognitive strategies in EFL classrooms. Developing and improving reading comprehension in students of seventh grade have enormous benefits. This provides dynamic reading activities that focus on students' levels and ages, encouraging them to improve their communication in a collaborative atmosphere, solve problems in reading comprehension, and share their ideas and thoughts to promote critical thinking.

The positive results from the evaluation of the implementation of the activity guide based on cognitive strategies suggest prioritizing these types of strategies or ongoing assessments on students to confirm continuous sophistication and expansion, ensuring the relevant impact on their learning life.

It is recommended to conduct research with the same variables in a large sample with an experimental control group to establish causal relationships.

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ANNEXES

Validation of the Instrument by Experts

Evaluator's name:

Specialty:

Academic degree:

Author:

Myrian Edith Sumba Lopez

Title of the research:

THE USE OF COGNITIVE STRATEGIES TO IMPROVE ENGLISH
READING COMPREHENSION IN EFL STUDENTS OF SEVENTH
GRADE.

General objective:

- To analyze the effectiveness of an activity guide based on cognitive strategies to improve English reading comprehension in EFL students of seventh grade.

Specific objectives:

- To identify the level of English reading comprehension in EFL students of seventh grade.
- To design an activity guide based on cognitive strategies to improve English reading comprehension in EFL students of seventh grade.
- To implement the activity guide based on cognitive strategies to improve English reading comprehension in EFL students of seventh grade.
- To evaluate the efficacy of the activity guide based on cognitive strategies after the implementation in English reading comprehension.

**INSTRUMENT TO VALIDATE PRE-TEST
FOR STUDENTS OF SEVENTH GRADE**

**SAMPLE IS ADAPTED FOR CAMBRIDGE EXAM
PRE-TEST
Pre-A1 Starters
Reading Comprehension**

Name:
Grade : Seventh "A"

Instruction

There are 4 sections

There are 20 questions

You have 40 minutes

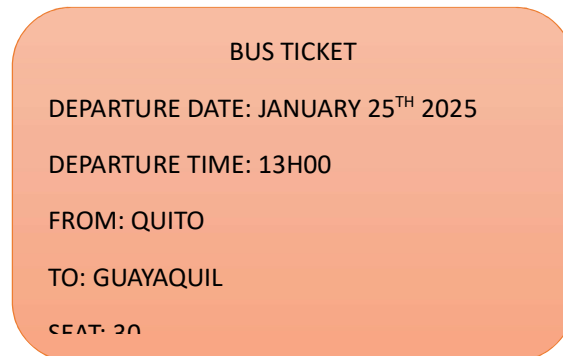
You need a pen or pencil

SECTION 1

5 QUESTIONS

Completing

Read the bus ticket and write with one-word answer. There is an example.



Example

The arrival is to.....Guayaquil.....

1. The ticket is for a.....
2. The price is
3. The departure date is
4. The number of the seat is
5. The departure time is

SECTION 2
5 QUESTIONS








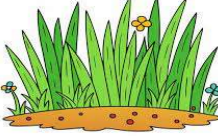
Fill in the gap

Read and choose the words from the box. There is an example.

A Cow



Cow lives on a... **farm**... A cow has four, two ears, one nose, two horns on the head. The cow is white and A baby cow is called a calf. They eat and other vegetables. The cows give usand meat. They are so

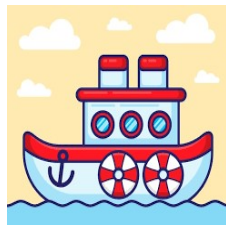
house 	carrots 	Milk 	farm 
brown 	Legs 	Big 	grass 

SECTION 4
5 QUESTIONS

Multiple choice

Look at the picture, read and choose the best answer

1.



- a. This is a canoe.
- b. This is a boat.
- c. This is a ship

2.



- a. This is a sweater.
- b. This is a jacket.
- c. This is a T-shirt.

3.



- a. This is a crocodile.
- b. This is a lizard.
- c. This is a snake.

4.



- a. This is a strawberry.
- b. This is a blueberry.
- c. This is a cherry.

5.

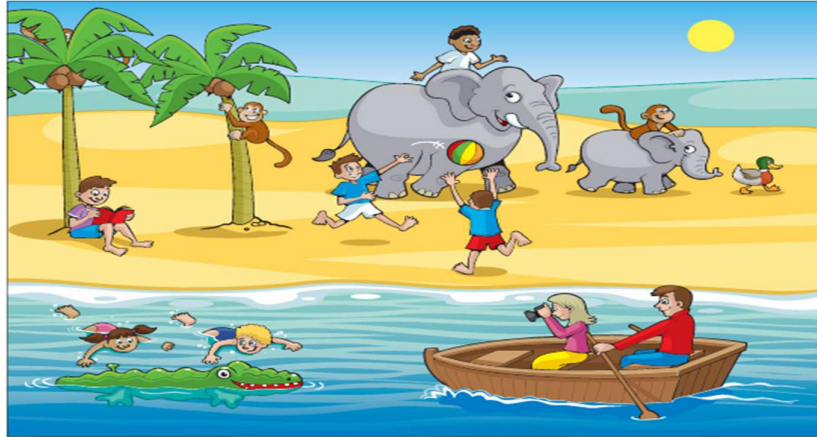


- a. This is a guitar.
- b. This is a trumpet.
- c. This is a drum.

