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

THEME:

**STUDENT-CENTERED TEACHING STRATEGIES TO IMPROVE
ENGLISH READING COMPREHENSION SKILLS IN THE EFL
CLASSROOM**

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

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I CERTIFY

That the aforementioned research work has been reviewed in all its parts, and I consider that it meets the necessary requirements and merits to be submitted for public presentation and evaluation by the designated Examination Committee.

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DEDICATION

I dedicate this research project to my mom, who has not been gone yet. She has always been by my side even from sky.

All my love, my life, and my effort in her sweet memory.

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I would like to express my deep affection to my beloved nieces, Marthi and Mía for their unconditional love and infinite tenderness which encouraged me to achieve my goals.

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AUTOR: Jairo Ramiro Aguirre Bastidas
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RESUMEN EJECUTIVO

El idioma inglés está relacionado con el desarrollo académico de habilidades; entre ellas, la lectura. En el presente estudio, se han identificado dificultades en el desarrollo de las habilidades de comprensión lectora en los estudiantes de inglés, como lengua extranjera. Así, el presente trabajo de investigación plantea analizar la efectividad de las estrategias de enseñanza centradas en el estudiante en el aprendizaje de inglés, a fin de mejorar las habilidades de comprensión lectora. Asimismo, la hipótesis establece que, las estrategias de enseñanza del idioma inglés, centradas en el estudiante, mejoran las habilidades de comprensión de textos escritos. El estudio se desarrolla a partir del enfoque de investigación cuantitativo, a fin de cuantificar los datos, utilizando técnicas e instrumentos numéricos y estadísticos. Así también, el estudio integra el diseño preexperimental, cuya técnica es el test y los instrumentos son: el pretest y posttest. El test que se utiliza en el estudio es diseñado por el investigador; se integran tres secciones vinculadas a actividades previas a la lectura, durante la lectura y posterior a la lectura. Se desarrollaron e implementaron diez planes de clase, bajo el enfoque de enseñanza de inglés, con actividades centradas en el estudiante. Los instrumentos se aplicaron a 19 estudiantes con nivel de inglés B1.2 del Tercer Año de Bachillerato General en Ciencias de la UEM “Sumak Yachana Wasi”. Los resultados de la investigación indican que las habilidades de comprensión lectora de los estudiantes, mejoraron significativamente, luego de la implementación de las estrategias de enseñanza centradas en el estudiante. Así, se puede concluir que, el enfoque de enseñanza de inglés, centrado en el estudiante, impacta positivamente en el desarrollo de habilidades de comprensión lectora. Además, es fundamental establecer espacios pedagógicos que permitan diagnosticar habilidades previas; así como también, permitan evidenciar el mejoramiento de las competencias lectoras.

DESCRIPTORES: comprensión lectora, enfoque de enseñanza centrado en el estudiante, estrategias de enseñanza, , inglés como lengua extranjera.

ABSTRACT

UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA

FACULTY OF EDUCATION SCIENCES

MASTER IN PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

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ABSTRACT

Student-centered teaching strategies to improve reading comprehension skills in the English as a Foreign Language classroom.

The English language is related to the academic development of skills, including reading. In the following research, difficulties in the development of reading comprehension skills among English as a foreign language students have been identified. Thus, the present research aims to analyze the effectiveness of student-centered teaching strategies in English language learning to improve reading comprehension skills. Likewise, the hypothesis states that student-centered English language teaching strategies improve written text comprehension skills. The study employs a quantitative research approach to collect and analyze data, utilizing numerical and statistical techniques and instruments. Likewise, the study incorporates a pre-experimental design, the technique of which is testing, and the instruments are the pretest and posttest. The test used in the study was designed by the researcher; it integrates three sections linked to pre-reading, during-reading, and post-reading activities. Ten lesson plans were developed and implemented under the English teaching approach, with student-centered activities. The instruments were administered to 10 students at the B1.2 English level in the twelfth year of the General Science Baccalaureate program at the "Sumak Yachana Wasi" High School. The research results indicate that students' reading comprehension skills improved significantly after the implementation of student-centered teaching strategies. Thus, it can be concluded that a student-centered approach to teaching English has a positive impact on the development of reading comprehension skills. Furthermore, it is essential to establish pedagogical spaces that allow for the diagnosis of prior skills, as well as for evidencing the improvement of reading competencies.

KEYWORDS: English as a foreign language, reading comprehension, student-centered teaching approach, teaching strategies.



INTRODUCTION

Relevance of the study

The study of teaching strategies in the English as a Foreign Language (EFL) context under the student-centered approach is definitely meaningful in the field of education for some reasons. First, it is consistent with the Constructivist language theories which emphasize the idea of learners developing their own comprehension by promoting active participation.

Also, student-centered strategies allow instructors to address diverse students' needs in terms of differentiated cultural and cognitive backgrounds for best reading comprehension outcomes. Moreover, since reading comprehension involves more than just decoding textual material, it promotes higher-order thinking skills such as: analysis, inferences, and synthesis.

In addition, the relevance of the study relies on the fact that the teaching and learning experiences must move from those traditional approaches which emphasize content delivery to a more learner understanding and comprehension process. Besides, the integration of student-centered teaching strategies for enhancing reading comprehension skills contribute to lifelong learning competencies fostering learners' autonomy and motivation.

Reading comprehension involves more than just constructing the language, but it embodies the idea of understanding the language itself. In the next paragraphs, it is described the key components for meaningful reading comprehension: levels, types of texts, strategies for the stages of reading comprehension.

First, there are three levels of reading comprehension; literal, represents the details that are inserted explicitly in the text; second, the inferential level, describes the information that requires to be inferred from the text; third, the evaluative level, shows the reader's view. A deeper understanding of this, might be supported by mentioning that:

The level of reading comprehension refers to the type of mental representation that is made of the written text. The reader builds a mental model in which he can integrate explicit and implicit data from the text, experiences, and previous knowledge. (De la Peña & Luque, 2021, p. 2)

Second, it focuses on two types of texts as part of reading comprehension purposes: narrative and expository. The Narrative texts mainly tell stories. They might include story maps, retelling, predictions and answering activities. In contrast, expository texts aim to explain and describe information. To support these preliminary ideas, it is essential to refer to:

Narrative texts are written stories that most often take the form of novels or short stories. These have the goal of entertaining readers [...] Expository texts, in contrast, are primarily intended to inform rather than entertain, communicating information and ideas about a specific topic. (Nguyen & Li, 2021, pp. 732-733)

Third, it describes some significant strategies for the three stages of reading comprehension: the Pre stage encourages students to activate schema through prior knowledge, previewing tasks, and predicting activities; the During stage promotes students to perform interactive task while they read by identifying

main ideas, summarizing, questioning and making inferences; the Post stage represents an opportunity for students to expand on the text, make connections with other skills and with personal opinions or experiences, and also relate them to a new context. It might include visualization and evaluation tasks.

According to Insuasty (2020), “these three phases of reading are useful since students have opportunities to follow a reading passage in a more organized and detailed way”. (p. 72)

This previous statement regarding stages for better reading comprehension skills, focused on the idea of including in the teaching practices some activities that take learners from preliminary assumptions to a more complex analysis of how knowledge and deep comprehension of texts happens after the implementation of Student-Centered activities.

To support the relevance of this topic “Reading comprehension skills”, it is also worth mentioning that to get the educational goals we might need to look for a wide range of possibilities and strategies so that reading comprehension can emerge as the result of the integration of multiple pedagogical and methodological resources. To corroborate this preliminary idea, some strategies are mentioned:

Learners are required to be exposed to specific teaching strategies in order to enhance their reading comprehension skills. There are several strategies that promote best reading understanding experiences, such as: visualization. The visualization strategy encourages students to use their creativity while reading. It mainly focuses on elementary school students. By integrating activities like: sketching and labelling during a reading lesson, learners might find it easier to get deep understanding of textual material. (Seng, Seun, Yeh, & Nor, 2023)

There is quite scientific evidence that benefits the suggestion of having more than one teaching approach in an English as a Foreign Language (EFL) classroom might provide better academic performance in terms of reading comprehension skills by integrating a set of teaching strategies. It might benefit the language acquisition in terms of implementing a series of learning possibilities that allow learners to get the form and meaning of the material they are provided.

Embracing the Student-centered approach and strategies for carrying out research in this field, we find out some meaningful outcomes and even for international exams best conclusions. According to Busa, Chung (2024) "The student-centered approach, Jigsaw, led to significant improvements in all three passage types. This suggests that student-centered learning may be effective in all parts of the Test of English for International Communication (TOEIC) reading passages" (p. 8)

Additionally, it might be possible that the teaching and learning processes for reading comprehension purposes require from more learner-centered strategies that mainly promote motivation, engagement, and significant learning experiences; as well as, memorable teaching and learning practices in the English as a Foreign Language (EFL) classroom. These methodological perceptions are embraced by mentioning that:

Assuming autonomy for own learning represents the key component for the student-centered teaching approach. One of the main elements under this teaching model is the fact that instructors should reduce talking time instead they must encourage students' learning by asking reflection questions. Another significant aspect regarding this analysis is that there are a bunch of pedagogical

possibilities for students to learn; for instance: having students to work individually, in groups, and even sharing their finding based on the lesson tasks. (Mujtaba Saeed, 2018)

Teaching strategies for reading comprehension might need the implementation of a great variety of educational approaches and views in order to attend various learning styles. It is relevant to move from traditional teaching practices to a more Learner-Centered classroom where the roles of facilitators and learners vary depending on their own interests, motivation, creativity and meaningful learning for enhancing language comprehension of written texts.

The development of reading comprehension skills, also implies multiple implications regarding learners' academic performance in the EFL context where students are exposed to a variety of strategies that aim to take them to a deeper understanding of the resources they are exposed to. From this point of view, the relevance of this study can be clarified in terms of:

Several studies in the field have demonstrated that the development of reading comprehension skills is closely related to students' academic performance in class. There is quite evidence that limited reading comprehension skills significantly affects assessments outcomes in areas related to Math sans Science. It shows that low readers score lower than good readers. The reading comprehension (RC) process is a complex cognitive construct that encompasses a series of skills which make difficult the task of learners' text understanding due to the existence of multiple factors and situations. (Kapalková, Polišenská, Mentel, & Vencelová, 2022)

From these language acquisition perspectives, we might conclude that the

reading process has to deal with other factors and subjects that clearly affect its progress. In terms of text comprehension and the advance of reading skills, there is a strong analysis that states that good comprehension represents better academic performance in students in the EFL classroom.

Numerous investigations in this field point out that poor reading comprehension skills are highly connected to the results of low academic performance and it also suggests a good performance for those who are considered good comprehensives. It means that best teaching practices regarding reading are closely related to better academic performance in diverse areas and subjects.

Building rigorous reading comprehension skills might integrate several aspects and foundations coming from different educational fields and language acquisition perspectives. The use of Literature circles and eJournals can result in a beneficial resource and material for better reading experiences in the EFL classroom. It is a validated suggestion:

Several resources have been identified for enhancing reading comprehension skills. One of them is the literature circles format which emphasizes on the integration of electronic materials for better academic outcomes. A new teaching scenery takes the physical class to a digital environment where technology-based curriculum might emerge where technology assists with classroom management. (Shaw, 2017)

Enhancing Reading comprehension skills truly involves a series of several aspects and resources that can benefit educators' teaching practices. Concerning this research study, it might positively be affected by the integration of multiple

teaching possibilities as a way of providing learners with a wide repertoire of learning alternatives so that they can improve their reading comprehension abilities.

This current investigation process is developed under the research line 3, Language teaching and learning process, stated by Indoamérica university. It mainly focuses on the study of national and international language teaching and learning processes. It investigates effective methodologies and pedagogical approaches for language teaching. It also refers to the development of communicative and linguistic competencies. It analyses important aspects like language learning assessment and interculturality.

The relevance of this research is based on some specific educational regulations and policies. They are completely aligned to laws, norms, and institutional documents. The Ministry of Education of Ecuador in 2021 issued the “Currículo priorizado”, mainly focused on communicational, maths, digital and socioemotional competencies and skills in all English levels. Regarding to reading comprehension, it embodies a general statement in terms of:

The emphasis proposed in this curricular document arises to meet the needs of the current educational reality. It is essential to prioritize those skills that enable the development of key components for life. Therefore, meaningful communicative competencies will be promoted for both: social interaction and reading comprehension and text production; as well as mathematical competencies that foster logical rational thinking, essential for decision-making. (Ministerio de Educación, 2021)

Within the communicative considerations involved in the curricular

planning, the Ministry of Education points out the awareness of implementing a meaningful component to develop the reading comprehension skills. All of this above encompasses the perception of a needed methodological framework that leads educators and learners to enhance their comprehension abilities of written texts. In other words, the communicative competencies integrated in the curricular planning aims to understand and produce texts in diverse contexts. Consequently, the curriculum emphasizes this idea as follows:

Reading plays an important role as a resource that allows extracting information and even for studying purposes which also represents the idea of intellectual and human growth. Reading involves more than just decoding symbols and information, but it benefits the acquisition of higher cognitive skills such as: reflection, critical thinking, complex thinking, awareness, creativity, and the construction of new knowledge. Understanding a written text provides clear evidence of the development of communication skills. (Ministerio de Educación, 2021)

One of the five curricular threads in the 2016 curriculum corresponds to the Reading component. The relevance of this topic research might be supported by these explicit considerations because they are under the view of scientific studies and it aims to contribute to promote best teaching practices to enhance reading comprehension abilities in the EFL classrooms, so it states that:

Regarding the five curricular threads from the Ecuadorian English curriculum, the main goal of the reading component is to have students to actively interreact and participate with the textual material so that they can access to a variety of activities, such as: extracting information, learning about the context

that surround them, and for communication purposes. (Ministerio de Educación, 2016)

As it was stated in the previous reflection, curricular threads and sub threads were integrated in the national curriculum in order to support the key components for better reading comprehension outcomes in class. They mainly approach to expand the integration of multiple teaching elements that lead to success in the reading process in the EFL classroom.

Numerous studies related to this research project have addressed the topic from diverse academic perspectives. Internationally, regarding teaching strategies, studies from Ahmadaliyeva (2021) reveal that learners use a variety of reading strategies for each stage of the learning process. It involves the idea of including skills and abilities that are related to the fact of understanding the information from a written text. The study concludes that one academic way to improve comprehension is by integrating in the teaching practices some activities to promote discussion so that learners connect the material to their own experiences.

Likewise, Li et al. (2024) highlights that reading proficiency meaningfully connects with strategy use; even some other factors like: gender, text types, anxiety and also academic progression play a particular role in the reading strategy use. The study highly recommends that EFL instructors should adjust reading comprehension to learner`s reading performance in the context of cultural interactions, as well.

On the other hand, concerning reading comprehension, studies from Wulandari et al. (2025) points out that reading comprehension occurs by connecting prior knowledge that the learner has and new knowledge obtained

while reading. Also, it is considered a multidimensional process that integrates some factors like: the reader and the text. Results from the study state that research and investigation about learners and teacher`s needs are needed to promote better reading comprehension outcomes.

Similarly, De la Peña y Luque (2021) indicates that the level of reading comprehension refers to the kind of mental representation that is made of the written text by integrating learners` insights from the text and their own experiences. Some of the relevant results from the investigation refer to the meta-analysis, as a significant starting point to describe reading comprehension level in higher education contexts.

In the context of Latin American education, the findings of González (2020) about teaching strategies for reading purposes, suggests that there is a significant interrelationship between content and the metacognitive strategies (planning/monitoring/problem solving) to strengthen reading comprehension development; concluding that articulating these two elements: metacognitive and reading strategies learners developed different reading skills at the time of taking international exams.

Also, in the study conducted by Medina (2019) regarding autonomous learning strategies for reading comprehension, it highlights that the use of strategies helps students reach intermediate levels of reading comprehension; her study concludes that students who integrate self-learning strategies to expand information and improve understanding, he/she successfully comprehends the written text.

Similarly, research by Garcia (2020) demonstrates that the use of cognitive strategies in higher education in Colombia might benefit the development of advanced reading comprehension. The study's conclusions show that there is a need to expand the knowledge regarding cognitive strategies used for teaching in diverse subjects, careers, and studies.

Several studies have explored this issue, including Valdivia (2023) that observes that there exists a significant relationship between language learning strategies and reading comprehension development. It means that learners who use a big amount of learning strategies get better language comprehension outcomes.

Concerning reading comprehension in the Latin American context, Castro (2024) found that reading comprehension represents one of the most important aspects of language acquisition and development. Learners must develop the necessary competencies to access information in written texts. Some of the academic conclusions of this study, states that reading comprehension involves a complex process that requires continuous study of strategies to show meaningful progress in academic contexts.

Similarly, according to Chica et al. (2023) results from her study suggests that learners considered using reading strategies an advantage that let them to understand the text by using different elements like: title, pictures, and key words. Pertinent conclusions from this study show that implementing critical thinking questionnaires, contextualized stories, well-structured plans and reading strategies significantly benefit EFL reading comprehension.

One of the key results from Diaz et al. (2023) study about reading comprehension is that students had difficulties in guessing the meaning of unknown words using pictures and context of the text during the pretest. However, results after taking the posttest show improvement in learners' reading comprehension after integrating a lesson study in the learning process. The findings of this study conclude that the implementation of the lesson study strategy helped students enhance reading abilities by creating interactions with activities and materials.

According to Ruiz (2019) study, it provides a novel perspective on reading comprehension; it points out the role of the instructor and the tools and appropriate textbooks he/she uses in order to promote better pedagogical practices on reading skills. The study reached a fundamental conclusion to understand the poor results on international analysis about reading comprehension development; the traditional methodology and texts not being related to concrete application in real life. These previous conclusions lead the Peruvian case to implement programs in this field with important results and elevating the outcomes of students on reading comprehension.

In the Ecuadorian context, Quiñonez et al. (2023) findings demonstrate that the implementation of active reading strategies was effective to boost learners' reading comprehension skills, making them retain information from the written texts. Meaningful conclusions and insights from this study reveal that the use of active reading strategies like: outlining ideas, predicting information, and identifying main and supportive ideas, allow students to improve their levels of understanding.

In the same way, Fierro et al. (2023) found that reading is a language skill that helps students to develop cognitive and also interactive thinking. The results show that the integration of cognitive strategies such as: scanning, skimming, questioning, and summarizing benefited reading comprehension growth. As a means of conclusion, this study shows that the role of the teacher is crucial at the time of integrating cognitive strategies for enhancing reading comprehension in class; the effectiveness of this research was determined by the adequate use of cognitive strategies which led students to best learning outcomes.

On the subject of reading comprehension, Imbaquingo (2023) highlights the effectiveness of the integration of several methodological approaches to improve English reading comprehension competencies. Also, it points out the use of Project Based Learning (PBL) to foster students' engagement and enhance reading comprehension skills. The study concludes that developing reading comprehension abilities from an early age is crucial to success in the education field. Moreover, the use of active methodological approaches like Project Based Learning (PBL) allows learners to apply linguistic competencies, confident reading, and investigation in a significant learning context.

Likewise, with regard to reading comprehension, Medranda (2023) states some results from her study showing that reading comprehension is considered as the starting point to facilitate critical thinking. Besides, both, critical thinking and reading comprehension are macro processes that involve skills for processing and producing knowledge. Based on the results, it is evident that educational systems should design and implement policies and pedagogical programs focused on

reading comprehension and critical thinking to promote best reading experiences from diverse academic perspectives and levels.

Problem Statement

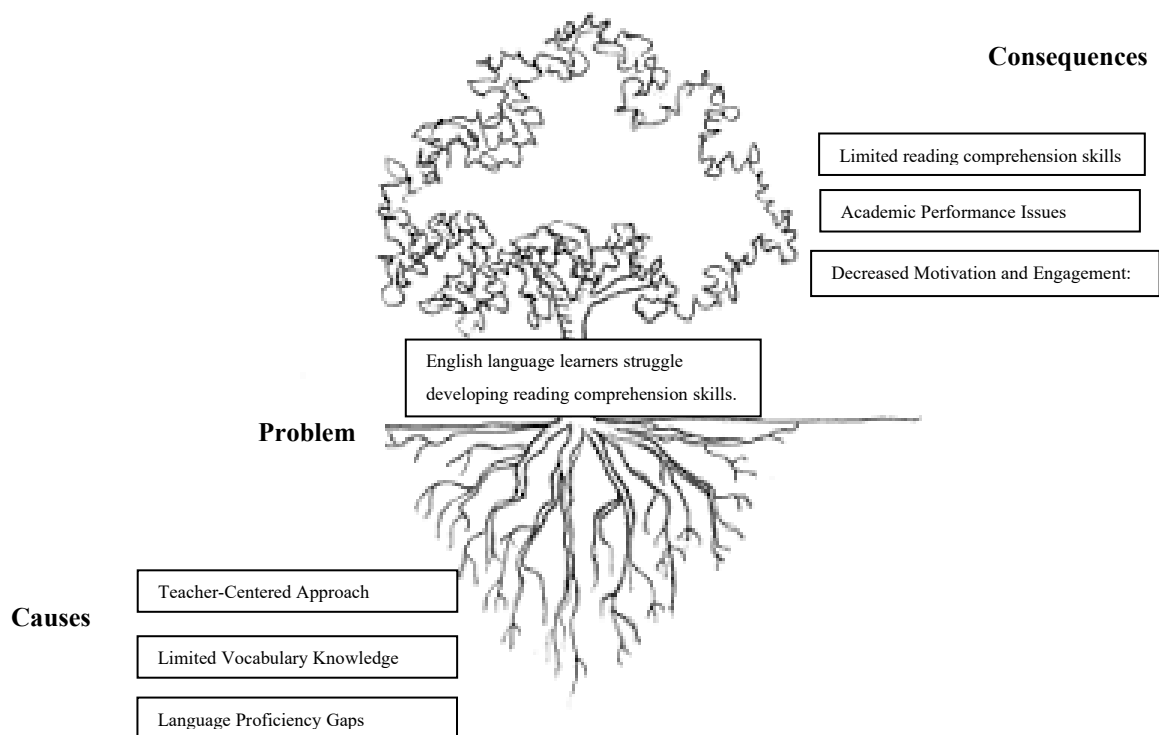
The problem statement in a research project consists of a foundational component that defines the topic that the investigation addresses. It involves a description of the issue in a particular context that refers to the need of the research. It also places the relevance of the study by locating the problem within a theoretical framework. The following excerpt illustrates this concept in detail:

In terms of an academic investigation, the problem statement means to state a sentence that will be proved false or true. The problem statement goes beyond producing an answer for the research question, but it requires also an expanded solution to the research issue. (Nasution, 2019)

The problem statement in terms of research development embodies aspects concerning proving true or false information. This study benefits from this perspective by understanding causes and consequences from a particular problem. From this interpretation, the problem statement represents an opportunity to expand the comprehension of the research issue from multiple viewpoints.

