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

THEME:

**EXPLORING THE EFFECTIVENESS OF PRE, DURING AND POST READING
STRATEGIES TO ENHANCE ENGLISH READING COMPREHENSION SKILL IN
A2 EFL STUDENTS.**

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

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TUTOR'S APPROVAL

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I CERTIFY

The research work has been reviewed in all its parts and I consider that it meets the requirements and sufficient merits to be submitted to public presentation and evaluation by the designated Examining Board.

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I, the undersigned, declare that the contents and results obtained in this research work, as a prerequisite for obtaining the Title of Magíster en Pedagogía de los Idiomas Nacionales y Extranjeros con Mención en la Enseñanza del Inglés , are absolutely original, authentic and personal and the exclusive legal and academic responsibility of the author.

Latacunga, August 8th, 2025.

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The thesis has been reviewed, approved and authorized for printing and binding, on the topic: “MOBILE GAME-BASED LEARNING STRATEGY FOR IMPROVING VOCABULARY ENGLISH PROFICIENCY” prior to obtaining the title “Magíster en Pedagogía de los Idiomas Nacionales y Extranjeros con Mención en la Enseñanza del Inglés” meets the substantive and formal requirements for the student to be able to present his/her thesis.

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DEDICATION

To my lovely mother Betha, my affectionate father Elias, who, with their affection and advice, guided my way. To my dear sister Yadira, who supports me in this process, giving me strength and unconditional love to achieve this goal.

My precious family, this achievement is dedicated to you.

Estefany Masabanda

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UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA

**MAESTRIA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
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TEMA: EXPLORING THE EFFECTIVENESS OF PRE, DURING AND POST READING STRATEGIES TO ENHANCE ENGLISH READING COMPREHENSION SKILL IN A2 EFL STUDENTS.

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RESUMEN EJECUTIVO

En la actualidad, el desarrollo de la comprensión lectora en los estudiantes que están aprendiendo inglés como lengua extranjera se considera indispensable al ser una habilidad que les permite aprender vocabulario, reglas gramaticales para crear un aprendizaje significativo. En base a la problemática de la presente investigación acerca de la baja competencia lectora en un grupo de estudiantes de la Unidad Educativa Sagrado Corazón de Jesús tiene como finalidad analizar la influencia de las estrategias pre, durante y post lectura para mejorar la habilidad de comprensión lectora en inglés en estudiantes EFL A2 quienes mostraban un alto índice de dificultad para comprender textos escritos. Tomando en cuenta que tiene un enfoque cuantitativo por lo que, se inició con un pretest con la finalidad de medir el nivel de comprensión en los estudiantes. Seguidamente, como propuesta se planteó implementar diez guías didácticas estructuradas utilizando diferentes estrategias de aprendizaje, así como herramientas tecnológicas. Una vez finalizado este proceso, se aplicó el postest, un examen estandarizado de Cambridge A2 que incluía las partes 1, 3 y 4. Los resultados muestran que la metodología empleada en el grupo tuvo efectividad, como se evidencia en los resultados cuantitativos reflejados en el análisis y resultados de esta investigación. En el pretest los estudiantes obtuvieron 9,81 mientras que en el postest 14,70. Después de analizar los resultados, se concluye que las estrategias de lectura mejoran la comprensión, aumentan la concentración, retención, desarrollan la autonomía lectora, preparan para los exámenes en un contexto real. Los resultados sugieren el uso constante de estrategias como: la predicción, los organizadores gráficos, la inferencia, los resúmenes y la paráfrasis de acuerdo con la fase de la lectura, ya que cumplen un rol esencial en el desarrollo de la lectura comprensiva, motivando y facilitando el proceso de aprendizaje de acuerdo con las necesidades.

UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA

FACULTY OF EDUCATION SCIENCES

MASTER IN PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

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ABSTRACT

Exploring the effectiveness of pre-, during-, and post-reading strategies to improve English reading comprehension skills in A2-level EFL students.

Currently, the development of reading comprehension in students learning English as a foreign language is considered indispensable, as it is a skill that enables them to learn vocabulary and grammatical rules to create meaningful learning. Based on the problem identified in this research, the low reading proficiency of a group of students at the "Sagrado Corazón de Jesús" Elementary School, the study aims to analyze the influence of pre-, during-, and post-reading strategies on improving English reading comprehension among A2-level EFL students who exhibited a high degree of difficulty in understanding written texts. Given that it has a quantitative approach, a pretest was administered to measure students' level of comprehension. Subsequently, as a proposal, it was suggested to implement ten structured teaching guides using various learning strategies and technological tools. Once this process was completed, the posttest, a standardized Cambridge A2 exam that included Parts 1, 3, and 4, was administered. The results show that the methodology employed in the group was effective, as evidenced by the quantitative outcomes reflected in the analysis and findings of this study. In the pretest, students scored 9.81, while in the posttest they scored 14.70. After analyzing the results, it is concluded that reading strategies improve comprehension, increase concentration and retention, develop reading autonomy, and prepare students for exams in a real-world context. The results suggest the consistent use of strategies such as prediction, graphic organizers, inference, summaries, and paraphrasing according to the reading phase, as they play an essential role in developing reading comprehension, motivating, and facilitating the learning process according to individual needs.

KEYWORDS: autonomy, effectiveness, strategies, understanding.



DESCRIPTORES: autonomía, efectividad, estrategias, comprensión.

INTRODUCTION

Relevance of the topic

Nowadays, the most common reality is the low proficiency in reading skill among EFL learners. Taking into account that reading is a receptive skill learned in English as a Foreign Language EFL classroom to codify, translate, and understand written information. Also, Raza (2019) mentioned that “reading is an in-depth skill in EFL learners which involves understanding, word recognition, codification to produce new information and ideas through the comprehension.” (p.1). A successful reading class helps students develop a clear understanding of the information presented in papers. Moreover, in Second Language Acquisition (SLA), it is crucial to implement different strategies in three reading stages (pre, during, and post) to enhance students’ level of proficiency and motivate learners to practice reading and increase the low level of reading comprehension proficiency of EFL learners.

The following study will be based on the research line of Teaching and Learning Language, which will focus on exploring the effectiveness of pre-, during, and post-reading strategies to enhance reading comprehension skills in A2 EFL students. Furthermore, based on this research line, the research will focus on describing how effective reading comprehension strategies are in the EFL students’ learning process. To begin with, reading comprehension is a complex and dynamic process that involves understanding the messages and the purpose of the written text.

This process needs to include strategies and follow a sequential order that includes pre, during and post-reading to become an effective learning because reading comprehension presents multiple advantages in EFL learners.

First, in the academic area, learners are going to improve grades, develop critical thinking,

expand their vocabulary, and withhold information.

Second, there are advantages in the emotional aspect because reading comprehension avoids stress in the classroom. If we have a group of students who do not have a clear idea before finishing reading class, they are going to produce negative emotions such as stress, anxiety, and depression. Therefore, clear and adequate implementation of reading strategies will help to increase the level of interest in the English reading class and then improve the lack of reading culture in the country.

The importance of this research is supported by national and international educative demands to focus on reading comprehension according to the standards created by the Common European Framework of Reference for Languages (CEFR). This European standard highlights the significance of reading comprehension according to the proficiency scales. Furthermore, it presents the overall reading comprehension like a teacher's guide to measure what aspects they need to cover in the class. Also, Council (2021) affirms that acquiring this proficiency includes three main steps. Starting in, create activities to motivate reading, strengthen competencies, and implement in the classroom enjoyable strategies to increase reader interest. Likewise, referring to the national context Ministry of Education (2021) mentions that when teachers implement the right reading strategy with learners, it makes the reading process understandable and meaningful. The author includes useful reading strategies such as predicting, visualizing, making inferences, skimming, and scanning.

Banditvilai (2020) states that the aim of reading strategies for all readers is that they can identify what the author wants to inform in each paragraph. Also, the readers will be able to apply strategies to know the meaning of unknown words, sentences, and phrases, and summarize the text in a written and spoken way (p. 47). According to this idea, I can say that with reading strategies in

pre, during, and post stages, teachers are helping the students to see reading as a fun activity to practice inside and outside the classroom. Thus, they are going to feel motivated when they know the text after finishing the documents presented in the class and as a result of good performance in the assessment process.

Furthermore, in reading, there are three stages pre, during and post. First, in pre-reading, teachers can include strategies as making predictions, brainstorming, a KWL (know, want to know, learned) chart, and graphic organizers to obtain ideas about the text before reading in depth. During the reading stage, help the readers understand and remember the information using summaries, self-questions, PMI (plusses, minuses, interesting things or implications) chart. Furthermore, in post post-reading list of comprehension questions, retelling, and graphic organizers help the teacher to assess and create feedback after reading. Also, according to Tosino (2024) the research findings indicate that reading comprehension is one of the most essential skill that enhance language, memory, and develops problem-solving abilities, memory, and critical thinking in readers; therefore, is crucial for teachers to know which and how to integrate strategies with a variety of techniques focused in students reading comprehension level (p.50).

Also, Mercedes & Ramirez (2023) affirm that “the use of strategies improves the group of students' reading skill, but the lack of use makes the reading impossible and decreases their interest motivation, showing a low meaningful learning” (p.7). The research was developed in the Nuevo Ecuador High School, Esmeraldas-Ecuador. The investigation applied in the group of Ecuadorian students supports this research because the implementation of reading strategies is creating a valuable contribution in improving the way to present reading in the classroom, helping to overcome learners' fears, difficulties lack of understanding when they start reading. Likewise,

Castro et al. (2024), after analyzing several Americans about the influence of reading strategies in EFL students, conclude that “nowadays reading strategies play a significant role in learners because reading is more than decoding symbols, it’s a significant process in which the readers need to process, analyze, and summarize the information” (p.11). Moreover, the author agreed that a good implementation of strategies in the classroom creates a visible change and improvement in students, shifting the manner of acquiring the skill. It means that the key to reading comprehension is determining a clear message to be shared and learned at the end. The aim of the reading is not just to pronounce the words without understanding. As a conclusion, EFL teachers play a crucial role in adapting different strategies in the classroom according to the students’ needs to create a significant reading experience through enjoyable activities that motivate them to create a good culture of reading.

In this research, the problem statement is the low proficiency in reading skill among EFL learners. Furthermore, Castillo (2021) argues that in “Latin America, Ecuador is considered as one of the two countries with a low level of English domain, due to by the second place is Mexico. According to the last surveys applied by Proficiency Index (EFI), the score was 440 out of 1000 of proficiency” (p.1). Based on that, I can mention that possible factors are low English hours, lack of students' interest in the class, and unplanned lessons where teachers do not cover all stages of each skill due to limited time. Additionally, regarding reading comprehension, it is crucial to start in pre with activities, during the lesson, and finish by presenting feedback in the post, including strategies to help students understand the complete text and feel motivated to develop reading habits.

Similarly, Medranda et al. (2023) report on their research about reading comprehension, stating that in “English Language Learning was identifying a limitation such as theoretical and methodological limitations.” In Ecuador, the main limitation is the lack of didactic activities directly linked to learners' critical thinking and reading comprehension. The possible causes include limited reading comprehension strategies, a lack of reading culture, limited vocabulary, and inadequate reading opportunities.

Limitations of reading comprehension strategies refer to when, in English class, there is no adequate planning process to introduce a reading text. Besides, it could cause teachers not to apply effective strategies to achieve the goal of SLA according to CEFR levels for proficiency. Also, a lack of strategies can decrease students’ interest in English reading class, creating a future academic problem in the reading comprehension test. Likewise, another research paper developed in Ecuador shows a positive finding about the use of strategies in the classroom. Villarente & Moral (2024) demonstrate that “the correct use of strategies showed effective results in students starting with pre-reading activities that activate prior knowledge and prepare them to interpret and understand the text. Also, it creates an inclusive class due to the teacher's plan according to the reading comprehension level” (p.148).

According to Jackson (2020), reading enhances cognitive performance; students with good reading habits will perform better in the classroom on tests, increase social awareness, and develop leadership abilities. Moreover, reading can lead to greater longevity due to its mentally invigorating effect (p.7). Reading is an activity that students need to practice, not just in class hours, to cover the planned content.

This skill in EFL learners needs to be in everyday routines to become a habit because it has

different positive results. Reading in students exercises the brain, encourages interest in learning, increases vocabulary, increases retention-concentration, develops creativity and imagination.

Besides, the majority of students present problems in reading and understanding due to the lack of vocabulary, because in English, one word can have several meanings. To help the learners overcome this problem, teachers can focus on pre-reading due to it is the crucial stage in which they can include strategies like word, semantic mapping, word sort, vocabulary mapping, etc. For each class, students memorize and learn unknown words, phrases, and expressions.

Raza et al. (2022) argue that “in reading comprehension, lack of vocabulary represents a wide problem because it creates confusion, leads a misinterpretation, makes it impossible to create inferences and follow the text, it causes frustration, creating discouragement in reading” (p. 1869).

On the other hand, some effects of low reading skill among EFL learners are academic performance problems, lack of critical thinking, social and emotional problems, and limited ability to develop in everyday activities. Moreover, Widia & Azmy (2020) affirm that in the international research developed in Indonesia mentioned that poor reading comprehension is linked with three factors, such as learners’ lack of motivation, low prior knowledge, and vocabulary. Low reading comprehension proficiency negatively in academic students’ development, low learning motivation, avoidance of reading tasks in the classroom, and difficulties in writing and communication skills.

Problem Statement

Chart 1

Academic performance problems	Lack of critical thinking.	Low level of interest and motivation	Limited ability to develop in everyday activities.
-------------------------------	----------------------------	--------------------------------------	--

Effect			
Low proficiency of reading skill among EFL learners			
Cause			
Limited of reading comprehension strategies.	Lack of reading culture	Limited vocabulary	Inadequate reading opportunities to practice.

Elaborated by: Estefany Masabanda

Source: developed by the author.

Chart 2

Problem tree	
1.- Limited of reading comprehension strategies	Not applying strategies like predicting, visualizing, journaling in each reading stage.
2.- Lack of reading culture	Failing to create specific reading areas and resources.
3.- Limited vocabulary	Lack of student's interest, concentration and understanding.
4.-Inadequate reading opportunities to practice	Limited time to asses and feedback practice and language development areas.

Elaborated by: Estefany Masabanda

Source: developed by the author.

Research question:

What is the effectiveness of reading strategies in A2 EFL students to increase their comprehension level in pre, during and post reading?

Hypothesis

The implementation of strategies in pre, during and post reading in A2 English students to increase students' comprehension level.

Beneficiaries

This research aims to analyze the effectiveness of applying reading strategies in EFL A2 elementary classroom students to improve their comprehension after reading. The study will involve Sagrado Corazón de Jesús 36 elementary students from Latacunga. Participants of 13-14 years old. Moreover, they will be directly benefit from the implementation of different strategies in each reading stage (pre, during, and post) to be able to have a clear idea of the different papers presented.

GENERAL OBJECTIVE:

To analyze the influence of pre-, during and post-reading strategies to enhance English reading comprehension skill in A2 EFL students.

SPECIFIC OBJECTIVES

- To identify students' reading comprehension level before the application of strategies.
- To design a proposal with pre, during and post-reading strategies to develop English reading comprehension.
- To implement the proposal in the A2 EFL classroom.
- To assess the proficiency level of students after the application of reading strategies in the classroom.

