



TECHNICAL UNIVERSITY OF COTOPAXI
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES
UNDERGRADUATE PROGRAM

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THEME:

READING STRATEGIES FOR EFL CLASSROOM

Research report before obtaining the bachelor degree in National and Foreign Language
Pedagogy, English Major

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PUJILI-ECUADOR

AUGUST 2024

DECLARATION OF AUTHORSHIP

Cardenas Yuxi Heidy Eslendi No. 1501171506, I declare to be authors of the present RESEARCH PROJECT: **“READING STRATEGIES FOR EFL CLASSROOM”**, being Andrade Morán José Ignacio, M.Sc., Tutor of the present work; and, I expressly exempt the Technical University of Cotopaxi and its legal representatives from possible claims or legal actions.

Furthermore, I certify that the ideas, concepts, procedures and results expressed in this research work are my sole responsibility.

Pujilí, August 22, 2024



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ENDORSEMENT OF THE TUTOR OF THE RESEARCH PROJECT

As Tutor of the Research Project on the title:

READING STRATEGIES FOR EFL CLASSROOM", by Cardenas Yuxi Heidy Eslendi, from the career of Pedagogy of National and Foreign Languages, I consider that said Research Report is worthy of the endorsement of approval by complying with the technical standards, translation and formats provided, as well as it has also incorporated the observations and recommendations proposed in the pre-defense.

Pujilí, August 21, 2024



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As the Readers' Tribunal, approve the present Research Project according to the regulations issued by the Technical University of Cotopaxi, and by the Pujilí Extensión; because, the applicant: Cardenas Yuxi Heidi Eslendi, with the title of the Research Project: **“READING STRTAEGIES FOR EFL CLASSROOM”**, has considered the recommendations issued timely and meets the sufficient merits to be submitted to the act of substantiation of the degree work.


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GRATEFULNESS

I express my deep gratitude to God for giving me life and wisdom to carry out this research and complete this stage of professional training. Likewise, I am infinitely grateful to my family, especially my parents and siblings for being a fundamental pillar, my source of support, perseverance and determination to achieve my goals. To my tutor M.Sc. José Andrade for his help and disposition during the development of my project. Finally, to the Technical University of Cotopaxi, to each of the professors, collaborators and tutors who guided me and shared their knowledge during my professional training during all these years.

Heidy

DEDICATION

It is a pleasure for me to dedicate this project to my parents, Rosa and Omero, who with their love and support have inspired me to complete my professional training. Thanks for infinitely believing in me and not leaving me alone in this fundamental process of my life. Finally, to my dear professors and tutors of the Technical University of Cotopaxi, who guided me in the best way with their knowledge and support. Thank you all for contributing your grain of sand to my professional training.

Heidy Cardenas

TECHNICAL UNIVERSITY OF COTOPAXI
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES
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THEME: “READING STRATEGIES FOR EFL CLASSROOM”

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ABSTRACT

The present study entitled “READING STRATEGIES FOR THE EFL CLASSROOM” focuses on the development of reading skills, seen as an active strategy and procedure in which readers use a variety of reading strategies to construct a description from written material in English as a foreign language. The main objective of this research was to identify strategies to improve the reading skills of second-level A1.2 students of the Technical University of Cotopaxi-Pujilí Campus in the academic period April - August 2024. A descriptive quantitative methodology was used and the participants were 30 students, who answered a 30-question Cambridge structured questionnaire and descriptive statistics were used to analyze the data obtained. In addition, two groups of students from the second level were selected, 15 students belonged to the experimental group and 15 were part of the control group, to whom a pre and post-test was applied before and after using the proposal. The results obtained in comparison with the control group and the experimental group based on the post-test were higher than the points obtained by the control group. Thus, it was evident that the experimental group improved reading comprehension through the reading strategies taught because they obtained an increase of more than 23 points in the scores obtained in the post-evaluation.