Reading comprehension is a central skill that promotes academic success; however, many language learners face challenges in developing this ability. Even though learners are exposed to significant reading activities in the EFL classroom, they often struggle to comprehend written texts from different text types and language levels. This concern is clearly evident among secondary students in public high schools in Ecuador.

It has been identified that the incapability to get deep understanding of academic texts limits language development and particularly reading comprehension skills meaning that all academic performance and motivation might be also affected. Although many studies in this field have been conducted, there are still some concerns on the use of meaningful strategies to promote best teaching practices and experiences for enhancing reading comprehension in the EFL context.



Created by: Jairo Aguirre

English language learners struggle developing English reading comprehension skills. It has been identified as some causes and several consequences for this problem. First, one of the main causes is related to the teaching approach. In a teacher-centered classroom it is difficult to get meaningful reading comprehension outcomes. Also, the limited vocabulary knowledge and

the low language proficiency and gaps make students show poor reading comprehension progress. This preliminary analysis can be supported by arguing that:

Formal education integrates the reading component as the principal resource for students to extract information from the textual material regarding the current curriculum elements. Some external issues are pointed out concerning the lack of reading comprehension skills like: reading anxiety and lack of reading autonomy. Those two aspects can clearly be affected for low or high reading competences development. It also has several implications on the subject of academic, social, economic and political areas for the student. (Uguma, 2025)

There are even some implications regarding low reading proficiency in human welfare. Considering the fact that reading represents an essential aspect in learning, students might be involved in the process so that they can enhance their reading comprehension abilities by developing a series of activities that takes them from controlled to a more independent representation and understanding of the written texts.

Second, the consequences of this problem might deal with the idea of limited academic performance, decreased motivation and class engagement which leads to low reading skills development. Based on this analysis, it is crucial to integrate in the teaching practices a type of instructional framework and methodology that promotes meaningful interaction so that learners can get a deep comprehension of the material. To support these assumptions, it is relevant to refer to:

Negative effects of learners' poor reading comprehension skills are highly associated with deficient learning progress. Students who struggle in comprehending texts frequently feel unconfident and present low self-esteem which greatly affect their learning achievement. This limitation often demonstrates that students with low reading performance feel socially marginalized in the classroom and they face difficult challenges to develop peer relationships in a school context. (Nanda & Azmy, 2020)

Low reading comprehension proficiency in students and learners is highly associated with some other learning issues; in fact, students' academic achievements can be affected by not being exposed to best learning experiences in terms of appropriate strategies to solve these teaching and learning difficulties. Also, it is clear that low understanding of the texts is closely related to academic and social implications for learners.

Research question

What kind of teaching strategies are required to improve students' English reading comprehension skills in the EFL classrooms?

Hypothesis

Student-Centered teaching strategies improve the students' English reading comprehension skills.

Null hypothesis

Student-Centered teaching strategies do not improve the students' English reading comprehension skills.

Beneficiaries

The participants of this research are 19 students, 9 male students and 10 female students aged 15-16 years and showing B1.2 English level of “Tercer Año de Bachillerato General en Ciencias” at Unidad Educativa del Milenio “Sumak Yachana Wasi”, public high school in Cotacachi, Imbabura province.

# Students	M	F	Age	English level	Class	Public School	City	Province
19	9	10	15 - 16	B1.2	3BGU	Sumak Yachana Wasi	Cotacachi	Imbabura

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Objectives

General objective

To analyze the effectiveness of the Student-Centered teaching strategies in the English as a Foreign Language classroom to develop students' English reading comprehension skills.

Specific objectives

1. To identify the level of the students' English reading comprehension skills.
2. To design a teaching strategies set of lesson plans based on the Student-Centered approach to improve the students' English reading comprehension skills.
3. To evaluate the students English reading comprehension skills after the implementation of the teaching strategies proposal.

CHAPTER I

THEORETICAL FRAMEWORK

The theoretical framework in a research project involves a well-structured set of reflections, theories and concepts that foster the analysis of a particular study. Based on this research topic, the conceptual representations explain the main variables in this study from existing theories and scientific articles associated with student-centered teaching strategies to promote best reading comprehension outcomes in the EFL context. Also, it describes the way the research concepts relate to the relevance of this study in terms of enhancing the foundational analysis. To support this perspective, it is stated that:

The conceptual component of a research project supports the theoretical analysis of the study. The theoretical framework in an investigation is closely related to the theories of the study. The studies in a research project are supported by coherent and well-structured concepts in order to facilitate the understanding of the work. This section of the study allows readers to get a better understanding of the project by including transparency and clarity during the research. It facilitates the appreciation of the improvements from the study. (Salcedo Mosquera, Urriago Fontal, Romero Sanchez, & Martinez Barrios, 2022).

Based on this explanation, there are some fundamental aspects that allow the theoretical framework guides the preset research by promoting coherence and consistency throughout the study. It is relevant to mention that this study encompasses a series of concepts and theories which define the foundation of the research to interpret the object of study from an academic and significant conceptual interpretation.

In this section it is presented some of the previous studies about Student-Centered teaching strategies to improve English reading comprehension skills in the EFL classroom. Also, the research defines all the concepts related to teaching strategies, reading comprehension and the Constructivism theory as the theoretical foundation for this research.

Previous studies

Shivani, Tamilselvi, and Meenakshi (2024) carried out research which objective was to examine the effectiveness of Cognitive Academic Language Learning Approach as an instructional student-centered approach in enhancing the reading comprehension skills. The study involved one of the leading governments aided institutions in Tamil Nadu. Data were collected applying both a post-test experimental design, with one control group and another experimental group (20 each). The quantitative data were analyzed using descriptive statistics and the qualitative data recorded the responses of student's perception on the usefulness of Cognitive Academic Language Learning Approach (CALLA). The study exposed in enhancement of reading comprehension skills, enriching the overall reading skills.

This study supports the research idea of integrating the Cognitive Academic Language Learning Approach as an instructional student-centered approach to improve the students reading comprehension skills. Also, it provided meaningful instruments to collect data. In addition, it guided the use of qualitative and quantitative research paradigms into the current research.

Ismail, Wang, and Jamalyar (2023) carried out research whose primary objective was to assess the influence of Task-Based Instruction (TBI) as a

pedagogical approach that centers learners in meaningful and communicative tasks to promote language acquisition. The study selected two pre-existing classes. One of them was assigned as the treatment and the other as the comparison group. It was used in an Oxford Quick Placement Test. The experimental group received reading comprehension-based Task-Based Instruction (TBI) as a learner center strategy, and the control group established traditional lecture-based strategy training. The study found that TBI shows effects on motivation for L2 reading and language learning anxiety. That is, the number of motivated learners in the treatment group increased, while the number of high-anxiety learners in the experimental group decreased.

This study aims to help the integration of TBI as a pedagogical approach to place students in the center of the teaching and learning process to promote best reading comprehension experiences in class. Moreover, it provides the foundation to benefit language acquisition in terms of communicative tasks development. An additional positive effect in the present research relates to the perception of having a methodological comparison at different stages and levels of this research.

Matyakhan, Chaowanakritsanakul, and Santos (2024) carried out research whose main objective was to investigate gamification's effects on enhancing reading engagement, and reading comprehension, as well as perceptions of gamification among university students. The study involved 70 first-year students selected randomly. It was implemented as a mixed-methods research design to examine the effects of gamification between both control and experimental groups. The results collected by the pre-test, post-test, pre-survey, and post-survey showed that the experimental group meaningfully improved reading

comprehension after the implementation of gamification, compared to the control group that studied in a traditional way.

This article supports the idea of implementing innovative ways to have more student-centered reading experiences through gamification. Also, it guided the implementation of two stages in the research which serves as a further analysis and interpretation. Additionally, this article shows that the use of alternative methods to enhance reading comprehension skills have a positive perception in learners.

Wang (2023) conducted research whose main objective was to investigate the effectiveness of the flipped classroom teaching approach to improve reading comprehension skills. The research included three instructional groups: traditional, flipped, and online instruction types. A total of 71 participants integrated the research. They were assessed about their reading comprehension abilities based on an international exam. The results showed that the flipped instruction and the online flipped instruction promoted better learning outcomes than the traditional instruction.

This investigation clearly shows that the integration of diverse teaching and learning approaches for reading comprehension promote meaningful results in terms of text understanding. This study significantly contributes to the research since reading comprehension in the EFL classroom requires the use of relevant strategies so that learners can even enhance self-regulated learning.

Al-Tag et al. (2024) conducted research that explored the use of visual learning strategies for enhancing reading comprehension abilities. The objective of this study is to analyze the integration of visual aids to engage students into the

reading lessons in class. It was used as a test to measure the participant's reading comprehension skills. Seventy-one students were divided into two groups: an experimental and a controlled group. The first group was exposed to the visual learning strategy and the controlled group to a traditional teaching method. The findings of this study demonstrate that the use of visual assistance benefits learners' reading comprehension skills. It is also notable that the scores significantly increased from pretest to posttest in all domains of text depth understanding.

This study meaningfully contributes to the present research since it suggests the application of diverse teaching techniques to assess previous abilities and then a posttest measures learners' progress regarding reading comprehension. The integration of visual elements in class provides a learning opportunity for students who need to be involved in the process according to their own learning styles so that reading comprehension can emerge.

Sevy, Cajamarca, and Avila (2023) conducted research whose objective was to improve the acquisition of basic vocabulary, reading comprehension skills, and intrinsic motivation to promote best reading experiences in English. It carried out qualitative exploratory action research aimed at improving these areas by using three reading strategies. 89 lower-level EFL students were selected within three different courses which were conducted over a six-month period. The study found that implementing different reading strategies positively impacts students' reading comprehension skills and motivates them to read not only for academic purposes, but also for pleasure and enjoyment.

This article benefits the understanding of including a wide repertory of teaching strategies to facilitate the reading comprehension skills from a more student-centered perspective. Furthermore, this study might result in a further analysis for teachers to develop programs mainly focused on reading development activities. In addition, since the current research focuses on reading skills better outcomes and results, it helps to encourage the implementation of student-centered activities to truly increase the learner's reading comprehension competencies.

Concerning teaching strategies for enhancing reading comprehension skills, Tigrero (2022) performed an investigation on teaching strategies to benefit learners' reading skills and it analyzed the impact of implementing diverse learning practices in the academic development of students. The main goal of this research project focused on the real need of integrating reading strategies to increase students' language development. Forty students were included in the quantitative research which also encompassed exploratory and descriptive perspectives. The evidence reveals that the proposal which included a variety of teaching strategies facilitated both; reading comprehension and social interaction.

Among varied studies from national contexts, it is fundamental to analyze that there is quite evidence of low level of reading comprehension skills and a decreasing language proficiency of students in the context of an EFL classroom. From this insight, it is vital to implement academic paradigms that promote more effective learning outcomes with regard to deep understanding of written texts and other resources that require analysis, meaning, and comprehension.

In the local context, Alba (2023) carried out research on cooperative learning for enhancing reading comprehension skills. The main objective of this research was to determine the effects of cooperative learning in the growth of students' reading comprehension skills. The study was built under the quantitative and qualitative research paradigms with the integration of several techniques and instruments for data collection. Two teachers and 46 students were involved in the development of the research. The findings of this study showed that traditional teaching approaches did not benefit learners' language acquisition, but the use of cooperative learning helped students to increase text understanding.

This study enriches the analysis of integrating active and positive interaction among students to foster reading comprehension. Cooperative learning in the EFL classroom represents the idea of providing students with significant language paradigms to increase comprehension of the content. This project research contributes to the interpretation of teaching strategies as the principal resource to assist learners' diverse types of learning.

Andrade (2023) conducted investigation on cognitive strategies to develop reading comprehension skills in junior students. The principal goal of this study is to present cognitive strategies in the teaching practices for enhancing reading skills. Regarding the methodology used in this research, it applied a survey to students who were asked about the type of strategies teachers use to promote reading comprehension abilities. Also, interviews were used in order to get from teachers their insights about integrating cognitive strategies in the teaching and learning process. This research revealed that there is not significant integration of

strategies for the three stages of the reading process making students present low proficiency in terms of cognitive processing of texts.

It is quite important to analyze that the use of a series of teaching strategies for understanding real written material highly benefits students' comprehension of texts and also contributes to better learning outcomes. This research provides a foundation for my study since it integrates cognitive strategies meaning an opportunity for students to learn and acquire a new language from different levels of instruction.

Constructivism theory

The theory that frames this research is Constructivism. It involves the perception of students constructing knowledge rather than passively taking in information and data. It also represents the awareness of people experiencing the world and reflecting upon those practices. Once learners reflect, they might be able to create their own representations and incorporate new information into their schemas. The Constructivism theory is well defined as follows:

Piaget shows how Constructivism illustrates the idea of creating meaning by having the previous experiences interacting with the new ideas. Engagement is the core principle for this learning theory since it encourages students' active participation. Based on previous learning experiences, students are asked to evaluate their prior knowledge in a learning context. Constructivism involves three initial processes that define the learning progression: assimilation, accommodation, and equilibration. (Chand, 2023)

This preliminary interpretation of the Constructivism theory aims to build

learners' knowledge based on their existence experiences. It clearly states the idea of having learners create their own representations after reflecting on concrete practices. In an attempt to build on analysis and reflection students are asked to have their ideas to interact. It might establish a meaningful relationship between Constructivism and the way it can operate in a Student-centered classroom.

Constructivism in contemporary educational settings requires from former conceptual foundations to lead the theoretical framework to a more successful learning outcome. Having a clear perception of this theory might promote better interactions for knowledge creation. The Constructivism theory has defined relevant elements. They highly encourage appropriate social environments in language acquisition contexts. These ideas can be supported by mentioning:

Notable authors like: Vygotsky, Kuhn, and Brown are mentioned as being part of the development of the social or realist constructivist work which empathize the relevant role of the social environment in learning. From this point of view, the learning context requires from students to interact with their previous learning experiences. (Hua Liu & Matthews, 2005)

There have been identified authors agreeing with the idea of Constructivism as a social environment in teaching and learning. It also places the argument that interaction in diverse contexts is the central role in language and knowledge construction. There are some academic agreements on placing the preexisting experiences into a more communicative setting. However, a deep analysis about how students learn might take this discussion to another level.

English as a foreign language

English as a foreign Language, EFL, refers to the idea of studying this language by non-native speakers in a context where English is not the primary language. The purposes of acquiring English in this context might vary depending on your own learners' aspirations. An overview of learning English under the EFL setting integrates some teaching methods. EFL signifies a challenging task for people who are not surrounded by the language all the time. According to some studies, EFL can be understood as:

Thousands of students around the world have to learn English as a Foreign Language EFL, as part of their academic development based on the national curriculum. Students aged 10-12 years old start receiving language instruction in schools in different parts of the world. In the next years of instruction there are significant differences in EFL progression; differences emerge as result of the students' exposure in and out of school. (Krepel, y otros, 2021)

Different school contexts might be traversed by learning English from the EFL perspective. The learning instruction differs from place to place all over the world. Those who are exposed to language acquisition under EFL display clear differences; due to the way how they are exposed to the target language in the EFL context where instruction takes place to assume academic development and progress.

Over the years it has been identified as an academic debate related to EFL and ESL. It is worth establishing their particular differences to clarify its language perception. Whether students are exposed to English as a Foreign Language (EFL) or English as a Second Language (ESL), they might have to take some

considerations to benefit the language acquisition. By being exposed to one of these learning contexts the materials and instructional approaches are defined by teachers. To describe this, Setiyadi explains:

Language theories and learning settings are the key aspects that let students to acquire a language. It will depend on the language theories associated to the teaching process that will determine the use of particular materials and the integration of specific teaching methods. There are some teaching assumptions that differ its understanding from language theories that refer to the teaching context and learning circumstances. (Setiyadi, 2020)

Language acquisition occurs under different learning conditions. It means that it tends to vary from one country to another. According to the circumstances and environments, resources are chosen by instructors to guarantee appropriate learning results. Understanding how EFL classrooms operate under specific conditions might help teachers to select adequate materials for language acquisition and effectiveness.

There would be some general considerations that guide the EFL instruction. Under specific circumstances and conditions as mentioned before, EFL arises as an opportunity to understand learner needs and contexts. The EFL teaching and learning process needs to focus on meaningful communication tasks to achieve the learning objectives. Some other key elements for language instruction on EFL school contexts, rely on classroom techniques and feedback opportunities for significant language competencies.

Some theories regarding teaching and learning English are part of a deep analysis. Language acquisition might happen naturally by being exposed to the

target language itself. This context of learning a language is informal, since it does not require formal instructions in terms of language structure and organization. However, at a certain point it might demonstrate evidence of language acquisition progress. (Syafrizal, 2017)

Learning English as a foreign language might differ in a way of how learners expose themselves to the target language. It is not enough just being enclosed to the language, but learners have to make good sense of this. It means there would have to be clear and meaningful representations of the acquired language. EFL foundations definitely guide this study so that teachers and students under this learning context can enhance their reading comprehension skills.

Teaching methods

The English teaching procedure involves a systematically organized bunch of approaches, procedures, and techniques that guide and facilitate the process of learning the English language. It embodies theoretical principles and practical strategies so that learners can develop their communicative competences. In terms of an academic perspective, teaching methods on pedagogical theories which are defined according to the students' needs, objectives, and contexts. Studies have demonstrated that:

Language theories and psychological perspectives of language have widely influenced the language teaching methods. As the teaching methods are part of the teaching theories, they come from diverse aspects: theoretical perspectives, socio-economic, socio-political, and educational practices, and also, form innovative experiences. (Ahmed & Rashid, 2024).

In line with this view, I would argue that teaching methods are not a mere set of approaches and techniques that isolated work in the classroom, but it entails the fact of integrating diverse educational perspectives. They refer to a deep understanding that teaching methods emerge from theories and language perspectives aligned to different fields and areas of education.

Student-centered teaching method

The role of teaching and learning approaches have dramatically changed the way learners perceive language development. There is a misconception of the methodological view in terms of reading and language progress. Some strategies claim to have the right path for language acquisition. However, poor learning outcomes have been identified and the emergency of finding new trends in teaching English from a reading comprehension skills view is quite necessary. The Student-centered teaching approach might provide better academic results:

The student-centered teaching approach refers to the fact that the learner should be placed in the center of the process where he or she becomes responsible of their own progression. Some classroom strategies can be integrated as part of the development of this teaching method. For instance, instructors might try: grouping students, having learners work in pairs, and making the whole class work together. (Mujtaba, 2018)

Having students in the center of the teaching and learning process might result in improved academic benefits. From this perspective learners are required to be more involved in the process so that language development can emerge. Also, the roles of teachers and students can significantly improve their academic

performance. The student-centered approach attempts to have learners as the main responsible of their learning.

The student-centered method mainly focuses on making connections with learners' preferences and needs. Besides, this approach aims to have learners as active agents while learning. It involves interaction between students' prior knowledge and the new information. All of these initial ideas promote a more meaningful learning process to students and teachers.

According to Brown:

Pertaining to the analysis of the student-centered teaching method, it is relevant to focus on the roles that teachers and students play in this context. Instructors' perspective of teaching, moves from the center of the class to a more guide on the side interpretation whose most important task is to guide students' in the learning process seeing them as seekers of knowledge. (Brown, 2011)

It is essential to take the roles of teachers and students to a more communicative context where they can interact from diverse learning perspectives. Guiding the process instead of imposing disciplinary contents could be beneficial for real language growth. Moreover, considering students' interests and preferences can be crucial for significant language and reading comprehension progress. Consequently, based on this approach, learners bring meaningful information to be connected to new information.

A classroom setting under the student-centered approach focuses on learners' abilities and learning styles. Students act as primary performers of the development of knowledge and language acquisition. There are key principles that help to deeply understand how this approach operates. Also, it is fundamental to

be aware that the student-centered approach might occur in different classroom contexts. To support this idea, Goodman points out in one of her research projects:

The integration of the student-centered teaching approach in class demands of the use of diverse learning categories in order to help learners to acquire a language. Teaching activities related to active learning experiences are widely used in small or large classes having plenty of possibilities for grouping students. (Goodman, 2016).

There is quite evidence that the student-centered approach can happen in a wide range of academic fields. This approach highly benefits the integration of activities for small and large classes. From this reflection we assume that the student-centered approach might produce flexibility for grouping students. This idea innovates the teaching practices for relevant language outcomes.

A significant topic related to the student-centered teaching approach, involves active learning as a key component that lets students to be engaged in the learning process. Active learning encourages students to carry out meaningful activities; it also requires learners to think about their own learning development. Active learning promotes effective learners' participation during the teaching and learning process. The following statement illustrates this idea:

From this assumption, it is needed learners' active participation in class by including in the teaching and learning practices elements like: reading, writing, discussion and problem solving which benefit their engagement. Active learning, also benefits the development of students' higher-order thinking skills, such as analysis, synthesis and evaluation. Active learning encourages learners to acquire

professional abilities which differ from the lecture-based instruction. Besides, active learning activities make students to get better academic outcomes and results in opposition to traditional teaching mechanisms. (Alguacil & Avedillo, 2024)

It is clearly stated that active learning in a student-centered classroom provides multiple academic benefits. Instructional engagement requires students' active participation by being involved in language skills like: reading, writing, and also class discussion. This study benefits from this viewpoint in terms of integrating classroom activities that place more emphasis on the students' participation and better learning outcomes and results.