CHAPTER 1

THEORETICAL FRAMEWORK

This chapter will include some relevant studies about reading strategies and the improvement of reading skill related to the effectiveness of reading strategies in pre, during, and post on English as a Foreign Language Students (EFL).

This research will present two national and two international researchers to provide how different strategies used in the EFL classroom play a crucial role in reading comprehension development. Moreover, these investigations will include in the theoretical framework a theory and concepts to support the thesis statement through of different authors validating the effectiveness of reading strategies in reading stages to enhance this skill.

Previous Studies

To begin with, including strategies in the EFL classroom provides positive effects. One of the most important is that the reader will enhance comprehension skill and feel motivated to read autonomously. Likewise, a national investigation developed in Ecuador supports the current research. According to Montesdeoca et al. (2020), the presented research with the objective of identifying the main reading strategy applied by teachers for the understanding of texts. The study involved 172 teachers and 4310 fourth-grade students of different Ecuador districts, such as El Carmen, Chone-Flavio Alfaro, Jipijapa, Portoviejo, and Montecristi Jaramijó. The age of the student was 8 to 9 years old. Furthermore, for the methodology, a group of experts used the Delphi method to validate the survey to apply to teachers and students. After that, the results indicated a substantial difference after analyzing the data collected from teachers and students. The analysis reflected that the common method to present reading, focused on the traditional pedagogical model, had a low effectiveness in comparison to the cognitive strategies mentioned by students. Likewise, the authors suggested that strategies have to be selected carefully according

to each reading stage (pre, during, and post) to have competent readers with a high level of comprehension. Therefore, to have students who see reading as a fun activity to develop every day.

This article supports the research idea about the effectiveness of reading strategies in the EFL classroom, based on the results presented after analyzing survey data. It is connected to this investigation because it involves a dependent variable that will be developed in the theoretical background. Furthermore, reading cognitive strategies are generally an essential part of the teaching process. They help learners achieve reading objectives, which include having clear and concise ideas after finishing a reading. Similarly, they help avoid academic difficulties during assessment.

Andrade (2023) presented research with the goal of implementing cognitive strategies to develop reading comprehension in A2 students at Luis Ulpiano de la Torre High School. The study involved junior students from a public school in Cotacachi, Imbabura Province. The methodology included applying surveys to students to determine which strategies teachers use to improve reading comprehension skills. The data were analyzed quantitatively, and the results were positive because they showed that cognitive strategies teachers frequently use in class enhance learners' comprehension, analysis, retention, concentration, and motivation to foster reading both inside and outside the classroom.

It is important to note that all the strategies mentioned in the previous chapter directly refer to cognitive strategies that teachers typically include in their curricular plans. Therefore, this research is directly linked to the current investigation. Moreover, the paper aims to determine the effectiveness of reading comprehension at each stage of reading, and the results are promising. I

can conclude that reading strategies in the classroom effectively guide learners' comprehension based on these studies. Additionally, this supports the development of the theoretical framework by covering cognitive strategies that help improve reading comprehension before, during, and after reading.

The first research that I consider relevant as background for the development of this research paper is the investigation carried out by Chatchanan and Aphiwit (2024) because the objective was to include the Question-Answer-Relationship (QAR) strategy to improve EFL students' reading comprehension. The international study involved 58 Thai students in Thailand, aged 16-17 years old. Moreover, to examine the effectiveness of these strategies data the researchers used the frequency, mean, standard deviation, and F-test methodology. Also, after that process, the results showed satisfactory results comparing the pre-test and post-test before the reading class with the (QAR) strategy. Furthermore, the study found that the (QAR) group outperformed the score results after evaluating reading comprehension without applying this strategy in the reading stages. However, this study was applied only to teenagers, limiting the effectiveness that it could present with EFL children's groups.

This investigation supports this research idea about the effectiveness of use strategies in each reading stage (pre-during and post) to enhance this skill comprehension in EFL students, according to the results presented by the researchers. Also, to help learners' teachers have a wide range of strategies that they need to use depending on the student's needs and reading stage, but referring (QAR) strategy, I can analyze that it is focused directly on three reading stages, giving positive results in students' comprehension. Furthermore, this research aids my investigation because I will describe why it is important to use different reading comprehension strategies to

teach reading skill in the theoretical framework, and it will be a key for future chapters in the current research.

In an EFL classroom, awareness and development of reading comprehension skills help learners become independent in their understanding each day. Regarding strategies, there is a sequence based on the reading stage: predict, visualize, connect, question, clarify, and evaluate. In fact, this research conducted by Seng, et al. (2024) aimed to investigate the impact of visualization strategy on strengthening learners' understanding after reading comprehension. This quantitative study involved 300 elementary school students from Malaysia, aged 10 to 12 years old. The methodology was to divide the class into two groups: experimental and control groups. Moreover, the participants in the experimental group experienced reading with the visualization methodology, while the traditional method was used to teach the second group. To obtain final results, both groups were asked to complete a set of questionnaires. The study found that the experimental group of students outperformed the control group in reading comprehension scores. Additionally, the authors mentioned that students' cognitive ability and the study environment have a significant influence on learners' reading comprehension. This second international investigation, conducted in Malaysia, supports the background of this research because it analyzes in depth the effectiveness of reading comprehension strategies focused on visualization. This strategy is another essential, interesting, and creative tool in the classroom because learners use their minds to create scenes as they read. Moreover, it helps with making inferences, retention, and enhances concentration and understanding.

Furthermore, this research will examine the effectiveness of reading strategies to improve learners' comprehension, and the results show a positive influence on students' reading

comprehension.

Theoretical Framework: Cognitive theory

Cognitive is a theory proposed by Jean Piaget concerning cognitive development and the critical Thinking of students. This theory also focuses on strategies for learning and knowledge resources, such as students' attention, comprehension, processing, and production. It is connected with cognitive structures like preparation, organization, development, and integration (Alahmad, 2020). Based on that argument, this theory emphasizes students' understanding, perception, and ways of thinking, withholding, and learning. Moreover, it concentrates on learners' cognitive processes, directly influencing their behavior and feelings, as well as interactions inside or outside the classroom.

Moreover, Cognitivism emphasizes the student's mental process to determine what happens in the brain through stimulus and responses to produce learning development. Furthermore, it focuses on cognitive processes such as problem-solving, reasoning, memory, perception, learning, thinking, and attention. Also, this theory is characterized by presenting the previous knowledge in an organized way to be compared, and after that, receiving new knowledge, and this process is called schema. Finally, Cognitivism is engaged in motivating the intellectual learning process, content, and understanding (Jabsheh, 2024). Therefore, this theory is connected with my research because students, through the use of reading comprehension strategies in pre-, during, and post-reading, are going to receive, process, and understand the message of the text. Another reason is that when we refer to the reading, we are talking about a cognitive process due to it involves students' memory, critical thinking, attention, comprehension, problem solving, information processing, and mental model (predict, infer, and understand).

Moreover, according to Fierro et al. (2023), “these strategies improve learners' comprehension and involve visualizing while reading, guessing meaning in context, skimming, scanning, summarizing, predicting, questioning” (p.9). Besides, in visualizing, students imagine the scene of the text to enhance critical thinking and comprehension. Then, they can guess the meaning of the vocabulary word depending on the context. In skimming, the readers find the main ideas quickly, while in scanning, readers look for specific information like dates, names, and ages. Another useful strategy is to take notes and create a graphical organizer to summarize the complete information. Finally, in the first reading stage, predicting is useful to activate prior knowledge to corroborate the text with students' assumptions.

Teaching reading as a process: Pre-reading stage

In the reading teaching process, there are three stages: pre-reading, during reading, and post-reading, which are used to present an organized and effective class to achieve the goals of the reading lesson. Moreover, Mulatu et al. (2022) argue that the initial stage is pre-reading, in which the teacher introduces the topic and activates prior knowledge, motivating students' interest through various strategies. Also, in this stage, teachers need about five minutes to use strategies like questioning, predicting, setting a purpose, creating a brainstorming session based on pictures or the topic, KWL chart, previewing, skimming, reflecting, and vocabulary preparation.

Moreover, Smyshlyak (2022) affirms that it is the first stage of the sequence pre, during, and post-reading focuses on improving students' receptive skills through active vocabulary, clarifying the blocking words, and engaging the student with meaningful interactions to encourage prediction of the content of the text. Furthermore, this is a meaningful stage during the reading comprehension process in which the teacher presents activities as flashcards, pictures, pictograms,

illustrations, a matching game, word clouds, and semantic maps to activate students' vocabulary.

According to Adhikari, & Narayan (2023) claims that “pre-reading activities that teachers used to orient and initiate students to and prepare them for actual reading activities.” (p.3). While Hurun & Sevki (2023) support that activities used in this stage aid learners to acquire and be prepared for language with previous ideas, concepts, and vocabulary to facilitate reading comprehension. Those resources help learners concretely assist language. In conclusion, the pre-reading stage plays a crucial role in reading comprehension because it aids students in creating a schema of the information, helping them to understand and remember during reading.

During reading stage

During reading, the second stage is focused on receiving new information from the text and integrating it with the information obtained in pre-reading. It works on the learner's depth of concentration, comprehension, and retention. As stated by Ahmed et al. (2024), during reading, the objective is to manage the content of the text through cognitive strategies. Furthermore, this stage contains two types of strategies: compensatory and memory strategies. If teachers employ compensatory strategies, students will improve their reading comprehension and perform better in reading tests because these strategies provide students with tools to overcome challenges while they read. On the other hand, in memory strategies, teachers can use visualizing, skimming, scanning, and vocabulary. identification, drawing inference, making connections, and questioning to work on students' retention. As well as, Miranda (2023) states that confirming predictions, gathering, and organizing information are the main goals during reading. Moreover, during this stage, students need to identify the topic sentence, general and specific ideas, analyze the text, engage, and retain to be assessed in the next stage. Besides, Mulatu et al. (2022) agree with some

ideas that previous authors mentioned. For example, during reading, written text plays a crucial role because students usually read in silence to link with the previous ideas to create a concise and concrete understanding of the text. The strategies that teachers apply in this stage are to provide questions, a graphical organizer, brainstorming, connecting, annotating, a chart about cause and effect, and PMI (plusses, minuses, interesting things or implications). In conclusion, in the second reading stage, comprehension strategies are a main tool for learners to summarize, interpret, retain, and finally comprehend the written documents.

Post-reading stage

Once pre- and during reading are finished, students are ready to present the knowledge they have gained. According to Ajideh et al. (2024), post-reading “aids readers in checking for understanding, summarizing their learning, and consolidating their judgments and thoughts” (p.29). Likewise, Brun, et al. (2024) support that post-reading strategies through activities have pedagogical importance in learners' comprehension and motivation. Additionally, all the activities presented in this stage help develop students' cognitive and linguistic skills. The final step of teaching reading as a process involves integrating the four English skills, such as speaking, writing, and listening, along with vocabulary development and grammar recognition. On the other hand, Ahmed (2024) affirms that the post-reading objective is to assess pupils' understanding after pre- and during-reading stages. It is a teacher's guide to determine the group of students' level of comprehension through summarizing, evaluating, synthesizing, commenting, and reflecting.

Altogether, in post-reading teacher can internalize the student's comprehension and measure it through different cognitive strategies. As well as this process also guides the class to have a deep

interpretation of the text. Besides, well-organized teaching, reading, following, and using cognitive strategies carefully will motivate learners to read because they understand the main message of any text presented inside or outside the classroom.

Furthermore, Teaching English reading skill Mulatu, et al. (2022) affirms that a good reading teacher “is a teacher who conveys not only the value of reading, but also the joy of reading. It is a competence that needs to be activated because it is not an innate” (p. 4). Moreover, (Mohamad, 2023) mentioned that a reason for low students' critical thinking and creativity development is due to the absence of reading strategies in the classroom. On the other hand, Broeren et al. (2023) focus on the importance of cognitive strategies in teaching reading due to it increase learners' retention, develop motivation, and facilitate the teaching reading process through different activities presented in class to achieve the goal in each stage (pre, during, and post). Furthermore, teaching reading is a challenging process that teachers need to guide through strategies to create a friendly learning environment in which learners feel comfortable being involved in the process and discover several ways to retain, process, and produce the language.

Finally, the most useful cognitive strategy to improve reading comprehension is a graphic organizer because it helps process information (select, classify, and organize) and create significant learning. After all, students convert written information into a visual representation. Also, students summarize, compare, relate, and structure the information. Campoverde & Lopez (2022) claim that “graphic organizers support and measure reading comprehension. They can be used in several ways that are all based on comprehension.

This strategy is cognitive because it allows for analysis, summary, and evaluation” (p.18).

English as a foreign language

Quimosing (2022) states that Foreign Language students are those who learn a language because it is not native to the country where they live. Therefore, the government decided to incorporate it into the educational curriculum to be taught in a formal and planned way in the classroom, despite it not being common in the students' environment. Moreover, foreign language teaching requires creating and maintaining learners' interest and motivation. Teachers need to provide sufficient resources and learning opportunities, implement effective teaching strategies in each class, and support students with feedback to prevent learning difficulties.

Anastassiou, et al. (2020). In English as a Foreign Language (EFL), English is a lingua franca that is considered important in the last years. In the world each year increase the percentage of people who learn English as a Second Language (ESL) because this language provides people with their professional development. In the research, the author mentioned that the lack level of English is due to the low motivation that students feel in the classroom, and it directly in the L2 acquisition. According to Haberman et al. (2020), in EFL language teaching need an enjoyable learning environment, resources, and strategies are needed to encourage students to participate, analyze, and produce the language (p. 611). To conclude, in Ecuador, English is taught as a Second Language implemented by the Ministry of Education to give Ecuadorian learners more access to academic opportunities, professional development, and improve linguistic competencies.

Effectiveness of using reading strategies in EFL

Wintolo & Marcellinda (2023) argue that strategies in EFL are an essential key to engage students' interest, create active class participation, to develop and enhance reading comprehension. Also, before presenting a reading is necessary to focus on students' vocabulary to know the meaning of new words. This process allows students to comprehend the text and avoid

discouragement during the reading process. Besides, the author recommends that the class has to be equipped with a wide range of reading comprehension strategies to aid learners in overcoming comprehension difficulties when they are in reading class. Likewise, Saragih, (2023) strategies in reading comprehension facilitate students knowing the meaning of the words, understanding the content and structure of the written documents, because nowadays in EFL classrooms learners read without understanding (p.143). On the other hand, Gomez & Rivadeneira (2023), in their research, agree with the previous authors because they mention that reading comprehension strategies have a huge influence in the classroom. It creates a connection between knowledge and meaning. Furthermore, this relationship produces an interconnection of prior knowledge with new ideas and creates comprehension of the documents. In conclusion, teaching reading using strategies creates an effective acquisition process due to strategies great environment of the reading process. That contributes to the interconnection of words, mind, and thoughts, giving a positive effect and motivation to EFL learners.

This section's product is the Didactic Guide. According to Pino and Urias (2020), “a didactic guide is a teaching and learning resource. Also, it is known as a didactic resource because it integrates a lot of resources and components to guide the teaching process, like the objectives, content, methodological strategies, and evaluation, materials that support the methodological strategies” (p.01). Besides, a didactic guide is a teaching instrument that guides the students methodologically and at the same time supports the teachers in the dynamic of the teaching process in an organized and planned way.

Moreover, Ouaguini (2023) claims that “a didactic guide is a reference to valuable document that focuses on the Competency-Based Approach, and this tool complements the teaching and

learning syllabus. Also, this tool complements and makes the teaching text more dynamic” (p.03). Based on that, a didactic guide is a meaningful tool because it is a learning resource that creates in students a cognitive (perception, memory, learning, and thinking) independence and autonomy.