Keywords: Reading strategies, Foreign, skill, summarizing, note taking, previewing, predicting, graphic organizer.

UNIVERSIDAD TÉCNICA DE COTOPAXI

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

TITULO: “ESTRATEGIAS DE LECTURA PARA EL AULA DE EFL”

Autor:

Cardenas Yuxi Heidy Eslendi

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RESUMEN

El presente estudio titulado “ESTRATEGIAS DE LECTURA PARA EL AULA DE EFL” se enfoca en el desarrollo de la habilidad lectora, vista como una estrategia y procedimiento activo en el que los lectores utilizan una variedad de estrategias de lectura para construir una descripción a partir de material escrito en inglés como lengua extranjera. El objetivo principal de esta investigación fue identificar estrategias para mejorar la habilidad lectora de los estudiantes de segundo nivel A1.2 de la Universidad Técnica de Cotopaxi-Pujilí Campus en el periodo académico abril – agosto de 2024. Se utilizó una metodología cualitativa descriptiva y los participantes fueron 30 estudiantes, quienes respondieron un cuestionario estructurado de Cambridge de 30 preguntas y se utilizó estadística descriptiva para analizar los datos obtenidos. Además, se seleccionaron dos grupos de estudiantes del segundo nivel, 15 estudiantes pertenecían al grupo experimental y 15 formaban parte del grupo control, a quienes se les aplicó un pre y post test antes y después de utilizar la propuesta. Los resultados obtenidos en comparación con el grupo control y el grupo experimental con base en el post test fueron superiores a los puntos obtenidos por el grupo control. Así, se evidenció que el grupo experimental mejoró la comprensión lectora a través de las estrategias de lectura enseñadas porque obtuvieron un incremento de más de 23 puntos en los puntajes obtenidos en la post-evaluación.

Palabras claves: Estrategias de lectura, Extranjero, habilidad, resumen, toma de notas, vista previa, predicción, organizador gráfico.

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UNDERGRADUATE DEGREE WORK STRUCTURE

1.GENERAL INFORMATION

Theme: Reading Strategies for EFL Classroom

Starting Date: April 2024

Ending Date: August 2024

Place of Research: Technical University of Cotopaxi

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Keywords: Reading strategies, Foreign, skill, summarizing, note taking, previewing, predicting, graphic organizer.

2. PROBLEM STATEMENT

Reading strategies are a set of tasks that readers use to comprehend what they have read, interpret texts, gather information, and—above all—enjoy reading. places a high value on students' involvement in the teaching-learning process and their academic growth. English language learners, however, face difficulties in selecting and putting into practice reading strategies that inspire them and help with reading comprehension Sahmadan (2020), considering most students struggle to understand the material, reading abilities are one of the biggest issues that students have when learning a second language. Comparably, a lot of EFL students struggle to respond to queries on the texts they read since they don't make notes or provide evidence for their claims.

Students studying English as a foreign language (EFL) may encounter several difficulties as they work to improve their reading abilities. As a result, these abilities are essential for learning English and for enhancing critical thinking and fluency in addition to academic achievement. Even though reading competency is crucial, the majority of students struggle to learn vocabulary, comprehend what they read, and engage with the material because they do not use the necessary skills (Anaktototy & Lesnussa, 2022).

Angelis (2022), Education First reported in an Andean Education Magazine that the titles of Ecuador's firms formally address the country's limited command of the English language. Ecuador is at a low level, occupying eighty-second place worldwide, while in Latin America, it is in position nineteen, indicating that the level of English is gradually Although compared to the 2021 and 2022, Latin America managed to raise the rating of English Sunday, from a very low level to a moderate level. Huisha (2021), underlines that one hundred forty-two out of eight institutions have a low level of English. This indicates that the majority of students do not achieve the proposed level (B1) set by the Common European Framework of Reference CEFR.