English language teaching

English language teaching (ELT) is part of the pedagogy field which also includes a systematic instruction, acquisition, and the progress of English as a language for communication. In order to promote best learning experiences, it involves theories, methods, and practices. Three relevant aspects conduct the ELT process: linguistic theories, second language acquisition studies, and educational psychology whose methodologies are adapted in terms of students' needs. This perception supports the argument that:

The English Language Teaching (ELT) is considered as a dynamic educational area which encompasses English teaching and learning as an additional language in several places in the world. ELT mainly focuses on specific areas such as: language learning, vocabulary, grammar instruction, and communicative competence. However, the progression of this perspective has arrived to a more critical analysis in ELT process. (Velásquez & Villegas, 2024).

This preliminary argument regarding English language teaching refers to the fact of understanding it as an educational field whose principal role is to describe the teaching and learning of English in different countries in the globe. Also, connecting that perception with this study, it represents a possibility to challenge educators' teaching practices and take them from traditional approaches to a more communicative perspective.

Teaching English skills

Teaching English skills involve a pedagogical process that allow teachers to facilitate the development and acquisition of the fundamental abilities in the English language. These competences are related to: listening, speaking, reading and writing. Effective experiences of teaching English skills require the implementation of adequate methods and strategies for enhancing learners' competences. Prior research has established that:

Traditionally, English teaching mainly indicates a framework in terms of linguistic proficiency regarding listening, speaking, reading and writing; however, nowadays it has incorporated global competencies which are essential for navigating an interconnected world. Some of these competences include intercultural communication, digital literacy, collaboration, and problem-solving. (Al-khresheh, Orak, & Alruwaili, 2025).

In connection with this study, the previous reflection upon teaching English abilities indicates that there are some new dimensions of language skills in English. These trending abilities go beyond language proficiency development, and it incorporates other competences that connect with social interaction, educational goals, and language competences itself.

Reading comprehension skills

Reading comprehension represents the idea of constructing the language, but it also embodies the understanding of the language itself. It is considered as the ability to process written texts. It encourages learners to comprehend its meaning. Furthermore, reading comprehension aims to integrate students' prior information with what they are being exposed to. It is argued that:

The development of reading comprehension skills benefits not just textual understanding, but it entails the fact of learning in different fields and areas. Reading comprehension functions as a tool to understand texts, but also it represents an opportunity to be involved in social activities such as: understanding emails, texting and working with web applications. Reading comprehension needs the involvement of a series of abilities and processes to succeed. (Oakhill, Cain, & Elbro, 2019)

Reading comprehension deals with the development of social activities being part of people's daily life. A deep analysis on this topic shows that reading is not a mere understanding text exercise, but it encourages the development of different abilities. It means, reading is a facilitator of human interactions. Additionally, the development of this language skill may incorporate different levels and stages for its success.

One of the key components for reading comprehension is to have students engaged throughout the lessons. It means teachers should guide the learning process in terms of having students interacting with the text. Strategies help students decode meaning for effective reading comprehension. Expanding

students' vocabulary repertoire is crucial for best reading comprehension experiences, too. To confirm these concepts, authors mention:

It is necessary to try varied teaching approaches and strategies in class for best language learning outcomes. Some of the most notable strategies for reading purposes might include: previewing the text, monitoring comprehension, extracting the gist of the text, summarizing key ideas, and anticipating questions for future reading activities. (Duke, Ward, & Pearson, 2021)

Being aware that more than one strategy can be used during a lesson benefit the reading comprehension progress. That would be essential for educators to own a series of teaching strategies for language assistance. Having specific tasks and strategies for each one of the reading stages promotes better comprehension skills. In addition, teachers who reflect and analyze the results of the implementation of strategies for reading comprehension contribute to scientific information.

There are some other components when talking about reading comprehension. One of them has to do with text structure. It denotes the organization of the text for comprehension development. Motivation and purpose are also important for successful reading comprehension. Regarding to this analysis, we might corroborate it by mentioning:

Instructional strategies regarding reading comprehension progress includes two essential elements: the metacognitive component and multicomponent activities for enhancing learners' text understanding. Based on this topic, there are some other meaningful strategies that promote best reading experiences, such as:

instruction related to phonics, peer-mediated tasks, and computer-adapted instruction. (Sohn, y otros, 2023)

As the research express, instructional strategies can support the students` reading comprehension. It can be beneficial to go from exclusively academic strategies to more cognitive interpretations. Reading comprehension skills requires the use of strategies closely related to phonics and computer instruction. All methodological attempts in terms of language development mean a new start in the field of reading comprehension.

Teaching strategies for reading comprehension

Activate prior knowledge

To activate prior knowledge before going through a text helps learners to connect new content or information to what learners already know. This progression promotes understanding and retention of the topics that students are exposed to. Also, it helps to establish a context and a framework for understanding the whole text. This analysis might be supported by including some key elements in terms of:

Textual understanding goes beyond extracting key information from a text, but it requires a connection between certain elements from the message and learners` prior knowledge to show comprehension by constructing mental representations of the written material. It is crucial for learners to develop strong connections between their background with the concepts of the text. On the other hand, the lack of prior knowledge makes it difficult to create metal representations of the understanding of a text. (Kikas & Silinskas, 2021)

Activating prior schemes for reading comprehension, also signifies that

learners need to show strong knowledge to make effective mental representations of the new information. However, there might be many other factors that would contribute to success while making subjective illustrations of the content, such as: strong vocabulary input and previous experiences regarding what learners are going to be taught.

Predicting

Concerning the first stage for the reading process in the EFL classroom, the predicting strategy comes from both: the cognitive and constructivist theories of learning. Its principal goal is to engage learners in the process by requiring them to anticipate content or structures by using prior knowledge and textual features such as: visuals, titles, and heading to make guesses about the content or the written material. This perspective is clearly expressed in the following statement:

Integrating prediction into a language lesson requires from learners to actively respond to the content presentation with confidence and it also represents an opportunity for instructor to provide feedback. Prediction demands from students to retrieve information that comes from their memory. Nevertheless, wrong predictions of a certain topic make students to get surprised and it provokes different emotions when being exposed to right answers. (Brod, 2021)

This supports the argument that having students to make preliminary representations of what they read during the lesson promote initial connections between previous knowledge and the content that learners are getting from the presented material. With respect to this study, predicting, represents an

opportunity for students and instructors to become more engaged and have a mental illustration of the written resource they are exposed to.

Another important aspect of the predicting strategy for reading comprehension is that it allows students to anticipate contents and structures that are presented in the written material. By interacting with clues from titles, headings or images, learners feel engaged with the text and this process also involves confirming or revising predictions at the time of reading. One of the foundational ideas in this field is presented, as follows:

There are some implications about predicting content or topic in a language class. Since prediction is seen as an integral aspect of language comprehension, it also involves a series of aspects and mechanisms that support its function. Scientific evidence demonstrates that the use of learners' background knowledge generates multiple possibilities of prediction of the new information. Predictions might come from varied perspectives regarding learners' experiences in language acquisition. (Riskyn & Nieuwland, 2023)

In line with this view, this study argues that predictions are considered as essential and integral aspects that promote language development; however, it is crucial to understand that the mechanisms and the cognitive elements involved in the reading process need to expand its understanding in order to realize that predictions might come from diverse students' learning experiences and contexts.

Brainstorming

Brainstorming as a strategy for the pre stage of the reading process entails the active production of ideas, predictions, and previous knowledge connected to the text. It stimulates students' background information and sets initial levels of

engagement which main purpose is to benefit reading comprehension, retention, and critical analysis of the textual material presented in class. Building upon this idea, brainstorming encompasses multiple benefits in terms of language development and text understanding:

Brainstorming allows students to come up with thoughts and ideas based on teacher's questions which will also serve as a foundation for connecting with their prior knowledge about the text. At this stage, instructors provide detailed information of the text and ask students to activate their prior schemes of knowledge that comes from the brainstorming task. (Ida Bagus, Nengah Dwi, & Dewa Gede, 2022)

This study consists of four stages where brainstorming plays an important role concerning the development of reading comprehension skills. It highlights the importance of making questions to students so that they can activate their prior knowledge and relate it to the written sources. This investigation serves a conceptual foundation to implement brainstorming in class as a strategy to have students interact with the text from the beginning of the learning process.

Practice summarizing

Summarizing information from a text is a meaningful strategy to improve reading comprehension abilities in an EFL classroom. It encourages learners to focus on the main pieces of information of a text, making them increase their capacities to retain and process the information. Adding to this preliminary analysis, summarizing requires students to distinguish between essential and non-essential information from the reading material. To provide a detailed perspective on this issue:

An important learning strategy that shows students' text comprehension is summarizing. It lets students to get deep understanding of the textual material. Some academic benefits have been identified in terms of reading comprehension; first, it helps learners to develop the meaning of information; second, the information can be stored in the long-term memory. This strategy encourages students to extract relevant information from a text and it allows them to represent understanding in their own ideas and words. (Ramirez, 2021)

This strategy for reading comprehension take learners to go deep in understanding about essential parts of a text. Moreover, it promotes self-awareness of what they are actually getting from the text; it also benefits the long-term memory which is relevant to keep track of their own learning progress in the EFL classroom as part of learner's language acquisition, particularly textual analysis.

Extracting the main idea

Extracting essential content from a textual material involves identifying the central message from a text or passage. This process allows learners to significantly make sense of written resources by getting relevant points and details and focusing on the central elements that support the whole reading material. This strategy reflects high-level reading comprehension skills since students actively participate in the construction of meaning of the text. In this context, it is important to note that:

Extracting the main idea from a text might result on the task of inferring the key information by the reader who does not always find it as an explicitly

information, but he or she might need to do a more complex process of identifying details in order to get the core components. (Boudah, 2013)

To eventually use this strategy effectively in class, students must need to acquire some academic prerequisites so that they can differ from different terms involved in the use and application of this strategy, such as: topic, details, essential details, and clarifying details. Once terms have been decoded by students, they might clarify the idea of extracting the main idea from a textual material.

Visual representation of a topic

Showing understanding of a text might include different ways to represent comprehension. It encourages learners to synthesize their conception by integrating creative, innovative and engaging forms of learning. This strategy for reading comprehension can include: create visual projects such as, illustration, comic strips, and storyboards. In terms of enhancing reading comprehension, Mounquengui suggests that:

Learners can demonstrate comprehension of a text by using pictorial or visual representation. The use of diagrams and pictures to represent understanding requires a deep interpretation of this strategy as the result of an action in a text. Visual representation of a text helps learners to reinforce their comprehension of a textual material. This strategy has been included in the teaching practices of different educational systems to enhance students' better learning outcomes. (Mounquengui & Ilouga, 2019)

The creative response strategies to enhance reading understanding

let students make connections with other language abilities. At this point, learners can use the information from the text to show comprehension by illustrating or doing something new. It also represents the fact that students might personalize their learning and use their own ideas and perceptions.

Writing an alternate ending to the text

This post reading activity for enhancing textual understanding lets students create a new version of the conclusion of a story or text which benefits the learner's creativity and critical thinking. Writing an alternate ending promotes active participation of the reader in terms of constructing meaning from the written material. This is a way of having students more engaged with the different elements of the text making them improve reading comprehension.

The depth of this argument is captured in the following passage:

Some tasks and activities have been identified as resources to provide alternate ending to the texts from a given context. A story involves settings, characters, and events that show logical connections which make the text to promote interactive relations throughout the passages. (Wang, y otros, 2022)

By integrating the story ending generation strategy to the teaching practices for reading comprehension purposes, students need to develop high levels of text understanding from clues and relevant aspects of the reading material. This strategy contributes to this study by making learners develop other skills based on the texts they were exposed to.

CHAPTER II

METHODOLOGICAL DESIGN

The methodological design section of a research project is considered as a structured plan that describes the strategy and the specific actions in order to collect, analyze, and interpret data from the investigation. It also contributes to selecting the research paradigm, approach, research type, and some other meaningful points in an academic project which aims to get coherence and rigor. The following statement offers a compelling argument regarding the methodological design in a research project:

The methodological design in a research project aims to describe and analyze methods. In this context, the methodological design is not limited to the analysis of certain components, but it integrates an extensive series of elements such as: investigation question formulation; reporting guidelines, and approaches to research analysis. In the methodological design field, the purposes and intents are described as consistent elements that help to analyze methods in the studies. (Mbuagbaw, Lawson, Puljak, Allison, & Thabane, 2020)

The methodological design in a research work involves more than one particular direction in terms of its academic elements which may vary depending on the nature of the investigation; however, they all point out the significant aspects concerning analysis and description of the methods in primary or secondary scientific work. This study is highly beneficial from this perspective since it involves a wide range of methodological sections that aim to promote coherence and rigor throughout the scholarly work.

Constructivism is the learning theory that outlines this study regarding this section of the investigation; since, it emphasizes the role of the learner in constructing knowledge and acquisition of a language through experience and reflection. The role of the students in a student-centered classroom in the EFL context requires their active participation to promote class engagement with the textual material to produce meaning and connect new knowledge to previous understanding. This aligns with the current research on Constructivism, supported by the following insights:

Constructivism is a learning theory based on the work of Piaget and Vygotsky which aims to interpret that cognitive changes occur when prior experiences connect with new information. These two authors argue that the implementation of mixed-ability groups contribute to get conceptual changes. An important educational principle states that the task of instructors should not focus on impart content to learners, but they need to encourage students to build knowledge in their minds. (Efgivia, y otros, 2020)

This perspective of Constructivism provides significant insights in terms of understanding that knowledge does not occur as isolated process, but it encompasses a series of procedures that mainly include learner's prior conceptions of a new content. The findings of this article concerning Constructivism, significantly aligns the purpose of this study given that, student-centered teaching strategies are required to activate students' prior schemes of knowledge so that they can be connected to the new knowledge.

This chapter outlines the research methodology used in this thesis, which investigates "Student-centered teaching strategies to improve English reading

comprehension skills in the EFL classroom”. The chapter begins by describing the research design and research method. Following this, the participant selection process, data collection methods, validity or reliability and data analysis procedures are detailed.

Research Method and Research Design

The quantitative approach for researching purposes mainly functions as a systematic investigation method that uses numerical and statistical techniques to quantify data and phenomena. Some of the relevant goals of this approach deal with: objective measurement, structured data collection, and the analysis of the investigation variables. This study adopts a quantitative approach. According to Creswell:

The Quantitative approach in a research project aims to test the learning theories by exploring the relationship among the investigation variables. The variables in the research can be measured, commonly on instruments, so that data can be analyzed using several statistical procedures. (Creswell & Creswell, 2018)

This research involves a quantitative approach since it is appropriate for measuring variables such as the level of reading comprehension skills under the application of Student-centered teaching strategies in the EFL learning context. Also, the integration of the quantitative approach in this study benefits the understanding of how numerical procedures can be integrated for data analysis.

The pre-experimental design is part of the types of quantitative research designs that includes minimal or no control from external variables. The main characteristic of the pre-experimental design is that it integrates a single group for

intervention. One of the most used types of design is the one-group pretest and posttest (See appendix 1 and 2) design which aim to gain preliminary foundations or even be used for piloting a treatment. In relation to pre-experimental design, recent studies found that:

There is a commonly used type of experimental research in statistics which is defined as the pre-experimental research design. This research perspective involves some elements like the cause and effect, as well as a specific procedure that aims to monitor the group or groups progress. The pre-experimental research design looks for the necessity of implementing additional investigation regarding the population. This key aspect makes this mechanism to be efficient. In this type of research design, the dependent groups are examined for the effect of an independent variable that is assumed to cause change. (Zubair, 2023)

According to this perspective of the pre-experimental design in research work, it meaningfully contributes to the present study seeing that it seeks for identifying specific elements during the initial section of the investigation and then activating the posttest procedure to determine the effectiveness of the intervention in reference to the study.

With regard to this investigation project, a pre-experimental design was chosen to test specific levels of students' reading comprehension skills in the EFL classrooms. According to Creswell and Creswell (2018) "With pre-experimental designs, the researcher studies a single group and implements an intervention during the experiment" (p. 270)

This research is carried out under the pre-experimental design where one group is measured before and after the implementation of the proposal in terms of teaching strategies for enhancing reading comprehension skills. The pre-experimental design contributes to defining initial academic considerations and the way it declares effectiveness after implementing a proposal.

Sample and research context

On the subject of sampling, this study shows that participants were selected using the random sample. The sample is defined by Creswell and Creswell (2011) "Ideally you aim to draw a random sample, in which each individual in the population has an equal probability of being selected (a systematic or probabilistic sample)" (p. 248)

This is considered a random sample because it ensures that every member of the population has an equal chance of being included in the study, which supports the generalizability of the results and it is going to select all the students from the class. The random sample includes 19 students since it facilitates the access to the whole population in the context of an EFL classroom.

The study involved 19 students aged 15-16 years and showing B1.2 English level from "Tercer Año de Bachillerato General en Ciencias" at Unidad Educativa del Milenio "Sumak Yachana Wasi". It is a public high school located in Imantag, Cotacachi in the Imbabura province.

# Students	M	F	Age	English level	Class	Public School	City	Province
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19	9	10	15 - 16	B1.2	3BGU	Sumak Yachana Wasi	Cotacachi	Imbabura
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Operationalization of variables

Operationalization of variables refers to a process in which the abstract concepts are viewed as concrete and measurable points. It enables concepts to be observed, quantified, and analyzed under the approach of an investigation framework. It represents a path to establish connection between the theoretical frameworks and more practical research. The importance of this concept is demonstrated in the next statement:

Concerning the difficult task of measuring variables in a research project it is important to analyze the operationalization of variables in an investigation. It is well known that the subjective aspects are more difficult to measure than the objective ones. In order to strength the hypothesis in a study, it is essential to refer to the operationalization of variables section. There has to be special attention to this process in order to avoid mistakes in the development of the research. (Tariq, 2015)

Operationalizing variables in a research project contributes to strengthening the understanding of how variables can easily be measured, even those coming from diverse subjective perspectives. Academic benefits have been identified from the operationalizing section in an investigation, such as: variable quality and efficiency of the design.

Table 1

Student-centered teaching strategies – Independent variable

Variable	Conceptual Definition	Specific Objective	Dimension	Indicators	Technique/ Instrument	Item
Student-centered teaching strategies	According to Shah (2024) student-centered teaching strategies (SCTS) are based on the constructivist learning theory whose main goal is to have teachers to provide opportunities to students to construct knowledge by their own activities. (Shah, Yong , Augustin, & Rageth, 2024)	To design a teaching strategies set of lesson plans based on the Student-Centered approach to improve the students` English reading comprehension skills	Learner autonomy Active engagement	Active participation Peer collaboration Discussion Student reflection Knowledge construction Content exploration	Technique: Test Instrument: Pretest Posttest	1 – 7 Questionnaire Pretest Posttest

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Table 2

Reading comprehension – Dependent variable

Variable	Conceptual Definition	Specific Objective	Dimension	Indicators	Technique/ Instrument	Item
Reading comprehension	<p>According to Yan et al. (2024) Language comprehension involves a process whose main objective is to understand the meaning of the textual material.</p> <p>Language comprehension entails two significant aspects: the cultural knowledge of the world and background knowledge. It benefits the improvement of abilities related to inferring information from the text. (Yan, Leachman, & Pratt, 2024)</p>	<p>To identify the level of the students' English reading comprehension skills.</p> <p>To evaluate the students English reading comprehension skills after the implementation of the teaching strategies proposal.</p>	Levels of reading comprehension	<p>Literal understanding</p> <p>Inferential understanding</p> <p>Critical analysis</p>	<p>Technique: Test</p> <p>Instrument: Pretest Posttest</p>	<p>1 – 7 Questionnaire</p> <p>Pretest Posttest</p>

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Data collection process

A commonly used technique for data collection in a quantitative research project is the test. It allows studies to gather information from participants; it embodies written questions which enable researchers to collect data. In connection with this study, the data was collected using a test as the main technique and a pre and post-test (See appendix 1 and 2) as the instruments in this research. The test involves the use of a questionnaire consisting of a structured set of questions in order to collect data. It can be described as:

A questionnaire is a mechanism that allows teachers and students to get formal responses from a given set of questions. The questions are designed for extracting information related to specific topics and areas, of which learners are supposed to have knowledge. (Kumar, Fundamental of research methodology and statistics, 2006)

The questionnaire in terms of data collection provides multiples benefits as for this study requires learners to establish the starting point regarding reading comprehension. This study plans to gather that information so that it can propose the intervention or treatment for better academic outcomes. At the end, data initially collected is compared with the final results after the intervention. This technique aims to gather or collect information from respondents.

Reinforcing data collection in this research might also be supported by the test as an instrument which could be defined according to Kumar (2011) “Both have essentially the same job to do, that is, to measure achievement in learning. Elements of quality are essentially the same for both. The individual test questions used in the two are indistinguishable” (p. 210)

The instruments aim to collect valid and reliable data to address the research objectives. The test as a data collection instrument contributes to the study by measuring particular variables aligned with the investigation purposes. In order to ensure accuracy and credibility of the results from the research, it requires academic and particular attention to some fundamental aspects like: reliability, validity, and standardization.