Furthermore, emphasizing the term didactic, Bruggink et al. (2025) argue that “it indicates the way that knowledge, skills, and attitudes can be developed and taught with guidance or instructions by the teachers. The evidence-based principles provide the teachers with guidelines about how to approach teaching” (p.20). Thus, a didactic guide has a main key in the learning process because it motivates, guides, and supports the students, bringing the study guide, facilitating comprehension and learning.

CHAPTER 2

METHODOLOGICAL DESIGN

This chapter presents the methodology used in this research, which explores the effectiveness of pre, during and post-reading strategies to enhance English reading comprehension skill in A2 EFL students. The methodological design chapter will describe the research approach and design, description of the sample and the context of the research, data collection methods, validity and reliability, and the analysis of the results.

Research approach and design

The study adopted quantitative research. According to Harish (2024), quantitative research is a method of investigation focused on collecting and quantifying variables of the research information using numeric data. Also, the data for data collection researcher can use surveys, content analysis, questionnaires, etc. This research is quantitative because the process involved measuring variables like reading comprehension through the use of strategies in pre-, during, and post-reading to improve reading comprehension skill.

Furthermore, this research was based on a pre-experimental design because this research was applied to one A2 ninth-level group of students. As mentioned, Zumbair (2023) pre-experimental design is a quantitative research design because it collects statistical analysis. Moreover, it examines the relationship between variables, including one pre- and post-test group without a control group for the investigation (p.02). This approach chose A2 level students to analyze in deep students' level comprehension with a pre-test before the use of strategies and with a post-test after the use of strategies to measure the level of reading comprehension in a single A2 EFL student.

Description of the sample and the context of the research

Participants were selected using purposive sampling because it can be used in both qualitative

and quantitative research. According to Campbell (2020) mentioned that purposive sampling “is a technique to have a better matching of the sample to the aims and objectives of the research, thus improving the rigor of the study and trustworthiness of the data and results” (p.1). Additionally, purposive sampling focuses on data collection, which proved efficient and increased the likelihood of obtaining crucial and relevant data for the research. The criteria for choosing this were that I focused on one special group that struggles in reading class. Besides, this group of students provided the investigation with relevant and accurate information to answer the research question.

On the other hand, this study involved 27 elementary students from Sagrado Corazón de Jesús. This school is a private, religious institution located in Latacunga city. The participants' ages ranged from 13 to 14 years old. Additionally, the group selected for the research had a good standard of income level, education, lifestyle, parents' occupation, and housing condition, according to the analysis presented by the school secretary at the end of the academic year. Moreover, they directly benefited from the implementation of different strategies in each reading stage (pre, during, and post) to gain a clear understanding of the various papers presented.

Data collection process

Chart 3: Variable operationalization chart.

Variable	Conceptual definition	Dimension	Indicator	Tecnique and intrument	Item
Pre, reading strategies	“Pre reading involves applied skimming before reading in depth” (Yar, 2021).	Pre reading activities	Predicting Inference	Pre-test	Apply Cambridge A2 level reading test to measure reading comprehension level.
Development of learners' reading comprehension	“Reading comprehension is strategy applied by the reader to know the message of the text, retain and remember	Reading comprehension.	Mind maps Vocabulary presentation Online games	Didactic guide	Implement the proposal with reading strategies.

	information” (Shelvathura & Ismail, 2024).				
Post, reading strategies	“Post-reading strategies are activities that focus on determining students’ understanding, deeper knowledge and learning development as well as their critical and reflective thinking” (Puspitasari et al., 2024).	Pre reading activities	Summarizing Questioning Reflection Discussion	Post-test	Apply Cambridge A2 level reading test to asses students reading proficiency.

Elaborated by: Estefany Masabanda

Source: developed by the author.

Techniques and Data Collection Instruments

The data was collected through a questionnaire. As stated by Kuphanga (2024), the questionnaire is a flexible and effective technique to gather data from the participants of the research in an organized, standardized, and analytical way. Besides, a questionnaire contains a list of questions, and in this technique, researchers can use open-ended, multiple-choice, dichotomous, scaling, and pictorial questions. Moreover, multiple-choice questions were applied in the following A2 KET Cambridge exam.

The pre-test was the first instrument used to assess the students' prior knowledge. According to Janelli and Lipnevish (2021), the goal of this test is to measure the initial level of participants before they start presenting planned content. Also, the researchers present that this pilot test can help the teachers analyze the group's knowledge, aptitudes, and skills. In the current research pre-test was applied to determine learners' previous level of comprehension before using reading comprehension strategies in the classroom.

Moreover, this investigation proposal served as a didactic guide, focusing on pre-reading, during-reading, and post-reading strategies to develop English reading comprehension. It was a structure chart with key and relevant information about how to apply it with EFL students to enhance their reading comprehension level. Moreover, before being applied to the group of students selected, this didactic guide was validated by experts. The process was applied to a survey using Google Forms, which included five reading management questions. Then, a homogenized chart was created to select the didactic unit guide validators; they were English teachers with more the 9 years of teaching experience and with more than 8 points in the survey. Furthermore, through

a Zoom meeting, five English teachers who fulfilled those parameters validated the didactic guide after their observation and analysis. While I showed it, they provided me with clear and constructive feedback.

The experts were Sagrado Corazón de Jesús teachers. According to the homogenized matrix, the index of expertise was between 09 and 088. The expert teachers agreed that the didactic guide saying that it was a concise, structured, clear instrument in the teaching and learning process due to the important information that can support the class to improve reading comprehension. Another positive aspect was that I linked reading with technology to assess learners' performance. On the other hand, they concluded with some aspects that the researcher has to improve before the application, it was about objectives and warm-up. Also, I mentioned the necessary link between the objectives and class development, specifying the warm-up in each class, because those are essential. The purpose was to determine what teachers would achieve at the end of the class, while the warm-up prepares learners to acquire the knowledge. As a conclusion, the didactic guide was validated for experts, and all the suggestions were followed to improve the proposal and achieve the goal of this investigation. To design a proposal with pre-, during, and post-reading strategies to develop English reading comprehension. Also, to analyze the influence of pre-, during, and post-reading strategies to enhance English reading comprehension skill in A2 EFL students.

Furthermore, the researchers Pan and Sana (2022) stated that post- post-test is an evaluative process used in education after to determine students' progress at the end of the class. This process determined the impact and effectiveness of the class development, providing teachers with clear feedback on the learners' improvement compared to the results obtained in the pre-test. That is the main reason the research group conducted a pre-test to analyze the effectiveness of reading

comprehension strategies after their application using the A2 Cambridge English reading test.

Likewise, according to Frimpong & Alhassan (2023) Likert scale “is a rating scale used to assess opinions, attitudes, or behaviors. It is composed of three or more statements that evaluate a single construct, usually an attitude or trait, when response scores are summed” (p.869). The goal of this instrument in the current research is to analyze the final students’ results about pre-test in comparison to post-test.

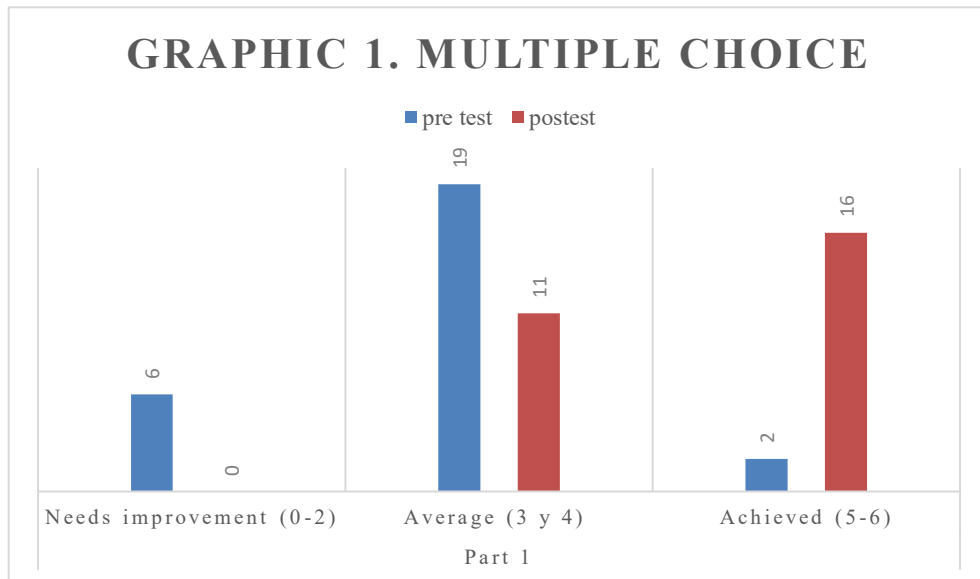
Validity /Reliability

Validity, according to Sucuru & Maslaksi (2020), is a way to measure the accuracy and credibility of the behavior and quality of the research findings. It is the accurate and meaningful manner of interpreting the obtained data from the instruments used. Moreover, having good validity helps the research to draw a significant conclusion. The validity of these research instruments, like pre- and post-tests, was validated by experts. Additionally, validity played a crucial role in this research, as it ensured that the results were relevant and applicable. Additionally, validity played a crucial role in this research, as it ensured the accuracy of the findings. A t-test supported the validity of the instrument because it was used at the end of the test application to compare the final results of the pre- and post-tests to measure if the reading comprehension strategies were statistically significant.

Analysis of the results.

For quantitative data, statistical analysis was performed using a t-test. On the authority of Sapkota (2023) claim that “The t-test is a test in statistics that is used for testing hypotheses

regarding the mean of a small sample taken population when the standard deviation of the population is not known” (p.1). This test was used to determine the improvement of the group before applying the reading comprehension strategies in pre, during and post-reading. Additionally, to analyze the results, Python (with libraries such as SciPy and StatsModels) was used to perform t-tests. Additionally, the technique employed regression analysis to assess the effectiveness of reading comprehension strategies in A2 EFL students, aiming to enhance their comprehension levels during pre-reading, during-reading, and post-reading phases. The t-test was used to determine students’ improvement, starting with a pre-test before applying strategies. Then, the process was applied through a didactic guide, and finally, a post-test was administered to the same group.



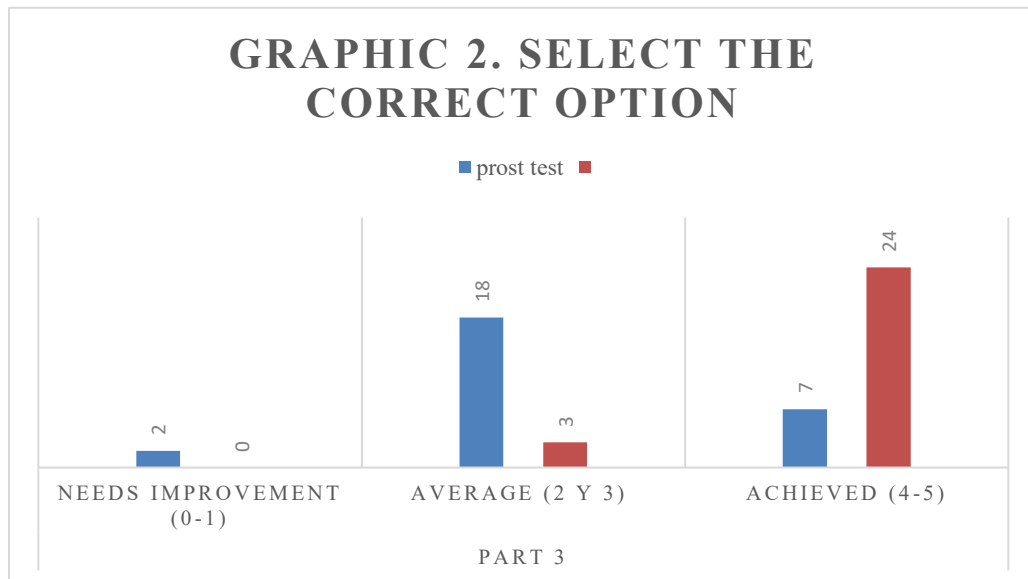
Graphic 1 Multiple Choice

Source. Estefany Masabanda 2025.

For the data analysis, the pre- and post-test part 1, was analyzed in three parts on scales. According to the Cambridge test, in this part, the students answer six multiple-choice questions

after reading announcements. The first one was: need improvement (0-2), average (3-4), and achieved (5-6). As a result, the first graphic shows that in the first part of the pre-test, 6 students need improvement, while in the post-test test nobody had problems. In the same part of the test, the results showed that 19 students were on average pre-test part, while fewer got between 3-4 points. Also, the graph shows that a high group of students got between 5 and 6 points, showing an improvement.

Moreover, in this exercise, at the beginning, the students had difficulties because they didn't know how to deduce the texts to save time, understand the main idea, and select the correct option. Deduction in reading comprehension allows learners in many aspects, such as inferring, guessing the ideas or phrases according to the context. Furthermore, according to Rice et al. (2023), "Inferencing is an important and complex process required for successful reading comprehension" (p.13). Further, during the didactic guide application in the group of students selected was important to focus on inference because it created active engagement, connecting text information with their background. Additionally, inferencing promotes students' reasoning, analysis, and prediction, which are necessary for their critical thinking. In conclusion due to the results strengthen students' comprehension in three reading stages due as the results showed in graphic one.



Graphic 2 Select The Correct Option

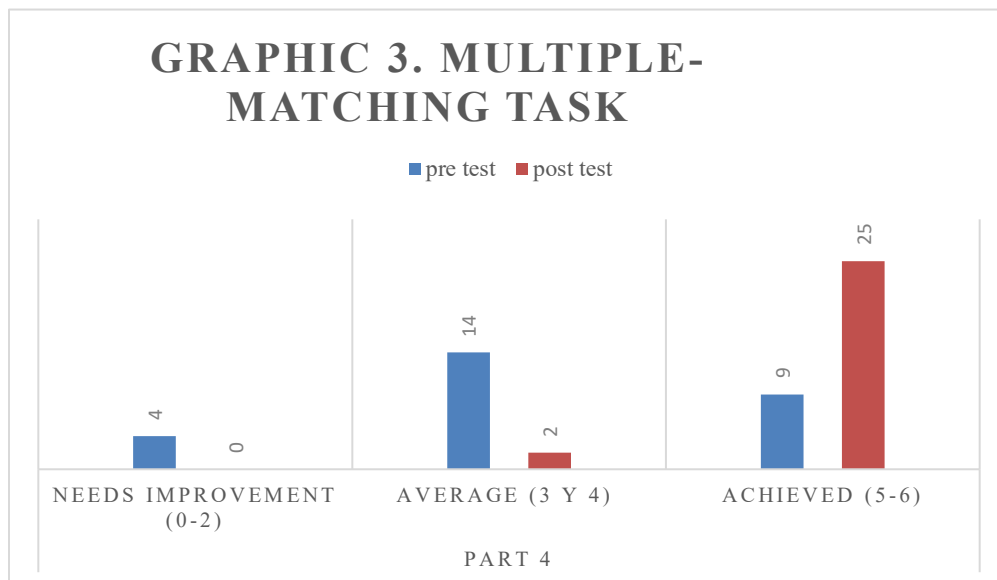
Source. Estefany Masabanda (2025).

