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

TOPIC:

**ACTIVE READING STRATEGIES AND ITS INFLUENCE ON
ENGLISH READING COMPREHENSION IN STUDENTS OF
ELEMENTARY LEVEL**

Thesis prior to obtaining the Master's degree in Education

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DEDICATORIA

I dedicate this work to my God and my mother. They have been my constant source of motivation throughout this journey, inspiring me to continue and complete this meaningful experience. Especially to my God for giving me the wisdom and inner strength to persevere and never give up. My mother for always being by my side and guiding me with her words and her unconditional support at all times.

-With love. Marlon Fabricio Paltán Vásquez

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- Fabricio Paltán

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FACULTAD DE CIENCIAS DE LA EDUCACIÓN**

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TEMA

**ACTIVE READING STRATEGIES AND ITS INFLUENCE ON ENGLISH
READING COMPREHENSION IN STUDENTS OF ELEMENTARY LEVEL**

RESUMEN EJECUTIVO

La capacidad de leer es clave para el aprender de un nuevo idioma. No obstante, uno de los factores más importantes que influye en la dificultad para leer en estudiantes de inglés como lengua extranjera (EFL) es la eficiencia de las técnicas, lo que lleva en una lectura pasiva de los textos. Varios estudios han demostrado que las técnicas de lectura activa favorecen el aumento de la capacidad de leer y a la habilidad de entender textos de manera efectiva. Por lo tanto, el propósito de este estudio fue analizar el impacto de las estrategias de lectura activa en la comprensión lectora de estudiantes de EFL. Para ello, se realizó un estudio cuantitativo cuasi-experimental de un solo grupo mediante un pre-test y un post-test. Los participantes fueron 44 estudiantes de cuarto grado con nivel A1 de un colegio privado de la ciudad de Ambato. Para la recopilación de datos se utilizaron pruebas estandarizadas modelo A y B (Cambridge Pre A1 Starters). Modelo A aplicada como pre-test para determinar el nivel inicial de la comprensión lectora y el modelo B como post-test para evaluar el progreso después de la intervención. Ambos instrumentos determinaron habilidades como la identificación de ideas principales, la elaboración de inferencias y la comprensión de vocabulario en contexto. La intervención radicó en la aplicación de una guía didáctica apoyada en estrategias de lectura activa con diez sesiones estructuradas. El análisis de los datos se realizó mediante una comparación de los resultados del pre-test y post-test. Los resultados demostraron un progreso destacado en el desempeño de los estudiantes. Finalmente, la implementación de estrategias de lectura activa aumenta el desarrollo de la comprensión lectora en estudiantes de inglés como lengua extranjera.

Palabras clave: Comprensión lectora; estrategias de lectura activa; intervención didáctica.

**UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA
FACULTY OF EDUCATION SCIENCES**

**MASTER IN PEDAGOGY OF NATIONAL AND FOREIGN
LANGUAGES**

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THEME

**ACTIVE READING STRATEGIES AND THEIR INFLUENCE ON ENGLISH
READING COMPREHENSION IN STUDENTS OF ELEMENTARY LEVEL**

ABSTRACT

The ability to read is key to learning a new language. However, one of the most important factors influencing reading difficulties in English as a Foreign Language (EFL) learners is the effectiveness of their reading techniques, which often leads to passive reading. Several studies have shown that active reading techniques improve reading comprehension and the ability to understand texts effectively. Therefore, the purpose of this study was to analyze the impact of active reading strategies on the reading comprehension of EFL learners. To this end, a single- group, quasi-experimental quantitative study was conducted using a pre-test and a post-test. Participants were 44 fourth-grade students at the A1 level from a private school in the city of Ambato. Standardized tests, models A and B (Cambridge Pre A1 Starters), were used for data collection. Model A was administered as a pre-test to determine the initial level of reading comprehension, and Model B was administered as a post-test to evaluate progress after the intervention. Both instruments assessed skills such as identifying main ideas, drawing inferences, and understanding vocabulary in context. The intervention consisted of implementing a teaching guide supported by active reading strategies, consisting of ten structured sessions. Data analysis was performed by comparing the pre-test and post-test results. The results demonstrated significant progress in student performance. Ultimately, the implementation of active reading strategies enhances reading comprehension skills in students of English as a foreign language.

Keywords: active reading strategies, didactic intervention, reading comprehension



INTRODUCTION

Reading has long been recognized as a fundamental skill in the development of a new language. It is considered highly valuable, as it enables learners to access information efficiently and to gain insight into diverse cultural knowledge. Furthermore, reading has been shown to enhance learners' concentration and to support the acquisition of key components of a second language, including vocabulary development, as well as improvements in spelling and grammatical competence. (Cajamarca & Gonzales, 2023). Reading is a valuable system which people can access and interpret significant information through sign or digital structure (Derakhshan & Nazari, 2015).

In this sense, reading is seen not just as a way to expand new information but also as a practice that enhances our mental brain. Therefore, it promotes both personal and academic advantages. In addition, appropriate participation in reading activities reinforces intellectual improvement, as it extends terminology and includes new conceptions (Carchi & Pineda, 2013). As a result, the use of reading techniques can help learners to develop the ability to comprehend and increase the way to interpret the written word by summarizing, predicting or asking questions.

Reading instruction has been associated with the effective mastering of techniques which are used to immerse learners in the education process. In this regard, understanding technique and learning are extremely affected by reading strategies since it promotes learners to intensify understanding, inspire self-instruction and generate participation in the education process. For instance, making predictions, asking questions and searching answers allow readers to relate with the text to produce sense (Quiñonez et al., 2023).

Wendaferew & Berlie (2024) state that summarizing, making questions, visualization, making prediction, activating prior knowledge, and observation understanding are some of the essential reading strategies which allow learners meaningful comprehension. These techniques are activities that are applied to enhance the process of reading and comprehension. In this context, reading techniques are significantly essential since learners are able to collaborate more positively and relevantly with material to read. Overall, the use of these techniques have shown a beneficial impact on students' reading proficiency (Quiñonez et al., 2023).

The research line of this study: The influence of active reading strategies in English reading comprehension for fourth-grade in a private school corresponds to Line 1 Pedagogical Innovation and the sub-line belongs to Didactics of foreign language since pedagogical innovation focuses primarily on methods, strategies and techniques which it is in charge of active and constructive learning process approach. That is why applying active reading techniques such predicting, making predictions, summarizing and asking questions gives a way that learners could engage on both ways cognitive and social content. Therefore, the present study examines the techniques that contribute to students' development practice in teaching - learning process focusing on the necessity for flexible and successful methodologies in EFL situations. Overall, this research corresponds with the program's objectives in educational complaints by focuses on enhancing reading comprehension

The Ecuadorian English curriculum is based on national and international policies that emphasize the value of visual thinking, understanding other cultures and abilities to communicate. *Ley Orgánica de Educación Intercultural* establish that foreign language must be taught in elementary school with the aim of generate citizens who develop abilities for communication. Therefore, the EFL curriculum for *Educación General Básica* incorporates the common European Framework of Reference (CEFR) focus on A1.1 to B1 until concluding high school. In this sense, this framework guarantee reading comprehension through active strategies such as

skimming, scanning and inference according to the objectives of the *Subnivel Elemental* (EFL 2.3.1–2.3.10). Consequently, the main objective of Ecuadorian English Curriculum is to develop learners who are inclined and capable to deal independently in writing texts so that they can develop a range of activities such as removing information, know all about the things around them and communicate.

Ecuadorian EFL curriculum emphasizes reading comprehension that requires the development of a literary environment in order to use a range of text types such as educational texts and ecological print to support comprehension (EFL 2.3.4–2.3.10). According to the Ecuadorian English Curriculum (2014) reading implicates diverse strategies such as quickly finding ideas (skim), looking for key details (scan), reading carefully and inferring. Making prediction or inference is essential since it allows learners to speculate the text and develop critical thinking. Overall, the evaluation criteria (CE.EFL.2.12) emphasizes the benefits for engaged reading techniques such as summarizing, predicting for fourth grade students in order to produce understanding from text.

Recent research conducted in both Ecuador and international context have demonstrated concern in the impact of proactive reading techniques on English reading understanding. For instance, the application of proactive reading techniques with secondary EFL learners on e-learning was reviewed by Quiñonez et al. (2023). Consequently, it was apparent that techniques such as predicting using graphic organizers, summarizing, brainstorming, skimming and scanning provided considerably to enhance learners' reading skills as well as self- motivation in e-learning situations. That is why applying these proactive skills on face-face glasses in elementary school could encourage learners to intensify English reading comprehension.

Based on the international findings by Jarrah and Ismail (2018) examined English reading comprehension struggles in EFL students in higher educational institutions. This demonstrates why it became evident that learners find denotative complaints underlining the requirement of applying reading techniques to intensify

comprehension expertise. In the same way, it is noticed that reading websites and apps played an essential role in encouraging EFL learners' reading understanding during the pandemic (Alghizzi & Elyas, 2022). It has highlighted the significance of reading techniques in digital tools to encourage proactive engagement with online-texts.

Active reading techniques have been recognized as an essential role in enhancing English reading understanding through numerous educational contexts, as documented by these previous investigations. Research conducted in Ecuador has provided valuable information into successful practices in national classrooms, whereas international research have offered wider perceptions on the complaints and technical contributions which can enhance English teaching all over the world.

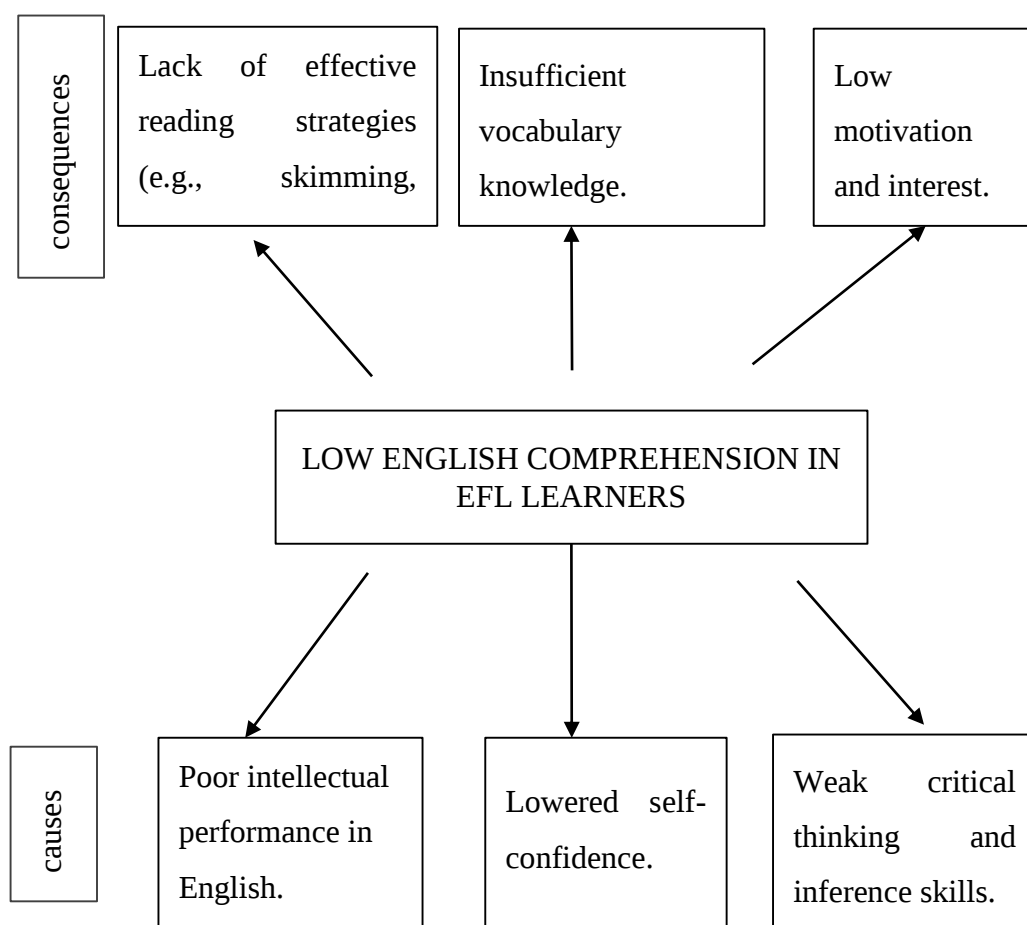


Figure 1. Causes and consequences of low comprehension

Elaborated by: Fabricio Paltán

Source: developed by the author

Problem statement

One of the principal components of lack of reading understanding through EFL learners is the insufficient of reading techniques which result in the inactive reading of texts. For this reason, comprehension in reading is extremely essential since it not only allows learners to acquire the language but also increase their mental cognition. Numerous learners develop an interpretation of the words without profound examination (Alghonaim,2020). An unexpected alteration during the pandemic revealed weaknesses in the learner's reading understanding which emphasized the requirement for proactive reading techniques. The lack of these strategies, learners frequently fall into passive lecturing since it results in limited

understanding (Quiñonez et al., 2023).

On the other hand, a principal cause is the poor implementation of proactive reading techniques which has been recognized as a cause for the problem of understanding. Constante (2021) carried out an investigation where he discovered that the implementation of both proactive and cognitive techniques considerably enhance reading understanding. The research has documented that learners employing proactive techniques not only increased their understanding of reading texts, but also they became more confident in the use of new vocabulary language which influences their self-confidence through reading texts. This emphasizes the significance of integrating the proactive reading techniques to enhance reading understanding in EFL learners.

Poor reading understanding skill is the consequence which has an impact on learners' learning achievement and motivation. Quiñonez et al. (2023) have investigated the influence of proactive reading techniques in learning scenarios in high school Ecuadorian context. The findings have demonstrated that learners who had attended in engaging workrooms employing techniques such as activating prior knowledge, summarizing, prediction, skimming and scanning have demonstrated significant increases both in learning and encouragement. This indicates that the lack of proactive reading techniques can result in decline achievement and educational results emphasizing the requirement for their incorporation in instructional affections to promote stronger learner understanding and promotion.

Research question

"How do active reading strategies (prediction, questioning, visualization) impact English reading comprehension in EFL learners?"