Validity and Reliability

Regarding reliability, the Test-retest resource aims to assess if the instrument gives consistent results over the time. In addition, the internal consistency determines if various items on a questionnaire measure the same concept. On the other hand, the content validity ensures the instrument fully represents the concept being measured. Those are the validity and reliability tools that are used in this research. From this preliminary analysis, in terms of validity, the research includes the following validators' information: (See appendix 3, 4, 5)

Validator's name	Degree	Work experience	Place of work
Angélica María Naranjo Villota	Master's degree Master in Applied linguistics for teaching bilingual education English and Spanish	15 years	"PUCESI" university
Jéssica Elizabeth Cifuentes Sánchez	Master's degree Master in English Pedagogy as a Foreign Language	15 years	"Diez de Agosto" high school
Hila Gabriela Portilla Torres	Master's degree of science	15 years	"Yachay Tech" university

	Curriculum and instruction with emphasis in TESL		
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Data Analysis Results

Data analysis is considered as a systematic process that involves organization and interpretation of the data collected in a research project. Also, it aims to discover significant information. Regarding the nature of the data, it encompasses the application of statistical or logical techniques. In terms of quantitative research, the most used technique is the descriptive statistics for data analysis. This study includes the descriptive statistical method for data analysis.

According to Kumar:

The numerical description of a specific group observed in a research project is defined as the descriptive statistical analysis method used for investigation purposes. The data collected in an investigation defines the particular information of the observed group. The descriptive statistical analysis of data in research in the educational field offers meaningful information about a specific group. (Kumar, Fundamental of research methodology and statistics, 2006)

The descriptive statistical analysis method highly provides valuable information related to the nature of a specific class or group of students. This study benefits from this perspective since it makes a numerical description of the observed group. The results provide an assessment of students' reading comprehension skills. The reading skills section presents scores out of 20 marks.

Table 3

Results of the pretest – Reading comprehension

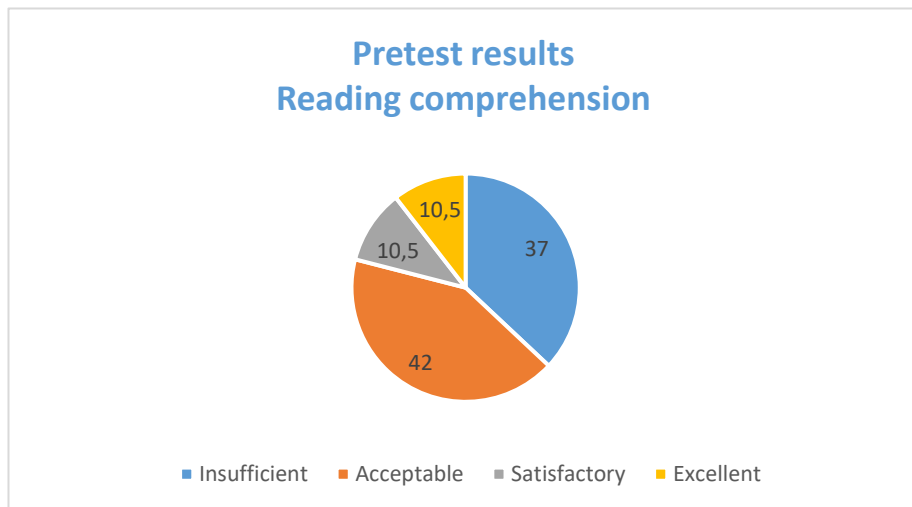
Reading comprehension – Pretest					
Insufficient	Acceptable	Satisfactory	Excellent	Number	Percentage
1-3	4-6	7-8	9-10		
7	8	2	2	19	
37%	42%	10.5%	10.5%		100%

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Note: The table shows the results of the pretest regarding reading comprehension, classified in four indicators.

Figure 1

Results of the pretest – Reading comprehension



Created by: Jairo Aguirre

Note: The graph shows the results of the pretest regarding reading comprehension, classified in four indicators.

Graph 1 illustrates the results of the pretest regarding reading comprehension skills. Students scored an average of 37% meaning insufficient development on

reading comprehension competencies. Moreover, 42% of students scored an acceptable level of reading comprehension skills which also shows a low level of textual understanding development. In contrast, 10.5% of students show a satisfactory level concerning text understanding. Finally, 10.5% of students demonstrate an excellent level of reading comprehension language abilities.

Table 4

Results of the posttest – Reading comprehension

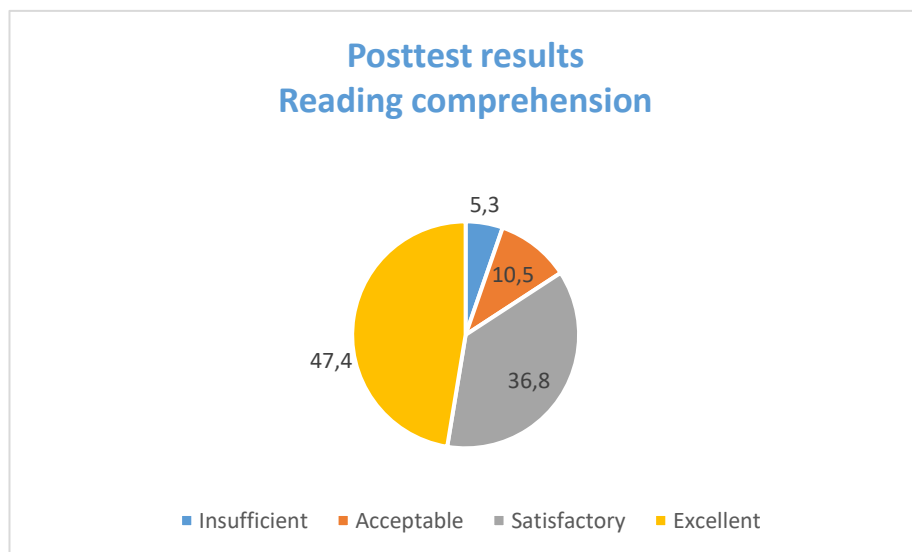
Reading comprehension – Posttest					
Insufficient	Acceptable	Satisfactory	Excellent	Number	Percentage
1-3	4-6	7-8	9-10		
1	2	7	9	19	
5.3%	10.5%	36.8%	47.4%		100%

Created by: Jairo Aguirre

Note: The table shows the results of the posttest regarding reading comprehension, classified in four indicators.

Figure 2

Results of the posttest – Reading comprehension



Created by: Jairo Aguirre

Note: The graph shows the results of the posttest regarding reading comprehension, classified in four indicators

Graph 2 indicates the results of the posttest after the implementation of the proposal regarding the development of reading comprehension skills. First, students scored an average of 5.3% which means insufficient development on reading comprehension competencies. Also, 10.5% of students scored an acceptable level of reading comprehension skills. On the other hand, 36.8% of students show a satisfactory level concerning textual understanding. Finally, 47.4% of students reveals an excellent level of reading comprehension skills which clearly indicates that the implementation of the proposal based on student-centered teaching strategies, before, during, and after reading, such as: predicting, identifying main ideas, and using picture representation, highly enhanced students' reading comprehension skills.

Table 5

Results of the Comparative analysis - Pretest – Posttest

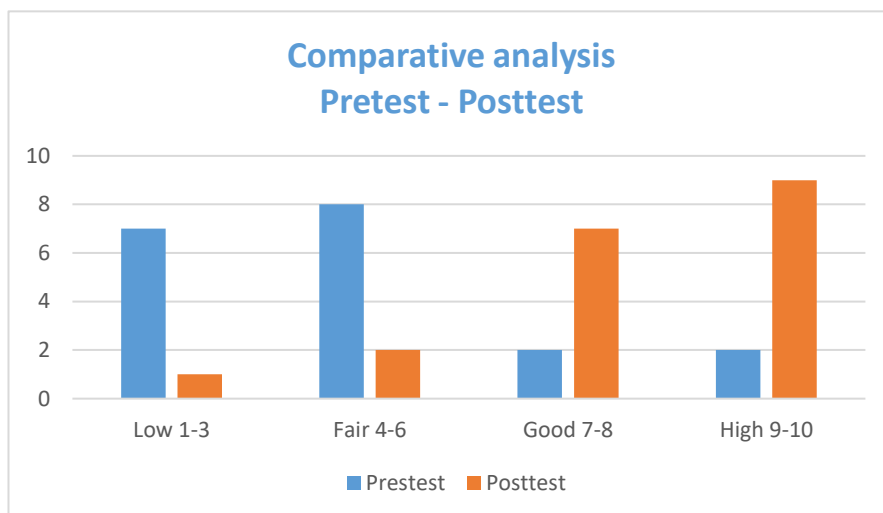
	Low 1-3	Fair 4-6	Good 7-8	High 9-10	Total
Pretest	7	8	2	2	19
Posttest	1	2	7	9	19

Created by: Jairo Aguirre

Note: The table shows the results of the comparative analysis of the pretest and posttest regarding reading comprehension skills, classified in four indicators.

Figure 3

Results of the Comparative analysis – Pretest – Posttest



Created by: Jairo Aguirre

Note: The graph shows the results of the comparative analysis of the pretest and posttest regarding reading comprehension skills, classified in four indicators.

Graph 3 outlines the results of the comparative analysis between the pretest and the posttest after the implementation of the proposal for enhancing students' reading comprehension skills. First, it indicates that the low level of reading comprehension development decreased from the pretest to the posttest, meaning that the intervention contributed to improve students' reading competencies. Besides, the fair level of reading progress significantly reduced from the pretest to the posttest after implementing the proposal. On the other hand, in terms of the good level for reading comprehension analysis, it reveals an increasing number of students who show a good level of reading comprehension. Finally, the number of students showing a high level of reading competencies significantly increased from the analysis of the results of the pretest and the posttest which demonstrates that the implementation of the proposal under the student-centered teaching strategies approach benefited students' reading comprehension skills in the EFL classroom.

Table 6

Results of the Comparative analysis - Pretest – Posttest, mean, median, and mode

	Pretest	Posttest
Mean	5	7.89
Median	5	8
Mode	3	9

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Note: The table shows the results of the comparative analysis of the pretest and posttest regarding reading comprehension skills in terms of mean, median, and mode.

Table 4 provides a clear explanation of the analysis of data, in terms of summarizing and describing the essential tendency of the results in this study. First, the measure of the mean indicates an average of 5 marks for the pretest and an average of 7.89 during the posttest which clearly represents a positive impact of the implementation of the proposal. Second, the median analysis points out a score of 5 marks, while it shows an average of 8 marks for the posttest meaning that student-centered teaching strategies benefit textual understanding. Finally, the mode shows a score of 3 marks in the pretest and an average of 9 marks in the posttest which means an increasing tendency of effectiveness of the proposal based on the student-centered teaching approach to improve learners' reading competencies.

Table 7

Results of the Comparative analysis - Pretest – Posttest by items

Items	Pretest	Posttest
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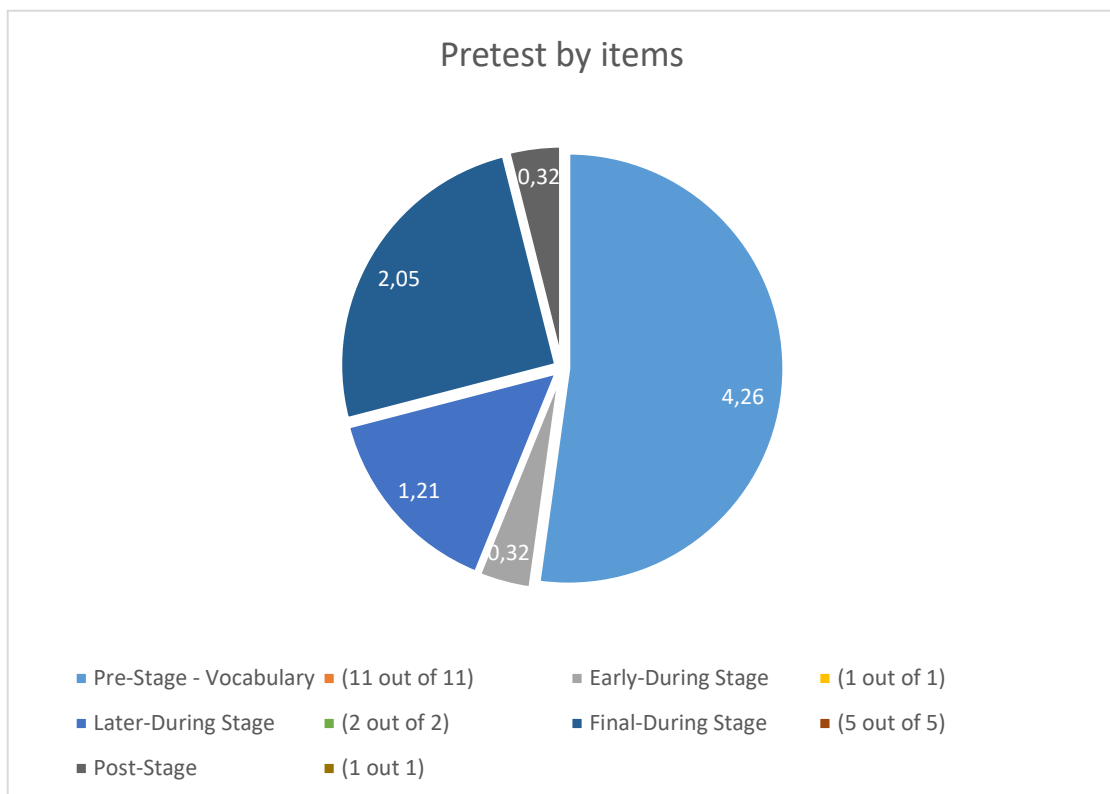
Pre-Stage – Vocabulary	4.26	8.16
Early-During Stage	0.32	0.79
Later-During Stage	1.21	2
Final-During Stage	2.05	4.42
Post-Stage	0.32	0.79

Created by: Jairo Aguirre

Note: The table shows the results of the comparative analysis of the pretest and posttest regarding reading comprehension skills by the items.

Figure 4

Results of the Comparative analysis – Pretest by items



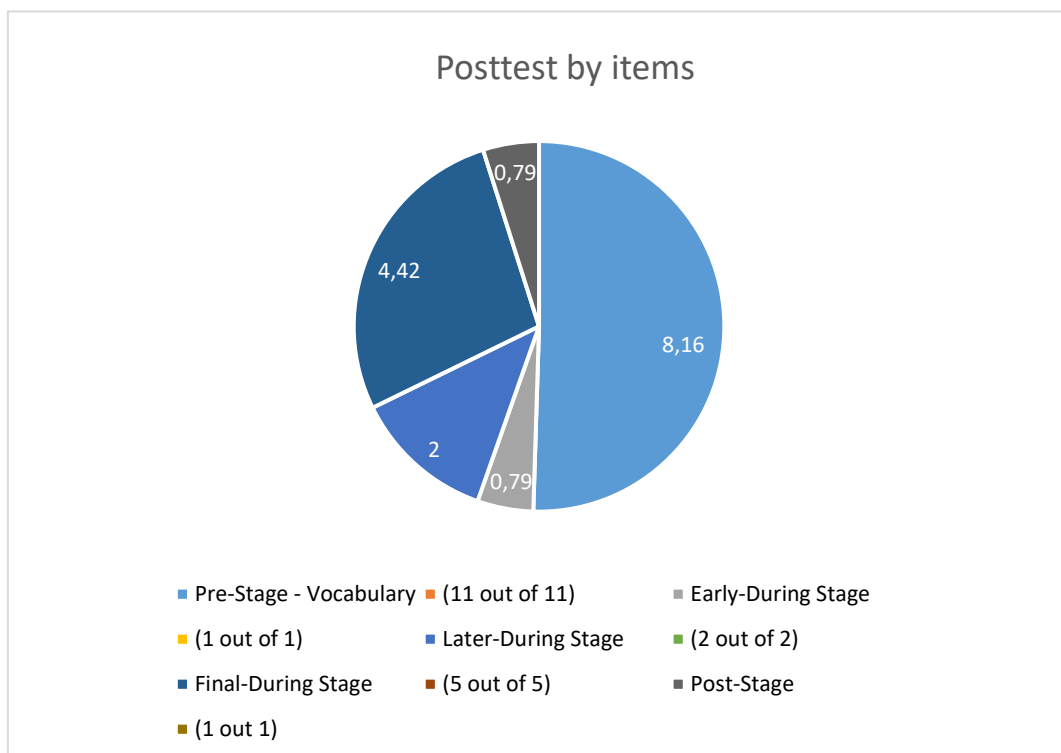
Created by: Jairo Aguirre

Note: The table shows the results of the comparative analysis of the pretest and posttest regarding reading comprehension skills by the items.

Graph 5 illustrates the results of the comparative analysis between the pretest and the posttest after the implementation of the proposal for enhancing students' reading comprehension competencies by referring to the items of the test. Students scored an average of 4.26 out of 11 marks in the Pre-stage with vocabulary focus. According to the Early-During stage, students scored a 0.32 out of 1 mark regarding reading comprehension. Concerning the Later-During stage, it shows students scored 1.21 out of 2 marks. The Final-During stage shows that learners scored 2.05 out of 5 marks. Finally, the Post stage indicates a score of 0.32 out of 1 mark. These results demonstrate that students exhibit a low level of competence in reading comprehension skills in the context of integrating student-centered teaching strategies.

Figure 5

Results of the Comparative analysis – Posttest by items



Created by: Jairo Aguirre

Note: The graph shows the results of the comparative analysis of the pretest and posttest regarding reading comprehension skills by the items.

Graph 6 provides a visual representation of the results of the comparative analysis between the pretest and the posttest after the implementation of the proposal for enhancing students' reading comprehension skills by referring to the items of the test. First, students scored 8.16 out of 11 marks in the Pre-stage which shows a significant improvement with respect to the activation of previous knowledge before reading a text. According to the Early-During stage, students scored 0.79 out of 1 mark in relation to reading comprehension abilities. In terms of the Later-During stage, students scored 2 out of 2 marks which represents a relevant improvement when identifying meaningful information from a text. The Final-During stage shows that students scored 4.42 out of 5 marks meaning that students demonstrate a high language proficiency. The final aspect to consider is the Post stage which indicates a score of 0.79 out of 1 mark. These language outcomes demonstrate that the implementation of the proposal lets students enhance their reading comprehension skills by being exposed to a series of activities under the student-centered teaching approach in the context of the EFL classroom.

From all of this data analysis concerning the development of learners' reading comprehension skills in the EFL classroom, it points out that the implementation of the proposal using the student-centered teaching strategies approach clearly benefit students' textual understanding which indicates that the hypothesis of the study is positively confirmed; the integration of student-centered teaching strategies in class promote best reading comprehension experiences. On the other hand, the null hypothesis is disregarded due to the lack of evidence.

CHAPTER III

PRODUCT

Innovative proposal to solve the problem

This section includes an innovative proposal which is defined as a strategic plan, meaning “A concept that projects the long-term vision, establishing the main global objectives, outlining the fundamental strategies to achieve these objectives and projecting the resources necessary to achieve them” (de Freitas, y otros, 2024, p.4). It contributes to develop students’ reading comprehension skills by integrating meaningful teaching strategies in the EFL classroom. The product, regarding the innovative proposal, highly benefits students’ comprehension of written texts by including a set of lesson plans under the Student-Centered approach in order to enhance learners’ language abilities.

Name of the proposal

ENHANCING MY READING COMPREHENSION SKILLS THROUGH “A SET OF LESSON PLANS” UNDER THE STUDENT-CENTERED TEACHING APPROACH IN THE EFL CLASSROOM.

Type of product

It’s been selected the lesson plan as the type of product that supports the innovative proposal development. A lesson plan is defined as a structured guide which serves to address an entire lesson. The structure of a lesson plan provides relevant details in terms of clear objectives, innovative activities and strategies, materials and pertinent assessment methods. The following excerpt provides relevant insights about this topic.

Planning is often viewed as a key aspect of teaching a successful lesson. During the planning phase, the teacher makes decisions about goals, activities, resources, timing, grouping, and other aspects of the lesson. (Richards & Renandya, 2002, p. 27)

From that first perception of a lesson plan, we might infer that the importance of planning for successful teaching involves more than just including specific contents, but they need to adapt some elements from the entire lesson so that learning can emerge from a variety of teaching possibilities. The lesson plan included in the innovative proposal is described in terms of different methodological elements, as follows:

Lesson Plan Structure
PDP - A framework for teaching receptive Skills
(Reading focus)

Institution:	
Type of Institution:	
Course:	
Students' age, level, number of students:	
Teacher:	
Topic:	
Language focus:	
Time:	
Materials/Handouts:	
Action points: (These are two things you are working on in your teaching)	1. 2.

What are your Student Learning Objectives for the lesson?		•			
When/How in the lesson will I check students' progress toward the above Learning Objective? What behaviors/activities will show me whether they have mastered the material?		<ul style="list-style-type: none"> • What vocabulary/grammar/information/skills do your students already know in relation to today's lesson? • What aspects of the lesson do you anticipate your students might find challenging/difficult? • How will you avoid and/or address these problem areas in your lesson? 			
Time	Framework stage	Procedure		Interactions	Materials needed
		Teacher will..	Students will..		
5	<i>Pre</i>				
10	<i>Early During</i>				
10	<i>Later During</i>				
10	<i>Final During</i>				
10	<i>Post</i>				

Created by: Jairo Aguirre

Objective of the proposal

To develop reading comprehension skills through a set of lesson plans based on the Student-Centered teaching strategies in the EFL classroom.

Structure of the proposal

The proposal includes two sections. First, it describes the framework for teaching reading; a methodological framework called PDP (Pre-During-Post).

Second, since the proposal aims to benefit the development of reading comprehension skills, it includes Student-Centered teaching strategies in the EFL classroom for each stage of the lesson plan.