For the data analysis, the pre and post -test part 3, was analyzed in three parts on scales. According to the Cambridge test, in this part, the students answer five multiple-choice questions after reading a paragraph. The first one was: need improvement (0-2), average (3-4), and achieved (5-6). As a result, the second graphic shows that in the third part of the pre-test, 2 students need improvement, while in the post- test nobody had problems. In the same part of the test, the results showed that 18 students were on average pre-test part, while fewer got between 5-3 points. Also, the graphics represent that a high group of students got between 4 and 5 points, showing an improvement in reading comprehension.

Besides, in this exercise of part 3, students have to read a long text and then identify the correct answer among three options. The questions usually are about opinion, details, or inferred information. It was possible to determine that at the beginning, the majority of the group had low scores due to the lack of knowledge in skimming and scanning. Therefore, Pido & Mubarokah

(2024) argue that those strategies “offer readers a systematic method of quickly extracting information from a text, allowing them to understand its main idea and find certain details efficiently” (p. 995).

As a conclusion in the third part of the reading comprehension Cambridge test, those strategies were useful because, with skim students identify faster the general ideas of the reading text while with scan the find exact details, facts, information of the reading and that aid them first in their understanding and then pass the test with a high score as showed in the graphic results.



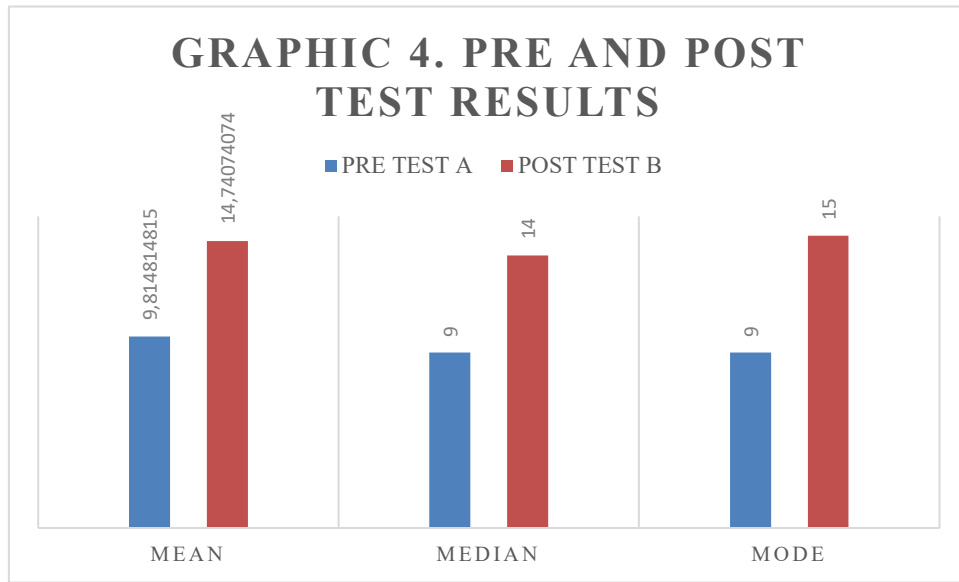
Graphic 3 Multiple Matching Task

Source. Estefany Masabanda (2025).

For the data analysis, the pre- and post-test part 4 was analyzed in three parts on scales. According to the Cambridge test, in this part, the students answer six multiple-matching task questions after reading a long text. The first one was: need improvement (0-2), average (3-4), and achieved (5-6). As a result, the first graphic shows that in the fourth part of the pre-test, 4 students need improvement, while in the post-test test nobody had problems. In the same part of the test,

the results showed that 14 students were on average pre- test part while fewer got between 3-4 points. Also, the graphic represents that a high group of students, exactly 25, got between 5 and 6 points, showing a better comprehension in this part of the Cambridge test.

Furthermore, in this exercise of part 4, students have to analyze and match people's statements or opinions presented in a list of six items with three options. It was possible to determine that at the beginning, the majority of the group had low scores due to the lack of comprehension and connection between ideas. Hence, in the classroom is necessary to work with reading comprehension strategies in each stage to foster their analysis because these learners have to spot which options are distractors and analyze the reasons. Moreover, Fadila et al. (2023) mention that "Interactive reading techniques are crucial for improving reading comprehension due to the use of different material to create a dynamic and interactive reading process, providing in-depth comprehension and retention of the texts" (p.18). As a conclusion, those strategies enhanced learners' reading comprehension, boosted their critical thinking, increased their vocabulary, and aided in different learning styles.



Graphic 4 Pre And Post Test Results

Source. Estefany Masabanda (2025).

Graphic 4 shows the final result of pre- and post-test parts one, three, and four. The process to obtain the results was to determine the mean through for that the general average could be obtained. Also, the mean showed that in the pre-test, they had 9.81 while in post-test, they obtained 14.74. Moreover, to determine the median was necessary to calculate the middle number according to the scores being in pre test 9 and in the post-test 14. Then, the repetitive number was analyzed to measure the mode. The results showed that in pre test was 9 and in post test was 15.

As a conclusion, in this investigation, reading comprehension strategies played a crucial role because after applying the first test, a didactic guide was included in the group of students' lessons. In total were 10 classes applying several strategies in each reading stage to achieve the general objective that was analyzing the influence of pre-, during, and post-reading strategies to enhance English reading comprehension skill in A2 EFL students. Finally, after the proposal application,

the post-test was applied, showing high scores in each reading stage and improvement in their comprehension, and this investigation group benefited in their future level because they improved this necessary skill.

CHAPTER III

INNOVATIVE TEACHING PROPOSAL

Innovative Proposal to the problem/ result.

This chapter will describe the proposal, giving solutions to the problems presented in the results obtained from the influence of pre-, during, and post-reading strategies to enhance English reading comprehension skill in A2 EFL at Sagrado Corazón de Jesús high school in Latacunga. The problem is the low proficiency of reading skill in EFL learners, and the objective is to improve the reading comprehension level by applying a didactic guide with interesting digital tools and applications that improve reading skill.

Name

Type of product

Furthermore, on this investigation, the didactic guide was considered as the best proposal in this research because it is a structured resource that improves the teaching and learning process, which means that it helped the learners during the reading stage, giving first a clear instruction of the activities, second strategies, and third activities linked with the objectives supporting the proposal for this investigation.

The innovative proposal was the didactic guide because it is an essential teaching and learning pedagogical resource that provides students and teachers with a clear and organized structure to achieve educative aims. Moreover, this instrument motivated and facilitated Second Language Acquisition, guiding a structured and autonomous learning focused on the objectives and students' needs. It integrated different resources, activities, and methods to promote learners' knowledge comprehension and application, motivating them. The activity guide presented was a structured,

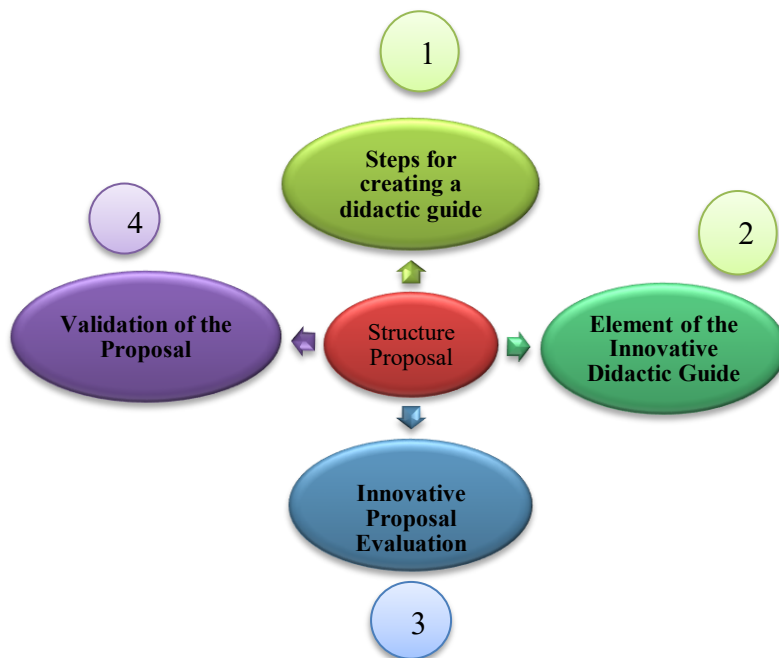
creative, and clear chart. This chart outlined fundamental steps as a teacher's guide in the EFL classroom, promoting a positive attitude in the teaching and learning process. The following didactic guide outlined several steps to follow and applied them in the classroom. In the first part, the didactic session guide included the main information like level, topic, time, description, objective, methodological strategies, activities, and material. In the second part, it included a lesson plan guide to understand how to guide the class with presentation, practice, and production. Moreover, the last part to assess learners presented the assessment and evaluation, online resources, and closed with a homework or extension part.

Objective of the proposal

To enhance English reading comprehension skills in A2 EFL students through a digital didactic guide including interactive, digital, active, and dynamic activities in pre-, during and post-reading to enrich the learning process.

Structure proposal

This session contains a detailed description of the didactic guide structure, how it will be applied in the A2 EFL classroom, and in this investigation, ten units will be designed in total. On the other hand, it presents the explanation of the proposal, its components, and format shown in graphic number 3. Also, the structure of the proposal is the description of the steps for creating a didactic guide, elements of the innovative didactic guide, innovative proposal evaluation and the validation of the proposal through experts.



Graphic 5 Structure Proposal

Elaborated by: Estefany Masabanda

Source: developed by the author.

Steps for creating a didactic guide

1. Determine pre-reading comprehension skill in ninth-level students through an adapted A2 (KET) Cambridge test using parts one, three, and four.
2. Focusing on the pre-reading results of KET, include in the lessons educational tools, dynamic activities, and interesting resources to enhance this skill in the group.
3. Present enhancing and motivational activities to enhance reading comprehension during this stage.
4. Include in during the reading lesson stage innovative digital resources to support and motivate the learners in the process.

5. Introduce the didactic guide activities using GENIALLY and share and explain them carefully to the class.

6. Implement dynamic activities of the didactic guide during the lesson to ninth-level students as a learning aid.

7. Assess the effectiveness of the use of strategies such as: asking questions, graphical organizer, brainstorming, making predictions, digital story mapping, a chart about cause and effect, through post-test based on the A2 Cambridge test (KET).

Chart 4. Proposal structure

Element of the Innovative Didactic Guide
1. Information data: topic, level, time, description.
2. Introduction: objective, methodological strategies, activities, materials.
3. Lesson development: presentation, practice and production.
4. Assessment and evaluation.
5. Extension or homework.

Elaborated by: Estefany Masabanda

Source: developed by the author.


Didactic guide number one

Wise adults' tale

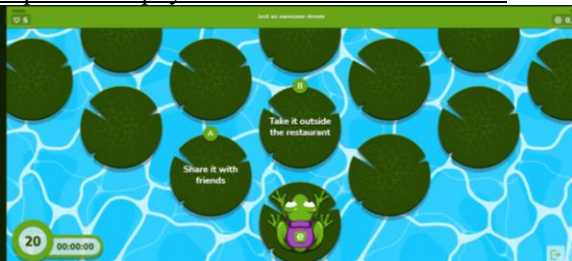
Old wives tales are uncertain situations that parents say every day to convince their sons to do or eat something. For example, they usually say that if you watch a lot of TV, you will lose one eye. If you eat carrots, you will see perfectly in the dark, or if you eat cheese at night, you will dream of a mouse. Those things could be nonsense, or is there sometimes a little bit of truth in

them? That is important, investigate to understand better the wise adult's tales. Let's start with one of the common phrases: if you break a mirror, you will have seven years of bad luck. However, scientists say that several years ago, a mirror was so expensive to buy that people had to work seven years to afford a new one. They linked a broken mirror with bad luck, but this is false. Another myth is that if a black cat crosses your path, it means bad luck in your life. This myth appeared in the Middle Ages when it was thought that witches could transform into cats. Because of this, people now associate black cats with bad luck.

Graphic 6 Didactic guide 1

Activity 1	
	
Level: A2 ninth-level students.	
Topic: Wise adults' tale.	Time: 45 minutes.
Description: This didactic guide aims to present reading comprehension strategies in pre, during and post reading with A2 level students using online resources.	
Objectives: Students are going to learn about old wise tales using different strategies to enhance their understanding.	Methodological strategies <i>Teaching Approach:</i> Communicative and constructivist approach. <i>Teaching technique:</i> The learning will be based in role plays, games, and reading comprehension strategies.

<p>Activities Warm up/ Lead in. Presentation Practice Production Assessment and evaluation Online resources Extension or homework.</p>	<p>Materials Online resources Infocus Speaker Office material</p>							
Lesson Development								
<p>Grammar First conditional</p>	<p>Vocabulary 1.-wives 2.-sons 3.-tales 4.-expensive 5.-ages 6.-witches</p>							
<p>Presentation</p>	<p>Pre-reading The teacher will present the vocabulary using flash cards. The teacher will present the KWL (what I know, what I want to know, what I learned) chart strategy. Example:</p> <table border="1" data-bbox="652 1136 1170 1230"> <thead> <tr> <th>What I Know</th> <th>What I want to know</th> <th>What I learnt</th> </tr> </thead> <tbody> <tr> <td>1.-</td> <td>2.-</td> <td>3.-</td> </tr> </tbody> </table> <p>The teacher will present the reading and ask the class: What do wise tales for you? / Do you have any idea about wise tales? Students are going to predict the text following the questions and complete the first part of the strategy. What I know.</p>	What I Know	What I want to know	What I learnt	1.-	2.-	3.-	<p>Time (5 minutes)</p>
What I Know	What I want to know	What I learnt						
1.-	2.-	3.-						
<p>Practice</p>	<p>During reading Before reading students are going to complete the second part of the strategy. What I want to know. The teacher will present the reading using canva platform to present the students the correct way of pronunciation.</p>	<p>Time (15 minutes)</p>						

	Students will read in silence and create a question to ask the class.	
Production	<p>Post reading</p> <p>After the discussion part, students need to complete the last part of the strategy. What I learned, listing at least eight main ideas about the text.</p> <p>Students are going to read aloud the KWL chart to interact and share important ideas.</p>	Time (15 minutes)
<p>Assessment and Evaluation</p> <p>Time (5 minutes)</p> <p>Open the game using Educa play application.</p> <p>Divide the class into two groups to complete the activity. The group that receives more ticks will be the winner.</p> <p>Online resources:</p> <p>https://www.canva.com/design/DAGi3cv7e3A/R4UWpjxPjCzmbofwBZDL6Q/edit</p> <p>https://es.educaplay.com/editor-de-recursos/23491343/</p> 		
<p>Extension or homework</p> <p>Time (5 minutes)</p> <p>In a sheet of paper, they have to look for new wise tales and describe them in the next class.</p>		

Elaborated by: Estefany Masabanda

Source: developed by the author.

Reading number two

Just an awesome dream

One morning, while I was walking in the forest, I saw a wonderful bird, and I decided to follow but behind the bushes I could see a marvelous island. It had a big variety of coastal and marine ecosystems. First, I could collect shells to buy all the delicious food in the restaurant. When I entered, I saw a huge variety of foods, drinks, and desserts, and I could eat whatever I wanted; that was fantastic, but I couldn't take the food outside the restaurant. After that, I was tired and I couldn't sleep until I caught 10 different marine species. The terrible thing was that I couldn't do that because I never attended my swimming classes, because I preferred to walk with my best friends. This day, I realized that swimming is important to survive on the island, and I was sad, but suddenly, a feeder dolphin appeared. He could do many things in the water, and he taught me. A few weeks on the island and I could swim and rest at the time that I wanted. I was enjoying a perfect life, free, but the boy told me that I couldn't come back to my home because nobody could find the island, just the people with superpowers. I ran until I found the door, but I couldn't. I turned on my phone to call my mother, but I couldn't because of the low signal. The next morning, when I was building a canoe to escape from the island, a coconut fell over my head, and I couldn't move my body, and I fainted from the shock. Finally, I couldn't believe it, but I woke up in my home with my parents, and I could hug them.