Research Idea

Implementing active reading strategies (prediction, questioning, visualization) significantly improves reading comprehension and critical thinking in EFL learners.

Beneficiaries

The participants for this study are the fourth grade students from 7 - 8 years old from a private elementary school in Ambato, Ecuador. According to the Ecuadorian English curriculum the level of the students is A1.1 (beginner). At this level, students can recognize simple and very basic vocabulary. At this point, this study will analyze how active reading techniques (predicting, asking, summarizing) can intensify their English reading understanding, mainly helping learners by enhancing knowledge skills. The findings will correspond with the Ecuadorian English curriculum for Educación General Básica, which emphasizes interactive reading progress.

Delimitations of the research

- **Field:** Education
- **Area:** Teaching English as a foreign language
- **Aspect:** Active reading strategies and its influence in EFL learners
- **Delimitation:** The study is conducted at private elementary school in Ambato, Ecuador.
- **Temporal Delimitation:** The study is carried out during the first and second partial of academic year 2025-2026
- **Observation Units:** Students with A1.1 (beginner)

Objectives

General objective

To analyze the impact of active reading strategies on reading comprehension in EFL learners.

Specific objectives

- To gather data on active reading techniques for the evaluation of student's initial level of English reading comprehension.
- To implement active reading strategies to promote reading

comprehension in EFL learners through a lesson plan.

- To assess student's English reading comprehension before and after using active reading strategies.

CHAPTER I

THEORETICAL FRAMEWORK

This section presents some research findings related to the influence of active reading strategies on English reading comprehension will be covered in it. Two from the Ecuadorian context and one from the international context. In that sense, it consolidates essential aspects of each study, such as the authors, year of publication, objective, methodology, participants, and data collection methods. Moreover, a supporting theory was also selected, and it will be introduced to reinforce the research of this study. Finally, key concepts such as reading comprehension, active reading strategies will be included in this section.

Previous studies

A research study has been carried out to analyze the effect of using Nearpod connected with a guided reading strategy on the reading understanding skill. The study was designed with a quasi-experimental study, and it was developed in Egypt focused on EFL primary students who learn English. In that sense, participants were separated into two groups an experimental and control group where the experimental group integrated lessons through the Nearpod platform incorporating a guided reading whereas the other group followed traditional teaching. Additionally, data collected was by understanding activities and incentive scales. As a result, the experimental group considerably improved more than the control group. Hence, it points out that the incorporation of digital elements in class with a detailed reading strategies can enhance and encourage EFL students in the learning process (Zahran, 2025).

This study is notably relevant to the present research since it shows how specific active reading strategies like predicting and summarizing enhance understanding and engagement.

Suhaila, Aisyah, Harahap, and Lubis (2025) conducted a research study where the main objective is to describe and analyze the effective techniques to enhance learner's reading comprehension. Although, the study does not mention the participant. It is due to the research incorporating a descriptive qualitative approach through a literature review. It means that it does not define participants or data collection techniques. In that sense, the study emphasizes that reading strategies like skimming and scanning were useful since it increased the reading ability. Additionally, it demonstrates that cognitive and metacognitive strategies such as predicting, asking questions, summarizing, making inferences, observing information, and monitoring understanding influence on reading skills. On the other hand, authors said that the effectiveness of these techniques also depends on internal factors like learning styles, interest, and motivation. As well as external factors such as classroom environment, the faculty's role and instructional methods.

Consequently, this study supports the present research through a general overview of reading techniques which reinforce reading understanding. Additionally, it highlights the effectiveness of these strategies depends on both internal and external elements that should not only focus on techniques but also on the learner's context.

The present research was managed to analyze the impact of reading strategies in learner's understanding of English textbooks. The study applied a descriptive quantitative method which included 50 Indonesian students who were separated into experimental and control groups. Therefore, data collection was gathered through pre and post tests and the results were analyzed using a homogeneity statistical test as well as a T test to measure the effectiveness of the intervention. On the other hand, the discoveries showed that the experimental group which applied teaching through reading techniques considerably overcame the control group in understanding skill. Hence, it has been demonstrated that the use

of reading techniques can play an essential role in enhancing the ability to comprehend texts (Hilmi,2024).

Based on the results, this study provides a considerable impact for the present research since it demonstrates that reading strategies not only contribute to develop motivation but also enhance understanding among EFL learners.

Brilliananda and Wibowo (2023) researched the effect of reading techniques on elementary students' understanding after the pandemic. The following study was applied in Indonesia with 98 fourth grade pupils where they were divided into two groups, experimental and control groups applying a pre-test and post - test methodology. The primary outcomes show notable variations in reading understanding between the participants who received Direct reading thinking activity (DRTA) and Preview Question Read Summarize Test (PQRST) teaching, proving to be more effective for those who do not use it. The suggestion intervention covers selecting the correct learning strategy to renovate student's reading understanding skills which have reduced due to pandemic.

The present study is remarkably relevant to the following research due to it shows how active techniques like DRTA and PQRST may considerably improve reading comprehension in elementary level students in a post pandemic EFL environment.

A research study was conducted to investigate the impact of teaching reading techniques on the reading understanding of high school students in Pakistan. The principal goal of this study was to find whether specific strategies may increase student's understanding in English text books. In that sense, using an experimental pre -test and post - test technique was adopted in the research. A sample of 60 female participants from a private collage in Mansehra was divided into two groups: experimental and control group. A reading understanding test which delivered measurable evidence of improvement was utilized to accumulate

data. It has been observed that the employment of reading techniques remarkably enhances understanding effects (Shakoor, Khan and Mojaka, 2019).

It is evidenced that the following research study provides support in teaching reading strategies to enhance understanding since it involves the necessity of incorporating these techniques into the classroom to promote understanding in a long-term way.

Teevno and Raisani (2017) carried out research to investigate the English reading techniques applied at secondary school level in Pakistan and how reading techniques influence on reading comprehension skills. This study applied a mixed method strategy in which it involved and gathered information from 359 Pakistan students who attended at secondary school located in the Naushahro Feroze region. Consequently, the process of collecting data included distributing surveys, conducting interviews, and distributing reading understanding assessments. Therefore, the findings indicated that learners used a variety of techniques, such as reading out loud, mute reading, summarizing content, examining grammar elements, responding to questions, and translating no native materials to the first language. To conclude, the study showed that even though students employ a range of reading techniques, their inconsistent use impeded their understanding effectiveness.

This research supports the idea about the importance of using and applying active reading techniques to enhance English reading comprehension. Consequently, results indicate that using diverse techniques is not enough to improve it but also using them in a consistent way.

Santos (2018) conducted a research project about “Estrategias de lectura comprensiva y su incidencia en la sintaxis gramatical del inglés” which the purpose of the research was to determine how reading comprehension strategies influence English grammatical syntax among seventh-grade students at Escuela de Educación Básica Manuelita Sáenz. A qualitative and deMethod for gathering data collection involved, surveys, observations, and evaluations of learner’s assignment. The research study found that applying the use of particular reading techniques notably enhanced the learner's capacity to build English sentences in a better way.

Consequently, it indicated a powerful connection between reading understanding and grammar skills.

This study supports the idea about active reading strategies by emphasizing how understanding techniques have an essential impact on language acquisition especially grammar structure. Additionally, this investigation highlights that employing reading skills not only increases comprehension but also enhances sentence construction. Therefore, it demonstrates how effective active techniques support younger learners to acquire their second language.

Quinonez et al. (2023) developed a quantitative analysis to assess the impact of using active reading techniques in online environments, especially during pandemic time. The purpose of this study was to evaluate the effects of reading techniques on the reading understanding of English as a foreign language learner. The investigators used a group of 273 secondary students from 22 different regions in Ecuador ages 12 to 14. The investigation adopted a quasi-experimental methodology. Based on the Common European Framework of Reference (CEFR), the learner's skill level was A1. In that sense, surveys, post-tests, and pre-tests were used to gather findings by researchers. Four virtual training sessions, including techniques which include brainstorming, scanning, graphic organizers, summarizing, and prediction making, were part of the proposal. In that context, outcomes demonstrated meaningful improvements according to the learners' reading understanding. Moreover, it exposed reading techniques that inspire and build reading routines in the EFL learners.

Therefore, this research reinforces the findings regarding the impact of proactive reading techniques on English reading understanding by demonstrating that structured reading techniques can enhance understanding, particularly among younger learners. Even though this study includes older learners, the ideas of inspiration, involvement, and supportive tactics may be adjusted in both traditional and virtual learning, even if the participants were children students.

Theoretical Framework

The theoretical and conceptual is presented in this section to support the research of active reading strategies and its influence on English reading comprehension.

Reading Definition

Li and Gan (2022), states that reading is a crucial component of second language learning which has conducted to a great agreement of research studying various aspects of reading in a second language. On the other hand, a person's capacity to assimilate their language skills into their everyday life depends on their reading ability. Therefore, just identifying the letter, other words and saying it aloud should not be considered reading since one of the skills that needs to be taught is reading fluency to understand what is written (Isik, 2023). Whereas, Nasution (2022), points out people can learn a range of things by reading. They may discover new topics and learn more about anything they are interested in. Additionally, reading has a big impact on developing grammar, vocabulary and sentence structure which are necessary to enhance writing abilities. Furthermore, reading a range of texts promotes coherence, organization and creativity (Solanki and Patoliya, 2024).

English reading comprehension

Kusumarasdyati (2023) states that reading understanding in the EFL setting includes the understanding of what people read while it creates significance from written words. These proceedings are structured by psychological and sociable components. That is why this perspective indicates that understanding text effectively is not just recognizing expressions or grammar rules but also it involves employing previous learning, applying critical thinking, drawing conclusions as well. Likewise, Mcknee (2012) describes that reading understanding is a complicated procedure which includes knowledge of vocabulary, awareness of sentence structure, sitting information and the application of techniques. Hence, both points of view indicate that reading understanding is an interactive and developing system rather than just translating written text into words. From that perspective, the focus on psychological and social elements emphasizes on the need for techniques which encourage active thought and involvement whereas reading.

In this regard, this view promotes the employing of active reading methods in teaching. As the two researchers emphasize that understanding depends on how students engage with the written words and their own thinking, Consequently, the research study fits nicely with improving those aspects. Overall, implementing these methods can influence the mind and sociable elements.

Conversely, Linyang (2021) points out that understanding reading is related to psychological and linguistics which examines how readers create a structure systematic to organize and remember the facts they get from written words. In addition, this point of view emphasizes that readers play an essential role in developing their comprehension by linking other details to what they already know. Moreover, Demana et al. (2024) mention that EFL learners frequently find intellectual reading challenging. Nevertheless, when provided reading techniques students can grow more independent and get better at making sense of written words. For that reason, the two researchers highlight that reading understanding is not passive action although reading understanding demands cognitive labor.

Therefore, observations in this study emphasize how essential it is to encourage critical thinking and active reading commands. In that sense, this research confirms the conception of active reading techniques such as making predictions, asking questions and simplifying can honorably enhance learners' understanding of what they read.

Classification of reading comprehension levels

Day and Park (2005) stated that reading understanding classifies in three types: literal, which involves clear explanation, inferential, which requires understanding implicit meaning, and critical, which includes making evaluative judgments. On the contrary, Kusumarasdyati (2023) distinguishes reading understanding by employing models: bottom up, interpreting terms and grammar, top down, utilizing prior awareness and expectations, and interactive, combination of these methods. The mix of these perspectives means that reading understanding in an EFL environment demands an active engagement among identifying written words and using previous awareness to create significance. Therefore, this point of view highlights that understanding concerns more than simply reading terms. Overall, it requires understanding and connecting.

The two studies deliver a solid foundation about how active reading techniques affect learners' understanding. Their categorization reinforces the view that powerful methods need focus on both decoding, literal understanding, and reasonable, inferential or top down though aspects.

Literal comprehension

Day and Park (2005) define literal comprehension as "an understanding of the straightforward meaning of the text, such as facts, vocabulary, dates, times, and locations, Questions of literal comprehension can be answered directly and explicitly from the text" (p.3).

Saadatnia et al. (2016) state that literal understanding consists of these primary techniques: recollection, which is the way to give back a thought (one example of this is the central key or details from written words), and identification, which is the faculty to tell whether particular facts are found in the written words or not. In that sense, this stage of understanding relies on how well learners can process words and distinguish isolated words through the arrangement of terms into phrases and utterances. It is important to highlight that it has been established that literal understanding includes setting, information, and order. It means, to achieve a literal understanding of a written word, readers must connect the three aspects, realizing the context as the complete picture organized by connections among information, the facts as the key data shared in the written words, and the order as the sequence of circumstances presented in the moment.

The findings from the two studies highlight the importance of developing active reading techniques that encourage literal understanding of written texts as a base for better advanced abilities. In this regard, the integration of scaffolding exercises permits learners to create trust in their direct comprehension.

Inferential comprehension

Inferential understanding requires significantly higher than just a basic reading. At the beginning students tend to have a challenge to respond to deduction questions since the responses come from written words but these are not directly mentioned. Making deduction means that learners need to integrate their direct understanding of the written words with personal experience and perceptions (Day

and Park, 2005). On the other hand, Saadatnia et al. (2016) pointed out that learners found inferential understanding more challenging since it needed them to mix previous knowledge with written words and clues to illustrate non expressed meanings. The researchers emphasized that this type of understanding requires more mental effort than just literal understanding particularly when learners encounter complex or unknown subjects (Saadatnia et al., 2016).

The results in these studies highlight the importance of teaching methods which focus on creating deductions across asking questions, encouraging discussion, and reflecting with guidance. That is why the study will take advantages from this by using engaging techniques that help students integrate concepts and understand definitions.

Critical comprehension

This type of reading represents the most advanced form of interpret understanding. It involves assessing from the written words in its precision, logical flow and significance. As stated in Day and Park (2005), critical understanding demands that learners analyze the reliability and reasoning in written words. It was noted that learners who employed techniques of summarizing and evaluating. In a similar view, Saadatnia et al. (2016) stated that although critical technique is vital it is commonly not developed in EFL students since they have restricted experience. That is why the two studies demonstrate critical techniques as the top of reading ability since it is here where students can not only comprehend and analyze but also employ critical thinking to express their own judgments and views.