SECTION 4
5 QUESTIONS

Analyzing

Look at the picture, read the sentences and write TRUE OR FALSE according to the picture. There is an example



Example

The monkey is climbingTRUE.....

1. There is one elephant.....
2. The women is reading
3. A girl is swimming
4. There is one duck.....
5. The crocodile is back.....

**INSTRUMENT TO VALIDATE POST-TEST
FOR STUDENTS OF SEVENTH GRADE**

**SAMPLE IS ADAPTED FOR CAMBRIDGE EXAM
POST-TEST
Pre-A1 Starters
Reading Comprehension**

Name:
Grade: Seventh "A"

Instruction

There are 4 sections

There are 20 questions

You have 40 minutes

You need a pen or pencil

SECTION 1

5 QUESTIONS

Completing

Read the bus ticket and write with one-word answer. There is an example.

TRAIN TICKET

PASSEGER NAME: EMILY BLACK

DEPARTURE DATE: MARCH 7TH 2025

DEPARTURE TIME: 18H50

FROM: QUITO

TO: PARIS

Example

The arrival is to Paris.....

1. The ticket is for a.....
2. The price is
3. The departure date is
4. The number of the seat is
5. The passenger's name is

SECTION 2
5 QUESTIONS






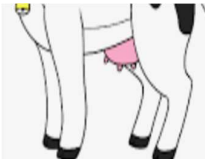


Fill in the gap

Read and choose the words from the box. There is an example. There is one extra word.

Frogs



Frogs are**small**..... animal. They live on land and in Frogs like to be near ponds. They like to eatand worms. Bigger frogs like to eat small snakes and mice. The most frogs are brown and They can far. Frogs like toin the water.

swim 	apple 	jump 	small 
green 	Legs 	water 	insects 

SECTION 4
5 QUESTIONS

Multiple choice

Look at the picture, read and choose the best answer

1.



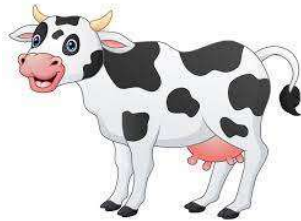
- a. This is a plane.
- b. This is a jet.
- c. This is a helicopter.

2.



- a. This is blue.
- b. This is a shirt.
- c. This is a T-shirt.

3.



- a. This is a cow.
- b. This is a sheep.
- c. This is a pig.

4.



- a. This is a strawberry.
- b. This is a blueberry.
- c. This is a cherry.

5.

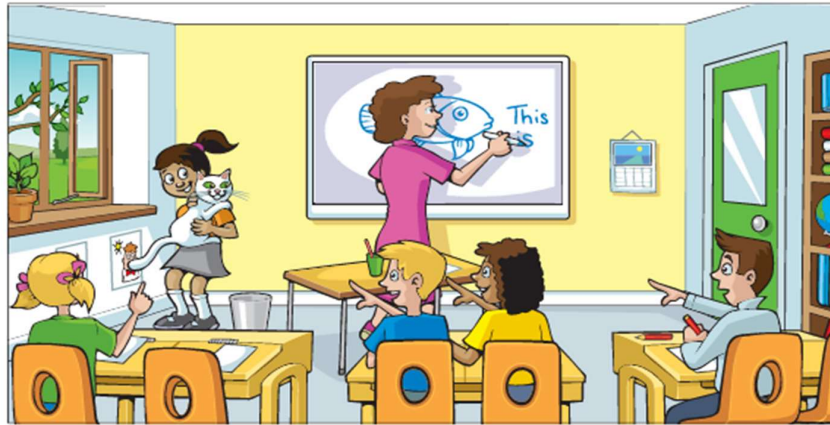


- a. This is a guitar.
- b. This is a cymbal.
- c. This is a drum.

SECTION 4
5 QUESTIONS

Analyzing

Look at the picture, read the sentences and write TRUE OR FALSE according to the picture. There is an example.



Example

The teacher wears a pink dressTRUE.....

- 1. There are two cats.....
- 2. A girls is hugging the cat.....
- 3. The teacher is drawing a dog.....
- 4. There are five students.....
- 5. The door is green.....

VALIDATION RUBRIC

Instruction: Please indicate your degree of agreement or disagreement with the statements below by encircling the number corresponding to your best judgment.