Graphic 7 Didactic guide

Activity 2



Level: A2 ninth-level students.

Topic: Just an awesome dream.

Time: 45 minutes.

Description: This didactic guide aims to present reading comprehension strategies in pre-, during, and post-reading with A2 level students using online resources.

Objectives: Students are going to learn about old wise tales using a paragraph structure graphic organizer.

Methodological strategies

Teaching Approach: Communicative and constructivist approach.

Teaching technique: The learning will be based on role plays, games, and reading comprehension strategies.

Activities

Warm up/ Lead in.
Presentation
Practice
Production
Assessment and evaluation
Online resources
Extension or homework.

Materials

Online resources
Infocus
Speaker
Office material

Lesson Development

Grammar
Could, couldn't

Vocabulary

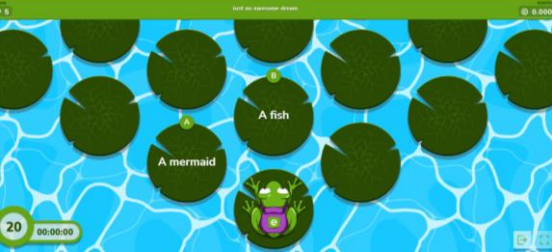
- 1.-wonderful
- 2.-marvelous
- 3.-feeder
- 4.-outside
- 5.-survive

Presentation

Pre-reading

Time
(5
minutes)

	<p>The teacher will present put over the desk many vowels and consonants and students are going to create words. Example: e-r-s-v-i-u Answer: survive</p> <p>The teacher will ask about any strange dreams that they had, using brainstorming on the board.</p> <p>Students are going to stand up and write over the main topic their dreams.</p>							
Practice	<p>During reading The teacher will present the reading text using canva.</p> <p>Students are going to read for that the first one has to read until a point, select a new participant using a ball to create an interactive class.</p> <p>The teacher will present a paragraph structure graphic organizer template. (topic sentence, supporting details, conclusion sentences).</p> <p>Example:</p> <table border="1"> <tr> <td>Topic sentences</td> <td></td> </tr> <tr> <td>Supporting details</td> <td></td> </tr> <tr> <td>Conclusion sentences</td> <td></td> </tr> </table> <p>In which students are going to include the topic sentence in the first part the topic sentence.</p> <p>In the second part students are going to include supporting details (details, facts, examples, arguments).</p> <p>Third, students are going to complete the conclusion sentences (summarize the main idea of the paragraph).</p>	Topic sentences		Supporting details		Conclusion sentences		Time (20 minutes)
Topic sentences								
Supporting details								
Conclusion sentences								
Production	<p>Post reading The teacher is going to sit the students in groups of four using a horseshoe seating arrangement.</p>	Time (15 minutes)						

	<p>In the groups, learners are going to present in an oral way their paragraph structure graphic organizer.</p> <p>Then, create a general conclusion about group work to be presented to the class.</p>	
<p>Assessment and Evaluation</p> <p>Time (5 minutes)</p> <p>Open the game using Educa Play application.</p> <p>Divide the class into two groups to complete the activity. The group that receives more tick will be the winners.</p> <p>Online resources:</p> <p>https://www.canva.com/design/DAGi3cv7e3A/R4UWpJxPjCzmbofwBZDL6Q/edit</p> <p>https://es.educaplay.com/editor-de-recursos/23491343</p> 		
<p>Extension or homework</p> <p>In cardboard, students are going to imagine and write a story about their strange dream and present it in the next class.</p>		

Elaborated by: Estefany Masabanda

Source: developed by the author.


Reading number three

My experience in Chicago


On July summer 1st I arrived in Chicago. I wanted to photograph a wonderful landscape, but suddenly it was raining. I was wearing a pink dress and got soaked immediately. Moreover, while I was walking outside the airport, I saw a little boy who was shivering under the bridge. I decided to stop and pick up the children. He was wearing old clothes, and the sad situation was that no one was looking for him. While I was thinking about what I had to help him with, my sister arrived

with my little nephews, and we decided to take the boy to my aunt Merry's home. When we arrived, my cousin was cooking pasta and orange cake while my aunt was listening to music in her bedroom. My family welcomed us happily, and we gave the boy some new clothes and food and made a bed for him. After that, I was doing my science project and the boy was playing.

Graphic 8 Didactic guide

Activity 3 	
Level: A2 ninth-level students.	
Topic: My experience in Chicago.	Time: 45 minutes.
Description: This didactic guide aims to present reading comprehension strategies in pre, during and post reading with A2 level students using online resources.	
Objectives: Students are going to understand my experience in Chicago's story using different strategies to enhance their understanding at each reading stage.	Methodological strategies <i>Teaching Approach:</i> Communicative and constructivist approach. <i>Teaching technique:</i> The learning will be based on role plays, games, and reading comprehension strategies.

<p>Activities Warm up/ Lead in. Presentation Practice Production Assessment and evaluation Online resources Extension or homework.</p>	<p>Materials Online resources Infocus Speaker Office material</p>							
Lesson Development								
<p>Grammar Simple past vs past continuous.</p>	<p>Vocabulary 1.-summer 2.-wonderful 3.-landscape 4.-pick up 5.-ages 6.-nephews</p>							
<p>Presentation</p>	<p>Pre-reading The teacher will present the KWL (what I know, what I want to know, what I learned) chart strategy. Example:</p> <table border="1" data-bbox="652 1060 1170 1192"> <thead> <tr> <th data-bbox="652 1060 824 1157">What I Know</th> <th data-bbox="824 1060 997 1157">What I want to know</th> <th data-bbox="997 1060 1170 1157">What I learnt</th> </tr> </thead> <tbody> <tr> <td data-bbox="652 1157 824 1192">1.-</td> <td data-bbox="824 1157 997 1192">2.-</td> <td data-bbox="997 1157 1170 1192">3.-</td> </tr> </tbody> </table> <p>Students are going to predict the text following the questions and complete the first part of the strategy. What I know.</p>	What I Know	What I want to know	What I learnt	1.-	2.-	3.-	<p>Time (5 minutes)</p>
What I Know	What I want to know	What I learnt						
1.-	2.-	3.-						
<p>Practice</p>	<p>During reading Before to read students are going to complete the second part of the strategy. What I want to know. Students will share ideas about what they want to learn from the text. The teacher will show the reading using canva. The teacher will create a discussion about students' travelling experiences before starting to read.</p>	<p>Time (20 minutes)</p>						

	<p>The teacher will read the text, allowing all the text to focus on the correct pronunciation, intonation, and rhythm of the text, thus students will repeat in the same way.</p> <p>Students will apply the reading knowledge in a fishbone strategy.</p>	
Production	<p>Post reading</p> <p>Students will share with the class the fish bone.</p> <p>After sharing they have to complete the last part of the strategy. What I learned, listing at least eight main ideas using their own words.</p> <p>Students are going to read aloud the KWL chart to interact and share important ideas and learning.</p>	Time (15 minutes)
<p>Assessment and Evaluation</p> <p>Time (5 minutes)</p> <p>Open the game using Kahoot application.</p> <p>Divide the class into two groups to complete the activity. The group that receives more ticks will be the winners.</p> <p>Online resources:</p> <p>https://www.canva.com/design/DAGi3ev7e3A/R4UWpjxPjCzmbofwBZDL6Q/edit</p> <p>https://create.kahoot.it/details/my-experience-in-chicago/2dfd0a58-7744-4c34-a0c5-8d698434c200</p>		
		
<p>Extension or homework</p> <p>For the next class, create a collage on a cardboard and prepare a short presentation about the last trip.</p>		

Elaborated by: Estefany Masabanda


Source: developed by the author.

Reading number four

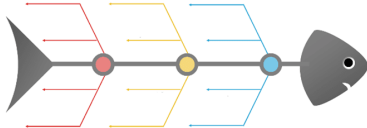
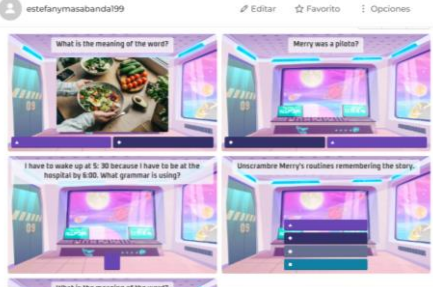
A day saving a life in the hospital

My name is Merry; I am living in a beautiful city in Germany and I am going to describe all the things that I have to do as a doctor in this country. I have to wake up at 5:30 because I have to be at the hospital by 6:00. Also, during the weekends, I have to check my schedule all the time because usually I work the night shift. I love my job and I consider it very important for that reason, I should be on time and ready to help people, but I should also take care of my health and physical condition. Hence, I exercise every day, eat healthy, and when it is possible, I try to sleep enough. I know that I don't have to skip meals and stay up too late. I have three free days a month in which I don't have to wake up early and wear my uniform to go to the hospital. On my free day, I spend time with my parents and sisters cleaning the house and cooking because my colleagues tell me that I have to recharge my energy and relax. I am happy because my sister wants to be a doctor, but I tell her, "You have to be ready to study hard, and you have to care about yourself".

Graphic 9. Didactic guide

Activity 4	
	
Level: A2 ninth-level students.	
Topic: A day in the hospital.	Time: 45 minutes.

Description: This didactic guide aims to present reading comprehension strategies in pre, during and post reading with A2 level students using online resources.		
Objectives: Students are going to analyze and understand the text using different strategies in each reading stage.	Methodological strategies <i>Teaching Approach:</i> Communicative and constructivist approach. <i>Teaching technique:</i> The learning will be based in role plays, games, and reading comprehension strategies.	
Activities Warm up/ Lead in. Presentation Practice Production Assessment and evaluation Online resources Extension or homework.	Materials Online resources Infocus Speaker Office material	
Lesson Development		
Grammar Have to vs don't have to.	Vocabulary 1.-country 2.-wake up 3.-schedule 4.-health 5.-physical 6.-recharge	
Presentation	<p>Pre-reading</p> <p>The teacher will apply the strategy pre viewing the text.</p> <p>The teacher will ask the questions. What is the reading topic?, What does the topic tell you?</p> <p>Students will examine the subheading of the text.</p> <p>Students will look at the pictures and title of the text to have previous ideas before reading.</p> <p>Students will look for bold or italic words.</p> <p>Students will read and the last sentences of the paragraph.</p> <p>Students will predict an example: I think the text will describe a girl's work routine.</p>	Time (5 minutes)

<p>Practice</p>	<p>During reading The teacher will show the reading using canva.</p> <p>Students will create fishbone graphic organizers.</p> <p>Example:</p>  <p>Students will make predictions, confirm and change them based on the new information on the fish bone.</p>	<p>Time (20 minutes)</p>
<p>Production</p>	<p>Post reading Students will share their ideas through the strategy used.</p> <p>The teacher will organize a retelling activity using the tromps.</p> <ul style="list-style-type: none"> - “What happened first?” - “Then what happened?” - “How did the story end?” <p>Finally, the students are going to organize re retell the story using their own words and ideas.</p>	<p>Time (15 minutes)</p>
<p>Assessment and Evaluation</p> <p>Time (5 minutes)</p> <p>Open the game using Kahoot application.</p> <p>Create a friendly atmosphere using online resources to integrate all the students in the assessment process.</p> <p>Online resources:</p> <p>https://www.canva.com/design/DAGi3cv7e3A/R4UWpJxPjCzmbfwBZDL6Q/edit</p> <p>https://create.kahoot.it/details/a-day-in-a-hospital/f6159a97-9312-45f1-8fb8-18cddd68924b</p> 		
<p>Extension or homework</p> <p>For the next class, students are going to summarize the story to the class using pictures.</p>		

Elaborated by: Estefany Masabanda

Source: developed by the author.

Reading number five

Discovering the best space to live in the world

I am Sofia. Yesterday, while I was walking with my pets, I met my school friends Oliver and Emma. After a minute of talking, we decided to go to the shopping mall to talk more about our lives. Emma started describing two interesting places that she visited: London and Brazil. She said that Brazil is bigger than London, but this country is more diverse in landscapes and recreational places than London. What impressed her a lot was that London is more modern in architecture than many spaces in Brazil; however, it is more famous for the dishes and tourist places than London.

On the other hand, Oliver visited Russia and mentioned that the citizens were friendlier and the weather was cooler than in his town. Moreover, he was excited because the rivers and tourist places were cleaner than in his city, but the food was more expensive and spicier than his mother usually cooks. Finally, being in another country made my friends braver and helped them become more helpful, creative, and adventurous because they will travel around the world to continue discovering.

Graphic 10 Didactic guide

Activity 5



Level: A2 ninth-level students.

Topic: Discovering the best space to live in the world.

Time: 45 minutes.

Description: This didactic guide aims to present reading comprehension strategies in pre, during and post reading with A2 level students using online resources.

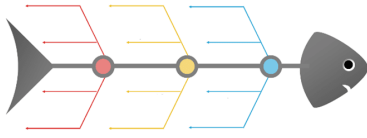
Objectives: Students are going to analyze and understand the text using different strategies in each reading stages.

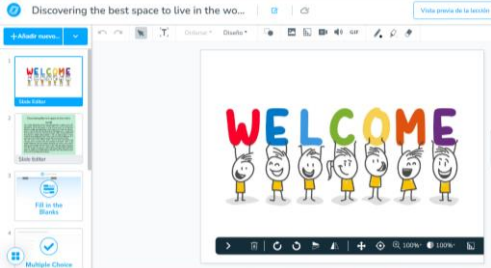
Methodological strategies
Teaching Approach: Communicative and constructivist approach.
Teaching technique: The learning will be based in role plays, games, and reading comprehension strategies.

Activities
 Warm up/ Lead in.
 Presentation
 Practice
 Production
 Assessment and evaluation
 Online resources
 Extension or homework.

Materials
 Online resources
 Infocus
 Speaker
 Office material

Lesson Development

<p>Grammar Comparative adjectives.</p>	<p>Vocabulary 1.-diverse 2.-impressive 3.-architecture 4.-brave 5.-expensive</p>	
<p>Presentation</p>	<p>Pre-reading The teacher will apply the strategy pre viewing the text. The teacher will ask the questions. What is the reading topic?, What does the topic tell you?. Students will examine the subheading of the text. Students will look at the pictures and title of the text to have previous ideas before reading. Students will look for bold or italic words. Students will read the last sentences of the paragraph. Students will predict an example: <i>I think the text will describe a girl's work routine.</i></p>	<p>Time (5 minutes)</p>
<p>Practice</p>	<p>During reading The teacher will show the reading using canva. Students will create fish fishbone graphic organizer on the cardboard. Example:  Students will make predictions, confirm and change them based on the new information on the fish bone.</p>	<p>Time (20 minutes)</p>
<p>Production</p>	<p>Post reading Students will share their ideas through the strategy used. The teacher will organize a retelling activity using the tromps. - “What happened first?”</p>	<p>Time (15 minutes)</p>

	<p>“Then what happened?” “How did the story end?” Finally, students are going to organize re retell the story, saying the beginning, middle and end of the story.</p>	
<p>Assessment and Evaluation Time (5 minutes) Open the game using Nearpod application. Create a friendly atmosphere using online resources to integrate all the students in the assessment process. Online resources: https://www.canva.com/design/DAGi3cv7e3A/R4UWpJxPjCzmbofwBZDL6Q/edit https://cc.nearpod.com/91ca5cb8f63e870881d99c211207f0be-1/2231494527</p> 		
<p>Extension or homework Students are going to create a collage about two interesting places and write twenty sentences comparing them.</p>		

Elaborated by: Estefany Masabanda

Source: developed by the author.