Therefore, the present research creates a justification for promoting critical thinking through the emphasis on enhancing crucial understanding. Some of the activities like deliberations, writing opinions and analyzing themes are supported by these techniques as effective ways to reinforce students' skills.

Types of reading

Understanding texts can be categorized into several models based on the reader's aim. Watkins (2017) points out that understanding skills are sometimes organized into extensive and intensive reading. Where extensive interpretation is focused on analyzing a significant portion of words for general clarification, whereas the intention of intensive understanding is to analyze the set of words

carefully in detail. Likewise, Rashi, hui, and Islam (2021) state that models of interpretation like skimming that is inclined to identify and catch the information immediately, scanning this type of process allow the readers to determine concrete facts. Additionally, they emphasize silent reading as well since it allows students to enhance understanding speed. On the other hand, reading loudly let students to promote communication and further pronunciation.

Intensive reading

Mart (2015) contends that a deep interpretation of text prioritizes correctness in the proficiency of placing a strong attention on terminology idiom and basic structures learning. That is why deep interpretation of text allows students to achieve more the target language in an appropriate way. Additionally, an intensified interpretation involves a deep comprehension of the expressions and a set of sentences. The main characteristics of this is not only to recognize ideas but also identify the mood of the writer (Sahibzada et al., 2024).

Extensive reading

Extended interpretation of text indicates lecture totally in a numerous quantity with the primary objective of enjoying the way of reading (Muchtar, 2019). Furthermore, Nufus and Ifadloh (2021) point out that extended texts are not just a page in length but also it refers to novels, essays, academic publications and among others. The main reason is that the interpretation examination involves extended reading.

Types of assessing reading

Brown (2004, as cited in Nufus & Jfadloh, 2021) classifies reading assessment into the following types:

Perceptive reading:

This is the most fundamental level of interpretation text. It is due to people starting to be able to read and write. Perceptive's assignment pays attention to the factors such as, written symbols, linguistic forms. Additionally, the essential skills at the preliminary place of interpretation text are identifying linguistic symbols, capital and small written symbols. The term educational assignment suggests people are starting to acquire knowledge. Some of the things are interpret words loudly, composed answers combined with options and elements with visual cues.

Selective reading:

It mainly focusses on students must be able to identify linguistic grammar patterns

Interactive reading, elements of dialect in a small set of written symbols. It could be sentences, a part of a paragraph in order to read selectively. Some elements to assess in this part can be similar, Right/ in correct answers, combined with options, revising assessment and gap fill in the blank assessment.

Interactive reading:

It describes the manner of arranging intention with the written words and the reader. Therefore, the reader is now able to engage with the written word and make sense of it. The main goal of this is to identify and retain relevant data where readers employ analytic schemata to examine written words of medium expansion, such as directions, narrative written texts, occurrences among others. That is why the main characteristic of interactive assessment is to locate appropriate components like linguistic symbols, grammar structures and discussion.

Extensive reading

Written words extended to a page like papers, articles are useful in extended interpretation of text. At this level the universal assessment is to comprehend common written words. The intention of assessment exercise like judgmental answer, summarizing, outlining, and so on are not planned to operate the understanding of lonely information.

Active reading

Active reading techniques have been recognized as effective approaches, as it allows students to improve understanding and memory whereas working with educational written words. This technique focuses on essential parts when the reader provides meaningful information. Sun (2020) argues that active technique is a way for people who read to engage their comprehension and develop their critical skills. On the other hand, Quiñonez et al. (2023) point out that techniques for active reading involve prediction of what the topic is about, using mind mapping, summarizing, brainstorming, skimming and scanning. All of these techniques help learners to engage more in the reading technique since it allows them to be interactive.

The findings of these studies emphasize how essential it is to be actively involved in reading. The use of techniques such as asking questions, making predictions and summarizing can improve the level of the people who read. That is what this remarkably essential to create successful teaching and enhance reading abilities in the English language process.

Active reading strategies

Making prediction

Predicting can be defined as the use of prior knowledge it means using the things about what people already know and guessing what might happen into the written words or what the information will be about. According to Kustati and Darmawanti (2017) this technique encourages learners to share what they already know by applying headlines or showing pictures to guess the written words. Therefore, incorporating this technique students become more engaged with the topic. connecting the fresh information to what they already know. Likewise, Sumirat et al. (2019) highlight that techniques for predicting encourage learners to read in an active way since they participate in developing ideas and checking their guesses.

Overall, predicting plays an essential role since it shows that employing what students already know and having clear reasons for reading can improve understanding.

Summarizing

Summarization is the technique in which people must extract key concepts from a written word and express them in a brief form. Song (1998) evidence that includes summarizing, asking questions and predicting allow students to enhance their reading skills. The summarize technique allows students to recognize central views and verify information, which shows results in improved understanding. On the other hand, Okasha (2020) discovered that employing reading techniques like summarizing extremely enhanced reading abilities allows people to develop their way to extract key points from a text.

In the research study about the influence of active reading techniques, summarizing is an essential part since it shows that extracting key concepts from a written word could help people understand and remember it better.

Asking question

Formulating questions is a strategy that encourages learners to think about the topic, goal or consequences of the written texts which promotes involvement in the reading ability. Cui et al. (2024) point out that formulating questions into written material improves two things: clarity and understanding. Therefore, this technique encourages students to do an interactive conversion about the topic. Asking questions is crucial for EFL students since it promotes mental development and helps them connect more deeply with the written words (Mosully,2024).

Consequently, the act of formulating questions verifies that active reading techniques affect understanding. It is due to asking question technique encourage students to analyze the written words since it not just develops a better comprehension but also critical thinking in learners

Table 1. Reading strategies

Nº	Author	Strategy	Definition and use
1.	Suk (2024)	Extensive reading	Reading a lot of readable material is generally referred to as extensive reading. For a considerable amount of time, extensive reading gives L2 students the chance to read a variety of written materials that are frequently self-selected and simple to understand.
2.	Bozgun and Can (2023)	Critical reading	It is the process by which people filter what they read and what they have learnt from it using their own knowledge and experience in an attempt to discover what is better, more beautiful, and more truthful. At the same time, the development of scientific and critical thinking abilities is made possible by critical reading skills. Therefore, developing critical reading abilities is crucial since it opens the door to the development of an inquisitive, thoughtful, and interested person.

			Determining the goal of the text, evaluating it, drawing logical conclusions, and closely examining what is said with a critical eye are all made possible by critical reading.
3.	Quinonez-Beltran et al. (2023)	Predicting	It is a pre-reading technique that enables readers to make predictions about what will happen next in a novel based on prior information or experience.
4.	Sharafi-Nejad et al. (2016)	Brainstorming	Readers employ to come up with thoughts on a certain subject within a given time frame. Readers may make use of their prior knowledge and information using this pre-reading technique. Additionally, brainstorming encourages impulsive and active thinking in order to generate new ideas or perspectives about what they will read.
5.	Banditvilai (2020)	Asking questions	Identify key concepts or details, discover new information, and get answers to their queries about what they have read is to ask questions. Asking questions while reading aids students in concentrating their attention and increasing their level of engagement with the material. Additionally, this method enables students to evaluate themselves and enhance their reading comprehension.
6.	Budiharso (2014)	Mapping	It enables readers to use charts, graphs, pictures, and figures to generate their own visual representation of the passage. Also, mapping facilitates students' ability to think creatively, make connections between previously learned material and new information, apply logic to link ideas in the text, comprehend the arrangement and structure of passages, and grasp key concepts.

Elaborated by: Fabricio Paltán (2025).

Source: developed by the author

Didactic Guide

Aguilar (2004) points out that a didactic guide is illustrated as a pedagogical resource which boosts the teaching and learning process through showing aims, content, procedural guidelines, and assessment techniques promoting independent learning. On the other hand, Caguana and Argudo (2023) states that a didactic guide lists the activities' content, goal, tools, materials as well as the methods of instructions which will be taught and described there. Likewise, Arteaga and Figueroa (2004) highlight that didactic guide attends as a roadmap which defines goals, task and materials promoting a logical order to the learning process. Garcia and de la Cruz (2014) emphasizes that didactic manual are fundamental instruments that allows students' autonomy since it accompanies the student, demonstrates activities and recognize the use of resources. According to Aguilar (2012) A didactic guide should be distributed as follows:

Table 2. Proposal structure

Didactic guide Elements	Description or Use
1. General information (informative data, index, bibliography)	Provides basic information about the guide and its organization.
2. Introduction and objectives	Present the purpose of the guide and the general goals.
3. Learning strategies	Incorporates active reading strategies to promote comprehension and student engagement
4. Unit development	Includes specific objectives, topics, activities, and guided reading process for each lesson.
5. Assessment	Activities to evaluate learning progress

Elaborated by: Fabricio Paltán (2025).

Source: developed by the author

Lesson plan

A lesson plan serves as a teacher's daily roadmap for what pupils must learn, how it will be taught, and how it will be assessed. A great EFL lesson plan consists of essential elements that direct teaching and learning. Goals, exercises, and assessment are these three essential components that provide a methodical, goal-oriented approach that promotes student development and participation. Many English speakers who work as ESL/EFL instructors discover that language competency is insufficient for success in this line of employment (Koraishi, 2023). These educators frequently have difficulty becoming proficient instructors who can successfully mentor their pupils through the intricate difficulties of learning a second language. So, effective EFL instructors and classrooms are thus the outcome of a successful combination of a number of essential traits (Henrichsen, 2025). In that sense, Aljohani & Ahmad (2025) concentrate on lesson planning, an essential yet sometimes disregarded component of successful ESL education.

Lesson planning and teaching effectiveness are highly positively correlated, according to studies. This implies that establishing a lesson plan that is both practical and successful is essential to achieving the stated learning objectives (SLOs). However, the frequency and efficacy of lesson planning by English as a Foreign Language (EFL) instructors are significantly influenced by contextual factors, including institutional restrictions, instructional strategies, and teacher preparedness, among others (Iqbal et al., 2021). Effective educators use techniques to concentrate on lesson planning that take into account the requirements, difficulties, and interests of their pupils. Additionally, they demonstrate the capacity to predict the course of a session by organizing lessons effectively, conveniently, and simply (Aljohani & Ahmad, 2025).

Skilled teachers use intuition and efficiency to speed up the process. On the other hand, in EFL settings, when designing courses around language systems or skills is more difficult, novice instructors prefer to prepare more thoroughly. Teachers may avoid improvisation, which can distract students and leave them unclear about what to do next, by doing this. Well-structured, student-centered plans that include interactive exercises based on past knowledge, accessible resources, and clearly specified objectives encourage motivation and active

involvement in outcomes-driven university environments, guaranteeing that program objectives are accomplished (Farhang et al., 2023). In order to select the best teaching strategies and resources, organize particular exercises, and decide how to evaluate if the goals have been accomplished, the instructor must finally examine the traits of the pupils.

Digital tools for reading

Among the main digital tools for reading there are Quizlet, Let's read, Hypothes.is, among others, which will be explained in the next paragraphs:

Quizlet

With a variety of mode capabilities, including Learn, Flashcards, Write, Match, and Test modes, this mobile software is intended to facilitate learning through didactic interactive flashcards. Because of its adaptability and personalization, users may modify the information to fit their learning preferences and educational goals. According to Assaf et al. (2020), this digital tool greatly enhances vocabulary learning and familiarization with common collocations, which are thought to be crucial components to developing a more proficient reading in English as a foreign language. In general, Quizlet combines technology with English language material to make studying more interesting for students while also promoting autonomy and the progressive mastering of complicated language abilities.

Let's read

The Asia Foundation created the Let's Read app, which is a useful teaching tool intended to encourage children and young people in areas with little resources to enjoy reading. As a fundamental feature, it offers free access to a vast collection of stories in several languages, allowing students to improve their literacy abilities on a variety of devices (Chicaiza & Flores, 2025). This digital tool stands out for its ability to provide a compelling and dynamic reading experience that encourages students to actively engage with narrative texts (Azara, 2024). Additionally, it promotes autonomous learning, enabling users to advance at their own speed and in accordance with their own needs, while also strengthening reading comprehension and critical thinking by offering materials catered to a variety of skill levels.

Hypothes.is

Three different kinds of playgrids are also supported by the program Hypothes.is: annotation across platforms, annotation as blog commenting, and annotation flash mobs. All of these qualities motivate students to meet their learning goals and enhance their reading comprehension. According to Zhu et al. (2020), it not only offers chances for in-depth interaction with online resources or inquiry exercises, but it is also well-positioned to act as an infrastructure to link online learning environments, making educational experiences more engaging, enjoyable, and personally relevant. The potential of this resource is also discussed by Hollett and Kalir (2017), who stress that the Hypothes.is browser extension enables students to annotate online documents (such as webpages, PDFs, or blogs) by highlighting, expressing opinions, and inserting media (such as photos, videos, or GIFs). Furthermore, the electronic tool has a reply feature that facilitates group discussions, cooperative text analysis, and individual information sharing. Without a doubt, using this resource might be a great way to improve the digital reading experience.

Others

The most popular digital tools for improving reading comprehension, according to a compilation of research by Hashim and Aziz (2021), were Google Assistant, Instagram, the TPACK Model, virtual reality, video technology, electronic texts, Google Classroom, Whatsapp, Telegram, Zoom, Microsoft Teams, Mobile-Assisted Language Learning (MALL), and computer-assisted technology. The degree to which students can enhance or maintain their reading comprehension can be determined by their lack of training and familiarity with the components that these platforms, websites, or apps offer, in contrast to the possible practical use of these resources. In fact, Comstock (2021) claims that there is ongoing debate regarding the efficacy of using digital reading tools because instructors only choose PDF format, which, despite being a form of digital reading, does not provide the reader with the advantages of more sophisticated digital tools previously mentioned.