1 – Strongly Disagree **2** – Disagree **3** – Undecided **4** – Agree **5** – Strongly Agree

Criteria

The items in the instrument are relevant to answer the study's objectives.	1	2	3	4	5
The items in the instrument can obtain the information about the English reading comprehension level	1	2	3	4	5
The instrument has an appropriate sample of items for the construction being measured/studied.	1	2	3	4	5
The items and their alternatives are neither too narrow nor limited in their content.	1	2	3	4	5
The items in the instrument are stated clearly.	1	2	3	4	5
The terms adapted to the scale are culturally appropriate.	1	2	3	4	5
The layout or format of the instrument is technically sound.	1	2	3	4	5
The instrument is not too short or long enough that the participants will be able to answer it within a given time.	1	2	3	4	5
The instrument is interesting because participants will be induced to respond to it and accomplish it fully.	1	2	3	4	5

COMMENTS AND SUGGESTIONS SECTION

- Do you consider that the proposed items correspond to the study's categories, units of analysis, or variables?

Yes _____ No _____

✓ **What items would you add or erase?**

✓ **What other suggestions would you make to improve this instrument?**

Evaluator's Names: _____

ID: _____

Academic Degree: _____

Signature: _____

RESULTS OF THE PRE-TEST

HIGH	5-4
MEDIUM	3-2
LOW	1-0

Students	Filling in the blanks		Cloze		Selecting		Analyzing		TOTAL
1	5	H	3	M	3	M	3	M	14
2	5	H	4	H	4	H	3	M	16
3	0	L	1	L	4	H	5	H	10
4	5	H	3	M	5	H	5	H	18
5	3	M	3	M	4	H	0	L	10
6	0	L	1	L	3	M	4	H	8
7	4	H	2	M	2	M	0	L	8
8	5	H	1	L	5	H	3	M	14
9	3	M	4	H	4	H	3	M	14
10	5	H	2	M	4	H	2	M	13
11	5	H	2	M	4	H	1	L	12
12	5	H	5	H	4	H	3	M	17
13	5	H	0	L	4	H	4	H	13
14	4	H	2	M	5	H	3	M	14
15	5	H	0	L	3	M	5	H	13
16	4	H	5	H	5	H	4	H	18
17	5	H	2	M	3	M	4	H	14
18	4	H	0	L	2	M	0	L	6
19	5	H	3	M	3	M	4	H	15
20	3	M	2	M	4	H	5	H	14
21	5	H	4	H	3	M	2	M	14
22	4	H	0	L	3	M	3	M	10

23	5	H	4	H	3	M	2	M	14
24	5	H	3	M	4	H	4	H	16
25	5	H	3	M	3	M	3	P	14
26	4	H	0	L	3	M	2	P	9
27	5	H	3	M	4	H	5	H	17
28	5	H	1	L	5	H	4	H	15
29	3	M	1	L	4	H	3	M	11
30	5	H	3	M	5	H	4	H	17
31	4	H	2	M	3	M	3	M	12
32	4	H	5	H	4	H	4	H	17
33	5	H	5	H	5	H	3	M	18
34	5	H	2	M	4	H	2	M	13
35	5	H	1	L	2	M	4	H	12
36	4	H	5	H	5	H	5	H	19
37	5	H	1	L	4	H	3	M	13
38	5	H	3	M	4	H	3	M	15
39	4	H	2	M	3	M	2	M	11

RESULTS OF THE POST-TEST

HIGH	5-4
MEDIUM	3-2
LOW	1-0

Students	Fill in the blanks		Cloze		Selecting		Analyzing		TOTAL
1	4	H	4	H	1	L	4	H	13
2	5	H	5	H	4	H	5	H	19
3	3	M	1	L	4	H	3	M	11
4	4	H	2	M	5	H	5	H	16
5	5	H	2	M	3	M	5	H	15
6	4	H	2	M	4	H	4	H	14
7	4	H	2	M	4	H	2	M	12
8	5	H	5	H	3	M	3	M	16
9	4	H	2	M	4	H	4	H	14
10	5	H	3	M	5	H	4	H	17
11	4	H	1	L	3	M	4	H	12
12	5	H	5	H	4	H	4	H	18
13	5	H	3	M	4	H	5	H	17
14	5	H	3	M	3	M	4	H	15
15	4	H	2	M	3	M	4	H	13
16	4	H	5	H	5	H	5	H	19
17	5	H	2	M	5	H	5	H	17
18	5	H	1	L	4	H	4	H	14
19	4	H	3	M	4	H	3	M	14
20	5	H	3	P	4	H	5	H	17
21	5	H	5	H	5	H	5	H	20

22	5	H	1	L	5	H	3	M	14
23	5	H	5	H	5	H	5	H	20
24	5	H	1	L	2	M	5	H	13
25	5	H	3	M	3	M	5	H	16
26	3	M	3	M	4	H	3	M	13
27	4	H	3	M	5	H	4	H	16
28	5	H	2	M	5	H	4	H	16
29	5	H	1	L	3	M	3	M	12
30	5	H	5	H	3	M	5	H	18
31	4	H	5	H	5	H	5	H	19
32	5	H	4	H	4	H	4	H	17
33	5	H	5	H	5	H	5	H	20
34	4	H	5	H	5	H	4	H	18
35	5	H	2	M	3	M	3	M	13
36	5	H	3	M	5	H	5	H	18
37	5	H	5	H	5	H	5	H	20
38	4	H	3	M	2	M	5	H	14
39	4	H	2	M	3	M	5	H	14