Likewise, (UNESCO, 1917 cited in Huisha, 2021) asserts that teenagers and youngsters struggle with basic reading skills. It also indicates that roughly 19 million secondary school students do not meet the required reading level in their home language. On the other hand, pupils must prioritize reading because books in English are written in this language. Finally, reading is required in all countries for both primary and secondary education.

At the Technical University of Cotopaxi-Pujilí Campus, it has been observed that students do not develop satisfactory reading habits or customs, which makes it difficult for them to learn a second language, improve fluency, acquire new vocabulary, reasoning, use of prior knowledge, critical thinking, comprehension of sentences or paragraphs. Therefore, reading strategies are absent and students do not develop critical thinking, resulting in poor reading comprehension. For this reason, it is vital that teachers make a significant effort to choose motivating strategies according to the needs of the students and thus promote autonomous and independent learning (Calderón, 2022).

The purpose of this study is to examine the effectiveness of implementing reading methods in the EFL classroom using theoretical evidence. One of the primary reasons of the problem is students' inadequate ability to apply reading techniques, as well as a lack of information about the many tactics used in the reading process. Another explanation is kids' lack of interest in reading since they do not use reading skills. Furthermore, the research challenge focused on reading strategies and reading ability because it was discovered that students in the second semester, which corresponds to level A2.1 at the Technical University of Cotopaxi, -Pujilí Campus, had impairments in reading ability, so the interactions allowed us to choose the appropriate methodology to apply. Furthermore, learners are still not taught reading skills, and teachers only teach classic strategies such as the direct method.

Research question

With all the aspects mentioned above, the following research question was formulated:

Do reading strategies significantly improve reading comprehension among EFL students in higher education?

3. OBJECTIVES

General objective

To identify strategies to enhance reading skills in A2.1 level students of the Pedagogy of National and Foreign Languages-English degree at the Technical University of Cotopaxi-Pujilí Campus, in the academic period of April - August 2024.

Specific objectives

- To establish reading strategies, such as previewing, taking notes, summarizing, graphic organizers and predicting through group participation activities.
- To diagnose reading resources according to the level of the students so that they can put the strategies learned into practice.
- To describe the conclusions and recommendations for reading comprehension using the strategies taught.

4. ACTIVITIES AND TASK SYSTEM IN RELATION TO THE OBJECTIVES PROPOSED.

Table 1

Specific objective	Activities	Verification Means
To establish reading strategies, such as previewing, taking notes, summarizing, graphic organizers and predicting through group participation activities.	Investigate information strategies in articles, scientific journals, thesis and institutional websites.	Theoretical Framework. Documents of link.
To diagnose reading resources according to the level of the students so that they can put the strategies learned into practice.	Explain strategies to students in level A2.1. Provide the pretest and posttest.	Pre-test and Post-test Worksheets Links of papers
To describe the conclusions and recommendations for reading comprehension using the strategies taught.	Analyze and discuss the results obtained from the pre-test and the post-test.	Results Conclusions Recommendations

Elaborated by: *Researcher (2024).*

5. JUSTIFICATION

This research study will be designed to examine ways to increase reading skills in second-level pupils using reading techniques. As a result, students must incorporate reading strategies since they help them achieve important results not only in activities or assignments, but also in their lives by strengthening their judgment and interacting with real-world situations. As a result, reading comprehension is crucial both within and outside of the educational area in order for readers to be understood. In addition, the use of reading strategies helps to increase the concept of the text and the reader. In summary, reading strategies have become a primary tool for students to demonstrate meaningful reading performance. As a result, the best readers not only use one approach, but numerous strategies, to summarize what they read and gather knowledge. (Rusgandi,2023).