CHAPTER II

METHODOLOGICAL DESIGN

This study is conducted using a quantitative method. Quantitative research is a methodology which focuses on the collection and analysis of statistical data to identify patterns (Creswell & Creswell, 2023). This approach is frequently used to obtain objective measurements of the effects of educational methods. Consequently, for this study in the EFL setting the quantitative approach is commonly utilized to evaluate students' reading understanding through assignments conducted before and after instruction. To exemplify, Lustyanti and kasan (2021) employ quantitative methods involving trajectory examination to evaluate how students' reading satisfaction and incentive impact their reading understanding in EFL setting. Parallel to this, Alghonaim (2020) explores how effective pre reading can be for reading understanding by using standardized assessments and engagement levels. These investigations highlight how quantitative approach permit the detection of meaningful variations in students' achievement. In the present study a quantitative approach is applied to assess how active reading techniques affect the English reading understanding among fourth graders in a private institution. A pre-test is applied to judge learner's initial level, followed by and educational intervention based on active reading techniques. After the intervention, a post-test is carried out to measure student's progress. The correlation of both assessments permits the judgment of student's progress and the credibility of apply strategies. Therefore, objective data collection together with statistical analysis helps to answer the research question and support the research idea.

A quasi-experimental design is a type of investigation used to analyze how changes in one factor can affect another when it is not possible to randomly assign participants to groups (Creswell, 2014). In educational settings, this design allows investigators to work with naturally existing groups. In the present research, a one group pre-test and post-test is applied. A unique group of fourth grade students is involved in the study. Initial, a pre-test is carried out to assess the original level of reading understanding. Secondly, an involvement based on active reading techniques is implemented among a systematic lesson plan with a didactic guide. Finally, a post-test is conducted to measure student's progression. The analogy between pre-test and post-test results permit to identify differences in learner's reading understanding.

Table 3. Methodological Coherence Chart

Research question	Type of research - Research method with definitions	Specific objectives	Techniques for data collection	Instruments	Purpose of the instrument
How do active reading strategies (prediction, questioning, visualization, summarizing) impact in English reading comprehension in EFL learners?	Quantitative research focuses on empirical research and systematic evaluation to infer, test and make predictions. It is characterized by the use of data collection objective measures to insure the finding (Lim, 2024). "Quasi-experiment is a form of experimental research in	1. To gather data on active reading techniques for the evaluation of student's initial level of English reading comprehension	Standardized test (Pre A1 starters) Cambridge.	Pre- test. Annex 1	The purpose of this instrument is to gather information about active reading strategies for the evaluation the initial level in the student's English reading comprehension
		2.To implement active reading strategies to promote reading comprehension in EFL learners through a	Classroom intervention	Didactic guide (lesson plans) Annex 5	In this section the instrument will be used to implement active reading strategies through structured lesson plans in order to

	which individuals are not randomly assigned to groups" (Creswell & Creswell, 2018, p.391).	lesson plan.			promote reading comprehension in EFL learners.
		3. To assess student's English reading comprehension after using active reading strategies	Standardized test (Pre A1 starters) Cambridge.	Post –test. Annex 2	In this part the instrument is to be used to assess the student's English reading comprehension applying active reading techniques using reading comprehension questions through a didactic guide with 10 sessions.

Elaborated by: Fabricio Paltán

Source: developed by the author

Sample and the context of the research

The present study is focused on the purposive sampling which it is useful for selecting participants who possess relevant qualities to the study aims. Creswell (2014) defines this sampling approach as one where populations are selected since their characteristics reflect the wide group which are beneficial for creating clear association categories. Similarly, Etikan et al (2016) explain that purposive sampling is used when participants have the necessary knowledge or qualities that help in addressing the research issue. In this study, purposive sampling is applied as the 44 fourth-grade students from a private school in Ambato meet the required conditions, which include comparable academic performance, similar ages, and having the same English language curriculum. In this sense, the group does not require unique adjustments guaranteeing a uniform educational setting. This approach is suitable for a quantitative, quasi experimental one group pre- test and post-test design. Therefore, selecting a population under uniform conditions

enhances the study's validity and precise evaluations of how active reading techniques affect understanding in English reading.

Data collection process

Techniques and data collection instruments

For collecting data from English reading comprehension, a pre-test and post-test are applied within a quasi-experimental design. The pre-test is administered to determine learners' initial reading comprehension level before any instructional intervention. According to Alghonaim (2020), the effectiveness of reading-related activities is assessed by comparing learner outcomes before and after the treatment, allowing progress to be measured objectively. Similarly, Quiñonez et al. (2023) argues that the active reading techniques have been implemented, as the pre-tests and post-tests work as coherent tools to measure educational development. In that sense, for this research standardized tests (Pre A1 starters) are based on central point such as distinguishing the principal point, making inferences and developing understanding in vocabulary settings. The dependent variable is tested before and after the application of active reading techniques to determine whether significant improvement is achieved.

The instruments used in this study are standardized test (Pre A1 starters), which have been earlier validated and these are appreciated for evaluating English reading understanding. Their employ guaranteed the reliability of the data supported the examination of the impact of active reading strategies on student's reading comprehension.

Validity

In quantitative studies the word validity is interpreted to how well a tool measures what is designed to measure, which guarantees that products and illustrations from the information are revealing and precise. Suruce and Maslakci (2020) locate several types of validity, including content validity, which assesses how well the questions in a tool describe the area being investigated. On the other hand, construct validity which examines whether the tool aligns with hypothetical

ideas. Additionally, a criterion related validity which looks at how well the tool can anticipate results established outside standards. Similarity, Heale and Twccross (2015) highlight that absent validity the results of several quantitative research could be inconsistent since the tools might not reflect the intended variables. In this sense, the present research validity is sustained among the employ of standardized tests version A and B. The Cambridge Pre A1 Starters test is selected, as it is a well-known instrument for assessing young students' reading understanding. Consequently, this instrument has been earlier established and validated by professionals in the field. Consequently, its employ guarantees that the data compiled precisely indicates students' reading understanding levels. Furthermore, the instrument adjusts with the research question since it immediately measures learners' performance before and after the application of active reading techniques. Therefore, the use of this standardized test assures the validity of the results and reinforces the examination of the impact of intervention.

Analysis of the results

Quantitative data analysis involves utilizing statistical methods systematically to understand numerical data and discover significant patterns or connections. It is crucial to choose the right statistical tests carefully, guided by the characteristics of the variables and the research framework to ensure the conclusions drawn are valid (Bettany and Whittaker, 2014). In this context inferential statistics suit as instruments which allow us to generalize from a selection to an expansive population. In that sense, it helps researchers to determine whether any observation differences are meaningful or simply due to the circumstance (Boettger & Lam, 2013).

In studies which are almost quasi experimental whether researchers cannot randomly delegate groups it is better to use tests like the t-tests to compare the median results of the experimental group and the controller group. Therefore, using a t-test allows the researcher to evaluate the effect of an intervention like using active reading techniques to determine whether growth in English reading

understanding is meaningful. This analytical method is expected to lead to strong conclusions that enhance the credibility of the research results and provide objective support within the area of English as a Foreign Language.

Additionally, applying inferential statistics in this research allows for a clear quantification and interpretation of the effects of active reading strategies, thereby improving the scientific integrity of the research and backing evidence driven teaching practices.

Before showing the results, it must be mentioned that each section had 5 questions where 1 point was a correct answer and 0 an incorrect one. Now, each aspect of the pre- and post- test will be shown.

Table 4. Difference between literal comprehension in pre- and post- test

	N	Minimum	Maximum	Mean	Standard deviation
Literal comprehension pre-test	44	2,00	5,00	4,7500	,57567
Literal comprehension post-test	44	1,00	5,00	4,8182	,65673

Elaborated by: Fabricio Paltán (2026).

Source: developed by the author.

According to the Table 4, among the 44 participants, in the pretest there was a minimum of 2 points and a maximum of 5 which was different than the post-test in which the minimum was 1 point (1 less) and the same maximum. The mean varied from 4,75 points to 4,81, which was not a big difference (0,06 points of difference). It could be said that this category was the one with less positive variation.

Table 5. Difference between identification of specific information in pre- and post- test

	N	Minimum	Maximum	Mean	Standard deviation
Identification of specific information pre-test	44	2,00	5,00	3,7727	1,17856
Identification of specific information post-test	44	2,00	5,00	3,7273	,99682

Elaborated by: Fabricio Paltán (2026).

Source: developed by the author

As noticed in Table 5, in this category, the minimum and maximum remained the same, being 2 points minimum and 5 maximum (of 5 possible). On the other hand, there was a negative variation (-0,04) between the pre and posttest, being that the pretest was higher (3,77 points) than the post (3,73). This could happen because students could have difficulty when identifying information because they could have too much new information to process.

Table 6. Difference between vocabulary recognition and decoding in pre- and post- test

	N	Minimum	Maximum	Mean	Standard deviation
Vocabulary recognition (pretest)	44,00	5,00	3,4545	1,26591	
Vocabulary recognition (posttest)	44,00	5,00	4,2955	1,15294	

Elaborated by: Fabricio Paltán (2026).
Source: developed by the author

As noticed in Table 6, in the case of vocabulary recognition, there was a minimum of 0 points and a maximum of 5 points in both pre- and post-test. However, there was a positive variation, considering the mean of both: 3,45 points in the pre-test and 4,30 in the post-test, having a difference of 0,84 points.

Table 7. Difference between contextual understanding and vocabulary in context in pre- and post- test

	N	Minimum	Maximum	Mean	Standard deviation
Contextual understanding and vocabulary in context (pre-test)	44,00	5,00	3,0909	1,68189	
Contextual understanding and vocabulary in context (post-test)	44,00	5,00	4,6591	1,03302	

Elaborated by: Fabricio Paltán (2026).
Source: developed by the author

In Table 7, it is presented the difference between the 5 questions related to contextual understanding and vocabulary in context. In this sense, there was a minimum of 0 points and a maximum of 5 points in both tests. The mean in the pre-test was 3,09 points and the one in the post-test was 4,66 points, which makes a difference of 1,57 points. It means that the proposal was effective in this section.

Table 8. Difference between contextual understanding and vocabulary in context in pre- and post- test

	N	Minimum	Maximum	Mean	Standard deviation
Scanning and key information extraction (pre-test)	44,00	5,00	2,9545	1,50896	
Scanning and key information extraction (post-test)	44,00	5,00	4,4091	1,31747	

Elaborated by: Fabricio Paltán (2026).

Source: developed by the author

In Table 8, it is presented the difference among the section of scanning and key information extraction. In this case, there was a minimum of 0 points and a maximum of 5 points in both tests. The mean in the pre-test was 2,95 points and the one in the post-test was 4,40 points, which makes a difference of 1,46 points. It means that the proposal was also effective in this section.

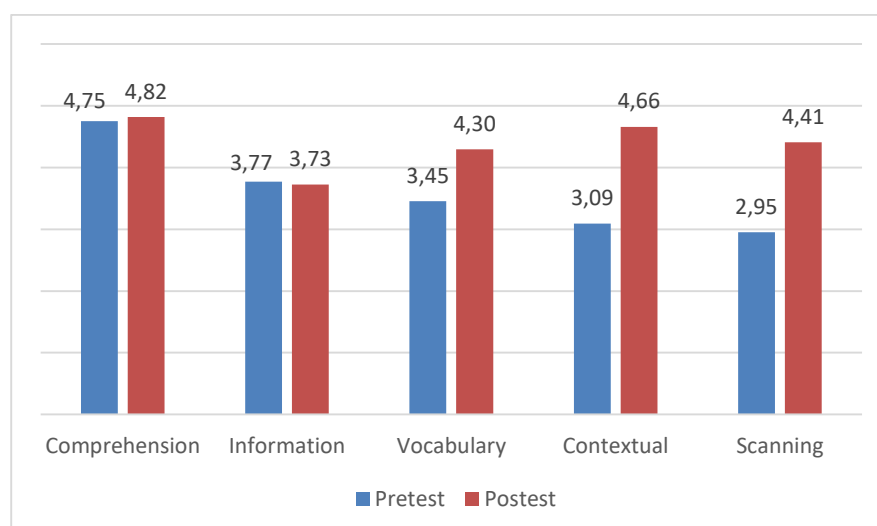


Figure 2. Comparison between categories in the tests

Source: Fabricio Paltán (2026).

As shown in Figure 2, there are presented the differences between the means in each category previously explained. As noticed, each one of them was positive, excepting the second one (about recognizing information).

Table 9. Difference between pre- and post- test

	N	Minimum	Maximum	Mean	Standard deviation
Total pre-test	44	4,00	24,00	18,0227	4,39073
Total post-test	44	5,00	25,00	21,9091	4,09661

Elaborated by: Fabricio Paltán (2026).

Source: developed by the author

As seen in Table 9, there was an increase of one point in the minimum (5 points) and in the maximum (being also the maximum possible, 25 points). The mean varied from 18,02 points to 21,91 points, which was a difference of 3,89 points in total, having a general increasement in the post-test. This difference can be also seen in Figure 2.

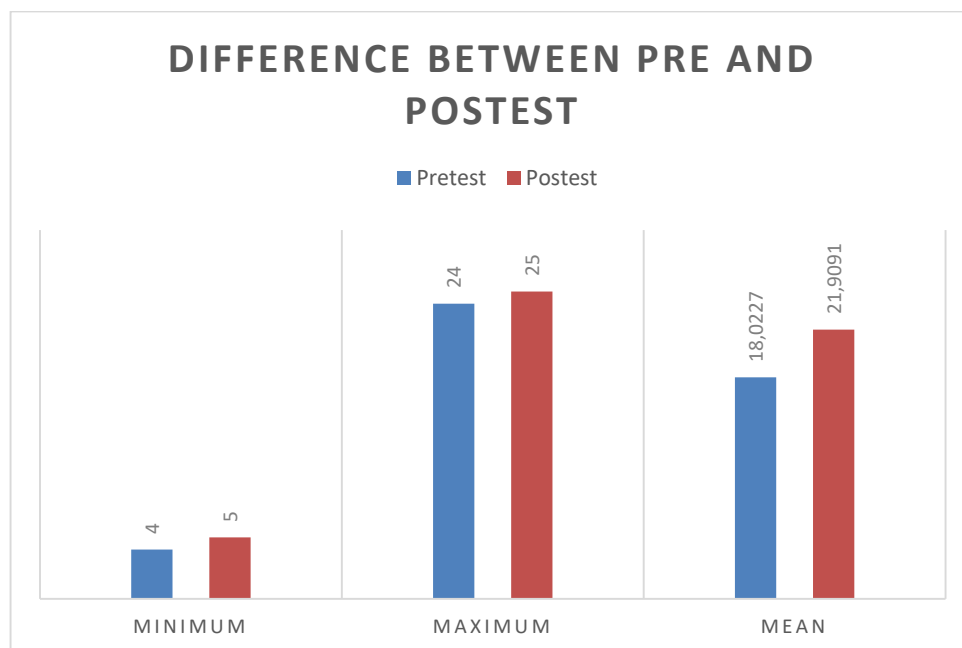


Figure 3. Difference between pre- and post- test

Source: Fabricio Paltán (2026).