The Pre, During, and Post reading activities, PDP, is considered a methodological framework whose main goal is to enhance learners' reading comprehension abilities by integrating structured stages that promotes students' previous knowledge, encourages and supports active reading, and benefits critical analysis. This framework contributes to creating an academic interaction between the reader and the text by including learning activities regarding the three stages of the reading process: pre, during and post. The following statement expands on this idea:

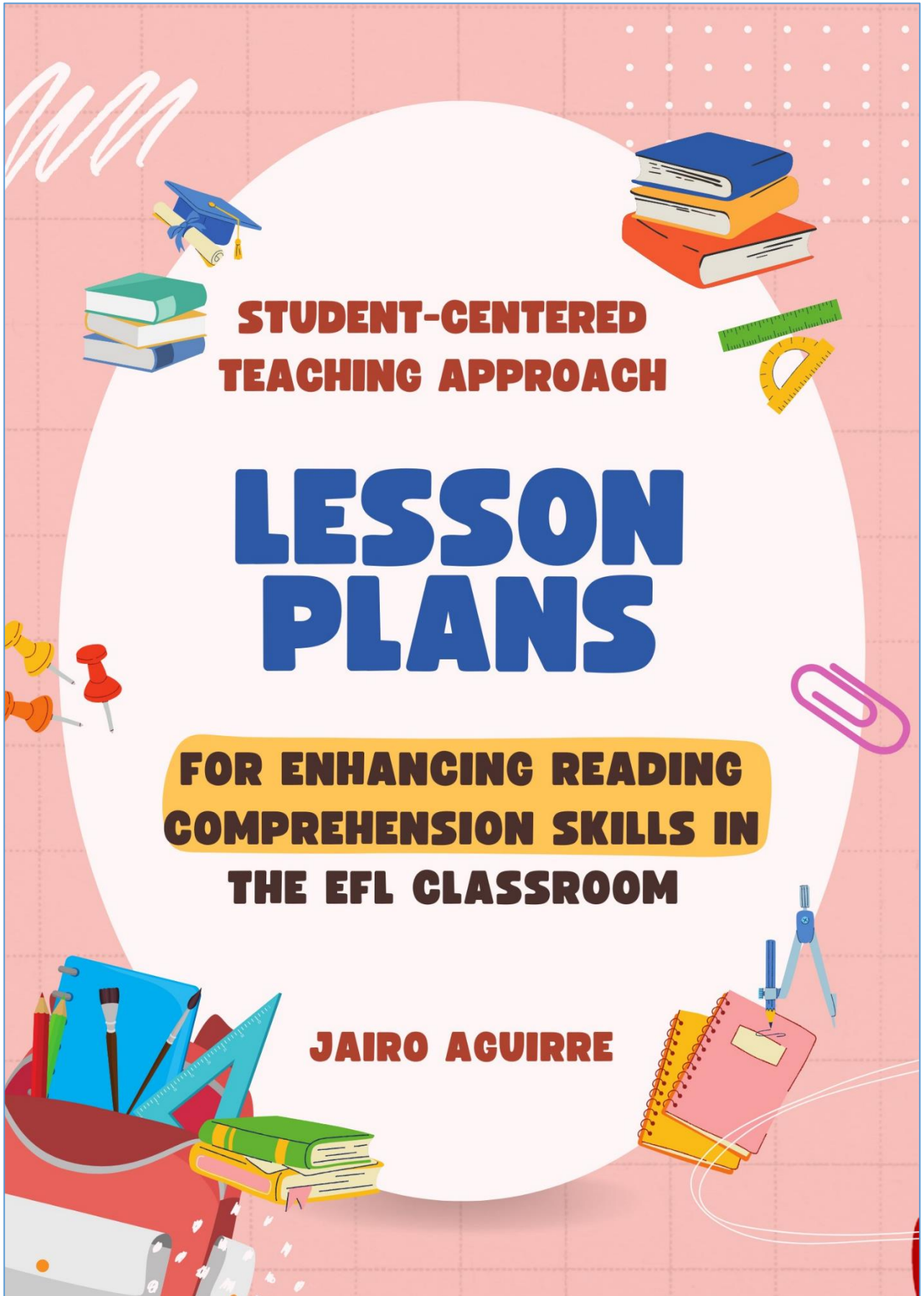
For the pre reading stage, instructors present the objectives that conduct the lesson and all the elements that will be included so that learners can come up with predictions of what the text will be about. The during stage in a reading class allows teachers to have students to interact with the text by extracting important information from the textual material. The post reading strategies and activities requires from learners to respond to a set of questions presented by the instructor using the information that they got from the text. (Ulfah Tanjung, Lubis, & Daulay, 2022)

As stated in this conceptual description of PDP; it is worth to emphasize that a well-structured pedagogical framework for teaching reading, encompasses a series of learning activities that promotes students' understanding of the written material. Each stage of the reading process under this pedagogical approach makes learners go from previous knowledge to a deeper understanding of the text.

Since reading is a complex process that requires active interaction between readers and the text, it encourages learners to establish close engagement with the material. On the other hand, traditional approaches regarding teaching reading mostly focus on results, but do not contemplate the possibility of emerging difficulties and learning obstacles. Therefore, it is essential to determine the appropriate intervention for enhancing learners' reading comprehension competencies. This perspective is clearly articulated in the following excerpt:

The reading comprehension process involves a series of levels that learners should get through in order to master the content of a reading class. Learners in a reading lesson might experience fun and challenges due to their deep reflection of certain sections of the text. This framework for reading purposes clearly states three phases: pre, during, and post as part of reading instructional model. (Thu Huong, 2018)

According to this language analysis, going through a structured set of phases and stages while reading, contributes to meaningfully improve reading comprehension skills and achieve better text understanding outcomes. Due to the fact that this study pursues significant reading comprehension development, the integration of a pedagogical framework which includes stages under the learner-centered approach for teaching reading, is crucial to be implemented as a methodological and conceptual foundation for enhancing meaning understanding.





This lesson plan is carried out by integrating activities under the student-centered teaching approach for enhancing reading comprehension skills in the EFL context; also, it embodies the interactive application NEARPOD for students' engagement and interaction based on the methodological framework Pre, During, and Post (PDP).

Institution:	"Sumak Yachana Wasi" high school
Type of Institution:	Public high school
Course:	3 BGU "A"
Students' age, level, number of students:	15-16 years old – B1.2 English level – 19 students
Teacher:	MSc. Jairo Aguirre
Topic:	Laika
Language focus:	Reading
Time:	60 minutes
Materials/Handouts:	Handouts and online resources
Action points: (These are two things you are working on in your teaching)	<ol style="list-style-type: none"> 1. Integrate student-centered teaching strategies 2. Enhance students' reading comprehension skills
What are your Student Learning Objectives for the lesson?	<ul style="list-style-type: none"> • At the end of the lesson students will be able to show comprehension of the text "Laika" by predicting, summarizing, and representing text understanding.


















<p>When/How in the lesson will I check students' progress toward the above Learning Objective?</p> <p>What behaviors/activities will show me whether they have mastered the material?</p>	<ul style="list-style-type: none"> • The students' progress in terms of textual understanding will be checked throughout the three stages: pre, during, and post • Challenging/difficult aspects of the lesson? <ul style="list-style-type: none"> - Activating prior knowledge - Eliciting information from clues - Extracting key information from texts - Retelling stories with well-structured sentences. • How will you avoid and/or address these problem areas in your lesson? <ul style="list-style-type: none"> - Providing examples for each activity - Monitoring activities - Grouping students to exchange experiences - Provide immediate feedback
---	--

Time	Framework stage	Procedure		Interactions	Materials needed
		Teacher will..	Students will..		
10	Pre	<p>Present an illustration by showing students a picture related to the topic of the lesson</p> <p>Show students some pictures and have them to label</p> <p>Ask students to read the words and match them with the</p>	<p>Observe and predict the topic of the lesson</p> <p>Label some pictures</p> <p>Match words to definitions</p> <p>Check activity in pairs</p>	<p>T-Ss</p> <p>Ss-Ss</p> <p>Ss-Ss</p> <p>Ss-Ss</p>	<p>Electronic device</p> <p>Computer</p> <p>Internet connection</p> <p>Projector</p>

		right definitions			
10	Early During	Ask students to read the whole text and come up with the best title for the reading text	Read and choose the best title for the text	Ss-Ss	
15	Later During	Ask students to read the two paragraphs and get the main idea from each one Demonstrate the activity with an example	Read and extract the main idea of each paragraph	Ss-Ss	
15	Final During	Have students to read the text again and summarize the passage in their own words Exemplify the activity	Read and summarize the text in their own words	Ss-Ss	
10	Post	Provide students material to have them to represent the text with an	Read and make a poster about the topic	Ss-T	

		illustration poster			
Link access to the lesson: https://app.nearpod.com/?pin=I3UND					

Visual resources used in the lesson plan:

Stage	Visual resource										
Pre	 <div data-bbox="486 974 1340 1209" style="border: 1px solid blue; padding: 5px; margin-top: 10px;"> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="width: 20%;">SORROW</td> <td style="width: 20%;">OVERHEATING</td> <td style="width: 20%;">RACE</td> <td style="width: 20%;">TALE</td> <td style="width: 20%;">RACE</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> </div>	SORROW	OVERHEATING	RACE	TALE	RACE					
SORROW	OVERHEATING	RACE	TALE	RACE							
											
During	<div data-bbox="630 1288 1165 1612" style="border: 1px solid blue; padding: 10px;"> <p>During the era of the Space Race between the USA and USSR, the Soviet Union launched the first living thing into space. It was a dog named Laika. The objective of the trip was to prove that space travel for humans was safe but technology hadn't advanced enough to bring ships back yet. Laika was a street dog that became an astronaut because of her size and calmness. After some training, she was ready to go into space. Her ship called Sputnik 2 was launched on November 3, 1957. Laika was supposed to orbit the planet some days and the first reports from Russian space programs said so. However, in 1993, some Russian space program scientists revealed that Laika died soon after leaving the planet's atmosphere because of stress and overheating. Many people in the world were in great sorrow because of her death. Since then, her story has spread around the world and has inspired many tales, songs, and poems. Some of them say that Laika became a star in the sky.</p> </div>										
Post	<div data-bbox="635 1680 1177 1982" style="border: 1px solid black; padding: 20px; text-align: center;">  <p style="margin: 0;">MY POSTER HERE:</p> </div>										



This lesson plan is developed by including activities under the student-centered teaching approach for enhancing reading comprehension competencies in the EFL classroom. Also, it includes interactive online resources for students' engagement and interaction based on the methodological framework Pre, During, and Post (PDP).


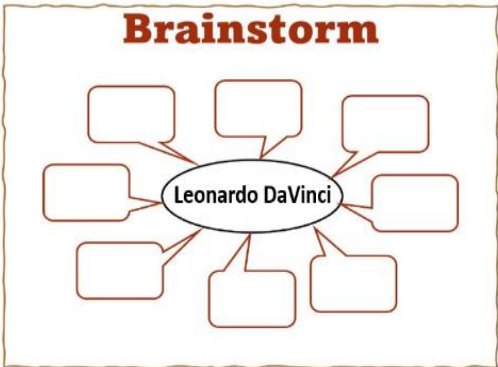
Institution:	“Sumak Yachana Wasi” high school
Type of Institution:	Public high school
Course:	3 BGU “A”
Students' age, level, number of students:	15-16 years old – B1.2 English level – 19 students
Teacher:	MSc. Jairo Aguirre
Topic:	Leonardo DaVinci
Language focus:	Reading
Time:	60 minutes
Materials/Handouts:	Handouts and online resources
Action points: (These are two things you are working on in your teaching)	<ol style="list-style-type: none"> 1. Integrate student-centered teaching strategies 2. Enhance students' reading comprehension skills.
What are your Student Learning Objectives for the lesson?	<ul style="list-style-type: none"> • At the end of the lesson students will be able to show comprehension of the text “Leonardo DaVinci” by brainstorming ideas, extracting




				main ideas, and representing understanding.	
<p>When/How in the lesson will I check students' progress toward the above Learning Objective?</p> <p>What behaviors/activities will show me whether they have mastered the material?</p>				<ul style="list-style-type: none"> • The students' progress in terms of textual understanding will be checked throughout the three stages: pre, during, and post • Pair work and group work will be used to promote interaction and check students' development • Challenging/difficult aspects of the lesson? <ul style="list-style-type: none"> - Activating prior knowledge - Eliciting information from clues - Extracting key information from texts - Representing understanding with illustrations. • How will you avoid and/or address these problem areas in your lesson? <ul style="list-style-type: none"> - Providing examples for each activity - Monitoring activities - Demonstrating activities with clear instructions - Grouping students to exchange experiences and information - Providing immediate feedback 	
Time	Framework Stage	Procedure		Interactions	Materials needed
		Teacher will..	Students will..		
10	Pre	Show students a picture of a famous painter related to the topic of the lesson Have students to brainstorm previous ideas about	Observe and predict the name of the famous painter Come up with words and ideas about the	T-Ss Ss-Ss	Electronic device Computer Internet connection Projector

		the lesson topic Ask students to match words to pictures and definitions	famous painter Match words to pictures and definitions	Ss-Ss	
10	Early During	Ask students to read the two paragraphs of the text and underline the topic sentence from each one	Read and underline the topic sentence from each paragraph	Ss-Ss	
15	Later During	Ask students to read the two paragraphs and choose the main idea from each one	Read and choose the main idea from each paragraph	Ss-Ss	
15	Final During	Have students to read the text and answer the multiple-choice task	Read and choose the correct answer	Ss-Ss	
10	Post	Provide students the	Write an alternate	Ss-Ss	

		beginning of the passage and ask them to write an alternate ending for the text	ending to the text		
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Links of the online activities:	
PRE	Link
Brainstorming	https://answer garden.ch/5002113
Matching	https://quizlet.com/ec/973973753/leonardo-davinci-flash-cards/?i=327t0j&x=1qqt
DURING	Link
Topic sentence	https://docs.google.com/document/d/149hSrJ0Vhqz7o3BcUbxJt mL MophFgIthG3ydnBWnkY/edit?usp=sharing
Main idea	https://docs.google.com/document/d/1WhWxmH0 oLsaTd5rEIPgx 8gfjPkh-eoqvMIGDGVhZvw/edit?usp=sharing
Multiple choice	https://www.educaplay.com/learning-resources/24380489-read_and_answer_quiz.html
POST	Link
Ending the passage	https://padlet.com/jairoraguirreb/ending-the-story-e9lpm0eqzdr7yt84

Stage	Visual resources
Pre	 

	<div data-bbox="619 257 1200 589" style="border: 1px solid black; padding: 10px;"> <p>Definición </p> <p>a drawing, painting, or photograph of a person, especially the face</p>  <p>Selecciona el término correcto</p> <table border="0"> <tr> <td><input type="radio"/> 1 portrait</td> <td><input type="radio"/> 2 book cover</td> </tr> <tr> <td><input type="radio"/> 3 sketch</td> <td><input type="radio"/> 4 religious medal</td> </tr> </table> </div>	<input type="radio"/> 1 portrait	<input type="radio"/> 2 book cover	<input type="radio"/> 3 sketch	<input type="radio"/> 4 religious medal
<input type="radio"/> 1 portrait	<input type="radio"/> 2 book cover				
<input type="radio"/> 3 sketch	<input type="radio"/> 4 religious medal				
During	<div data-bbox="564 669 1273 1115" style="border: 1px solid black; padding: 10px;"> <h3 style="margin: 0;">Leonardo Da Vinci</h3> <p>Leonardo DaVinci was a famous artist. His works of art have impressed the world for centuries because of their beauty and unique techniques. Works such as The Mona Lisa and The Last Supper are the most famous portraits of all time. However, did you know that DaVinci was also a scientist, engineer, inventor, anatomist, architect, botanist, musician, and writer? For some people, he is the most talented person that has ever lived. Besides his famous paintings, his notebooks with drawings and diagrams have been a treasure for all generations.</p> <p>His drawings show ideas such as a helicopter, a parachute, and a flying machine. He also drew some weapons like an armored car that later became tanks, and the first car that moved by itself and a transportable bridge. We would not know about his great ideas without his sketches.</p> </div>				
Post	<div data-bbox="499 1182 1308 1496" style="background-color: #4CAF50; color: white; padding: 10px;"> <h3 style="margin: 0;">Add an alternate ending to the story</h3> <p>Leonardo DaVinci was a famous artist. His works of art have impressed the world for centuries because of their beauty and unique techniques. His drawings show ideas such as a helicopter, a parachute, and a flying machine.</p> <hr style="border: 0; border-top: 1px solid white; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid white; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid white; margin: 5px 0;"/>  </div>				

LESSON PLAN 3

Myths, legends and culture

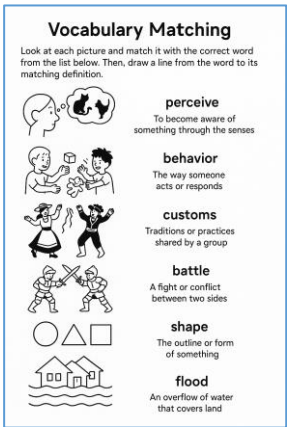
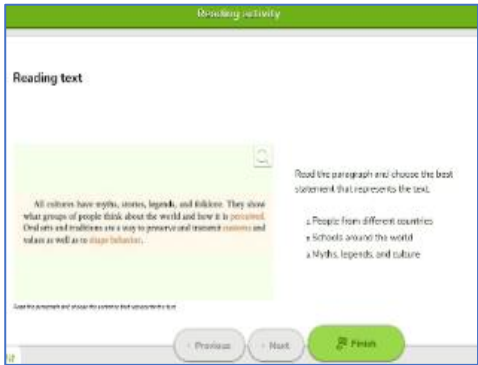
This lesson plan is developed by including activities under the student-centered teaching approach for enhancing reading comprehension competencies in the EFL classroom. It includes interactive online resources for students` engagement and interaction, such as: Educaplay, Quizlet, Quizziz and Google docs, based on the methodological framework Pre, During, and Post (PDP).

Institution:	“Sumak Yachana Wasi” high school
Type of Institution:	Public high school
Course:	3 BGU “A”
Students’ age, level, number of students:	15-16 years old – B1.2 English level – 19 students
Teacher:	MSc. Jairo Aguirre
Topic:	Myths, Legends and Culture
Language focus:	Reading
Time:	60 minutes
Materials/Handouts:	Handouts and online resources
Action points: (These are two things you are working on in your teaching)	<ol style="list-style-type: none"> 1. Integrate student-centered teaching strategies 2. Enhance students` reading comprehension skills.
What are your Student Learning Objectives for the lesson?	<ul style="list-style-type: none"> • At the end of the lesson students will be able to show comprehension of the text “Myths, Legends and Culture” by predicting the content,

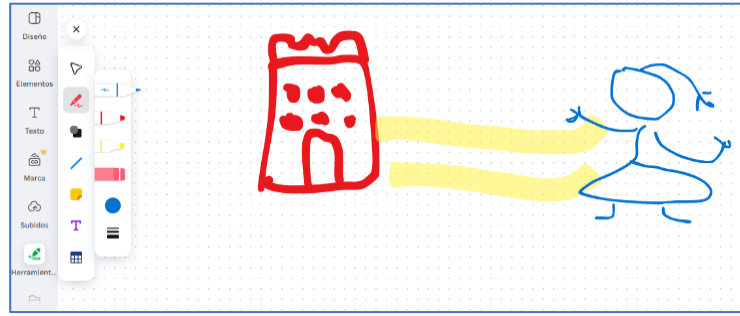
		identifying main ideas, and representing understanding of the text.			
<p>When/How in the lesson will I check students' progress toward the above Learning Objective?</p> <p>What behaviors/activities will show me whether they have mastered the material?</p>		<ul style="list-style-type: none"> • The students' progress in terms of textual understanding will be checked throughout the three stages: pre, during, and post • Pair work and group work will be used to promote interaction and check students' development • Challenging/difficult aspects of the lesson? <ul style="list-style-type: none"> - Activating prior knowledge - Eliciting information from clues - Extracting key information from texts - Representing understanding with illustrations. • How will you avoid and/or address these problem areas in your lesson? <ul style="list-style-type: none"> - Providing examples for each activity - Monitoring activities - Demonstrating activities with clear instructions - Grouping students to exchange experiences and information - Providing immediate feedback 			
Time	Framework Stage	Procedure		Interactions	Materials needed
		Teacher will..	Students will..		
10	Pre	Show a short paragraph and have students to read	Read the paragraph and figure it out the topic of the lesson	T-Ss	Electronic device Computer Internet connection
		Share a wordsearch worksheet and ask students to	Find the words in the wordsearch	Ss-Ss	Projector

		find the words Ask students to match words to definitions	Match words to pictures and definitions	Ss-Ss	
10	Early During	Ask students to read the paragraphs and write three words that illustrates the text	Read the three paragraphs and select three words that represents the text	Ss-Ss	
15	Later During	Ask students to read the text and order the events	Read the text and number the events in the right order	Ss-Ss	
15	Final During	Ask students to read the whole text and answer true or false	Read the entire passage and decide if the statements are true or false	Ss-Ss	
10	Post	Provide materials to students and demonstrate the final activity with an example	Read the text and design a graffiti that represents comprehension of the text	Ss-T Ss-Ss	

Links of the online activities:	
PRE	Link
Predicting	https://www.educaplay.com/learning-resources/24387922-reading_activity.html
Finding words	https://www.educaplay.com/learning-resources/24390791-myths_and_legends_vocabulary.html
Matching	https://www.goconqr.com/es-ES/flashcard/40515102/myths-vocabulary
DURING	Link
Selecting	https://docs.google.com/document/d/1IeSlSiMiUXr7DAIP9v_mBdJyGNCIFb_P-5hQcKigsdow/edit?usp=sharing
Ordering	https://docs.google.com/document/d/1cR2Dq_siC9UaS3MTOVJ-9ods-GFB9SSb2sDCyKvlgol/edit?usp=sharing
True / False	https://wayground.com/join?gc=910224
POST	Link
Creating graffiti	https://www.canva.com/design/DAGq9FGeaoE/E3RrO7aCedu1tys33CebFw/edit?utm_content=DAGq9FGeaoE&utm_campaign=design_share&utm_medium=link2&utm_source=sharebutton

Stage	Visual resource
Pre	<div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <p>Vocabulary Matching</p> <p>Look at each picture and match it with the correct word from the list below. Then, draw a line from the word to its matching definition.</p>  <p>perceive To become aware of something through the senses</p> <p>behavior The way someone acts or responds</p> <p>customs Traditions or practices shared by a group</p> <p>battle A fight or conflict between two sides</p> <p>shape The outline or form of something</p> <p>flood An overflow of water that covers land</p> </div> <div style="width: 48%;">  </div> </div>
During	<div style="border: 1px solid black; padding: 10px;"> <p>Myths, Legends and Culture</p> <p>All cultures have myths, stories, legends, and folklore. They show what groups of people think about the world and how it is perceived. Oral arts and traditions are a way to preserve and transmit customs and values as well as to shape behavior.</p> <p>A really interesting discovery about myths in cultures is that there are universal myths across different cultures from all around the world. These similarities are related to images, structures, events, and characters that answered the most common questions humans have, such as the origin of the universe and the meaning of life.</p> <p>There are many similar myths and legends across cultures, for example epic cosmic battles, and the Great Flood which is part of the Christian and Jewish tradition, as well as Sumerian, Greek, Hindu, Mayan, and Native American legends. There is a general belief in all cultures that there is a great supreme being that created everything.</p> </div>

Post



LESSON PLAN 4

Discoveries from ancient cultures



















This lesson plan is developed by including activities under the student-centered teaching approach for enhancing reading comprehension competencies in the EFL classroom. It includes handouts, worksheets, and materials for students' engagement and interaction. This lesson plan is based on the methodological framework Pre, During, and Post (PDP).