Reading number six

The most famous explores


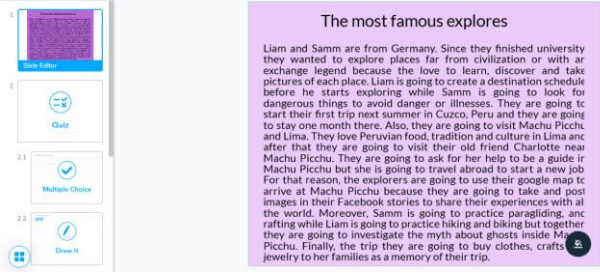
Liam and Samm are from Germany. Since they finished university, they wanted to explore places far from civilization or with an exchange program because they love to learn, discover, and take pictures of each place. Liam is going to create a destination schedule before he starts exploring, while Samm is going to look for dangerous things to avoid danger or illnesses. They are going to start their first trip next summer in Cuzco, Peru, and they are going to stay one month there. Also, they are going to visit Machu Picchu and Lima. They love Peruvian food, tradition,

and culture in Lima, and after that, they are going to visit their old friend Charlotte near Machu Picchu. They are going to ask for her help to be a guide in Machu Picchu but she is going to travel abroad to start a new job. For that reason, the explorers are going to use their Google Maps to arrive at Machu Picchu because they are going to take and post images in their Facebook stories to share their experiences with the world. Moreover, Sann is going to practice paragliding and rafting while Liam is going to practice hiking and biking, but together, they are going to investigate the myth about ghosts inside Machu Picchu. Finally, on the trip, they are going to buy clothes, crafts, and jewelry for her family as a memory of their trip.

Graphic 11 Didactic guide

<p>Activity 6</p> 	
<p>Level: A2 ninth-level students.</p>	
<p>Topic: The most famous explorers.</p>	<p>Time: 45 minutes.</p>
<p>Description: This didactic guide aims to present reading comprehension strategies in pre, during and post reading with A2 level students using online resources.</p>	
<p>Objectives: Students are going to analyze and understand the text through story map.</p>	<p>Methodological strategies <i>Teaching Approach:</i> Communicative and constructivist approach. <i>Teaching technique:</i> The learning will be based on role plays, games, and reading comprehension strategies.</p>

Activities Warm up/ Lead in. Presentation Practice Production Assessment and evaluation Online resources Extension or homework.	Materials On line resources Infocus Speaker Office material										
Lesson Development											
Grammar Be going to.	Vocabulary 1.-culture 2.-abroad 3.-architecture 4.-paragliding 5.-rafting										
Presentation	Pre-reading Students will understand the meaning of the word using the Frayer model template. Example: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">Definition</td> <td style="width: 33%;"></td> <td style="width: 33%;">Characteristic</td> </tr> <tr> <td colspan="3" style="text-align: center;">Word</td> </tr> <tr> <td>Example</td> <td></td> <td>Non example</td> </tr> </table> Students are going to create five charts following the template using unknown words. The teacher will obtain previous ideas through a brainstorming. She will write the topic on the board and the student must brainstorm ideas around the central topic about the most famous explorer's story.	Definition		Characteristic	Word			Example		Non example	Time (5 minutes)
Definition		Characteristic									
Word											
Example		Non example									
Practice	During reading The teacher will show the reading using canva.	Time (20 minutes)									

	<p>Teacher will project on the board the story map template.</p> <p>Example:</p>  <p>Students will read the text again and complete the story map chart. on the notebook.</p>	
<p>Production</p>	<p>Post reading</p> <p>Students will organize a discussion using their story map activity to present their understanding.</p> <p>The teacher will take notes and provide feedback about pronunciation</p> <p>Finally, students are going to play a game using Nearpod.</p>	<p>Time (15 minutes)</p>
<p>Assessment and Evaluation</p> <p>Time (5 minutes)</p> <p>Open the game using Nearpod application.</p> <p>Create a friendly atmosphere using online resources to integrate all the students in the assessment process.</p> <p>Online resources:</p> <p>https://www.canva.com/design/DAGi3cv7e3A/R4UWpjxPjCzmbofwBZDL6Q/edit</p> <p>https://cc.nearpod.com/04ae036116c32350054ebd2d3b221493-1/2231496293</p> 		
<p>Extension or homework</p> <p>Students are going to write about their plans during their next holidays.</p> <p>Elaborated by: Estefany Masabanda</p>		

Source: developed by the author.

Reading number seven

Environment issue

Scientists have realized many environmental issues in the last few years. Environmental pollution has had a big impact on human health and well-being, producing cancer, respiratory and cardiovascular diseases, as well as problems in children's development and growth. This problem has drastically impacted all age groups but the most vulnerable are children under five years age. The main reason is that the natural disasters, environmental degradation and biodiversity loss cause damage in agriculture and deprive children of clean water and nutritious foods. Also, it has created dangerous environments triggering diseases, leaving them without a safe place to live, ruining the quality of the health and education system they need to survive and thrive. Also, another fact is that due to the temperature, the glaciers have melted in several parts of the world. Nowadays, deforestation, use of fossil fuels, intensive agriculture and farming have increased the pollution in the last years. Climate changes have produced water shortages, severe fires, intensive droughts, rising sea level, melting ice caps, catastrophic storms and declining biodiversity.

Graphic 12 Didactic guide

Activity 7



Level: A2 ninth-level students.

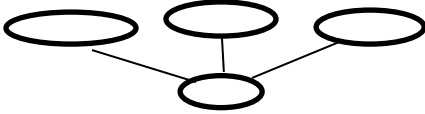
Topic: Environmental issue.	Time: 45 minutes.
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Description: This didactic guide aims to present reading comprehension strategies in pre-, during and post reading with A2 level students using online resources.

<p>Objectives: Students are going to analyze and understand the text through a cause-and-effect chart.</p>	<p>Methodological strategies <i>Teaching Approach:</i> Communicative and constructivist approach. <i>Teaching technique:</i> The learning will be based in role plays, games, and reading comprehension strategies.</p>
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<p>Activities Warm up/ Lead in. Presentation Practice Production Assessment and evaluation Online resources Extension or homework.</p>	<p>Materials Online resources Infocus Speaker Office material</p>
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Lesson Development

<p>Grammar Present perfect.</p>	<p>Vocabulary 1.-fossil fuels 2.-thrives 3.-droughts 4.-environment 5.-issue</p>										
<p>Presentation</p>	<p>Pre-reading Students will understand the meaning of the word using Frayer model template. Example:</p> <table border="1" data-bbox="654 680 1167 961"> <tr> <td data-bbox="654 680 834 835"> <p>Definition A condition in which people, plants, and animal, live.</p> </td> <td data-bbox="834 680 984 835"></td> <td data-bbox="984 680 1167 835"> <p>Characteristic Geography area</p> </td> </tr> <tr> <td colspan="3" data-bbox="654 835 1167 898"> <p>Word (environment)</p> </td> </tr> <tr> <td data-bbox="654 898 834 961"> <p>Example People</p> </td> <td data-bbox="834 898 984 961"></td> <td data-bbox="984 898 1167 961"> <p>Non example Planets</p> </td> </tr> </table> <p>Students are going to create five charts following the template using unknown words. The teacher will apply the brainstorming strategy to guide the reading. The teacher will write the topic on the board, and the student must brainstorm about environmental issues.</p> 	<p>Definition A condition in which people, plants, and animal, live.</p>		<p>Characteristic Geography area</p>	<p>Word (environment)</p>			<p>Example People</p>		<p>Non example Planets</p>	<p>Time (5 minutes)</p>
<p>Definition A condition in which people, plants, and animal, live.</p>		<p>Characteristic Geography area</p>									
<p>Word (environment)</p>											
<p>Example People</p>		<p>Non example Planets</p>									
<p>Practice</p>	<p>During reading The teacher will show the reading using canva. The teacher will read aloud the text titled “Environmental issues” for the students, focusing on the right pronunciation. Students will present a cause-and-effect template.</p>	<p>Time (20 minutes)</p>									

	Students read again the text and identify the main causes and effects of environmental problems using scanning.	
Production	<p>Post reading</p> <p>Students will organize a role play using their cause-and-effect chart to present their ideas and develop speaking.</p> <p>Details:</p> <p>The teacher will present the topic and give different roles to students.</p> <p>Students share their information previously collected.</p> <p>Finish the role play, reflecting on their experience.</p> <p>Teacher will present a conclusion and feedback about students' mistakes in pronunciation. For example, write on the board all the mispronounced words and practice with the group the correct way.</p> <p>Finally, students are going to play a game using Educa play app.</p>	Time (15 minutes)

Assessment and Evaluation

Time (5 minutes)

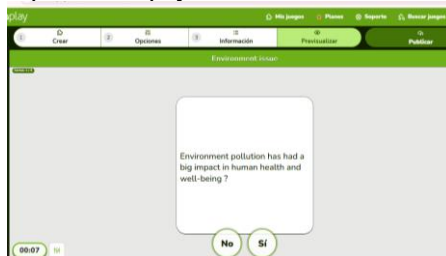
Open the game using Educa play application.

Create a friendly atmosphere using online resources to integrate all the students in the assessment process.

Online resources:

<https://www.canva.com/design/DAGi3cv7e3A/R4UWpJxPjCzmbfwBZDL6Q/edit>

<https://es.educaplay.com/editor-de-recursos/23439701>



Extension or homework

Students are going to record a short video presenting a general conclusion about environmental issues that they discussed in a role play.

Elaborated by: Estefany Masabanda


Source: developed by the author.

Reading number eight

Same world, different realities

Last year, surveys showed that one of the most serious problems in the world is poverty in the most underdeveloped cities. First, around the round despite governments' planning, many countries faced extreme economic needs, especially in the poorest cities like Burundi, Mali, Somalia, and the Central African Republic. The saddest situation is that those people struggle every day to meet their needs. For example, most of them try to survive without clean and pure water and adequate housing against rain, cold, sun and night hazards. There is one of the most difficult situations that prevents worthy opportunities for each of the citizens of these countries. Moreover, the most painful reality of poverty is the biggest impact on children and teenagers because they grow up without school education and adequate healthcare, according to their ages. Children and teenagers have been forced to work on the street instead of going to school like other citizens. As a result, it is possible that they won't have a better lifestyle due to education being the strongest tool to get out of poverty.

Graphic 13 Didactic guide

<p>Activity 8</p> 	
<p>Level: A2 ninth-level students.</p>	
<p>Topic: Same world, different realities.</p>	<p>Time: 45 minutes.</p>
<p>Description: This didactic guide aims to present reading comprehension strategies in pre, during and post-reading with A2 level students using online resources.</p>	
<p>Objectives: Students are going to analyze and understand the text through a fact-opinion chart.</p>	<p>Methodological strategies <i>Teaching Approach:</i> Communicative and constructivist approach. <i>Teaching technique:</i> The learning will be based on role plays, games, and reading comprehension strategies.</p>
<p>Activities Warm up/ Lead in. Presentation Practice Production Assessment and evaluation Online resources Extension or homework.</p>	<p>Materials On line resources Infocus Speaker Office material</p>
<p>Lesson Development</p>	

<p>Grammar Superlative adjectives.</p>	<p>Vocabulary 1.-pinful 2.-poverty 3.-struggle 4.-hazards 5.-healthcare</p>										
<p>Presentation</p>	<p>Pre-reading Students will understand the meaning of the word using the Frayer model template.</p> <table border="1" data-bbox="654 642 1167 833"> <tr> <td data-bbox="654 642 834 705">Definition</td> <td data-bbox="834 642 984 705"></td> <td data-bbox="984 642 1167 705">Characteristic</td> </tr> <tr> <td colspan="3" data-bbox="654 705 1167 768" style="text-align: center;">Word</td> </tr> <tr> <td data-bbox="654 768 834 833">Example</td> <td data-bbox="834 768 984 833"></td> <td data-bbox="984 768 1167 833">Non example</td> </tr> </table> <p>Students are going to create five in the notebook before reading. The teacher will write the topic on the board and the student must brainstorm about the poverty situation around the world.</p>	Definition		Characteristic	Word			Example		Non example	<p>Time (5 minutes)</p>
Definition		Characteristic									
Word											
Example		Non example									
<p>Practice</p>	<p>During reading The teacher will show the reading using canva. The teacher will read the story aloud for the students, focusing on the right pronunciation. Students will present fact-opinion template.</p> <table border="1" data-bbox="654 1346 1167 1461"> <tr> <td data-bbox="654 1346 911 1388">FACT</td> <td data-bbox="911 1346 1167 1388">OPINION</td> </tr> <tr> <td data-bbox="654 1388 911 1430">-</td> <td data-bbox="911 1388 1167 1430">-</td> </tr> <tr> <td data-bbox="654 1430 911 1461">-</td> <td data-bbox="911 1430 1167 1461">-</td> </tr> </table> <p>Students read again the text and identify the ten facts about poverty and its impact on children and teenagers. Then, students have to include for each fact an opinion following the template.</p>	FACT	OPINION	-	-	-	-	<p>Time (20 minutes)</p>			
FACT	OPINION										
-	-										
-	-										
<p>Production</p>	<p>Post reading Students will walk into the classroom sharing their facts and opinions.</p>	<p>Time (15 minutes)</p>									

	<p>The teacher will collect students' fact and opinion chart activity to assign a score.</p> <p>The teacher will present a conclusion and feedback about students' mistakes in pronunciation.</p> <p>Finally, students are going to play a game using Educa Play app.</p>	
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Assessment and Evaluation

Time (5 minutes)

Open the game using Educa Play application.

Create a friendly atmosphere using online resources to integrate all the students in the assessment process.

Online resources:

<https://www.canva.com/design/DAGi3cv7e3A/R4UWpJxCzmbofwBZDL6Q/edit>

<https://es.educaplay.com/editor-de-recursos/23442718/>



Extension or homework

Students are going to create a presentation using their fact and opinion chart to present in the next class.

Elaborated by: Estefany Masabanda

Source: developed by the author.


Reading number nine

The impact of technology on human life.

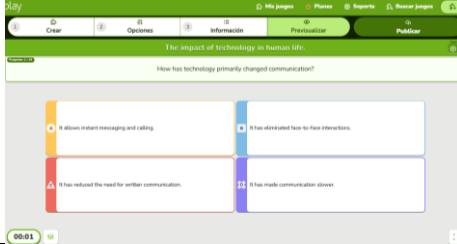
Technology has had a big impact on human life because it has rapidly changed people's lifestyle, study, work, and especially in communication. Besides, all the usual people's activities have been modified dramatically, which could cause positive and negative effects. Nowadays, to start the day all the people frequently wake up using smartphones' alarms, and they can send messages or call immediately. Also, in education, technology has helped positively in some

aspects because with the internet connection, students can send activities easily, do homework, and check on web pages efficiently without any problem. Moreover, learners can also join the classes virtually from the comfort of their homes. However, students have direct access to many pages, information, and free or paid games and spend many hours in front of the computer or cellphones, creating bad habits, academically distracting, and future health problems. In brief, adults have to teach their sons how to use technology carefully and monitor wisely what information children and teenagers share on social media because hackers can easily steal their information.