Furthermore, it is presented the t-test in Table 10 to make the contrast between the pre- and the post- test.

Table 10. T- test for same sample comparisons

	t	gl	Sig. (bilateral)	Means difference	95% of confidence	
					Inferior	Superior
Total pretest	27,228	43	,000	18,02273	16,6878	19,3576
Total posttest	35,475	43	,000	21,90909	20,6636	23,1546

Elaborated by: Fabricio Paltán (2026).

Source: developed by the author

As presented in table 8, the difference of the 3,89 points presented among the means was statistically significant, which means that there was a relation between the pre- and post-test in the different individuals, having an increasement in their grades. In this sense, it validates the proposal in an empirical way, considering that it had a positive and significant contrast

CHAPTER III

THE PRODUCT

Innovative Proposal to the Problem

The teaching proposal will be described and presented in this chapter. The aim of this proposal is to present a practical solution to the reading understanding inconveniences in elementary level learners. The teaching proposal product will be a Didactic Guide which recommends methodological support for teacher in the application of active reading techniques during classroom sessions. This didactic guide delivers teachers with step-by-step alignments to design, organize and conduct reading lessons in which techniques are completely incorporated before, during and after reading. This proposal will be presented in 10 sessions which each one containing procedures, resources and assessment to guarantee that students' understanding is correctly enhanced.

Proposal Name

The Reading roadmap: A didactic guide to boosting English comprehension in elementary students.

Type of product

The product proposed in this research study is a Didactic guide. Aguilar (2004) points out that a didactic guide is illustrated as a pedagogical resource which boosts the teaching and learning process through showing aims, content, procedural guidelines, and assessment techniques promoting independent learning. On the other hand, Caguana and Argudo (2023) states that a didactic guide lists the activities' content, goal, tools, materials as well as the methods of instructions

which will be taught and described there. Likewise, Arteaga and Figueroa (2004) highlight that didactic guide attends as a roadmap which defines goals, task and materials promoting a logical order to the learning process. Garcia and de la Cruz (2014) emphasizes that didactic manual are fundamental instruments that allows students' autonomy since it accompanies the student, demonstrates activities and recognize the use of resources

Objective of the proposal

To improve English reading understanding in elementary level students.

Structure of the product

A didactic guide is designed using structured sessions that guarantees logical and usefulness for the teachers. In contrast to an unusual activity guide. This one incorporates ten full sessions which incorporate active reading techniques like prediction, questions, clarifying, summarizing and inferencing into the reading framework before, during and after reading.

The activity guide will be elaborated on the platform called Canva. The canva platform will be used to create and deliver the guide since it allows teacher and students interact with activities in a dynamic way catching student's attention. Additionally, this platform delivers a set of templates, mind maps and visual content and tools which help teacher to promote lesson engaging and meaningful.

The macro-structure of the didactic guide includes the following sections:

- Cover Page
- Introduction (purpose and justification)
- General Objectives of the guide
- Methodological Orientation (teaching approach and active reading strategies)
- Ten Sessions (each with title, objective, materials, procedure, outcomes, and assessment)
- References

- Annexes (graphic organizers, rubrics, supplementary materials)

Each of the 10 sessions will follow a structure to facilitate implementation and ensure clarity for teachers. The organization of the sessions will be:

Structure of the sessions

Table 11. Structure of the sessions.

Title of the session	Indicating the theme or focus of the lesson.
Didactic Objective	The learning outcome students are expected to achieve.
Estimated Time	uration of the session (40 minutes).
Materials and Resources	teaching aids required (texts, visual organizers, digital tools, etc.).
Procedure (Teacher's Guide)	step-by-step instructions organized into <i>before reading</i> , <i>during reading</i> , and <i>after reading</i> phases.
Student Outcomes	expected evidence of comprehension (summaries, answers, presentations, etc.).
Assessment Criteria	instruments such as checklists, rubrics, or exit tickets to verify student progress.

Elaborated by: Fabricio Paltán (2025).

Source: developed by the author

Table 12. Session 1

Session 1  My Family's Day Every day, my family wakes up early. My mom and dad wake up at six o'clock. My brother and I wake up at seven o'clock. We eat breakfast together. Then we go to school. My mom and dad go to work. In the afternoon, we do our homework and play. In the evening, we eat dinner and watch TV. At nine o'clock, we go to bed. We are tired but happy!

Topic: My Family's Day		Time: 40 minutes		Level: A1 fourth level students
Learning Objective: Students will understand a short text about a family's daily routine, identify familiar actions in the present simple, and express their own daily habits using simple sentences.		Skill to develop Reading comprehension and understanding daily routines using present simple.		
Time	Framework Stage	Procedure Teacher will... Students will...		Materials Needed
5min	WARM UP (Connecting & Questioning)	Show a picture of a family doing daily activities (eating breakfast, brushing teeth, sleeping). Ask: – What is the family doing? – What do you do in the morning? – What time do you go to bed?	Observe the pictures. Answer questions and share ideas about their routines.	Picture Slide Computer
5min	PRE-STAGE (Prediction & Vocabulary Activation)	Teach or review key words using gestures, pictures, and repetition: wake up, eat breakfast, go to school, do homework, have dinner, sleep. Show the title “ <i>My Family's Day</i> ” and ask: – What do you think happens in the story?	Repeat and mime the words. Make predictions about the story.	Pictures Slides Computer Quizlet: https://quizlet.com/es

5min	EARLY DURING STAGE (<i>Skimming / General Understanding</i>)	Present the text “My Family’s Day.” Ask students to read quickly and find: – Who is in the story? – What are they doing? Then answer True/False questions together.	Read the text quickly. Identify main ideas. Answer True or False.	Text(reading) Questions Slides Computer Prezi
10min	LATER DURING STAGE (<i>Scanning & Focused Comprehension</i>)	Matching (Vocabulary Recognition): Match the word to the picture: wake up – eat breakfast – go to school – do homework – go to bed. Ask comprehension questions: WH- Questions 1. What time do Mom and Dad wake up? 2. What time do the children wake up? 3. What do they do in the afternoon? 4. What do they do in the evening? 5. What time do they go to bed? Multiple Choice (Focused Comprehension): What does the family do together?	Read the text in details(can) Read the statements carefully. Identify the specific information Select the best answer based on the text Compare the answers with your classmates.	Text Worksheet

		Watch TV b) Sleep all day c) Eat breakfast		
10min	FINAL DURING STAGE (Grammar in Context & Sequencing)	Fill in the blanks (Grammar in context): Use: wake up – eat – go – do – sleep 1. My mom and dad _____ early. 2. We _____ breakfast together. 3. We _____ to school in the morning. 4. We _____ our homework in the afternoon. 5. We _____ at nine o'clock. Sequencing (Understanding order): Number the sentences from 1 to 5. ___ We go to school. ___ We wake up. ___ We do our homework. ___ We eat dinner. ___ We go to bed.	Complete the sentences with the correct verbs. Put the events in the correct order	Worksheet Slides
5min	POST STAGE (Summarizing & Connecting)	Ask: – What do you do every morning? – What time do you go to bed?	Write and share two sentences	worksheet:

		Students write two short sentences about their routine. Example: “I wake up at 7:00. I go to school at 8:00.”		
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Elaborated by: Fabricio Paltán (2025).

Source: developed by the author

Table 13. Session 2

Session 2  The Amazing Circus Welcome to the Amazing Circus! Today is the big show, and all the performers are ready. First, we see Leo the Magician. He can do wonderful magic tricks, but right now, he is juggling three bright red balls to warm up! The children are watching him closely. Next, look at the circus ring! Anna the Gymnast is there. She can do fantastic gymnastics and do cartwheels all day. At this moment, she is spinning around so fast, like a beautiful top. Everyone is amazed. I am Benny the Clown. My job is to make people happy. I can act silly, stamp my big feet, and wave to all the boys and girls. Right now, I am clapping for Anna and Leo because they are so good! The audience is having a great time. They can step forward, step backward, and step to the side to get a better view of all the amazing acts. What a fun day at the circus!		
Topic: At the circus	Time: 40 minutes	Level: A1 fourth level students

Learning Objective: Students will demonstrate understanding of the text <i>At the Circus!</i> by identifying actions people can and can't do and completing comprehension activities using <i>can / can't</i> and <i>present continuous</i>.		Skill to develop Reading and identifying actions and abilities using <i>can / can't</i> and <i>present continuous</i>.		
Time	Framework Stage	Procedure The teacher will... Students will...		Materials Needed
5min	WARM UP	Show pictures of a circus (clown, gymnast, magician, audience). Ask: Have you ever been to a circus? What can people do in the circus? What can't you do there?	Observe the pictures and identify people or actions. Answer the teacher's questions orally. Share ideas with classmates.	Pictures Slides Flashcards Computer
5min	PRE-STAGE	Pre-teach vocabulary using pictures, gestures, or mime: do gymnastics do cartwheels do magic tricks juggle stamp wave	repeat the words aloud. Match the words with images. Make predictions about the text with a partner.	Pictures Slides Quizlet or printed flashcards Board

		step to the side step forward step backward spin around Prediction activity: Show the title “<i>The Amazing Circus</i>” Ask: <i>What do you think the text will be about?</i> <i>Who will be in it?</i> Elicit a few ideas.		
5min	EARLY DURING STAGE	Introduce the text Skimming activity Introducing the reading text “<i>At the Circus!</i>” Ask students to read quickly and find <i>who is in the story</i> (Leo, Anna, Benny, the audience). Ask 3 quick true or false questions: Leo can do magic tricks. Anna is doing gymnastics right now. Benny can fly.	Read the text quickly. Identify the characters. Decide if statements are True or False. Compared with classmates.	Reading text (below) Worksheet Board

		Compare answers in pairs.		
10min	LATER DURING STAGE	Read the text for detail. Scanning the text Provide students with some comprehension questions. Scanning and comprehension activity Provide questions: What can Leo do? What is Leo doing right now? What can Anna do? What is Benny doing at the moment? What can the audience do? Write one action you can do and one you can't. Students read again carefully to find the answers.	Read the text in detail (scan) Read the statements carefully. Identify the specific information Underline the correct verbs. Compare the answers with your classmates.	Text Worksheet Markers

		Encourage them to underline verbs (<i>can /is -ing</i> forms). Check answers as a class. Let students read the questions before they do the reading. They need to know what they have to read for. Compare the answer with the classmate. Check the answers together as a class		
10min	FINAL DURING STAGE	Intonation and fluency activity: Model two sentences with different intonation: “Leo can do magic tricks!” (excited) “Leo can’t fly.” (serious) Students practice reading short sentences with feeling. Speed reading challenge: Select a paragraph; time how long students take to read it aloud clearly.	Play games activities Realize the intonation in reading	Text Slides Timer

5min	POST STAGE	Writing and reflection activity: Ask: <i>What can you do? What can't you do?</i> Students write 3 sentences using <i>can</i> / <i>can't</i> or <i>present continuous</i> (e.g., <i>I can dance. I can't juggle. I am waving.</i>). Share with the class.	Write 3 sentences about themselves. Share their answers aloud.	Notebook Worksheet https://docs.google.com/document/d/1AZhYWzDxU5TyxKVRa5g5czNZRMqn6sNw/edit?usp=drive_link&oid=117062503466709597987&rtpof=true&sd=true
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Elaborated by: Fabricio Paltán (2025).

Source: developed by the author

Table 14. Session 3

Session 3  The Ice Age Long ago, during the Ice Age, the world was very cold. There were big animals with long tusks and trunks — they were called mammoths. There were also saber-tooth tigers with big teeth and strong tails. They lived in cold forests. There were not any birds with wings like today's eagles. Today, there are elephants with trunks and tails, but there aren't any mammoths. There are many birds with wings, and there are tigers, but they are smaller than before. The world is different now — but we can still learn about the animals that lived yesterday, in the Ice Age!		
Topic: Ice Age	Time: 40 minutes	Level: A1 fourth level students

Learning Objective: At the end of the lesson, students will demonstrate understanding of the text <i>The Ice Age</i> by identifying animal features and using <i>there is/are</i> and <i>there was/were</i> to describe animals from today and yesterday.		Skill to develop Reading comprehension with focus on past vs. present forms (was / were – is / are).		
Time	Framework Stage	Procedure The teacher will... Students will...		Materials Needed
5min	WARM UP (Active Reading Strategy: Connecting & Questioning)	Show pictures of animals from today (elephant, bird, tiger) and from the Ice Age (mammoth, saber-tooth tiger, dodo). Ask: What animals can you see? Are these animals alive today or from a long time ago? What animals do you think lived in the Ice Age? Tell students they will read about “The Ice Age” and learn what animals there were.	Observe the pictures and share ideas. Answer questions orally. Discuss with classmates about animals from the past and present.	Pictures Slides Flashcards Computer
5min	PRE-STAGE (Active Reading Strategies: Prediction & Activating Vocabulary)	Pre-teach vocabulary using pictures and gestures: tusks, tail, wings, trunk. Show real animal photos or flashcards. Prediction activity: Show the title “The Ice Age.” Ask: – What do you think the text will be about? – What animals do you	Repeat vocabulary aloud and match it with images. Make predictions about the text with a partner.	Pictures Slides Flashcards Computer

		think will appear?		
5min	EARLY DURING STAGE (Active Reading Strategies: Skimming & Questioning)	Introduce the reading text “<i>The Ice Age.</i>” 2. Read the text “<i>The Ice Age.</i>” Then circle the correct answers. Who are the animals in the story? Circle them: a) mammoths b) saber-tooth tigers c) birds d) snakes Ask students to read quickly to find: Which animals are in the story? Read the sentences. Then write True or False: There were mammoths in the Ice Age. _____ There were birds with wings in the Ice Age. _____ There are tigers today. _____ Ask 3 quick true or false questions: There were mammoths in the Ice Age. There are dinosaurs in the Ice Age. There were elephants with trunks. Students compare answers in pairs.	Read the text quickly to get the main idea. Identify animals mentioned. Decide if the sentences are True or False and compare with classmates.	Reading text (below) Worksheet Board

10min	LATER DURING STAGE Active Reading Strategies: Scanning & Inferring)	Comprehension activity: Provide questions: 1. What animals were in the Ice Age? 2. What animal has tusks and a trunk? 3. Were there birds with wings in the Ice Age? 4. What animals are there today? 5. What animals aren't there today? Encourage students to underline <i>there was / there were</i> and <i>there is / there are</i> in the text. Check answers together.	Read the text again to find information. Underline <i>there was / there were / there is / there are</i> forms. Answer the questions and share with a partner.	Text Worksheet Markers
10min	FINAL DURING STAGE (Active Reading Strategies: Clarifying & Visualizing)	Visualizing activity: Students draw one Ice Age animal and one animal from today. Label them with <i>There was / There is</i>. Clarifying activity: Discuss as a class words or parts that were difficult (e.g., tusks, trunk). Use gestures or pictures to clarify meaning.	Draw and label two animals (one from yesterday, one from today). Ask questions to clarify new words or meanings	Worksheet Crayons or pencils Pictures
5min	POST STAGE Active Reading Strategies: Summarizing & Connecting)	Ask students to write 3 sentences comparing animals from the Ice Age and today using <i>there was / there is</i>. Examples: There were mammoths in the Ice Age. There aren't mammoths today. There are elephants today.	Write 3 sentences about the animals. Share with classmates.	Notebook Worksheet https://docs.google.com/document/d/1QhFFDr5BydFdcna9RVvz01PPbYrvbMg8/edit?usp=sharing&ouid=11706250

		Then share their ideas orally.		3466709597987&rt_pof=true&sd=true
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Elaborated by: Fabricio Paltán (2025).