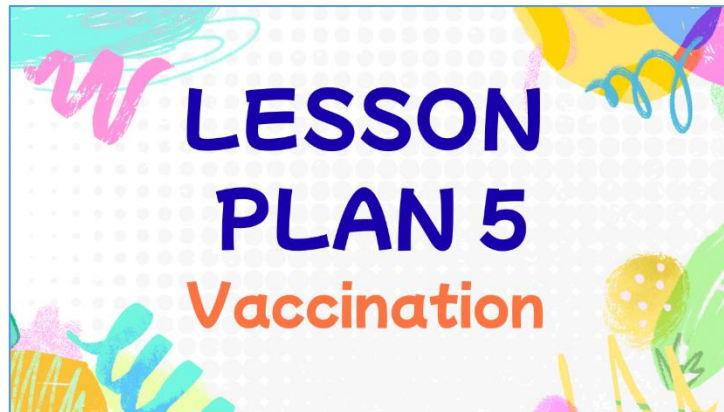
Institution:	“Sumak Yachana Wasi” high school
Type of Institution:	Public high school
Course:	3 BGU “A”
Students’ age, level, number of students:	15-16 years old – B1.2 English level – 19 students
Teacher:	MSc. Jairo Aguirre
Topic:	Discoveries from ancient cultures
Language focus:	Reading
Time:	60 minutes
Materials/Handouts:	Handouts and worksheets
Action points: (These are two things you are working on in your teaching)	<ol style="list-style-type: none"> 1. Integrate student-centered teaching strategies 2. Enhance students’ reading comprehension skills
What are your Student Learning Objectives for the lesson?	<ul style="list-style-type: none"> • At the end of the lesson students will be able to show comprehension of the text “Discoveries from ancient cultures” by predicting the title,

		putting headings to paragraphs, extracting main ideas, and representing understanding of the text.			
<p>When/How in the lesson will I check students' progress toward the above Learning Objective?</p> <p>What behaviors/activities will show me whether they have mastered the material?</p>		<ul style="list-style-type: none"> • The students' progress in terms of textual understanding will be checked throughout the three stages: pre, during, and post • Pair work and group work will be used to promote interaction and check students' development • Challenging/difficult aspects of the lesson? <ul style="list-style-type: none"> - Activating prior knowledge - Eliciting information from clues - Extracting key information from texts - Representing understanding with illustrations. • How will you avoid and/or address these problem areas in your lesson? <ul style="list-style-type: none"> - Providing examples for each activity - Monitoring activities - Demonstrating activities with clear instructions - Grouping students to exchange experiences and information - Providing immediate feedback 			
Time	Framework Stage	Procedure		Interactions	Materials needed
		Teacher will..	Students will..		
10	Pre	Show a short passage and ask students to read	Read the passage and choose the right title to the text	T-Ss	Book Computer Handouts Worksheet
		Ask students to match words to	Match words to pictures and definitions	Ss-Ss	Projector

		pictures before reading			
10	Early During	Ask students to read the paragraphs and put a title to each one	Read the three paragraphs and write a title to each paragraph	Ss-Ss	
15	Later During	Divide the text into paragraphs and ask students to read	Read the paragraphs and extract the main idea from each one	Ss-Ss	
15	Final During	Have students to read and draw a picture that represents each paragraph	Read and illustrate the comprehension of each paragraph	Ss-Ss	
10	Post	Provide materials to students and demonstrate the final activity with an example	Read the text and write a final ending version of the text including themselves as characters	Ss-T Ss-Ss	

Stage	Visual resource
Pre	

	<div style="border: 1px solid black; padding: 10px;"> <div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <p>Believe it or not, people that lived many years ago invented things that are still used nowadays.</p> <p>About 2,100 years ago, Romans created a really hard material by mixing rocks with volcanic ash. It was used to build the famous Coliseum in Rome.</p> <p>The Chinese invented the first seismograph 2,000 years ago. It was made of bronze and was very accurate in detecting earth movements.</p> </div> <div style="width: 35%; text-align: center;"> <p>Famous people in the world</p> <p>Discoveries from ancient cultures</p> <p>Famous places to visit in China</p> </div> </div> <div style="display: flex; justify-content: center; margin-top: 10px;"> <table border="1" style="border-collapse: collapse; text-align: center;"> <tr> <td style="padding: 5px;">somewhat</td> <td style="padding: 5px;">accurate</td> <td style="padding: 5px;"></td> <td style="padding: 5px;">star</td> </tr> <tr> <td style="padding: 5px;"></td> <td style="padding: 5px;">Seismograph</td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;">ash</td> <td style="padding: 5px;">Papyrus</td> </tr> </table> </div> </div>	somewhat	accurate		star		Seismograph					ash	Papyrus
somewhat	accurate		star										
	Seismograph												
		ash	Papyrus										
During	<div style="border: 1px solid black; padding: 10px;"> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="padding: 2px;">THE NUMBER ZERO</td> <td style="padding: 2px;">CONCRETE</td> <td style="padding: 2px;">EARTHQUAKE DETECTOR</td> <td style="padding: 2px;">TELESCOPE</td> <td style="padding: 2px;">PAPER</td> </tr> </table> <ol style="list-style-type: none"> 1. _____ About 2,100 years ago, Romans created a really hard material by mixing rocks with volcanic ash. It was used to build the famous Coliseum in Rome. 2. _____ The Chinese invented the first seismograph 2,000 years ago. It was made of bronze and was very accurate in detecting earth movements. 3. _____ Around 3,000 BC, Egyptians made the first paper from the fiber of the papyrus plant and also invented a special pen to write on it. The quality was so good that Egyptian papyrus remains intact. 4. _____ The Assyrians could see the stars and the sky 3,000 years ago because they created a special lens that could have been the first telescope. 5. _____ This number is somewhat new in human history. Both the Mayans and the Babylonians had the idea of zero; not as a number, but as a replacement for other numbers. The Mayans used it to make their calendars. A Hindu astronomer introduced the concept of zero as an independent number. <div style="margin-top: 10px;"> <p>PARAGRAPH 1</p> <p>About 2,100 years ago, Romans created a really hard material by mixing rocks with volcanic ash. It was used to build the famous Coliseum in Rome.</p> <p>Picture: <input style="width: 60px; height: 20px;" type="text"/></p> <p>PARAGRAPH 2</p> <p>The Chinese invented the first seismograph 2,000 years ago. It was made of bronze and was very accurate in detecting earth movements.</p> <p>Picture: <input style="width: 60px; height: 20px;" type="text"/></p> <p>PARAGRAPH 3</p> <p>Around 3,000 BC, Egyptians made the first paper from the fiber of the papyrus plant and also invented a special pen to write on it. The quality was so good that Egyptian papyrus remains intact.</p> <p>Picture: <input style="width: 60px; height: 20px;" type="text"/></p> </div> </div>	THE NUMBER ZERO	CONCRETE	EARTHQUAKE DETECTOR	TELESCOPE	PAPER							
THE NUMBER ZERO	CONCRETE	EARTHQUAKE DETECTOR	TELESCOPE	PAPER									
Post	<div style="border: 1px solid black; padding: 10px;"> <div style="display: flex; justify-content: space-between;"> <div style="width: 65%;"> <p>Believe it or not, people that lived many years ago invented things that are still used nowadays.</p> <p>Concrete: About 2,100 years ago, Romans created a really hard material by mixing rocks with volcanic ash. It was used to build the famous Coliseum in Rome. Earthquake detector: The Chinese invented the first seismograph 2,000 years ago. It was made of bronze and was very accurate in detecting earth movements.....</p> </div> <div style="width: 30%; background-color: #ffffcc; padding: 5px;"> <p>My ending version here:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>JAIRO AGUIRRE</p> </div> </div> </div>												

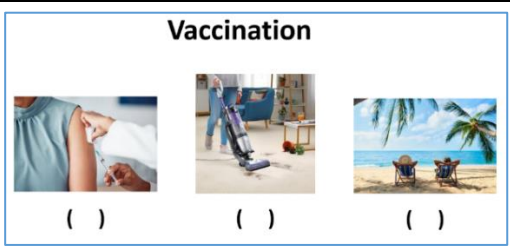






This lesson plan is developed by including activities under the student-centered teaching approach for enhancing reading comprehension skills in the EFL classroom. It includes handouts, worksheets, and materials for students' engagement and active participation. This lesson plan is based on the methodological framework Pre, During, and Post (PDP).

Institution:	“Sumak Yachana Wasi” high school
Type of Institution:	Public high school
Course:	3 BGU “A”
Students’ age, level, number of students:	15-16 years old – B1.2 English level – 19 students
Teacher:	MSc. Jairo Aguirre
Topic:	Vaccination
Language focus:	Reading
Time:	60 minutes
Materials/Handouts:	Handouts and worksheets
Action points: (These are two things you are working on in your teaching)	<ol style="list-style-type: none"> 1. Integrate student-centered teaching strategies 2. Enhance students’ reading comprehension skills
What are your Student Learning Objectives for the lesson?	<ul style="list-style-type: none"> • At the end of the lesson students will be able to show comprehension of the text “Vaccination” by predicting the content, writing main ideas, and

		representing understanding of the text.			
<p>When/How in the lesson will I check students' progress toward the above Learning Objective?</p> <p>What behaviors/activities will show me whether they have mastered the material?</p>		<ul style="list-style-type: none"> • The students' progress in terms of textual understanding will be checked throughout the three stages: pre, during, and post • Pair work and group work will be used to promote interaction and check students' development • Challenging/difficult aspects of the lesson? <ul style="list-style-type: none"> - Activating prior knowledge - Eliciting information from clues - Extracting key information from texts - Representing understanding with illustrations. • How will you avoid and/or address these problem areas in your lesson? <ul style="list-style-type: none"> - Providing examples for each activity - Monitoring activities - Demonstrating activities with clear instructions - Grouping students to exchange experiences and information - Providing immediate feedback 			
Time	Framework Stage	Procedure		Interactions	Materials needed
		Teacher will..	Students will..		
10	Pre	Show students the topic of the lesson and three pictures	See the pictures and decide which one represents the topic of the lesson	T-Ss	Book Computer Handouts Worksheet Projector
		Show students the KWL chart	See the topic of the lesson and complete	Ss-Ss	

		and explain its function	the KWL chart		
10	Early During	Show three paragraphs and demonstrate the task with an example	Read the paragraphs and order the sections	Ss-Ss	
15	Later During	Divide the text in two sections and have students to write the gist idea	Read the two paragraphs and write the main idea	Ss-Ss	
15	Final During	Show students the whole text and have them to summarize	Read and summarize the text in their own words	Ss-Ss	
10	Post	Provide pictures and materials to students and demonstrate the activity	Read the text and demonstrate understanding by creating a storytelling about the topic	Ss-T Ss-Ss	

Stage	Visual resource
Pre	<p>Vaccination</p>  <p>() () ()</p>

	<div style="text-align: center;"> <h2>K-W-L Chart</h2> <p>Topic: Vaccination</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">What I Know</th> <th style="width: 33%;">What I Want to Know</th> <th style="width: 33%;">What I Learned</th> </tr> </thead> <tbody> <tr> <td style="height: 100px;"></td> <td></td> <td></td> </tr> </tbody> </table> </div>	What I Know	What I Want to Know	What I Learned					
What I Know	What I Want to Know	What I Learned							
<p style="text-align: center;">During</p>	<div style="border: 1px solid #ccc; padding: 10px;"> <p>Vaccination</p> <p>One of the greatest inventions that has impacted human health is vaccination. It has saved millions of lives worldwide and has caused many diseases to disappear. Vaccines immunize people by mobilizing antibodies (defenses) that fight the disease so that defenses learn to fight if the body is exposed to illnesses in the future.</p> <p>This first happened in 1796 when Edward Jenner prevented a child from getting smallpox. A century before, the Chinese had tried to use an infected skin tear to immunize against it. The vaccine for smallpox was first developed in 1798 and by 1979 it was globally eradicated. Before vaccines, smallpox had killed millions of people. Most vaccines we still use today were created in the early XX century and eliminated several terrible illnesses. Vaccines are older than antibiotics or anesthesia.</p> </div> <div style="margin-top: 10px;"> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center;">Paragraph 1</p> <p>Main idea _____</p> </div> <div style="border: 1px solid #ccc; padding: 5px;"> <p style="text-align: center;">Paragraph 2</p> <p>Main idea _____</p> </div> </div> <div style="margin-top: 10px;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50px; text-align: center;">()</td> <td style="border: 1px solid #ccc; padding: 5px;">This first happened in 1796 when Edward Jenner prevented a child from getting smallpox. A century before, the Chinese had tried to use an infected skin tear to immunize against it. The vaccine for smallpox was first developed in 1798 and by 1979 it was globally</td> </tr> <tr> <td style="text-align: center;">()</td> <td style="border: 1px solid #ccc; padding: 5px;">eradicated. Before vaccines, smallpox had killed millions of people. Most vaccines we still use today were created in the early XX century and eliminated several terrible illnesses. Vaccines are older than antibiotics or anesthesia.</td> </tr> <tr> <td style="text-align: center;">()</td> <td style="border: 1px solid #ccc; padding: 5px;">antibodies (defenses) that fight the disease so that defenses learn to fight if the body is exposed to illnesses in the future.</td> </tr> <tr> <td style="text-align: center;">()</td> <td style="border: 1px solid #ccc; padding: 5px;">One of the greatest inventions that has impacted human health is vaccination. It has saved millions of lives worldwide and has caused many diseases to disappear. Vaccines immunize people by mobilizing</td> </tr> </table> </div>	()	This first happened in 1796 when Edward Jenner prevented a child from getting smallpox . A century before, the Chinese had tried to use an infected skin tear to immunize against it. The vaccine for smallpox was first developed in 1798 and by 1979 it was globally	()	eradicated . Before vaccines, smallpox had killed millions of people. Most vaccines we still use today were created in the early XX century and eliminated several terrible illnesses. Vaccines are older than antibiotics or anesthesia.	()	antibodies (defenses) that fight the disease so that defenses learn to fight if the body is exposed to illnesses in the future.	()	One of the greatest inventions that has impacted human health is vaccination . It has saved millions of lives worldwide and has caused many diseases to disappear. Vaccines immunize people by mobilizing
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()	One of the greatest inventions that has impacted human health is vaccination . It has saved millions of lives worldwide and has caused many diseases to disappear. Vaccines immunize people by mobilizing								
<p style="text-align: center;">Post</p>	<div style="border: 1px solid #ccc; padding: 10px; background-color: #f9f9f9;"> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> <div style="text-align: center;"> <p>My story here:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>JAIRO AGUIRRE</p> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> </div> </div>								

LESSON PLAN 6

Isaac Newton

This lesson plan is constructed by integrating activities under the student-centered teaching approach for enhancing reading comprehension skills in the EFL classroom. Also, it integrates the interactive application NEARPOD for students' engagement, motivation, and interaction based on the methodological framework Pre, During, and Post (PDP).

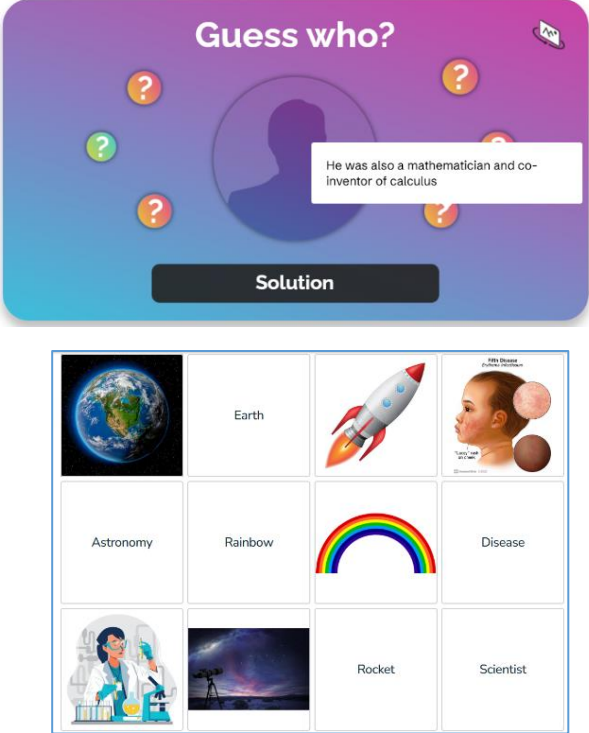

Institution:	“Sumak Yachana Wasi” high school
Type of Institution:	Public high school
Course:	3 BGU “A”
Students’ age, level, number of students:	15-16 years old – B1.2 English level – 19 students
Teacher:	MSc. Jairo Aguirre
Topic:	Isaac Newton
Language focus:	Reading
Time:	60 minutes
Materials/Handouts:	Handouts and online resources
Action points: (These are two things you are working on in your teaching)	<ol style="list-style-type: none"> 1. Integrate student-centered teaching strategies 2. Enhance students’ reading comprehension skills

What are your Student Learning Objectives for the lesson?		<ul style="list-style-type: none"> At the end of the lesson students will be able to show deeper comprehension of the text “Isaac Newton” by predicting content of the lesson, getting main ideas, and illustrating understanding. 			
When/How in the lesson will I check students’ progress toward the above Learning Objective?		<ul style="list-style-type: none"> The students’ progress in terms of textual understanding will be checked throughout the three stages: pre, during, and post 			
What behaviors/activities will show me whether they have mastered the material?		<ul style="list-style-type: none"> Challenging/difficult aspects of the lesson? <ul style="list-style-type: none"> Activating prior knowledge Eliciting information from clues Extracting key information from texts Retelling stories with well-structured sentences. How will you avoid and/or address these problem areas in your lesson? <ul style="list-style-type: none"> Providing examples for each activity Monitoring activities Grouping students to exchange experiences Provide immediate feedback Integrating online resources and Apps 			
Time	Framework stage	Procedure		Interactions	Materials needed
		Teacher will..	Students will..		
10	Pre	Share the link with the class and give clues to students	Read the clues and make predictions about the name of the famous inventor	T-Ss	Electronic device Computer Internet connection Projector
		Show some pictures and words and have	Match words to pictures to predict vocabulary	Ss-Ss	

		students to match them	items from the text		
10	Early During	Ask students to read a passage and make predictions about the function of the text	Read the passage and recognize the function of the text	Ss-Ss	
15	Later During	Ask students to read the five paragraphs and write the topic sentence for each one Demonstrate the activity with an example	Scan the paragraphs and write the topic sentence for each section	Ss-Ss	
15	Final During	Ask students to read the whole text again, take notes and retell the story. Provide the beginning of the story. Exemplify the activity	Read, take notes, and retell the story from the given beginning	Ss-Ss	
10	Post	Share the link with students and	Create a 3- to 6-panel comic strip	Ss-T Ss-Ss	

		ask them to create a comic strip	showing the main events of the story		
Link access to the lesson: https://app.nearpod.com/?pin=PH625					

Visual resources used in the lesson plan:

Stage	Visual resource
Pre	
During	<p style="text-align: center;">Isaac Newton</p>  <p>Isaac Newton was born in Lincolnshire, England in 1643, where he grew up on a farm. When he was a boy, he made lots of brilliant inventions like a windmill to grind corn, a water clock and a sundial. However, Isaac didn't get brilliant marks at school. When he was 18, Isaac went to study at Cambridge University. He was very interested in physics, mathematics and astronomy.</p> <p>But in 1665 the Great Plague, which was a terrible disease, spread in England, and Cambridge University had to close down. Isaac returned home to the farm. Isaac continued studying and experimenting at home. One day he was drinking a cup of tea in the garden. He saw an apple fall from a tree. 'Why do apples fall down instead of up?' From this, he formed the theory of gravity. Gravity is an invisible force which pulls objects towards the Earth and keeps the planets moving around the Sun. Isaac was fascinated by light. He discovered that white light is in fact made up of all the colors of the rainbow. Isaac also invented a special reflecting telescope, using mirrors. It was much more powerful than other telescopes. Isaac made another very important discovery, which he called his 'Three Laws of Motion'.</p> <p>These laws explain how objects move. Isaac's laws are still used today for sending rockets into space. Thanks to his discoveries, Isaac became rich and famous. However, he had a bad temper and often argued with other scientists. 'You stole my discovery!' Sir Isaac Newton died in 1727 aged 85. He was buried along with English kings and queens in Westminster Abbey in London. He was one of the greatest scientists and mathematicians who has ever lived.</p>

Post



LESSON PLAN 7


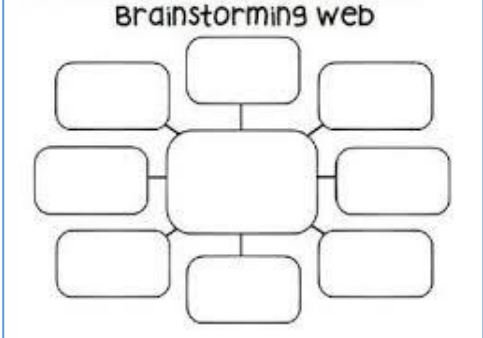
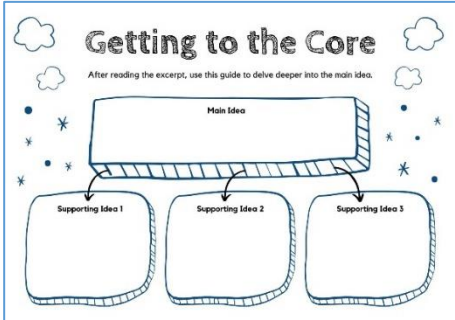
Movie genres

This lesson plan is developed by integrating activities under the student-centered teaching approach to promote best reading comprehension experiences in the EFL context. It includes classroom materials, handouts, worksheets and realia for students` engagement, motivation, and interaction, based on the methodological framework to teach reading: Pre, During, and Post (PDP).