Learning a foreign language, such as English, opens a variety of social, professional, and economic options. Teaching English entails both pedagogical and didactic aspects, as well as strategies and approaches for effective reading comprehension. Traditional tactics are ineffective, and language teaching requires fresh, beneficial strategies. To acquire effective findings, a thorough examination of the research issue is required before using relevant tactics. This study attempt is significant because the researcher aims to define reading practices that make learning more meaningful. It aims to show that reading practices are beneficial for teaching a foreign language, including grammar, vocabulary, fluency, and reading comprehension. According to the evidence shown above, there is insufficient experimental research on reading methods in the EFL classroom.

This study benefits teachers, students, and society by enabling educators to select the best reading strategies for teaching another language. Motivational and innovative strategies are crucial for improving reading comprehension. Banditvilai (2020), suggests that active students are active recipients of information and executors of meanings. Successful readers use various strategies to comprehend text meanings and must be involved in the entire reading process. The present research arises from the need to identify strategies to enhance reading skills in A2.1 level students of the Pedagogy of National and Foreign Languages-English degree at the Technical University of Cotopaxi-Pujilí Campus in the academic period of April - August 2024.

The study employed a quantitative paradigm, a common approach in language education, to examine cause-and-effect correlations between teaching and learning aspects. This technique, which takes into account both independent and dependent factors, is justified in the context of reading methods since it provides both useful reinforcement and damaging corrective features. The findings will inform the adoption of reading techniques, allowing for prospective adjustments. Reading practices for English language learners are vital to developing comprehension and critical thinking. Previous research has identified these methods as an essential component of language learning. Boosting thinking and cooperative learning abilities allows students to ask questions and react with critical thinking, ultimately boosting their reading comprehension.

Brandon (2021), mentions that the use of techniques leads to improved academic performance, as children feel motivated and love to read. For this reason, she advises using reading methods from the beginning to teach children, as it helps them connect sentences, paragraphs and get ideas for the next paragraph. Students can use real material to avoid clutter while reading. Students should also learn to choose texts that interest them to become efficient and autonomous readers.

This study should teach students how to employ reading methods that inspire them and help them grasp the text during various forms of reading, with a focus on metacognitive self-control strategies, so that they may succeed in reading comprehension and, as a result, critical thinking. Students can also continue to adjust the tactics based on their convenience and learning needs, since they must be comfortable and get great results. Finally, it is critical to identify the best techniques for the children; if one approach does not work for them, they may switch to other strategies that are tailored to their own needs in order to succeed in reading.

6. SCIENTIFIC AND TECHNICAL FOUNDATION

6.1. Research Background

The following are some studies about the main strategies used in teaching reading skills in A1 students. Mulatu & Regassa (2022), conducted a descriptive study using both quantitative and qualitative methods to describe reading skills in detail. The sample technique consisted of teachers and students from Dil-Ber secondary school; the students were chosen using the convenience sampling technique, and data was obtained using a questionnaire, interviews, and observation, so that the main problems that exist are limited, which improves vocabulary and is important for the development of reading skills.

A study conducted in a state primary school in Trikala with a sample of 135 English students to develop reading comprehension skills using interviews, questionnaires, and classroom observations revealed a mixed study of qualitative and quantitative approaches to provide detailed information through three different readings. Finally, the results showed that students who got training using the pretest and post-test procedures increased their reading abilities (Manoli,2013).

Sari (2020), The primary goal of this study was to demonstrate that using the Guide or Branch technique enhances the reading skills of English learners. This was a quasi-experimental study with a qualitative and quantitative approach, with data collected from 184 eighth-grade students at SMP Muhammadiyah. Data was collected through test documentation and observation, with pretest and posttest employed for analysis. To summarize, the Guide Orama technique is important because it helps students improve their reading skills; similarly, teachers should use this strategy to effectively manage their classes.

Sieo et al. (2022), The leading goal of this research is to determine which reading methods are and are not used in the classroom by both teachers and students. The research approach was an explanatory sequential mixed-method (quantitative and qualitative), with data collected from 5 lecturers and 91 students selected through a census at a private institution in Malaysia. In addition, data was gathered by an interview, questionnaire, and observation. The results showed that the interviewees' techniques were comparable because they used common strategies. On the other hand, several students were unsure about implementing the reading skills given by the teachers.