Source: developed by the author

Table 15. Session 4

Session 4  The Celebration Parade Today is the celebration parade in my town. The streets are colorful and noisy. There are many people, and everyone is smiling. The band is playing music, and the dancers are jumping. It is more exciting than a normal day. Yesterday, there was a small party in the park. It was quieter than the parade. The food was tastier than today's sandwiches. I like the parade more because it is funnier than the party and more interesting than school! Everyone is happy and wants to come again next year.		
Topic: The Celebration Parade!	Time: 40 minutes	Level: A1 fourth level students
Learning Objective: At the end of the lesson, students will be able to identify adjectives to describe celebrations and use <i>more than</i> and <i>-ier than</i> in sentences comparing events in the past	Skill to develop Describing events and adjectives using comparatives (-er / more).	

and present.				
Time	Framework Stage	Procedure The teacher will... Students will...		Materials Needed
5min	WARM UP (Active Reading Strategy: Connecting & Questioning)	Show pictures of two celebrations: a parade and a picnic. Ask: – What can you see? – Which one looks more exciting? – Which one looks quieter? Tell students they will read about a <i>celebration parade</i> and learn to compare events.	Observe and describe the pictures. Answer teacher's questions orally. Share ideas with classmates.	Pictures Slides Flashcards Computer
5min	PRE-STAGE (Active Reading Strategies: Prediction & Activating Vocabulary)	Pre-teach vocabulary using pictures, gestures, or mime: colorful, noisy, quiet, exciting, boring, fun, tasty, disgusting, hungry, thirsty, relaxing. Show examples on slides (e.g., a noisy band, tasty food). Prediction: Show the title "The Celebration Parade." Ask: – What do you think happens in a parade? – Is it noisy or quiet?	Repeat vocabulary aloud. Match words to pictures. Make predictions about the story.	Pictures Slides Flashcards Computer
5min	EARLY DURING STAGE (Active Reading)	Introduce the text " <i>The Celebration Parade.</i> " 1. Read the text "The celebration parade".	Read the text quickly to find general ideas. Identify the people and	Reading text (below) Worksheet Board

		d. The parade is _____ _ than school. Students underline adjectives and comparatives in the text. Check answers together.										
10min	FINAL DURING STAGE (Active Reading Strategies: Clarifying & Visualizing)	Clarifying: Review difficult words (e.g., tasty, boring, exciting). 4. Read the text again. Find and circle the adjectives and comparative forms in the text. <table><tr><td>1.</td><td>5.</td></tr><tr><td>2.</td><td>6.</td></tr><tr><td>3.</td><td>7.</td></tr><tr><td>4.</td><td>8.</td></tr></table> Use pictures and body language. Visualizing: Ask students to draw two events — the parade and the park party — and label them using comparisons: The parade is noisier than the park.” “The park was quieter than the parade.”	1.	5.	2.	6.	3.	7.	4.	8.	Ask about unknown words. Draw and label pictures with comparative sentences.	Worksheet Crayons or pencils Pictures
1.	5.											
2.	6.											
3.	7.											
4.	8.											

5min	POST STAGE Active Reading Strategies: Summarizing & Connecting)	Ask students to write 3 sentences comparing events in the text using <i>more than</i> or <i>-ier than</i>. Examples: The parade is more exciting than the party. The food was tastier than yesterday. The park was quieter than the street. Invite volunteers to read their sentences aloud.	Write 3 comparative sentences about the events. Share with the class.	Notebook Worksheet https://docs.google.com/document/d/1c9e2a1I5fDGxh3oUhCnt4fk71UwtQriB/edit?usp=sharing&ouid=117062503466709597987&rtpof=true&sd=true
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Elaborated by: Fabricio Paltán (2025).

Source: developed by the author

Table 16. Session 5

Session 5  A Space Adventure! Last year, Tom the astronaut traveled to space. He worked in a space station with other astronauts. They launched a rocket and watched the satellites move. Tom lived in space for one month. He studied the stars, floated inside the station, and breathed special air. He traveled around Earth many times! He liked space, but he missed his family. When he returned, he said, “Space is amazing, but home is better!”		
Topic: A Space Adventure!	Time: 40 minutes	Level: A1 fourth level students

Learning Objective: Students will be able to understand and identify key vocabulary related to space		Skill to develop Expanding vocabulary about space and astronauts, reinforcing regular verbs in past.		
Time	Framework Stage	Procedure The teacher will... Students will...		Materials Needed
5min	WARM UP (Active Reading Strategy: Connecting & Questioning)	Show pictures of space, an astronaut, and a rocket. Ask: – What do you see? – Who works in space? – Have you ever seen a rocket launch on TV? Tell students they will read about a space adventure.	Observe and describe the pictures. Answer questions and share ideas about space.	Pictures Slides Flashcards Computer
5min	PRE-STAGE (Active Reading Strategies: Prediction & Activating Vocabulary)	Pre-teach vocabulary with pictures and gestures: space, astronaut, space station, rocket, satellite, work, launch, travel, live, breathe, study, float. Show pictures and mime actions (float, breathe, study). Prediction activity: Show the title “A Space Adventure.” Ask: – What do astronauts do in space? – What do you think happens in the story?	Repeat and match vocabulary to pictures. Make predictions about the story with a partner.	Pictures Slides Flashcards Computer
5min	EARLY DURING STAGE (Active Reading Strategies: Skimming & Questioning)	Introduce the reading text “ <i>A Space Adventure.</i> ” Ask students to read quickly and answer: – Who is the main character? – Where does the story happen? Ask True/False questions:	Read the text quickly. Identify the main character and place. Answer True or False and compare answers in pairs.	Reading text (below) Worksheet Board

		1. The astronaut worked in the space station. 2. He floated and studied in space. 3. He played football on the moon.		
10min	LATER DURING STAGE Active Reading Strategies: Scanning & Inferring)	Comprehension activity: 1. What was the astronaut's name? 2. Where did he work? 3. What did he study? 4. What did he breathe? Multiple Choice (Focused Comprehension): What did Tom say at the end? a) "Space is boring." b) "Space is amazing, but home is better." Matching (Vocabulary recognition): Match the word to its picture: rocket – satellite – astronaut – space station.	Read carefully. Answer WH- questions and multiple-choice questions. Match pictures with vocabulary words	Text Worksheet Markers
10min	FINAL DURING STAGE (Active Reading Strategies: Clarifying & Visualizing)	Fill in the blanks (Grammar in context): 1. Tom _____ in the space station. (<i>worked</i>) 2. He _____ the stars. (<i>studied</i>) 3. He _____ around Earth. (<i>traveled</i>) 4. He _____	Complete fill-in blanks. Order events logically. Check answers together.	Worksheet Crayons or pencils Pictures

		special air. (breathed) Sequencing (Understanding order): Number the events 1–4: ___ Tom studied the stars. ___ Tom launched a rocket. ___ Tom lived in space. ___ Tom returned home.		
5min	POST STAGE Active Reading Strategies: Summarizing & Connecting)	Ask: – What did Tom do in space? Would you like to go to space? Why or why not? Students write 2 short sentences to summarize the story. Example: “Tom worked in space. He studied the stars.”	Write 2 summary sentences. Share answers orally.	Notebook Worksheet https://docs.google.com/document/d/1Dl_e23BK8TP4EsnyeqkpF3edmFM0qAv4/edit?usp=sharing&ouid=117062503466709597987&rt=pof=true&sd=true

Elaborated by: Fabricio Paltán (2025).

Source: developed by the author

Table 17. Session 6

Session 6  Vacation Time Last weekend, Liam and his family went to the beach. The sun was hot, and the sand was soft. Liam bought ice cream and played in the waves with his sister. Later, they went surfing with their dad and saw dolphins in the ocean. It was fun and a little scary when the waves were big! In the afternoon, the family had a picnic near the rocks. They ate sandwiches and watched a big whale far away. At night, they stayed at a campsite and looked at the stars. “This is the best vacation ever!” said Liam. studied the stars, floated inside the station, and breathed special air. He traveled around Earth many times! He liked space, but he missed his family. When he returned, he said, “Space is amazing, but home is better!”		
Topic: Vacation Time	Time: 40 minutes	Level: A1 fourth level students
Learning Objective: Students will develop reading comprehension skills by identifying main ideas, details, and event order from a short story about a family vacation.	Skill to develop Developing reading strategies (skimming, scanning, sequencing) in context of holidays.	

Time	Framework Stage	Procedure		Materials Needed
		The teacher will...	Students will...	
5min	WARM UP (Active Reading Strategy: Connecting & Questioning)	Show pictures of a beach, campsite, and ice cream shop. Ask: Where do you go on vacation? What do you like doing? Do you go to the beach or mountains? Tell students they will read about a family vacation.	Observe pictures. Answer oral questions. Share ideas.	Pictures Slides Board
5min	PRE-STAGE (Active Reading Strategies: Prediction & Activating Vocabulary)	Teach key words with visuals or flashcards: beach, ocean, whale, dolphin, rocks, waves, picnic, campsite, ice cream, surfing. Have students repeat words aloud. Show title: " <i>Vacation Time!</i> " and ask: Where do you think the story happens? What do you think the family will do?	Repeat and identify new words. Make predictions about the story.	Flashcards Slides Board
5min	EARLY DURING STAGE (Active Reading Strategies: Skimming & Questioning)	Distribute the reading text. Ask students to read quickly and find: Who is the story about? Where are they? Then ask 3 True/False statements: 1. The family went to the mountains. 2. They saw dolphins in the ocean. 3. They had a picnic at	Read the text for general idea. Answer T/F questions. Compare in pairs.	Reading text Worksheet

		the beach.		
10min	LATER DURING STAGE Active Reading Strategies: Scanning & Inferring)	Ask comprehension and vocabulary questions: WH- Questions (Scanning for details): 1. Where did Liam go? 2. What did he buy? 3. What animals did they see? 4. What did they do in the afternoon? Matching (Vocabulary Recognition): Match the word with the picture: whale – dolphin – waves – rocks – ice cream. Multiple Choice (Focused Comprehension): What did Liam say at the end? a) “I am tired.” b) “This is the best vacation ever!” – Where did the family stay at night? a) At a hotel b) At a campsite.	Read again carefully. Answer WH- and multiple-choice questions. Match words with pictures.	Worksheet Text Markers
10min	FINAL DURING STAGE (Active Reading Strategies: Clarifying & Visualizing)	Fill in the blanks (Grammar in context): 1. Liam _____ ice cream. (<i>bought</i>) 2. They _____ dolphins in the ocean. (<i>saw</i>) 3. They _____ a picnic near the rocks. (<i>had</i>) Sequencing (Understanding	Complete fill-in blanks and sequencing tasks. Check answers in pairs.	Worksheet Pencil Board

		order): Number the events 1–4: ___ Liam bought ice cream. ___ They went surfing. ___ They had a picnic. ___ They stayed at the campsite.		
5min	POST STAGE Active Reading Strategies: Summarizing & Connecting)	What did the family do on their vacation? – What was your favorite part of the story? Students write 2 sentences to summarize: Example: “Liam went to the beach. He had a picnic and saw dolphins.”	Write summary sentences. Share aloud	Worksheet Notebook https://docs.google.com/document/d/1hGi8ZKDsBcKqR36zbVzOhtjyGENuPoAG/edit?usp=sharing&ouid=117062503466709597987&rtpof=true&sd=true

Elaborated by: Fabricio Paltán (2025).