Graphic 14 Didactic guide

Activity 9	
	
Level: A2 ninth level students.	
Topic: The impact of technology on human life.	Time: 45 minutes.
Description: This didactic guide aims to present reading comprehension strategies in pre, during and post reading with A2 level students using online resources.	
Objectives: Students are going to analyze and understand the text through a fact-opinion chart.	Methodological strategies <i>Teaching Approach:</i> Communicative and constructivist approach. <i>Teaching technique:</i> The learning will be based in role plays, games, reading comprehension strategies.

Activities Warm up/ Lead in. Presentation Practice Production Assessment and evaluation Online resources Extension or homework.	Materials Online resources Infocus Speaker Office material										
Lesson Development											
Grammar Adverb	Vocabulary 1.-technology 2.-send 3.-poor 4.-comfort 5.-wisely										
Presentation	<p>Pre-reading Students will understand the meaning of the word using the Frayer model template.</p> <table border="1" data-bbox="652 1041 1169 1197"> <tr> <td data-bbox="652 1041 834 1100">Definition</td> <td data-bbox="834 1041 984 1100"></td> <td data-bbox="984 1041 1169 1100">Characteristic</td> </tr> <tr> <td colspan="3" data-bbox="652 1100 1169 1138" style="text-align: center;">Word</td> </tr> <tr> <td data-bbox="652 1138 834 1197">Example</td> <td data-bbox="834 1138 984 1197"></td> <td data-bbox="984 1138 1169 1197">Non example</td> </tr> </table> <p>Students are going to create five charts following the template using strange words. The teacher will write the topic on the board, and the student must brainstorm about the impact of technology on human life.</p>	Definition		Characteristic	Word			Example		Non example	Time (5 minutes)
Definition		Characteristic									
Word											
Example		Non example									
Practice	<p>During reading The teacher will show the reading using canva. The teacher will read aloud for the students, focusing on the right pronunciation. Students will present a fact-opinion template.</p> <table border="1" data-bbox="652 1675 1169 1785"> <tr> <td data-bbox="652 1675 912 1713">FACT</td> <td data-bbox="912 1675 1169 1713">OPINION</td> </tr> <tr> <td data-bbox="652 1713 912 1751">1.-</td> <td data-bbox="912 1713 1169 1751">1.-</td> </tr> <tr> <td data-bbox="652 1751 912 1785">2.-</td> <td data-bbox="912 1751 1169 1785">2.-</td> </tr> </table>	FACT	OPINION	1.-	1.-	2.-	2.-	Time (20 minutes)			
FACT	OPINION										
1.-	1.-										
2.-	2.-										

	<p>Students read again the text and identify the ten facts about the use of technology presented in the text.</p> <p>Then, students have to include for each fact an opinion following the template.</p>	
Production	<p>Post reading</p> <p>The teacher will project the template on the board.</p> <p>Students will stand up and complete each part using their notes</p> <p>The teacher will present a conclusion and feedback about the students' activity.</p> <p>Finally, students are going to play a game using Educa Play app.</p>	<p>Time (15 minutes)</p>
<p>Assessment and Evaluation</p> <p>Time (5 minutes)</p> <p>Open the game using Educa Play application.</p> <p>Create a friendly atmosphere using online resources to integrate all the students in the assessment process.</p> <p>Online resources:</p> <p>https://www.canva.com/design/DAGi3cv7e3A/R4UWpjpjCzmbofwBZDL6Q/edit</p> <p>https://es.educaplay.com/editor-de-recursos/23446708/</p> 		
<p>Extension or homework</p> <p>Students are going to find last year's world problem and create a fact and opinion chart in a cardboard.</p>		

Elaborated by: Estefany Masabanda

Source: developed by the author.

Reading number ten

My dream: to learn English

One day, Lya sat in front of the university library, so sad because he wanted to speak English as a native speaker and travel abroad without an interpreter to help her communicate. But she realized she had not paid attention to the teachers in the school for consequently she had not learned basic English contents, so essential to continue learning and improving more. When she started university, she only knew basic expressions like greetings, numbers, and animals. The main reason was that she hadn't taken English school classes with enthusiasm, dedication, and effort. Also, she remembered that when the teacher organized role plays, debates, or any discussion activity, she had never practiced. Moreover, she considered English a boring language to learn, hence she had avoided English lessons and doing his assignments. At the university, the teacher asked for ideas about his subject while other students answered immediately Lya had not understood anything and she felt frustrated because in two weeks she would have a speaking test. But this day she stopped thinking a lot and decided to review vocabulary and practice speaking with a native speaker whom she had met since her sister's graduation. After a day's practicing hard, she had taken control of her second language acquisition. Finally, she felt more confident when she talked and had found motivation to continue improving and achieve her dreams, and travel abroad.

Graphic 15 Didactic guide

Activity 10



Level: A2 ninth level students.

Topic: My dream: to learn English

Time: 45 minutes.

Description: This didactic guide aims to present reading comprehension strategies in pre, during and post reading with A2 level students using online resources.

Objectives: Students are going to analyze and understand the text through a tree diagram.

Methodological strategies

Teaching Approach: Communicative and constructivist approach.

Teaching technique: The learning will be based on role plays, games, and reading comprehension strategies.

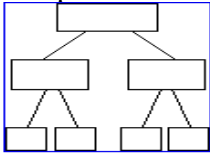
Activities


Warm up/ Lead in.
Presentation
Practice
Production
Assessment and evaluation
Online resources
Extension or homework.

Materials

On line resources
Infocus
Speaker
Office material

Lesson Development

<p>Grammar Past perfect</p>	<p>Vocabulary 1.-acquisition 2.-native 3.-effort 4.-confident 5.-proud</p>										
<p>Presentation</p>	<p>Pre-reading The teacher will start the class by playing with the verb's conjugation. Students will understand the meaning of the word using the Frayer model template.</p> <table border="1" data-bbox="652 716 1169 873"> <tr> <td data-bbox="652 716 834 779">Definition</td> <td data-bbox="834 716 984 779"></td> <td data-bbox="984 716 1169 779">Characteristic</td> </tr> <tr> <td colspan="3" data-bbox="652 779 1169 810" style="text-align: center;">Word</td> </tr> <tr> <td data-bbox="652 810 834 873">Example</td> <td data-bbox="834 810 984 873"></td> <td data-bbox="984 810 1169 873">Non example</td> </tr> </table> <p>Students are going to create five charts following the template using unknown words. The teacher will apply brainstorming/word association. The teacher will play a vocabulary word guessing game.</p>	Definition		Characteristic	Word			Example		Non example	<p>Time (5 minutes)</p>
Definition		Characteristic									
Word											
Example		Non example									
<p>Practice</p>	<p>During reading The teacher will show the reading using canva. The teacher will read aloud for the students, focusing on the right pronunciation. Students will create a tree diagram in which they will write on the tree's trunk the main topic and on the branches outcomes, factors, problems, solutions, etc. Example:</p>  <p>Students read the text again until a point and say another name to continue reading. Then, students have to create a tree diagram in pairs.</p>	<p>Time (20 minutes)</p>									

<p>Production</p>	<p>Post reading The teacher will organize a discussion called pair talk. Students will create five questions to be asked of the class. Select the participants using a wheel with all the students' names. The teacher will present a conclusion and feedback about students' pronunciation mistakes. Finally, students are going to play a game using Educa play app.</p>	<p>Time (15 minutes)</p>
<p>Assessment and Evaluation Time (5 minutes) Open the game using Educa Play application. Create a friendly atmosphere using online resources to integrate all the students in the assessment process. Online resources: https://www.canva.com/design/DAGi3cv7e3A/R4UWpjxPjCzmbofwBZDL6Q/edit https://es.educaplay.com/editor-de-recursos/23448665/</p> 		
<p>Extension or homework Students are going to write an article of two paragraphs, each one of eight lines, using past perfect about an imaginary story.</p>		

Elaborated by: Estefany Masabanda

Source: developed by the author.

Innovative Proposal Evaluation

To measure students' reading comprehension improvement after applying strategies in the learning process is the use of an adapted post-test Cambridge (KET). Jajka (2024) claims that the posttest “serves to assess the impact and effectiveness of teaching strategies, determining how

much students learn and their outcomes. Also, this process allows us to compare pre-test results at the end of an educational process” (p.03).

Besides, the objective of the post-test in this research is to measure “Sagrado Corazon de Jesus” A2 students’ progress after the (Didactic Guide) proposal implementation. The group of students is 27 ninth-grade learners using a pre-experimental design. Moreover, post-test emphasized the group reading comprehension skill, reading strategies used in each stage, information retention, in conclusion, their achievement, and growth after a teaching lesson. The implementation of this guide had a positive impact on the group because the different reading strategies used through the didactic guide increased students’ motivation in each lesson, and it produced in them active participation, generated interest to read, discover, practice, and as a result, in the assessment games, they showed good results in each lesson. Finally, this guide contributed positively, helping them to enhance their reading comprehension, showed and analyzed in the post-test.

Validation of the Proposal

Emphasizing in Indoamérica Technological University 3.0 version Thesis Manual, a research proposal can be validated following three steps: Peer Review by a Specialist, User Validation, and Validation through application in the proposal practice. However, the most significant and reliable validation for this research is “METHOD 3 Validation through application in the proposal practice” for many reasons. First, as mentioned in the Manual, “Verification of the results demonstrating a transformation with respect to the initial diagnosis by implementing the proposal in the entire or partial sample under study”. This method is linked with this research progress using 27 ninth-level elementary students as a sample group. Furthermore, this group will

take a Pre-test to diagnose of reading comprehension level and the implementation of the Didactic Guide in the lessons.

For that reason, in the first stage Cambridge KET test will be adopted as a key for teachers to know the learners' reading comprehension level. After that, in during reading will be implemented and applied an innovative didactic guide. In the last stage will be applied a new Post-Test following parts 1,3, and 4 of the Cambridge reading test (KET), to obtain results of the lesson process and realize students' achievement in English skills focused on in reading comprehension through different strategies.

It will provide solid evidence to support the research hypothesis: The implementation of strategies in pre-, during and post-reading in A2 English students to increase students' comprehension level. Finally, the results will be categorized into levels following the quantitative scale presented in the instruments. Pre-test and post-test will be scored over 10 points after this process and according to the score range, to determine students' reading comprehension level the result will be classified in ranges: high (8-10), middle (5-7) and low (0-4). As a conclusion, to prove the hypothesis of this project, METHOD 3 presented in the Indoamerica Manual will be the most effective.

Author: Masabanda Ugsha Estefany Graciela.

Title of the research: Exploring the effectiveness of pre, during, and post reading strategies to enhance English reading comprehension skill in A2 ELF students.

General objective of the research: To analyze the influence of pre, during and post-reading strategies to enhance English reading comprehension skill in A2 EFL students.

INSTRUMENT:

Technique: Questionnaire

Instrument: Pre test - post test.

The general objective of this research is to analyze the influence of pre, during and post reading strategies to enhance English reading comprehension skill in A2 EFL, focusing on quantitative research and pre-experimental design using pre-test and post-test as main instruments. Besides, the purpose of pre-reading is to identify students' reading comprehension level before the application of strategies, while post-reading aim is to assess the proficiency level of students after the application of reading strategies in the classroom. Also, this research technique is a questionnaire following the Cambridge Key English Test for School for A2 level students to assess students' reading comprehension. Hence, pre and post reading test includes part 1, 3 and 4 of the tests, following the same Cambridge reading test A2 level structure but including different information. Furthermore, to determine the level of students after the application of pre and during tests a quantitative scale will be applied. This scale is divided into three parts: high (8-10), middle (5-7) and low (0-4), taking into account that the test will be scored over 10 points. Finally, it provided significant in the learning process through the implementation of the didactic guide in the classroom with different reading comprehension strategies assessed by some online platforms.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Before applying reading comprehension strategies in A2 Sagrado Corazón de Jesús students showed a lack of motivation in reading, comprehension problems, and low scores according to the pre-test parts 1,3, and 4 applied using the A2 Cambridge test.

Furthermore, the didactic proposal where the teacher created a didactic guide using a structure chart with specific data like unit information, topic, grammar, vocabulary, reading text, and strategies for learners' comprehension using different tools, allowing the students to activate the prior knowledge, interact with the text meaningfully, and reflect on the text. Also, the proposal enhances engagement and comprehension in Sagrado Corazón de Jesús A2 level students due to the application of strategies in pre, during and post reading.

The implementation of the proposal in A2 level students showed a big impact, according to the

Quantitative data results are shown in the analysis of the results, in which the average score was 9.81 in the pre-test to 14.70 in the post test. The high result represented in the post test expressed that to support students' reading understanding is necessary to focus on strategies that facilitate meaning decoding, improve autonomous learning, and enhance learners' critical thinking and motivation.

Students' reading comprehension level increased according to the post-test results analyzing results, which means that the organized and planned reading strategies in each reading stage fostered noticeable A2 EFL students' level of comprehension. The results demonstrate and validate the importance of implementation of strategies to improve learners' comprehension, as evidenced by the improvement shows that the different strategies have a positive impact on

students' reading comprehension.

Recommendations

Teachers need to measure students' reading comprehension level and have an organized proposal to be implemented to address their problems, motivate them with strategies and create autonomy in reading to continue learning new words in their vocabulary so that in the future, understanding will be easier.

The didactic guide is an essential language acquisition tool because it promotes reading comprehension through strategies. Also, EFL teachers have to incorporate it to foster each step of reading pre, during and post because the final data analysis demonstrated that a meaningful improvement in their retention and comprehension in A2 ninth-level EFL students. Furthermore, it is recommended to guide reading classes using these learning resources to maximize learning and reading skills in the English language.

To support learners' comprehension is recommended to implement a didactic proposal. This study focused on a didactic guide presented in the investigation, expanding a didactic proposal through different and enjoyable integrating specific information to be applied in each lesson. Also, it is important to implement dynamic and ludic tools to assess learners' comprehension level, fostering interaction and interest in the group of students. This approach has to be combined with a formative assessment at the end of the class to allow the teacher to monitor the effectiveness of the strategies.

Teachers need to assess students' proficiency through a post-test to determine the effectiveness of strategies in the group of students to According to the data analysis, the effectiveness. In this project, the results were positive because in reading comprehension development, a tool strategy

was used in the classroom, demonstrating a clear change and improvement in the group of students. The majority of the ninth-level students showed their performance and progress in the post-test, and they will continue applying it in future reading text activities and which will be useful in their language acquisition because they learned how to apply it in each reading stage pre, during, and post, helping them to obtain excellent results in future tests or exams.

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APPENDIX

APPENDIX 1

CONSENTIMIENTO INFORMADO PARA LA REALIZACIÓN DE

ESTUDIO EDUCATIVO PARA PROYECTO DE TITULACIÓN

EN LA MODALIDAD PRESENCIAL

Latacunga, 03 de abril de 2025

1. DATOS INFORMATIVOS:

1.1. Apellidos y nombres: Masabanda Ugsha Estefany Graciela.

1.2. Programa de maestría: Maestría en Pedagogía de los Idiomas Nacionales y Extranjeros con mención inglés.

Hermana Graciela Osorio.