The purpose of this study project was to determine the efficiency of various types of methods in achieving substantial results when applied in the classroom setting. In addition, the methodology was based on a quantitative approach and a quasi-experimental study, with data collected from 60 Metropolitan University of Quito students. The results showed that the experimental group scored better than the control group in terms of vocabulary, interpretation, comprehension, fluency, synthesis and identification of primary and secondary concepts that were produced (Cruz et al., 2023).

6.2. THEORETICAL FRAMEWORK

6.2.1 English Language

English, which is derived from Anglo-Saxon, is the main language of several nations, such as Australia, Canada, New Zealand, among others, that use English as a second language. In addition, it is important to mention that English is spoken in many countries so it is important to learn because it has benefits in the future (Nordquist, 2024).

Walia (2023), mentions that the English language has become a lingua franca due to the economic, political, and cultural influence of the United Kingdom and the United States. English is seen in technology, such as social media, as people can communicate with native English speakers. On the other hand, the teaching of English is shared in educational institutions and even courses are taught, and nowadays, English is included in the curriculum of educational institutions at all levels up to university.

English as a Foreign Language (EFL)

Yaoud (2020), English is used as a second language for non-native speakers. It is the most frequently used worldwide language for international communication, information exchange, and other human activities. Learning English is essential for academic advancement, employment, competition, and professional fulfillment. It has an influence on national settings and local discourses and is critical for cross-cultural communication, company growth, and career advancement in a global corporate context.

Learning a foreign language has become more accessible as a result of advancements in technology. That is why the educational environment has shifted from chalkboards to technology-driven classrooms. Foreign language education has shifted from a teacher-centered to a learner-centered atmosphere. Mastering a foreign language ought to involve all of the basic classroom instruction functions: stimulating and maintaining students' strong interest in learning; providing adequate learning resources and opportunities; training students' learning strategies for foreign language learning; and assisting students in overcoming difficulties in learning the foreign language (Quimosing, 2022).

English Foreign Language Classroom

According to Castro (2021), foreign language teachers have three to five times as many face-to-face interactions with students than the teachers who teach discussion or lab sections. This more classroom time provides for better preparation and a more pleasant teaching experience. The increased face time fosters a stronger student-teacher interaction, with freshmen frequently seeking a teacher they can get to know. However, this might cause complications because students may have to deal with concerns during the five-day workweek.

Classroom engagement is important for learning since it improves personal experiences and encourages language development. Teachers who engage in active discourse throughout activities can achieve greater learning results. However, failing to sustain engagement can result in unfulfilled teaching objectives and misunderstandings between teachers and students, hindering the attainment of teaching objectives. Students can improve their language abilities by engaging in active discussion and taking turns speaking (Al-Buraiki, 2024).

6.2.2 What is reading?

First, reading is a method of disseminating knowledge because the reader attempts to recognize concepts that the writer has printed. Second, reading is a communicative technique since it entails a discussion between the text and the reader in addition to getting information from it. Reading is a vital ability for learning a new language since it allows pupils to connect with the written word (Chandra, 2021). Likewise, Bozan (2024), indicates that reading is fundamental information that readers obtain from the text, whether in different forms, such as: diagrams, images or a combination of all of them. In other words, when the reader begins to read, he or she already has a broad notion of what the text is about, since the information must be

connected between the writer and the reader; therefore, the ability to read is to see, know and understand the content of what is read.

6.2.2.1 Reading skills

Reading skills define a collection of tools that are useful in performing tasks and assist pupils enhance their reading comprehension criteria. As a result, readers frequently employ these abilities to achieve success in reading development at all levels. Reading comprehension strengthens written English comprehension abilities by allowing children to associate their surroundings with the meaning of each word, which improves cognitive capacity. Kucherenko et al. (2024), emphasize that reading is an important skill for children with ASD since it helps them develop their speech and grasp the information they receive in a meaningful way.