Institution:	“Sumak Yachana Wasi” high school
Type of Institution:	Public high school
Course:	3 BGU “A”
Students’ age, level, number of students:	15-16 years old – B1.2 English level – 19 students
Teacher:	MSc. Jairo Aguirre
Topic:	Movie genres
Language focus:	Reading
Time:	60 minutes
Materials/Handouts:	Handouts and online resources
Action points: (These are two things you are working on in your teaching)	<ol style="list-style-type: none"> 1. Integrate student-centered teaching strategies 2. Enhance students` reading comprehension skills.
What are your Student Learning Objectives for the lesson?	<ul style="list-style-type: none"> • At the end of the lesson students will be able to show comprehension of the text

		“Movie genres” by brainstorming ideas, extracting key ideas, and representing understanding of the text.			
<p>When/How in the lesson will I check students’ progress toward the above Learning Objective?</p> <p>What behaviors/activities will show me whether they have mastered the material?</p>		<ul style="list-style-type: none"> • The students’ progress in terms of textual understanding will be checked throughout the three stages: pre, during, and post • Pair work and group work will be used to promote interaction and check students’ development • Challenging/difficult aspects of the lesson? <ul style="list-style-type: none"> - Activating prior knowledge - Eliciting information from clues - Extracting key information from texts - Representing understanding with illustrations. • How will you avoid and/or address these problem areas in your lesson? <ul style="list-style-type: none"> - Providing examples for each activity - Monitoring activities - Demonstrating activities with clear instructions - Grouping students to exchange experiences and information - Providing immediate feedback 			
Time	Framework Stage	Procedure		Interactions	Materials needed
		Teacher will..	Students will..		
10	Pre	Pull out some objects from a mystery bag and show to students	See the objects and make predictions about the topic of the lesson based on the items	T-Ss	Computer Projector Classroom materials Realia
		Confirm students’	Brainstorm some ideas		

		predictions and ask them to brainstorm ideas about the topic	about the topic of the lesson and then share in small groups	Ss-Ss	
10	Early During	Divide the text into 3 parts and assign each group a different part	Read each section of the text and then share the key points to each group	Ss-Ss	
15	Later During	Ask students to read the whole text and complete a graphic organizer	Read the text and complete a graphic organizer with main ideas and details	Ss-Ss	
15	Final During	Create a “main idea wall” and ask students to post their ideas	Read the text and match main ideas with details and then post their findings	Ss-Ss	
10	Post	Provide emoji pictures to students and ask them to make a summary of the text	Summarize the text using 6-8 emoji pictures and then share in small groups	Ss-T Ss-Ss	

Stage	Visual resources
Pre	 
During	<p data-bbox="502 705 1337 853">There are many different types of movies. These types are called genres. Some scare us, like horror movies or thrillers. Others make us fall in love, like romantic movies that have a love story. There are also science fiction movies that take us to outer space or some futuristic</p> <p data-bbox="502 880 1337 1028">planets. Animated movies tell stories through drawings or cartoons, like Nemo or Mickey Mouse. Documentaries teach us about history or biology or a famous person's life. Comedies make us laugh! Action movies keep us on the edge of our seats, waiting for the next exciting</p> <p data-bbox="502 1055 1337 1240">thing to happen. We can travel to unknown places with the characters in adventure movies. Dramas involve us in a story with many twists and turns. Magic or supernatural events happen in fantasy movies. Musicals make us sing and dance throughout the story. There is a type of movie for everyone!</p> <div data-bbox="624 1261 1216 1637"> <p>Movie Genres</p> <p>There are many different types of movies. These types are called genres. Some scare us, like horror movies or thrillers. Others make us fall in love, like romantic movies that have a love story. There are also science fiction movies that take us to outer space or some futuristic planets. Animated movies tell stories through drawings or cartoons, like Nemo or Mickey Mouse. Documentaries teach us about history or biology or a famous person's life. Comedies make us laugh! Action movies keep us on the edge of our seats, waiting for the next exciting thing to happen. We can travel to unknown places with the characters in adventure movies. Dramas involve us in a story with many twists and turns. Magic or supernatural events happen in fantasy movies. Musicals make us sing and dance throughout the story. There is a type of movie for everyone!</p> </div> <div data-bbox="673 1655 1129 1973"> <p>Getting to the Core</p> <p>After reading the excerpt, use this guide to delve deeper into the main idea.</p>  </div>

Post





LESSON PLAN 8

Putting movies in other languages


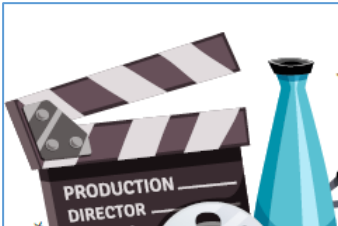
This lesson plan is performed by incorporating activities under the student-centered teaching approach to improve students' reading comprehension abilities in the EFL context. It includes classroom resources, handouts, worksheets and realia for students' engagement and motivation, based on the methodological framework to teach reading: Pre, During, and Post (PDP).

Institution:	“Sumak Yachana Wasi” high school
Type of Institution:	Public high school
Course:	3 BGU “A”
Students' age, level, number of students:	15-16 years old – B1.2 English level – 19 students
Teacher:	MSc. Jairo Aguirre
Topic:	Putting movies in other languages
Language focus:	Reading
Time:	60 minutes
Materials/Handouts:	Handouts and online resources
Action points: (These are two things you are working on in your teaching)	<ol style="list-style-type: none"> 1. Integrate student-centered teaching strategies 2. Enhance students' reading comprehension skills.
What are your Student Learning Objectives for the lesson?	<ul style="list-style-type: none"> • At the end of the lesson students will be able to show comprehension of the text

		<p>“Putting movies in other languages” by predicting, putting titles to paragraphs, and representing understanding of the textual material.</p>			
<p>When/How in the lesson will I check students’ progress toward the above Learning Objective?</p> <p>What behaviors/activities will show me whether they have mastered the material?</p>		<ul style="list-style-type: none"> • The students’ progress in terms of textual understanding will be checked throughout the three stages: pre, during, and post • Pair work and group work will be used to promote interaction and check students’ development • Challenging/difficult aspects of the lesson? <ul style="list-style-type: none"> - Activating prior knowledge - Eliciting information from clues - Extracting key information from texts - Representing understanding with illustrations. • How will you avoid and/or address these problem areas in your lesson? <ul style="list-style-type: none"> - Providing examples for each activity - Monitoring activities - Demonstrating activities with clear instructions - Grouping students to exchange experiences and information - Providing immediate feedback 			
Time	Framework	Procedure		Interactions	Materials needed
	Stage	Teacher will..	Students will..		

10	Pre	Show a short video about “Movies in other languages” and present the question “What do you know about: movies in other languages?”	Watch the video, think, discuss and share the answer with the class. Thinks-Pair-Share activity	T-Ss	Computer Projector Classroom materials Realia
10	Early During	Divide the text into 3 sections and ask students to give a title to each one	Read and write a title for each part of the text	Ss-Ss	
15	Later During	Ask students to read the text focusing on specific aspects: author’s purpose, tone, and mood, and theme	Read the text and come up with specific information about: author’s purpose, tone, and theme of the text	Ss-Ss	
15	Final During	Present the “Three-columns notes” strategy and explain the activity with an example	Read the text and complete the three sections of the chart: 1.Part of the text	Ss-Ss	

			2.What it means? 3.My connection with the text		
10	Post	Share cardboards and markers to students and ask them to create a visual mind map	Draw a mind map and organize key ideas, vocabulary items, and details from the text. Then share in pairs	Ss-T Ss-Ss	

Stage	Visual resource
Pre	<p>Link: https://www.youtube.com/watch?v=CI5aCcasyQE</p> 
During	<p>Title _____</p>  <p>All movies are first released in their original version, meaning that they use the language(s) that the writer used in the script. Later, in order for people around the world to understand them, they must be converted into several other languages. Dubbing is the process</p>

Title _____



other languages. **Dubbing** is the process by which sounds or voices are added to the soundtrack of a movie. Most people recognize this term to refer to translating a movie from its original version to the language that audiences in a certain country or region will understand. During the process of dubbing, the professionals

Title _____

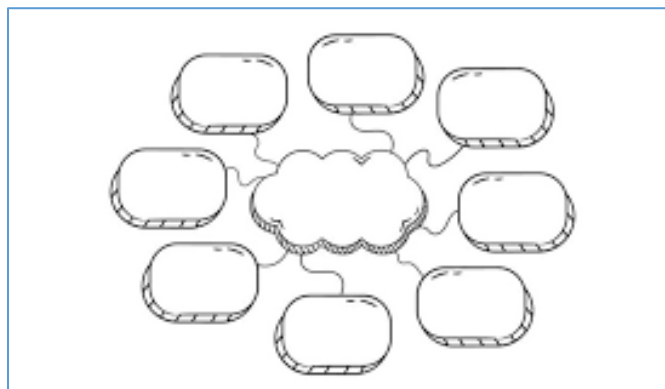
will understand. During the process of dubbing, the professionals are very careful to **match up** the movement of the actors' lips with the new audio. However, it is almost impossible to achieve the same artistic quality in a dubbed version as in the original. Therefore, some people prefer to watch the original version of the movie with **subtitles**, translated text that appears at the bottom of the screen. While dubbing helps the movie to reach more people, it is clear that if we have the ability to watch a movie in its original language, it is the preferred option!

Three-columns notes chart

1.Part of the text	2.What it means?	3.My connection with the text

Post

Mind Map: Key ideas, vocab items, and details



LESSON PLAN 9

The music behind the movies

This lesson plan is developed by including activities under the student-centered teaching approach for enhancing reading comprehension competencies in the EFL classroom. Also, it includes interactive online resources such as: Padlet, Google docs, Mentimeter and Educaplay for students' engagement and interaction based on the methodological framework to teach reading: Pre, During, and Post (PDP).

Institution:	“Sumak Yachana Wasi” high school
Type of Institution:	Public high school
Course:	3 BGU “A”
Students' age, level, number of students:	15-16 years old – B1.2 English level – 19 students
Teacher:	MSc. Jairo Aguirre
Topic:	The music behind the movies
Language focus:	Reading
Time:	60 minutes
Materials/Handouts:	Handouts and online resources
Action points: (These are two things you are working on in your teaching)	<ol style="list-style-type: none"> 1. Integrate student-centered teaching strategies 2. Enhance students' reading comprehension skills.
What are your Student Learning Objectives for the lesson?	<ul style="list-style-type: none"> • At the end of the lesson students will be able to show comprehension of the text “The


	music behind the movies” by predicting content, extracting main ideas, and illustrating understanding.
<p>When/How in the lesson will I check students’ progress toward the above Learning Objective?</p> <p>What behaviors/activities will show me whether they have mastered the material?</p>	<ul style="list-style-type: none"> • The students’ progress in terms of textual understanding will be checked throughout the three stages: pre, during, and post • Pair work and group work will be used to promote interaction and check students’ development • Challenging/difficult aspects of the lesson? <ul style="list-style-type: none"> - Activating prior knowledge - Eliciting information from clues - Extracting key information from texts - Representing understanding with illustrations. • How will you avoid and/or address these problem areas in your lesson? <ul style="list-style-type: none"> - Providing examples for each activity - Monitoring activities - Demonstrating activities with clear instructions - Grouping students to exchange experiences and information - Providing immediate feedback

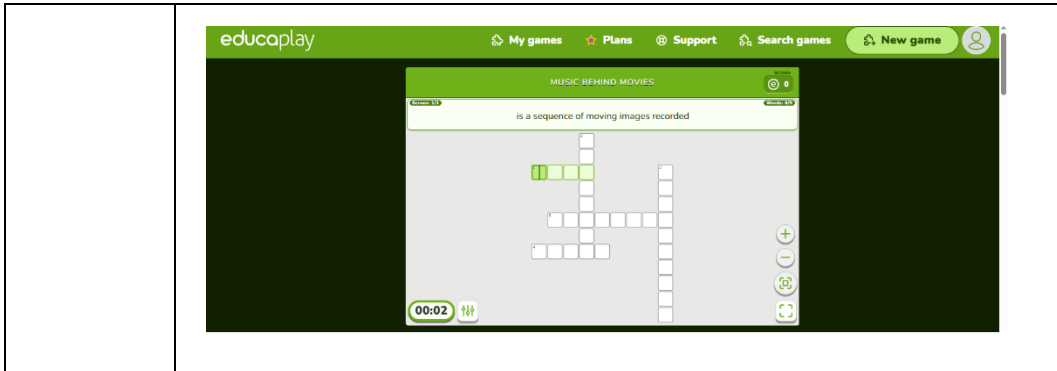
Time	Framework Stage	Procedure		Interactions	Materials needed
		Teacher will..	Students will..		
10	Pre	Give the subject of the passage and ask students to predict some vocabulary items of the lesson Present an online resource to	Read the subject of the text and make predictions about the vocabulary terms that might come up Solve the online	T-Ss	Electronic device Computer Internet connection Projector

		have students to complete a crossword activity based on vocabulary items from the text	crossword to introduce new vocabulary terms from the lesson	Ss-Ss	
10	Early During	Present a “Walk gallery of clues” on Padlet and post some clues related to the topic	Post on Padlet one prediction about what they think the text is about	Ss-Ss	
15	Later During	Give students a set of sentence strips with main ideas and supporting details on it	Read the text and match the main ideas and supporting details to the right column according to each paragraph	Ss-Ss	
15	Final During	Demonstrate the word summary activity and ask students to come up with 5 words that summarizes the text	Read the passage and write a summary of the text by using just 5 words and then share with the whole class	Ss-Ss	

10	Post	Explain students the summary poster activity and provide materials	Read the passage and create a poster summarizing the text by including: title, main idea, key supporting details and an image that illustrates the text	Ss-T Ss-Ss	
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Links of the online activities:	
PRE	Link
Predicting	https://www.menti.com/altcab2rmt9m
Matching vocabulary items	https://www.educaplay.com/learning-resources/24521421-music_behind_movies.html
DURING	Link
Making predictions	https://padlet.com/jairoraguirreb/walk-gallery-clues-tkkudsekkvjkbqcp
Main ideas and details	https://docs.google.com/document/d/1HY4FE2h6Mepz1IU-ZW0qebBdueiN0jL3nByaedEsPQ0/edit?usp=sharing
Summarizing the text	https://www.menti.com/altcab2rmt9m
POST	Link

Stage	Visual resources
Pre	

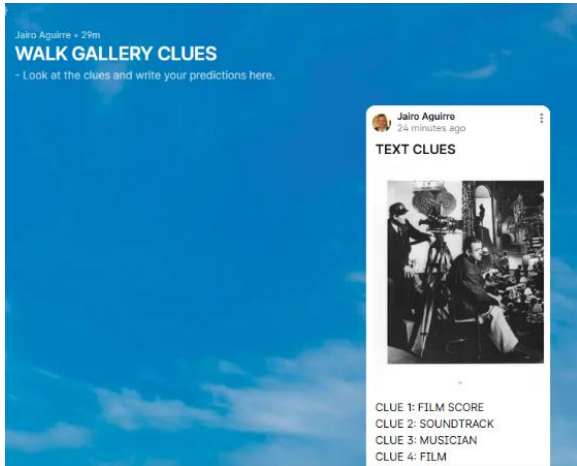


During

A film score is the music that is specifically written to accompany a particular movie. The music is part of the film's soundtrack, which includes noises and voices. The music is specially designed to go along with the plot of the movie, **enhancing** the dramatic parts. Scores can be written by one or more composers, and are usually performed by orchestras with live musicians and sung by live vocalists.

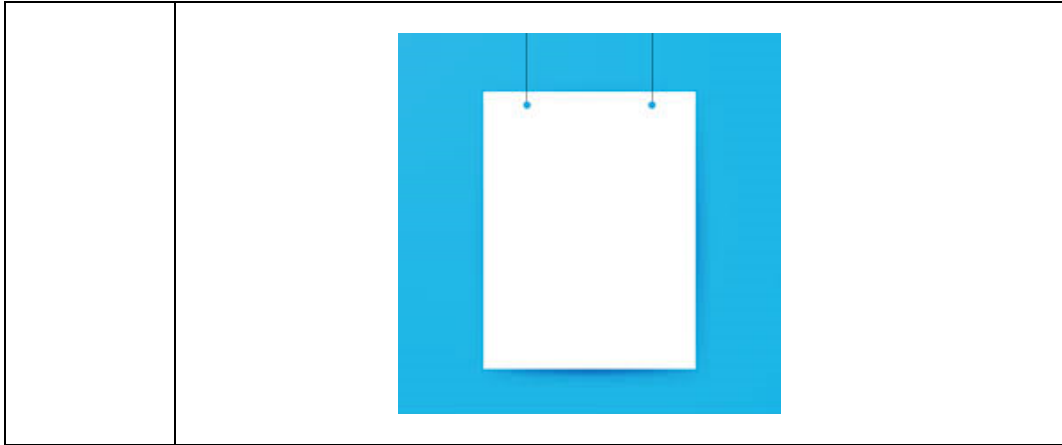
Scores include all genres of music, from jazz to blues to country to classical to electronic. Sometimes soundtracks of movies incorporate a pop song that is recorded independently. An example of this is the song "My Heart Will Go On", written by James Horner and sung by Canadian singer Celine Dion. It was used in the movie Titanic.

Scores go through a long editing process before reaching the final version that you hear in the movie theater. This is a tedious process that involves not only musicians and directors, but also sound engineers. It is such an important part of the movie that there is even a category at the Oscars for Best Original Score.



Post

My poster here:





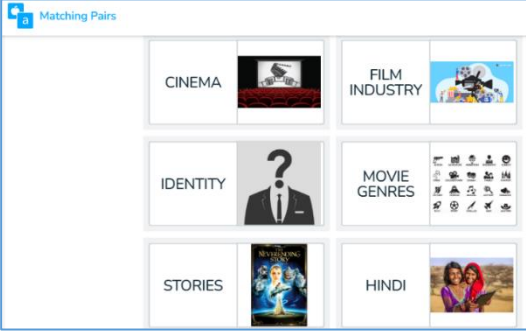
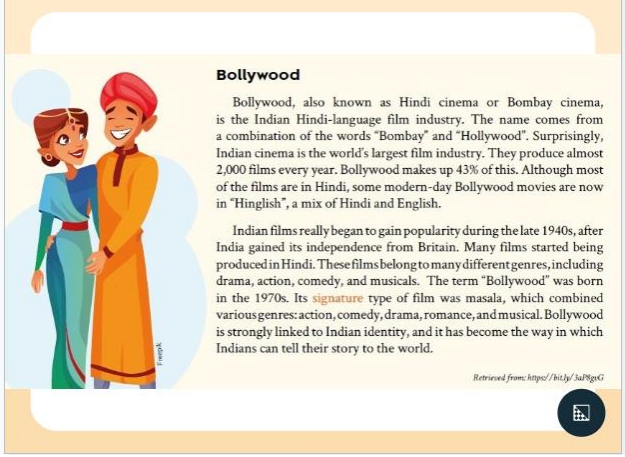
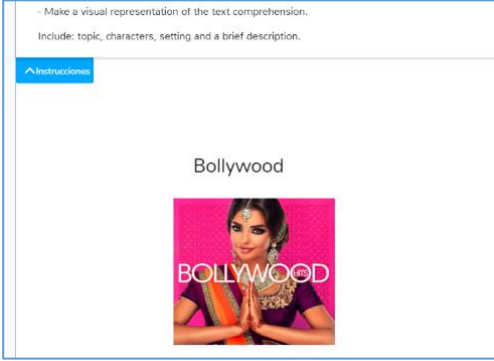

This lesson plan is carried out by integrating activities under the student-centered teaching approach for enhancing reading comprehension skills in the EFL classroom. Besides, it includes the interactive application NEARPOD for students` engagement, motivation based on the methodological framework to teach reading: Pre, During, and Post (PDP).