Rectora de la Unidad Educativa Sagrado Corazón de Jesús.

Yo, *Estefany Graciela Masabanda Ugsha*, me dirijo a usted muy respetuosamente para solicitar la autorización de aplicar en la Unidad Educativa Sagrado Corazón de Jesús, un estudio educativo como parte de mi Proyecto de Titulación, el cual se llevará a cabo en las horas asignadas a la enseñanza del Idioma Inglés.

A continuación, detallo mi estudio educativo:

Tema: Exploring the Effectiveness of pre, during and post reading strategies to enhance English reading comprehension skill in A2 EFL students.

Objetivo: To analyze the influence of pre, during and post reading strategies to enhance English reading comprehension skill in A2 EFL students.

Metodología: Aplicar un pre test adaptado de Cambridge para estudiantes de nivel A2 (KET) con la finalidad de recolectar información sobre el nivel de comprensión en la lectura. Seguidamente, se aplicarán diferentes metodologías enfocadas en la comprensión lectora durante el tercer trimestre en las horas clase para finalmente aplicar un post test como instrumento para analizar el cumplimiento del objetivo del proyecto de titulación.

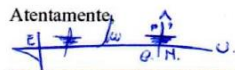
Luego de lo antes declarado, en pleno uso de mis condiciones mentales, siendo total y enteramente responsable, manifiesto mi disposición para realizar este estudio educativo en la modalidad establecida por la unidad educativa.

Esperando su favorable acogida y autorización.

Metodología: Aplicar un pre test adaptado de Cambridge para estudiantes de nivel A2 (KET) con la finalidad de recolectar información sobre el nivel de comprensión en la lectura. Seguidamente, se aplicarán diferentes metodologías enfocadas en la comprensión lectora durante el tercer trimestre en las horas clase para finalmente aplicar un post test como instrumento para analizar el cumplimiento del objetivo del proyecto de titulación.

Luego de lo antes declarado, en pleno uso de mis condiciones mentales, siendo total y enteramente responsable, manifiesto mi disposición para realizar este estudio educativo en la modalidad establecida por la unidad educativa.

Esperando su favorable acogida y autorización.

Atentamente,


Lic. Estefany Masabanda

Autorizado.

Firma: 

Nombres y apellidos: Lina Giacida Osorio Proaño

Rectora

C.I.: 0801736136

Sello de la institución:



APPENDIX 2

Carta de autorización para la realización de estudio educativo para el proyecto de titulación con los estudiantes de la Unidad Educativa Sagrado Corazón de Jesús.

Viernes 03, de abril de 2025

Estimado representante legal:

Se le comunica que las señoritas y señores estudiantes del curso NOVENO AÑO. Paralelo: "A" han sido seleccionadas para realizar el estudio educativo del proyecto de titulación con el fin de innovar el proceso de enseñanza-aprendizaje del idioma inglés. El Proyecto de titulación denominado "To analyze the influence of pre, during and post reading strategies to enhance English reading comprehension skill in A2 EFL students". Será aplicado durante el tercer trimestre del presente año en las horas clase.

A continuación, detallamos nuestro estudio educativo:

Este estudio está enfocado en el área de inglés, con el fin que los estudiantes mejoren su comprensión lectora. Durante este tiempo, los estudiantes de noveno año "A" colaboraran con ciertas actividades como evaluaciones, actividades en clases, tareas con la finalidad de que los estudiantes puedan practicar y mejorar el inglés de manera efectiva. El estudio se realizará durante las horas de inglés, por lo que se tiene el consentimiento aprobado de la hermana Graciela Osorio rectora de la Unidad Educativa.

Este consentimiento, si está firmado, estará vigente hasta el momento que finalice el tercer trimestre del presente año lectivo.

APPENDIX 3

PRE-READING TEST

CAMBRIDGE KEY ENGLISH TEST FOR SCHOOL Instructions to candidate

Read carefully the instruction before to start the test.

Complete the information.

Respect the time assigned for each part of the test.

The test will be scoring over ten points.

INFORMATIVE DATA

Students' Name: _____

Date: _____


Area: EFL

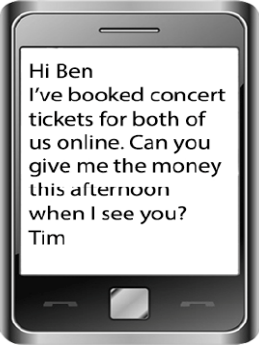

Level: EGB 9th

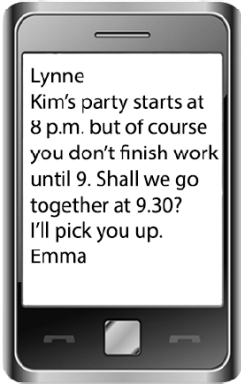


Part 1

Question 1-6

For each question choose the correct answer.

<p>1.</p> <div data-bbox="391 1514 727 1745" style="border: 1px solid black; padding: 5px;"><p>For Sale Women's bicycle (small) 11 years old - needs new tyres Phone Debbie - 0794587454</p></div>	<p>A. The bicycle that's for sale was built for a child.</p> <p>B. Some parts of the bicycle must be changed.</p>
--	---

	<p>C. Debbie is selling the bike because she's too big for it now.</p>
<p>2.</p> 	<p>A Tim thinks Ben should look on the concert website.</p> <p>B Tim hopes that Ben will be able to come with him.</p> <p>C Tim wants to know if Ben can pay him back today.</p>
<p>3.</p> 	<p>A You get into the park by going this way.</p> <p>B It is more expensive to go here alone.</p> <p>C You will have fun if you come with friends.</p>
<p>4.</p>	<p>A Emma knows that Lynne can't be at the party when it starts.</p>

	<p>B Emma wants to go to the party a bit later than Lynne.</p> <p>C Emma wants to go out with Lynne but not to the party.</p>
<p>5.</p> 	<p>A The ice cream shop is open for only 2 hours.</p> <p>B Two ice creams will cost the same as one.</p> <p>C You can get free ice creams all afternoon.</p>
<p>6.</p> 	<p>Why did Sophie write this message?</p> <p>A to check if Anna has completed her homework</p> <p>B to let Anna know what they did in class today</p>

	C to ask Anna to contact her about the homework
--	---

Part 3

Question 14-18

Read the text and select the correct option.

A family of dancers

The women in the Watson family are all crazy about ballet. These days, Alice Watson gives ballet lessons, but for many years, she was a dancer with the National Ballet Company. Her mother, Hannah, also had a full-time job there, making costumes for the dancers.

Alice's daughter Demi started learning ballet as soon as she could walk. 'I never taught her,' says Alice, 'because she never let me.' Now aged sixteen, Demi is a member of the ballet company where her mother was the star dancer for many years. Alice's husband, Jack, is an electrician. They met while he was working at a theatre where she was dancing and got married soon after. 'When Demi started dancing, the house was too small for her and Alice to practise in so I made the garage into a dance studio. Now the living room is nice and quiet when I'm watching television!' he says. Last month, Demi was invited to dance in the ballet *Swan Lake*. Of course, Alice and Hannah were in the audience and even Jack was there, which made it very special for Demi. Jack says, 'I'm not that interested in ballet myself but it's fantastic seeing Demi taking her first steps with Alice's old company!' Demi was wearing a dress that Hannah made for Alice

many years before. 'It was very exciting for all of us,' says Hannah. 'Demi's way of dancing is very like Alice's. I know I'm her grandmother, but I think she has a great future!'

14 What is Alice Watson's job now?

A dancer

B teacher

C dress-maker

15 Demi had her first ballet lessons

A at a very young age.

B at the National Ballet Company.

C from her mother.

16 Jack helped his wife and daughter by

A moving to a larger house.

B letting them use the living room for dancing.

C making a place for them to practice in.

17 What was the best thing about the *Swan Lake* show for Demi?

A It was her first show with the company.

B All her family were there.

C She was wearing a new dress.

18 Hannah says that Demi

A will be a star one day.

B is her favourite granddaughter.

C dances better than Alice did.

Part 4

Questions 19 – 24

For each question, choose the correct answer.

William Perkin

William Perkin was born in London in 1838. As a child he had many hobbies, including model making and photography. But it was the (19)..... of chemistry that really interested him. At the age of 15, he went to college to study it. While he was there, he was (20)to make a medicine from coal. This didn't go well, but when he was working on the problem, he found a cheap (21) to make the colour purple. At that (22).....it was very expensive to make clothes in different colours. William knew he could make a business out of his new colour. Helped by his father and brother, William (23)his own factory to make the colour. It sold well, and soon purple clothes (24)very popular in England and the rest of the world.

19 A class

B subject

C course

20 A thinking

B trying

C deciding

21 A way

B path

C plan

22 A Day

B time

C hour

23 A brought

B turned

C opened

24 A began

B arrived

C became

APPENDIX 4

POST-READING TEST

Part 1

Question 1-6

For each question choose the correct answer.

<p>1.</p> <div style="border: 1px solid black; padding: 5px;"><p>Our science comedy night is very popular</p><p>The show will now take place in room 4 of the West Building, so that more people can see it.</p><p style="text-align: center;">See you there!</p></div>	<p>A. Go somewhere else to see the show.</p> <p>B. There are no more tickets left for the show.</p> <p>C. The event has moved from Room 4 to the West Building.</p>
<p>2.</p> <div style="border: 1px solid black; padding: 5px;"><p>Magazines needed for patients to read</p><p style="text-align: center;">Up to date or out of date</p><p>Leave them with our receptionist or or in the black box by the front door.</p></div>	<p>A. You can take these magazines home with you.</p> <p>B. Please return the magazines after reading them.</p> <p>C. Your old magazines will be used and read here.</p>
<p>3.</p> <div style="border: 1px solid black; padding: 5px;"><p>Hello Robert,</p><p>Thanks for inviting me to dinner. I'd love to come. I don't eat meat and I</p></div>	<p>A. Kate doesn't want dinner because she feels too sick.</p> <p>B. Robert must buy meat and milk for dinner.</p> <p>C. Robert may need to prepare special food for Kate.</p>

<p>4.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Clothes on sale cannot be returned</p> <p>Try them on before you buy them!</p> </div>	<p>A. If you buy something that's too big, you can't bring it back.</p> <p>B. There isn't anywhere for customers to try on clothes here.</p> <p>C. The sale will end soon, so you should buy clothes soon.</p>
<p>5.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Heating comes on between 7am and 10am and 4pm and 11pm.</p> <p>Please do not try to change these times.</p> </div>	<p>A. The heating may not come on every morning.</p> <p>B. Don't try to turn on the heating between 10am and 4pm.</p> <p>C. Someone will come here to turn on the heating.</p>
<p>6.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Paul,</p> <p>There's still a little petrol in the car, so you won't need to get any more until</p> </div>	<p>A. There is still some of the cheap petrol that Sally bought in the car.</p> <p>B. Paul should buy more petrol before he gets to Benton.</p> <p>C. There is enough petrol in the car to get to a cheap petrol station.</p>

Part 3

Question 7-10

For each question choose the correct answer.

Read the article about two sisters and answer the questions.

Something very strange happened to Tamara. She never knew she had a twin sister until she started university! Tamara was born in Mexico. Her parents could not look after her so she went to live with a family in Manhattan, USA.

When Tamara was twenty years old, she started university in Long Island. She enjoyed her university life. But one day she was walking home from class, and a student smiled at her. "Hello Adriana!" said the student. "I'm not Adriana," said Tamara. This happened to Tamara again and again. People Tamara didn't know kept calling her Adriana. It was very strange. One day, when a woman called her Adriana, Tamara asked "Why do you keep calling me Adriana?"

The woman replied, "You look like my friend Adriana. You have the same face and the same hair. Is Adriana your sister?" Tamara said that she did not have a sister called Adriana. But she was interested in this girl Adriana. Finally, she asked someone for Adriana's email address. When Tamara wrote to Adriana, she found out that they both had the same birthday, they looked the same and both of them were from Mexico. When Tamara went to live with the family in Manhattan, Adriana moved to Long Island to live with a family there. It had to be true! Adriana and Tamara were twin sisters!

1

Tamara's parents ...

A.moved from Mexico to Manhattan B.sent Tamara and
Adriana away C.are still alive

2

Tamara and her sister were both born ...

A.in Mexico. B.in Manhattan C. in
Long Island

3

Adriana wrote to Tamara

A. after speaking to friends B.to reply to an email C.to
suggest a meeting

4

How did the sisters meet?

A. Adriana contacted Tamara. B. a friend introduced them.
C. Tamara contacted Adriana.

5

Tamara didn't know ...

- A.that she was born in Mexico B. what day her birthday was
C.that she had a sister

Part 4

Question 1-6

Read the article about students and select the correct option.

My name's Hannah and I'm twenty years old. I've got a daughter (1)Nicole. She's nearly three now. I live in a small flat (2)..... the city centre. It isn't a nice place to live. It's very noisy and dirty and there is (3).....for Nicole to play. I want to move out of the city and live in the countryside. But it's very expensive to live there. I will need to earn (4)money to buy a house. There aren't (5)flats for sale in the small villages near here. That's why I study at college. I'm studying Business. While I am at college, my mum looks (6).....Nicole. My mum really likes spending time with her.

- | | | |
|----------------|--------------|------------|
| 1. A call | B. called | C. names |
| 2. A in | B. on | C. at |
| 3. A somewhere | B. somewhere | C. nowhere |
| 4. A any | B. this | C. enough |
| 5. A much | B. a lot | C. many |
| 6. A for | B. after | C. at |

APPENDIX 5

Questionnaire to evaluate expertise level

Appreciate English teachers you have been selected to participate in a study named Exploring the Effectiveness of pre, during and post reading strategies to enhance English reading comprehension skill in A2 EFL students with the objective to analyze the influence of pre, during and post reading strategies to enhance English reading comprehension skill in A2 EFL students. This questionnaire

allows collect information about your knowledge and that guarantees the specialist status in the topic of the investigation for that reason I want that you contribute with the following information.

Name and surname	
Age	
Occupation	
Job name Educative Unit	
Experience years teaching English	

Rate the expertise level according the following scale.

0-3 Minimum level

3-7 Medium level

7-10 Maximum level

Adapted by Tania Proveda (2025).

1.- Select a X in the box according the knowledge that you have.



Minimum	Knowledge	Maximum
---------	-----------	---------

1.- Knowledge about pre, during and post reading strategies.

0	1	2	3	4	5	6	7	8	9	10

2.- Knowledge about didactic unit.

0	1	2	3	4	5	6	7	8	9	10

3.- Knowledge about pre and post reading test.

0	1	2	3	4	5	6	7	8	9	10

4.- Knowledge about teaching reading English skill.

0	1	2	3	4	5	6	7	8	9	10

5.- Knowledge about effectiveness of use reading strategy in EFL.

0	1	2	3	4	5	6	7	8	9	10

Moreover, the homogenized matrix is presented as a result of questionnaire application and the process explained.

Homogenized matrix obtained

	EPDP	DU	PPT	TRE	ERS	Indice deE
E1	0.9	0.9	0.9	0.9	0.9	0.9

E2	1	0.9	1	0.9	1	0.96
E3	0.8	0.8	0.8	0.8	0.8	0.8
E4	0.9	0.8	1	0.8	0.9	0.88
E5	0.8	0.8	0.8	0.8	0.9	0.82