Source: developed by the author

Table 18. Session 7

Session 7  A Day at the Shops Ben and his mom are at the shopping mall today. First, they go to the supermarket to buy milk and fruit. Next, they visit the toy store. Ben is looking at a big red ball. After that, they stop at the bakery. It smells good! They buy some bread and a small chocolate cake. Then, they walk to the pet store. Ben is watching the puppies and the colorful fish. He loves animals! Finally, they go to the bookstore to buy a new storybook. “Shopping is fun!” says Ben with a big smile.			
Topic: A Day at the Shops		Time: 40 minutes	Level: A1 fourth level students
Learning Objective: Students will understand and use vocabulary related to different shops through reading, matching, and comprehension activities, applying reading strategies to find meaning and order events logically.			
Time	Framework Stage	Procedure The teacher will... Students will...	Materials Needed

5min	WARM UP (Active Reading Strategy: Connecting & Questioning)	Show pictures of a bakery, toy store, and pet store. Ask: – Where do you buy bread? – Where can you find toys? – What’s your favorite store? Tell students they’ll read a story about shopping.	Observe and answer. Share ideas about shops.	Pictures Slides Board
5min	PRE-STAGE (Active Reading Strategies: Prediction & Activating Vocabulary)	Introduce the vocabulary with pictures: department store, bakery, pet store, candy store, etc. Ask: “What can you buy there?” Show the title “ <i>A Day at the Shops!</i> ” and ask: – Who do you think goes shopping? – What will they buy?	Repeat words aloud. Match names to pictures. Make predictions.	Flashcards Slides Board
5min	EARLY DURING STAGE (Active Reading Strategies: Skimming & Questioning)	Present the text. Ask students to read quickly and identify: – Who is in the story? – What are they doing? Then ask True/False questions: 1. Ben and his mom are shopping. 2. They are at the toy store. 3. Ben is buying a dog.	Read the text quickly. Answer True or False .	Reading text Worksheet

10min	LATER DURING STAGE Active Reading Strategies: Scanning & Inferring)	Ask comprehension questions: WH- Questions (Scanning): 1. Who is in the story? 2. What are they buying at the bakery? 3. What animals does Ben see? 4. Where do they go at the end? Matching (Vocabulary Recognition): Match the store to the item: Bakery → Bread, Pet Store → Puppy, Toy Store → Ball, Bookstore → Storybook. Multiple Choice (Focused Comprehension): What does Ben say at the end? a) "I am tired." b) "Shopping is fun!" c) "Let's go home."	read carefully. Answer WH- and multiple-choice questions. Match store names to items.	Worksheet Text Markers
10min	FINAL DURING STAGE (Active Reading Strategies: Clarifying & Visualizing)	Fill in the blanks (Grammar in context): 1. They are at the _____ buying food. (<i>supermarket</i>) 2. Ben is watching the animals in the _____. (<i>pet store</i>) 3. They are buying a cake in the _____. (<i>bakery</i>) Sequencing (Understanding order): Number the stores 1–5:	Complete blanks and order events. Compare answers.	Worksheet Pencil Board

		Bakery __ Toy Store __ Pet Store __ Supermarket __ Bookstore		
5min	POST STAGE Active Reading Strategies: Summarizin g & Connecting)	Ask: – What stores did Ben visit? – Which one would you like to visit? Students write two sentences summarizing: Example: Ben and his mom are shopping. They visit a bakery and a toy store.”	Write two sentences. Share aloud.	Worksheet Notebook https://docs.google.com/document/d/1HvGiST3cZcJzYK58FQP0rB-YjY3RDt_/edit?usp=sharing&ouid=117062503466709597987&rtpof=true&sd=true

Elaborated by: Fabricio Paltán (2025).

Source: developed by the author

Table 19. Session 8

Session 8



My Busy Morning

Hi! My name is Leo.

Every day I wake up at seven o'clock. I brush my teeth and get dressed quickly.

I eat breakfast with my family. I usually have milk and bread.

At eight o'clock, I take the bus to school. My sister walks because her school is near. I study English and Math in the morning. I don't play games before school. I study hard because I like to learn!				
Topic: My Busy Morning		Time: 40 minutes		Level: A1 fourth level students
Learning Objective: Students will understand a short text about a child's morning routine and recognize how the present simple tense is used to describe daily actions.				
Time	Framework Stage	Procedure The teacher will... Students will...		Materials Needed
5min	WARM UP (Active Reading Strategy: Connecting & Questioning)	Show pictures of a morning routine (waking up, brushing teeth, eating breakfast, etc.). Ask: – What do you do in the morning? – What time do you go to school? Tell students they'll read about a boy's busy morning	Observe pictures. Answer questions and share ideas.	Pictures Slides Board
5min	PRE-STAGE (Active Reading Strategies: Prediction & Activating Vocabulary)	Teach key vocabulary with flashcards : wake up, get dressed, eat breakfast, take the bus, study. Have students repeat and mime the actions. Show the title " <i>My Busy Morning!</i> " and ask: What do you think	Repeat and identify new words. Make predictions	Flashcards Slides Board

		happens in the story? Is it about school, sports, or home?		
5min	EARLY DURING STAGE (Active Reading Strategies: Skimming & Questioning)	Present the reading text. Ask students to read quickly and answer: – Who is the story about? – What time of day is it? Then ask Prediction: True/False before reading: 1. The boy plays soccer in the morning. 2. He eats breakfast at home. 3. He goes to school by bus.	Read for general meaning. Predict True/False before reading; confirm after reading.	Reading text Worksheet
10min	LATER DURING STAGE Active Reading Strategies: Scanning & Inferring)	Ask comprehension questions: WH- Questions (Scanning): 1. What time does Leo wake up? 2. What does he eat for breakfast? 3. How does he go to school? 4. What subjects does he study? 5. What doesn't he do in the morning? Matching (Vocabulary Recognition): Match the action to the picture: brush teeth, get dressed, take the bus, eat breakfast, study. Multiple Choice (Focused	Read carefully. Answer WH- and multiple-choice questions. Match pictures with words.	Worksheet Text Markers

		Comprehension): What does Leo say about playing games? a) He plays before school. b) He doesn't play before school. c) He plays at school.		
10min	FINAL DURING STAGE (Active Reading Strategies: Clarifying & Visualizing)	Fill in the blanks (Grammar in context): Use: wake up – eats – takes – studies – doesn't play 1. Leo _____ at seven o'clock. 2. He _____ breakfast with his family. 3. He _____ the bus to school. 4. He _____ English and Math. 5. He _____ games before school. Sequencing (Understanding order): Number the events 1–5: ___ Leo takes the bus to school. ___ Leo eats breakfast. ___ Leo wakes up. ___ Leo studies English. ___ Leo gets dressed.	Complete blanks and order events correctly. Compare answers	Worksheet Pencil Board

5min	POST STAGE Active Reading Strategies: Summarizing & Connecting)	Ask: – What does Leo do in the morning? – What do you do in the morning? Students write 2 short sentences using the present simple. Example: “I wake up at 7 o’clock. I eat breakfast and go to school.”	Write two sentences. Share aloud.	Worksheet Notebook https://docs.google.com/document/d/1lu8xZjtz_u_h-NhjGgZPa4ZgAppQ-f6AG/edit?usp=sharing&ouid=117062503466709597987&rtpof=true&sd=true
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Elaborated by: Fabricio Paltán (2025).

Source: developed by the author

Table 20. Session 9

Session 9  Let's Move It's Saturday morning. The sun is shining, and the park is full of children. Tom is riding his bike near the trees. Lina and Emma are jumping rope and laughing together. Max is playing soccer with his friends, and they are running fast. Some children are resting under a tree. They are drinking water and watching the others play. The park is full of fun and energy. Everyone is moving and smiling today!				
Topic: Let's Move		Time: 40 minutes	Level: A1 fourth level students	
Learning Objective: Students will identify vocabulary related to sports and free time activities while understanding how the present continuous tense is used to describe actions happening now				
Time	Framework Stage	Procedure The teacher will...	Students	Materials Needed

5min	WARM UP (Active Reading Strategy: Connecting & Questioning)	Show pictures of children doing sports (playing soccer, swimming, running). Ask: – What are they doing? – Do you like sports? – What sport can you do?	Observe pictures and answer questions orally.	Pictures Slides Board
5min	PRE-STAGE (Active Reading Strategies: Prediction & Activating Vocabulary)	Introduce vocabulary with flashcards or gestures: play soccer, swim, jump rope, ride a bike, draw, read. Have students repeat and mime each action. Show the title “ <i>Let’s Move!</i> ” and ask: – What do you think the story is about?	Repeat, mime, and predict the topic of the text.	Flashcards Slides Board
5min	EARLY DURING STAGE (Active Reading Strategies: Skimming & Questioning)	Present the text “ <i>Let’s Move!</i> ” Students read quickly and answer: – Who is in the story? – Where are they? True/False (Prediction) 1. The children are in the park. 2. They are playing soccer. 3. It is raining.	Read for general meaning. Predict True/False before reading; confirm after reading.	Reading text Worksheet
10min	LATER DURING STAGE Active Reading Strategies: Scanning & Inferring)	Ask comprehension questions: WH- Questions (Scanning): 1. Who is riding a bike? 2. What are Lina and Emma doing? 3. What are the	Read again carefully. Answer WH- and multiple-choice questions. Match vocabulary to names.	Worksheet Text Markers

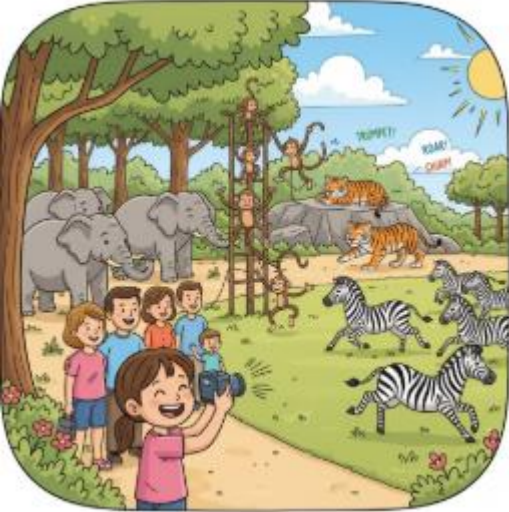
		children under the tree doing? 4. Who is playing soccer? 5. Where are the children? Matching (Vocabulary Recognition): Match the activity to the character: Tom → Ride a bike Max → Play soccer Lina and Emma → Jump rope Some children → Rest under the tree Multiple Choice (Focused Comprehension): 1. What is the weather like? a) It's rainy. b) It's sunny. c) It's cloudy.		
10min	FINAL DURING STAGE (Active Reading Strategies: Clarifying & Visualizing)	Fill in the blanks (Grammar in context): Use: playing – riding – resting – jumping – running Tom is _____ his bike. Max is _____ soccer. Some children are _____ under the tree. Lina and Emma are _____ rope. The boys are _____ fast. Sequencing (Understanding order): Number the events (1–5): ___ Lina and Emma	Complete sentences with the correct verbs. Put the events in order.	Worksheet et Pencil Board

		jump rope. ___ Some children rest. ___ Max plays soccer. ___ Tom rides his bike. ___ The sun is shining in the park.		
5min	POST STAGE Active Reading Strategies: Summarizing & Connecting)	Ask: – What are the children doing in the park? – What are you doing right now? Students write two sentences using the present continuous. Example: “I am studying English. I am learning about sports.”	Write two sentences. Share aloud.	Worksheet Notebook https://docs.google.com/document/d/1-FeyAKJjKMMpPDxJR9IBYZSMA7_jD7PR/edit?usp=sharing&ouid=117062503466709597987&rtfpof=true&sd=true

Elaborated by: Fabricio Paltán (2025).

Source: developed by the author

Table 21. Session 10

Session 10  A Day at the Zoo It's Sunday morning. Mia and her family are at the zoo. The elephants are eating grass near the trees. They are very big and slow. The monkeys are climbing and jumping from tree to tree. They are funny! The tigers are sleeping under a rock, but one tiger is walking slowly. The zebras are running in the field. They look fast and happy. Mia is taking pictures with her camera. She loves animals! The zoo is full of sounds and colors. It's an amazing day!				
Topic: A Day at the Zoo		Time: 40 minutes		Level: A1 fourth level students
Learning Objective: Students will understand a short text about a zoo visit, identifying animal names and actions while recognizing how the present continuous tense describes what animals are doing <i>right now</i> .				
Time	Framework Stage	Procedure The teacher will... Students will...		Materials Needed
5min	WARM UP (Active Reading Strategy: Connecting	Show pictures of different zoo animals (elephant, monkey, tiger, zebra, giraffe). Ask:– Have you ever	Observe pictures and answer questions orally.	Pictures Slides Board

	& Questioning)	been to a zoo? – What animals can you see there? – What are they doing?		
5min	PRE-STAGE (Active Reading Strategies: Prediction & Activating Vocabulary)	Teach vocabulary using flashcards and actions: eating, running, climbing, sleeping, walking, jumping. Students mime the words. Show the title “<i>A Day at the Zoo!</i>” and ask: – What do you think happens in the story?	Repeat, mime, and predict the topic of the text.	Flashcards Slides Board
5min	EARLY DURING STAGE (Active Reading Strategies: Skimming & Questioning)	Present the reading text. Ask students to read quickly and answer: – Who is in the story? – Where are they? True/False Prediction 1. The monkeys are sleeping. 2. The elephants are eating. 3. The lions are running.	Read for general meaning. Predict True/False before reading; confirm after reading.	Reading text Worksheet
10min	LATER DURING STAGE Active Reading Strategies: Scanning & Inferring)	WH- Questions (Scanning): 1. Where is Mia? 2. What are the elephants doing? 3. What are the monkeys doing? 4. What are the tigers doing? 5. What are the zebras doing? Matching (Vocabulary Recognition): Match the animal to the action: Elephants → Eating grass
Monkeys → Jumping and climbing Tigers → Sleeping Zebras → Running Multiple Choice (Focused Comprehension): What is Mia doing? a) She is feeding animals.	Read again carefully. Answer WH- and multiple-choice questions. Match vocabulary to names.	Worksheet Text Markers

		b) She is taking pictures. c) She is sleeping.		
10min	FINAL DURING STAGE (Active Reading Strategies: Clarifying & Visualizing)	Fill in the blanks (Grammar in context): Use: eating – climbing – sleeping – running – walking 1. The elephants are _____ grass. 2. The monkeys are _____ trees. 3. The tigers are _____ under a rock. 4. The zebras are _____ fast. 5. One tiger is _____ slowly. Sequencing (Understanding order): Number the events 1–5: ___ The monkeys climb trees. ___ The elephants eat grass. ___ The zebras run. ___ Mia takes pictures. ___ The tigers sleep under a rock.	Complete sentences with the correct verbs. Put the events in order.	Worksheet Pencil Board
5min	POST STAGE Active Reading Strategies: Summarizing & Connecting)	Ask: – What animals did Mia see? – What are your favorite animals? Students write 2 sentences using present	Write two sentences. Share aloud.	Worksheet Notebook https://docs.google.com/document/d/1nel2mDoRShsLNVjel1724tpVjbPuyIVV/edit?usp=sharing&ouid=11706

		continuous. Example: “The monkeys are jumping. The elephants are eating.”		2503466709597987&rtpof=true&sd=true
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Elaborated by: Fabricio Paltán (2025).