Institution:	“Sumak Yachana Wasi” high school
Type of Institution:	Public high school
Course:	3 BGU “A”
Students’ age, level, number of students:	15-16 years old – B1.2 English level – 19 students
Teacher:	MSc. Jairo Aguirre
Topic:	Bollywood
Language focus:	Reading
Time:	60 minutes
Materials/Handouts:	Handouts and online resources
Action points: (These are two things you are working on in your teaching)	<ol style="list-style-type: none"> 1. Integrate student-centered teaching strategies 2. Enhance students` reading comprehension skills

What are your Student Learning Objectives for the lesson?		<ul style="list-style-type: none"> At the end of the lesson students will be able to show comprehension of the text “Bollywood” by predicting, summarizing, and representing understanding. 			
When/How in the lesson will I check students’ progress toward the above Learning Objective? What behaviors/activities will show me whether they have mastered the material?		<ul style="list-style-type: none"> The students’ progress in terms of textual understanding will be checked throughout the three stages: pre, during, and post Challenging/difficult aspects of the lesson? <ul style="list-style-type: none"> Activating prior knowledge Eliciting information from clues Extracting key information from texts Retelling stories with well-structured sentences. How will you avoid and/or address these problem areas in your lesson? <ul style="list-style-type: none"> Providing examples for each activity Monitoring activities Grouping students to exchange experiences Provide immediate feedback 			
Time	Framework stage	Procedure		Interactions	Materials needed
		Teacher will..	Students will..		
10	Pre	Present a short video and have students to brainstorm some ideas about the lesson topic	Watch the video and come up with ideas about the lesson of the topic	T-Ss	Electronic device Computer Internet connection
		Introduce vocabulary items from the text and ask students to do a matching activity	Match words to pictures regarding vocabulary terms	Ss-Ss	Projector

10	Early During	Ask students to scan the text and recognize the function of the passage	Read the text and recognize the function from different options	Ss-Ss	
15	Later During	Divide the text in two paragraphs and ask students to read and write the key ideas	Read the paragraphs of the text and come up with the main idea of each section	Ss-Ss	
15	Final During	Ask students to summarize the text using their own words and vocabulary items	Read the text and show comprehension by summarizing the text in their own words	Ss-Ss	
10	Post	Ask students to represent text comprehension by creating a visual illustration	Create a visual representation of text understanding including: topic, characters, setting and a brief description.	Ss-T Ss-Ss	
Link access to the lesson: https://app.nearpod.com/?pin=IBK57					

Visual resources used in the lesson plan:

Stage	Visual resource
<p>Pre</p>	<p>Link of the video: https://www.youtube.com/watch?v=1AiyfJNcO3g</p> 
<p>During</p>	 <p>Bollywood</p> <p>Bollywood, also known as Hindi cinema or Bombay cinema, is the Indian Hindi-language film industry. The name comes from a combination of the words "Bombay" and "Hollywood". Surprisingly, Indian cinema is the world's largest film industry. They produce almost 2,000 films every year. Bollywood makes up 43% of this. Although most of the films are in Hindi, some modern-day Bollywood movies are now in "Hinglish", a mix of Hindi and English.</p> <p>Indian films really began to gain popularity during the late 1940s, after India gained its independence from Britain. Many films started being produced in Hindi. These films belong to many different genres, including drama, action, comedy, and musicals. The term "Bollywood" was born in the 1970s. Its signature type of film was masala, which combined various genres: action, comedy, drama, romance, and musical. Bollywood is strongly linked to Indian identity, and it has become the way in which Indians can tell their story to the world.</p> <p><small>Retrieved from: https://bit.ly/3aP8gG</small></p>
<p>Post</p>	 <p>Make a visual representation of the text comprehension. Include: topic, characters, setting and a brief description.</p> <p>Instrucciones</p> <p>Bollywood</p> 

The digital version of the set of 10 lesson plans is in the following link:

<https://heyzine.com/flip-book/2c4f6471d7.html>

Evaluation of the proposal

The instrument that is used to evaluate the progress of students' reading comprehension skills is an adapted posttest which determines the effectiveness of the implementation of the proposal. It included 19 students aged 15-16 years old from Tercer Año de Bachillerato General en Ciencias "A", showing a B1.2 English level at "Sumak Yachana Wasi" public high school in Cotacachi, Imbabura province. Also, the textbook from the Ministry of Education was used which included 4 units. Basically, it is organized in two sections: first, a conceptual description of the framework PDP; second, a set of ten lesson plans whose methodological framework for teaching reading includes the PDP model which emphasize the integration of student-centered teaching strategies for enhancing learners' reading understanding.

Validation of the proposal

This process allows to get validity and relevance criteria in terms of the proposal development. There are some methods that focus on the validation of the research proposal. From that perspective, method 3 lets us validate the proposal by application. It allows us to find out the results after the implementation of the proposal regarding the initial intervention. 19 students were involved in the implementation of the proposal. They present a B1.2 English level who are aged 15-16 years old from Tercer Año de Bachillerato General en Ciencias "A" at "Sumak Yachana Wasi" public high school in Cotacachi, Imbabura.

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

-The analysis of the effectiveness of the student-centered teaching strategies in the EFL context for enhancing students' reading comprehension abilities indicates that this approach benefits students' ability to deep understand textual material.

Student-Centered teaching strategies and effective instructional approaches play a critical role in cultivating reading comprehension abilities. Predicting, identifying main ideas, and pictorial representations of texts are among the most valuable techniques for students to enhance their reading comprehension skills.

-Identifying students' reading comprehension skills levels provide meaningful information regarding learners' current language proficiency and particular areas to improve for effective teaching practices.

-The design and the implementation of a set of teaching lesson plans based on the Student-Centered approach has a profoundly positive effect on students' English reading comprehension skills. The lesson plans highly motivate students to engage in reading activities and provide them an opportunity for autonomous learning.

-The evaluation of the students' reading comprehension competencies after the implementation of the proposal reveal significant improvement in the ability to understand texts. The results from the study demonstrates that student-centered teaching strategies benefit students' comprehension by stimulating active participation.

RECOMMENDATIONS

-Considering the evidence presented, it is recommended that English language teachers include student-centered teaching strategies into their daily teaching practices for enhancing reading comprehension skills. The strategies promote students' active engagement and benefit deeper comprehension of textual material.

-The students' reading comprehension abilities should be assessed by teachers integrating formative resources to identify particular weakness and strengths, so that teachers can adapt their teaching practices in terms of classroom instruction.

-Based on the findings of this study, it is recommended that English language educators integrate in their teaching practices, reading activities that promote students' autonomy, motivation, and collaboration under the student-centered approach to make the reading experiences more effective in the EFL context.

-Based on the conclusions from this study, it is advisable that schools implement effective reading strategies to promote best language teaching experiences. Training programs should focus on practical application of strategies which pursue effectiveness in improving learners' reading comprehension skills.

Appendix 1

PRE TEST

Pre test	
Name:	English Teacher: Jairo Aguirre
Class: 3 rd BGU	Parallel: "A"
Date:	School year: 2024- 2025
Objective: To assess the students' reading comprehension skills.	

Score:

General indications:

1. Read the questions and statements carefully.
2. Take your time to choose the right answer.

Pre-Stage Reading

Skill: Activate prior knowledge.

1. Look at the picture and make guesses. Choose the best statement that represents the illustration. (1 point each)



1. Famous animals in the world ()
2. The first dog astronaut ()
3. The universe and the animals ()

Vocabulary

Skill: Identify vocabulary categories.

1. Label the pictures. (1 point each)

SORROW OVERHEATING RACE TALE RACE



2. Match words to definitions. (1 point each)

WORDS	DEFINITIONS
a. TALE _____	1. to send or shoot (something, such as a rocket) into the air or water or into outer space.
b. RACE _____	2. to cause (something) to become too hot.
c. OVERHEATING _____	3. an exciting story that may not be completely true.
d. SORROW _____	4. feeling of sadness or grief caused especially by the loss of someone or something.
e. LAUNCH _____	5. a contest or competition in which different people or teams try to win something or to do something first.

Early-During Stage

Reading

Skill: Read for general content of a text.

1. Read and choose the best title. (1 point each)

During the era of the Space Race between the USA and USSR, the Soviet Union launched the first living thing into space. It was a dog named Laika. The objective of the trip was to prove that space travel for humans was safe but technology hadn't advanced enough to bring ships back yet. Laika was a street dog that became an astronaut because of her size and calmness. After some training, she was ready to go into space. Her ship called Sputnik 2 was launched on November 3, 1957. Laika was supposed to orbit the planet some days and the first reports from Russian space programs said so. However, in 1993, some Russian space program scientists revealed that Laika died soon after leaving the planet's atmosphere because of stress and overheating. Many people in the world were in great sorrow because of her death. Since then, her story has spread around the world and has inspired many tales, songs, and poems. Some of them say that Laika became a star in the sky.

1. Animals in the world ()
2. Dogs and the universe ()
3. The first astronaut ()

Later-During Stage

Reading

Skill: Read and identify the main idea.

1. Read and get the gist from each paragraph. (1 point each)

During the era of the Space Race between the USA and USSR, the Soviet Union launched the first living thing into space. It was a dog named Laika. The objective of the trip was to prove that space travel for humans was safe but technology hadn't advanced enough to bring ships back yet. Laika was a street dog that became an astronaut because of her size and calmness. After some training, she was ready to go into space. Her ship called Sputnik 2 was launched on November 3, 1957.

1. Laika was a street dog that became an astronaut because of her size and calmness. ()
2. The Soviet Union sent the first living creature, a dog named Laika, into space during the Space Race. ()
3. Laika's spaceship, Sputnik 2, was launched on November 3, 1957. ()

Laika was supposed to orbit the planet some days and the first reports from Russian space programs said so. However, in 1993, some Russian space program scientists revealed that Laika died soon after leaving the planet's atmosphere because of stress and **overheating**. Many people in the world were in great **sorrow** because of her death. Since then, her story has spread around the world and has inspired many **tales**, songs, and poems. Some of them say that Laika became a star in the sky.

1. Laika's story became famous worldwide and inspired songs, poems, and tales. ()
2. Scientists revealed that Laika died soon after leaving Earth due to stress and overheating. ()
3. People believed that Laika became a star in the sky. ()

Final-During Stage Reading

Skill: Read for comprehension.

1. Read and summarize the text in your own words. (1 point each)

During the era of the Space **Race** between the USA and USSR, the Soviet Union **launched** the first living thing into space. It was a dog named Laika. The objective of the trip was to prove that space travel for humans was safe but technology **hadn't advanced** enough to bring ships back **yet**. Laika was a street dog that became an astronaut because of her size and calmness. After some training, she was ready to go into space. Her ship called Sputnik 2 was launched on November 3, 1957. Laika was supposed to orbit the planet some days and the first reports from Russian space programs said so. However, in 1993, some Russian space program scientists revealed that Laika died soon after leaving the planet's atmosphere because of stress and **overheating**. Many people in the world were in great **sorrow** because of her death. Since then, her story has spread around the world and has inspired many **tales**, songs, and poems. Some of them say that Laika became a star in the sky.

My summary here:

1 _____
 2 _____
 3 _____
 4 _____
 5 _____

Post-Stage Reading

Skill: Read to connect with other skills and experiences.

1. Read and make a poster about the topic. (1 point each)

During the era of the Space **Race** between the USA and USSR, the Soviet Union **launched** the first living thing into space. It was a dog named Laika. The objective of the trip was to prove that space travel for humans was safe but technology **hadn't advanced** enough to bring ships back **yet**. Laika was a street dog that became an astronaut because of her size and calmness. After some training, she was ready to go into space. Her ship called Sputnik 2 was launched on November 3, 1957. Laika was supposed to orbit the planet some days and the first reports from Russian space programs said so. However, in 1993, some Russian space program scientists revealed that Laika died soon after leaving the planet's atmosphere because of stress and **overheating**. Many people in the world were in great **sorrow** because of her death. Since then, her story has spread around the world and has inspired many **tales**, songs, and poems. Some of them say that Laika became a star in the sky.



Created by:	Validated by:	Approved by:	Student's signature
TEACHER: Lic. Jairo Aguirre	COORDINATOR Lic Verónica Arce.	PRINCIPAL: MSc. Jairo Aguirre	
Signature:	Signature:	Signature:	
Date: february 1st, 2025	Date: february 1st, 2025	Date: february 1st, 2025	

Appendix 2

POST TEST

Post test	
Name:	English Teacher: Jairo Aguirre
Class: 3 rd BGU	Parallel: "A"
Date:	School year: 2024- 2025
Objective: To assess the students' reading comprehension skills.	

Score:

General indications:

1. Read the questions and statements carefully.
2. Take your time to choose the right answer.

Pre-Stage Reading

Skill: Activate prior knowledge.

1. Look at the picture and make guesses. Choose the best statement that represents the illustration. (1 point each)



- | |
|--|
| <ol style="list-style-type: none"> 1. Famous animals in the world () 2. The first dog astronaut () 3. The universe and the animals () |
|--|

Vocabulary

Skill: Identify vocabulary categories.

1. Label the pictures. (1 point each)

SORROW	OVERHEATING	RACE	TALE	RACE
--------	-------------	------	------	------



Skill: Identify vocabulary categories.

2. Match words to definitions. (1 point each)

WORDS	DEFINITIONS
a. TALE _____	1. to send or shoot (something, such as a rocket) into the air or water or into outer space.
b. RACE _____	2. to cause (something) to become too hot.
c. OVERHEATING _____	3. an exciting story that may not be completely true.
d. SORROW _____	4. feeling of sadness or grief caused especially by the loss of someone or something.
e. LAUNCH _____	5. a contest or competition in which different people or teams try to win something or to do something first.

Early-During Stage

Reading

Skill: Read for general content of a text.

1. Read and choose the best title. (1 point each)

During the era of the Space Race between the USA and USSR, the Soviet Union launched the first living thing into space. It was a dog named Laika. The objective of the trip was to prove that space travel for humans was safe but technology hadn't advanced enough to bring ships back yet. Laika was a street dog that became an astronaut because of her size and calmness. After some training, she was ready to go into space. Her ship called Sputnik 2 was launched on November 3, 1957. Laika was supposed to orbit the planet some days and the first reports from Russian space programs said so. However, in 1993, some Russian space program scientists revealed that Laika died soon after leaving the planet's atmosphere because of stress and overheating. Many people in the world were in great sorrow because of her death. Since then, her story has spread around the world and has inspired many tales, songs, and poems. Some of them say that Laika became a star in the sky.

1. Animals in the world ()
2. Dogs and the universe ()
3. The first astronaut ()

Later-During Stage

Reading

Skill: Read and identify the main idea.

1. Read and get the gist from each paragraph. (1 point each)

During the era of the Space Race between the USA and USSR, the Soviet Union launched the first living thing into space. It was a dog named Laika. The objective of the trip was to prove that space travel for humans was safe but technology hadn't advanced enough to bring ships back yet. Laika was a street dog that became an astronaut because of her size and calmness. After some training, she was ready to go into space. Her ship called Sputnik 2 was launched on November 3, 1957.

1. Laika was a street dog that became an astronaut because of her size and calmness. ()
2. The Soviet Union sent the first living creature, a dog named Laika, into space during the Space Race. ()
3. Laika's spaceship, Sputnik 2, was launched on November 3, 1957. ()

Laika was supposed to orbit the planet some days and the first reports from Russian space programs said so. However, in 1993, some Russian space program scientists revealed that Laika died soon after leaving the planet's atmosphere because of stress and **overheating**. Many people in the world were in great **sorrow** because of her death. Since then, her story has spread around the world and has inspired many **tales**, songs, and poems. Some of them say that Laika became a star in the sky.

1. Laika's story became famous worldwide and inspired songs, poems, and tales. ()
2. Scientists revealed that Laika died soon after leaving Earth due to stress and overheating. ()
3. People believed that Laika became a star in the sky. ()

Final-During Stage Reading

Skill: Read for comprehension.

1. Read and summarize the text in your own words. (1 point each)

During the era of the Space **Race** between the USA and USSR, the Soviet Union **launched** the first living thing into space. It was a dog named Laika. The objective of the trip was to prove that space travel for humans was safe but technology **hadn't advanced** enough to bring ships back **yet**. Laika was a street dog that became an astronaut because of her size and calmness. After some training, she was ready to go into space. Her ship called Sputnik 2 was launched on November 3, 1957. Laika was supposed to orbit the planet some days and the first reports from Russian space programs said so. However, in 1993, some Russian space program scientists revealed that Laika died soon after leaving the planet's atmosphere because of stress and **overheating**. Many people in the world were in great **sorrow** because of her death. Since then, her story has spread around the world and has inspired many **tales**, songs, and poems. Some of them say that Laika became a star in the sky.

My summary here:

1 _____

2 _____

3 _____

4 _____

5 _____

Post-Stage Reading

Skill: Read to connect with other skills and experiences.

1. Read and make a poster about the topic. (1 point each)

During the era of the Space **Race** between the USA and USSR, the Soviet Union **launched** the first living thing into space. It was a dog named Laika. The objective of the trip was to prove that space travel for humans was safe but technology **hadn't advanced** enough to bring ships back **yet**. Laika was a street dog that became an astronaut because of her size and calmness. After some training, she was ready to go into space. Her ship called Sputnik 2 was launched on November 3, 1957. Laika was supposed to orbit the planet some days and the first reports from Russian space programs said so. However, in 1993, some Russian space program scientists revealed that Laika died soon after leaving the planet's atmosphere because of stress and **overheating**. Many people in the world were in great **sorrow** because of her death. Since then, her story has spread around the world and has inspired many **tales**, songs, and poems. Some of them say that Laika became a star in the sky.



Created by:	Validated by:	Approved by:	Student's signature
TEACHER: Lic. Jairo Aguirre	COORDINATOR Lic Verónica Arce.	PRINCIPAL: MSc. Jairo Aguirre	
Signature:	Signature:	Signature:	
Date: february 1st, 2025	Date: february 1st, 2025	Date: february 1st, 2025	

Appendix 3

Validation of the instruments

Validation of the Instrument by Experts

Evaluator's name: Angélica María Naranjo Villota

Specialty: Master in Applied linguistics for teaching
bilingual education English and Spanish

Academic degree: Master's degree

Author:

- Jairo Ramiro Aguirre Bastidas

Title of the research:

STUDENT-CENTERED TEACHING STRATEGIES TO IMPROVE ENGLISH
READING COMPREHENSION SKILLS IN THE EFL CLASSROOM

General objective:

- To analyze the effectiveness of the Student-Centered teaching strategies in the English as a Foreign Language classroom to develop students' English reading comprehension skills.

Specific objectives:

- To identify the level of the students' English reading comprehension skills.
- To design a teaching strategies set of lesson plans proposal based on the Student-Centered approach to improve the students' English reading comprehension skills.
- To evaluate the students English reading comprehension skills after the implementation of the teaching strategies proposal.

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 depth to constructs being Measured/studied.	1	2	3	4	5
The instrument has an appropriate sample of items for the construct 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 instrument's items can elicit stable, definite, consistent, and not conflicting responses.	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 (X) No _____

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

According to what is established here, there are not items I would add or erase because all of them are closely aligned to the instruments' aims.

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

All sections throughout the instrument are clearly stated in terms of the teaching and learning approach.

Evaluator's Names: Angélica María Naranjo Villota

ID: 0401571237

Academic Degree: Master's degree

Signature: _____



Appendix 4

Validation of the instruments

Validation of the Instrument by Experts

Evaluator's name: Hila Gabriela Portilla Torres

Specialty: Curriculum and instruction with emphasis
in TESL

Academic degree: Master's degree of science

Author:

- Jairo Ramiro Aguirre Bastidas

Title of the research:

STUDENT-CENTERED TEACHING STRATEGIES TO IMPROVE ENGLISH
READING COMPREHENSION SKILLS IN THE EFL CLASSROOM

General objective:

- To analyze the effectiveness of the Student-Centered teaching strategies in the English as a Foreign Language classroom to develop students' English reading comprehension skills.

Specific objectives:

- To identify the level of the students' English reading comprehension skills.
- To design a teaching strategies set of lesson plans proposal based on the Student-Centered approach to improve the students' English reading comprehension skills.
- To evaluate the students English reading comprehension skills after the implementation of the teaching strategies proposal.

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 depth to constructs being Measured/studied.	1	2	3	4	5
The instrument has an appropriate sample of items for the construct 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 instrument's items can elicit stable, definite, consistent, and not conflicting responses.	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 (X) No _____

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

Regarding to what is established here, there are not items I would add or erase because all of them are closely related to the instruments' aims and goals.

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

All sections throughout the instrument are clearly stated in terms of the teaching and learning approach.

Evaluator's Names: Hila Gabriela Portilla Torres

ID: 1002520532

Academic Degree: Master's degree of science
Curriculum and instruction with emphasis in TESL

Signature: _____



Appendix 5

Validation of the instruments

Validation of the Instrument by Experts

Evaluator's name: Jéssica Elizabeth Cifuentes

Sánchez

Specialty: Master in English Pedagogy as a Foreign
Language

Academic degree: Master's degree

Author:

- Jairo Ramiro Aguirre Bastidas

Title of the research:

STUDENT-CENTERED TEACHING STRATEGIES TO IMPROVE ENGLISH
READING COMPREHENSION SKILLS IN THE EFL CLASSROOM

General objective:

- To analyze the effectiveness of the Student-Centered teaching strategies in the English as a Foreign Language classroom to develop students' English reading comprehension skills.

Specific objectives:

- To identify the level of the students' English reading comprehension skills.
- To design a teaching strategies set of lesson plans proposal based on the Student-Centered approach to improve the students' English reading comprehension skills.
- To evaluate the students English reading comprehension skills after the implementation of the teaching strategies proposal.

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 depth to constructs being Measured/studied.	1	2	3	4	5
The instrument has an appropriate sample of items for the construct 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 instrument's items can elicit stable, definite, consistent, and not conflicting responses.	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 (X) No _____

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

According to what is established here, there are not items I would add or erase because all of them are closely aligned to the instruments' aims.

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

All sections throughout the instrument are clearly stated in terms of the teaching and learning approach.

Evaluator's Names: Jéssica Elizabeth Cifuentes Sánchez

ID: 1003513668

Academic Degree: Master's degree

Signature: _____



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