Source: developed by the author

Evaluation of the proposal

The evaluation of the activities designed in the didactic guide and the effect on learning will be carried out applying a post test. In that sense, this instrument will allow the validation of the influence of activate reading techniques on the students’ English reading understanding by contrasting their achievement before and after the execution of the ten sessions.

Validation of the proposal

According to the Indoamerica University Thesis Manual (2020) offers to three ways to assess the plan and the method three is the most suitable than other it is because it refers to Validation through its application in the practice of the proposal, option one which this choice, Verification of the results revealing a transition from the original diagnosis through incorporating the total or partial proposal to the entire study sample. In this study research, active reading techniques will be applied to fourth grade students, it will allow to appreciate the improvements in their English reading understanding.

CONCLUSIONS

Considering the specific objectives of this study, the main conclusions will be described in this section. The first objective aimed to evaluate the initial level of English reading comprehension before using active reading strategies. At this respect, students showed a low to medium to high proficiency in reading through recognition of key words, phrases and information in the texts.

Then, the second objective was to implement active reading strategies to promote reading comprehension in EFL learners through a lesson plan. For this, a proposal named “The Reading roadmap: A didactic guide to boosting English comprehension in elementary students” was created in order to improve English reading understanding in elementary level students which was applied through 10 sessions, having a validation through its application in the practice of the proposal.

Finally, the third objective was to assess student's English reading comprehension before and after using active reading strategies. At this respect, before using active reading strategies, students had a mean of 18,02 points (of 25 possible), having a medium to high level. However, after implementing these strategies, when the evaluation was done, the mean increased up to 21,91 points, having a general increasement and obtaining a high level. This difference of the 3,89 points presented among the means was statistically significant, which means that there was a relation between the pre- and post-test in the different individuals, having an increasement in their grades.

RECOMMENDATIONS

Initially, considering the difficulties in reading, future studies may investigate the specific factors contributing to the varying levels of English reading comprehension among EFL learners. This research could have a qualitative approach in order to explore their backgrounds, English exposure, among other elements that can influence their initial proficiency.

On the other hand, a longitudinal study could be done in order to assess the long-term effects of active reading strategies on English reading comprehension, such as the ones made by this proposal. In this sense, by following the same group of students over an extended period, it can be determined if improvements in reading skills are sustained in time.

Finally, future research can compare the effectiveness of the just made proposal with other active reading strategies or proposals to identify which specific techniques have a better outcome. This can give teachers deeper tools to implement in different classroom settings.

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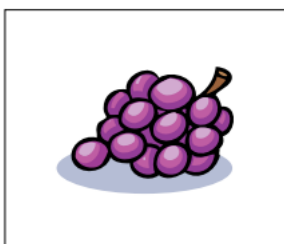
ANNEX 1
PRE-READING TEST
CAMBRIDGE TEST PRE A1 STARTERS

Part 1

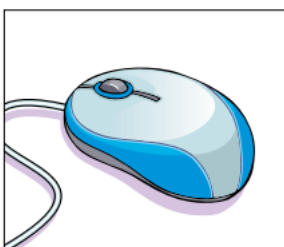
5 questions

Look at the pictures and read the sentences. Then, put a tick (✓) or a cross (x) in the box.

There are two examples.



These are grapes.



This is a house.



Questions

1.



This is a helicopter.

☐

2.



This is a clock.

☐

3.



These are shells.

☐

4.



This is a sock.

☐

5.



These are chairs.

☐

Part 2

5 questions

Look at the pictures and read the sentences. Then, write **yes** or **no**



Examples

Yes

There are two armchairs in the living room.

No

The big window is open.

Questions

- a) The man has black hair and glasses.
- b) There is a lamp on the bookcase.
- c) Some of the children are singing.
- d) The woman is holding some drinks.
- e) The cat is sleeping under an armchair.

Part 3

5 questions

Look at the pictures. Look at the letters. Then write the words.

Example:



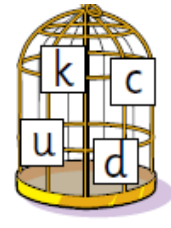
s n a k e



Questions:

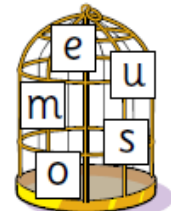
1





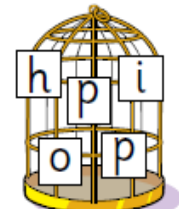
2





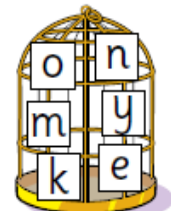
3





4





5





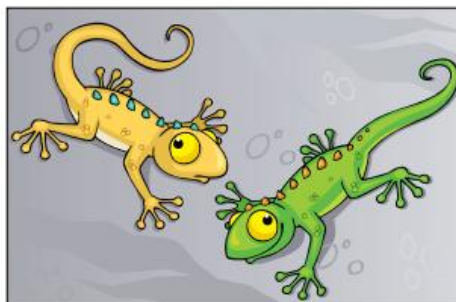
Part 4

5 questions

Look at the word bank. Read the paragraph. Choose a word from the box. Then, wrote the correct word next to the numbers from 1 to 5. There is one example.

Example			
			
animals	tail	balloon	trees
			
legs	spiders	teacher	sand

Lizards



Lots of lizards are very small **animals** but some are really big. Many lizards are green, grey or yellow. Some like eating (1)..... and some like eating fruit. A lizard can run on its four (2)..... and it has a long (3)..... at the end of its body. Many lizards live in (4)..... but, at the beach, you can find some lizards on the (5)..... . Lizards love sleeping in the sun!

Part 5

– 5 questions –

Look at the pictures and read the questions. Write one-word answers.



Examples

Where are the people? in the kitchen

How many children are there? two

Questions

1 What are the children playing with? some toy



2 What is Mum standing on? a

3 Where is the spider? on Mum's



4 Who is pointing?

the.....

5 Where are the children?

in the

ANNEX 2
POST-READING TEST
CAMBRIDGE TEST PRE A1 STARTERS

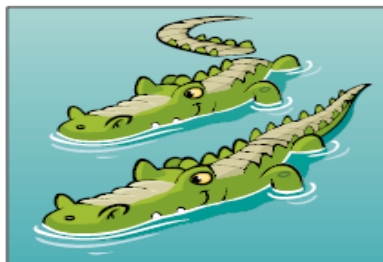
Part 1 –5 questions –

Look at the pictures and read. Put a tick (✓) or a cross (x) in the box. There are two examples.

Examples:



This is a bus.



These are snakes.



Questions

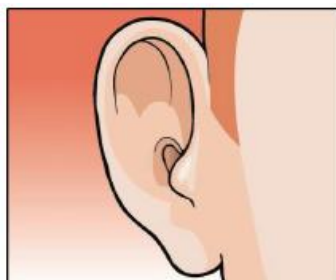
1



This is a mat.



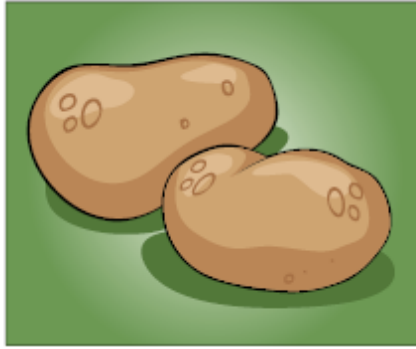
2



This is an ear.



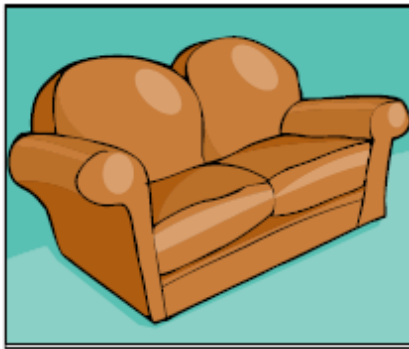
3.



These are coconuts.



4.



This is a sofa.



5.



These are helicopters.



Part 2

–5 questions –

Look at the pictures and read the sentences. Write yes or no.



Examples

The boys are wearing blue shorts.	Yes
.....	
cows are looking at the sun.	No
.....	

Questions

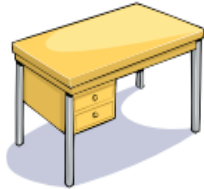
- | | |
|--|-------|
| 1.The children are fishing in the sea. | |
| 2.There's an old boot in the water. | |
| 3.You can see three fish in the picture. | |
| 4.The child with black hair is sitting down. | |
| 5There's a green frog on the bag. | |

Part 4

–5 questions –

Look at the pictures. Look at the letters. Write the words in order.

Example



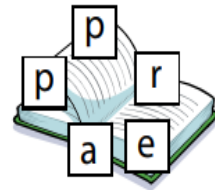
d e s k



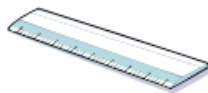
Questions

1



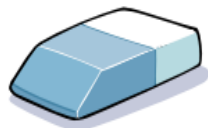


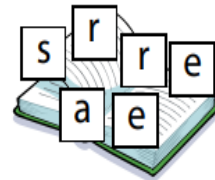
2





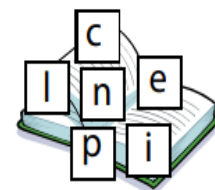
3





4





5





Part 4

–5 questions –

Read this text. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example.

Example			
			
legs	people	food	balloon
			
eyes	door	day	tail

A horse



Horses are beautiful animals. The one in the picture has four long^{legs}..... , two big (1) and a long face. It has a brown (2) on its body too. Lots of (3) enjoy riding horses. Some families have a horse for a pet. At the end of the (4), they clean their horse and give it (5) and water. Horses like eating apples and carrots!

Part 5

– 5 questions –

Look at the pictures and read the questions. Write one-word answers.



Examples

running

What are the children doing?

.....

Where is the bird?

in a tree

.....

Questions

1. Where's the woman's hat?

on the.....



2. Who's pointing? the.....

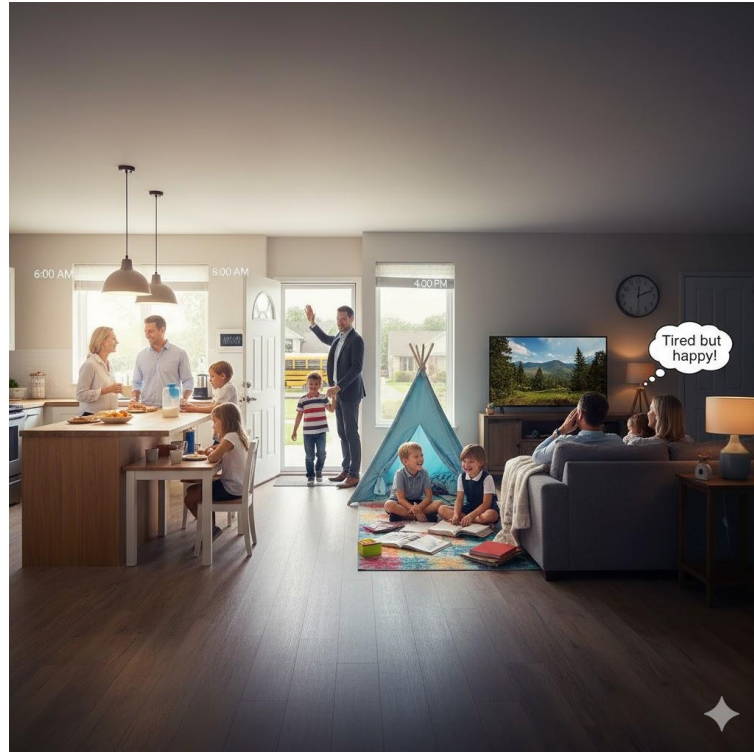
3. What has the bird got in its mouth? the.....



4. How many birds are there now?

5. What are the birds doing?

ANNEX 3
WORKSHEET SESSION 1 – 10
My Family's Day



Every day, my family wakes up early. My mom and dad wake up at six o'clock. My brother and I wake up at seven o'clock.

We eat breakfast together. Then we go to school. My mom and dad go to work.

In the afternoon, we do our homework and play. In the evening, we eat dinner and watch TV.

At nine o'clock, we go to bed. We are tired but happy!

Name: _____ Class: _____ Date: _____

My Family's Day

Read the text and answer True or False. 1.5 points

- a) Everyone wakes up at the same time. ☐ T ☐ F
- b) The family eats breakfast together. ☐ T ☐ F
- c) The children go to bed at nine o'clock. ☐ T ☐ F

1. Look at the picture. Then match with the correct word 2 points.



Read. Then write and answer the questions. 2 points

1. What time do Mom and Dad wake up? _____
2. What time do the children wake up? _____
3. What do they do after school? _____
4. What do they do at night? _____
5. What time do they sleep? _____

4. Read and circle the correct answer. 0.5 points

1. What does the family do together?
a) Eat breakfast b) Go shopping c) Sleep all day

5. Read and fill in the blanks with the correct word. 2 points

Use these words: **wake up – eat – go – do – sleep**

1. My parents _____ early.
2. We _____ breakfast together.
3. We _____ to school in the morning.
4. We _____ our homework in the afternoon.
5. We _____ at nine o'clock.

6. Read and put in order the sentences (1–5) 2 points

- ☐ We go to school.
- ☐ We eat breakfast.
- ☐ We do our homework.
- ☐ We wake up.
- ☐ We go to bed.

ANNEX 4

Worksheets' link

The worksheets can be viewed at the following link. The material from sessions 1 to 10 is shown with the corresponding information.

<https://drive.google.com/drive/folders/1aoJCFSYtqAoFwSsJeIfielMffCEhpkbE?usp=sharing>

ANNEX 5

DIDACTIC GUIDE

This link shows you a didactic guide which it contains sessions from 1 to 10 with their respective presentations, lesson plans, materials, and worksheets focused on reading strategies.

<https://canva.link/lqidwholnz23kqy>