As stated by Lalicic & Dubravac (2021), reading is a crucial linguistic ability in the process of learning English. It has been shown that learning to read allows people to improve their speaking, writing, and listening skills. It is also essential in our everyday life, including technology and science. Furthermore, in the educational sphere, the more pupils who have superior reading comprehension, the higher their academic success.

6.2.2.2 Reading strategies

As defined by Pratiwi et al. (2024) reading strategies are deliberate acts used to assist readers in comprehending the meaning of the text. Fortunately, these tactics make it simpler for kids to read more successfully, since if they use the proper strategies, their reading abilities will develop, resulting in greater academic performance. Consequently, it has been discovered that students who use reading techniques when reading have an easier time developing their reading comprehension, meeting their goals, and understanding the texts, among other things.

Besides, the author Neuenhaus et al. (2022) states that, first and foremost, students must consider methods when reading and implement them to comprehend the material. Reading methods are important because they help readers accomplish their goals. In addition, well-known tactics include rereading the book, taking notes, summarizing, and highlighting. These tactics are classed as approaches, which are further separated into deep and superficial approaches. Deep techniques encompass text change, whereas superficial tactics are limited to the beginning of the text. In other words, in the deep approach technique, students focus on

comprehending the text and engage in multiple elements, such as assessment, synthesis, and analysis, in order to get knowledge (Sun et al., 2021).

6.2.2.3 Reading Strategies for EFL

As stated by Hernández-Chérrez et al. (2020) learners can acquire excellent reading techniques, but teachers must execute reading activities to reach a goal. Three levels of reading are set as follows:

Pre-reading Activities

Febrianti et al. (2022) states that teachers play an important role in helping students understand the purpose of reading by providing clear information and introducing new language. According to research, pre-reading tactics such as visuals, poetry, activities, objectives, organizers, and pre-reading questions or assessments are critical for engaging pupils in the early stages of reading. Teachers should also assess their students' reactions to the strategies utilized, as good feedback suggests that the approaches are acceptable and satisfy their requirements. Furthermore, teachers should start reading lessons with preview exercises before assigning the material, since this helps pupils understand the purpose of reading (Anaktototy & Huwae, 2020).

During/ while reading

During reading, the reader employs many forms of memory and compensating mechanisms. As a result, some academics recommend that teachers implement reading methods in the classroom because learners enhance their reading abilities and do better in their assessments. These tactics assist pupils overcome the problems and needs required for good reading comprehension. Among the reading tactics utilized were hints, rereading, summarizing, and picturing. On the other hand, according to the writers Justino & Kolinsky (2023), people make eye movements when reading since you can observe how they follow each line.

Post-reading activities

Ahmed et al. (2024) mention that post-reading is crucial for successful results and reflection on the text. Effective strategies include summarizing and analyzing the text, which helps students become familiar with and understand the material. Teachers can plan evaluations

based on students' understanding levels, as they can discuss, reflect, or summarize after reading. Post-reading activities also help L2 second language students demonstrate their learning and relate ideas with other English learners. These strategies motivate students to reflect on the text and connect their knowledge with the information contained in the material (Ulfah et al., 2022).

6.2.2.4 Classification of Reading Strategies

Predicting

Being a great reader is not an easy task. Students set a goal before reading texts. Consequently, the prediction technique will improve reading comprehension because of how it leads and guides the reader through the reading process. According to the study, reading experts apply different strategies and experience gained over time to help them predict the meaning of the text. In addition, after making one prediction, the reader is asked to make another. adhere to and compare the prediction with subsequent content information. Therefore, prediction is a critical stage in improving the reading skill and metacognitive system of readers (Fierro et al., 2023).

On the other hand, Simanjuntak et al. (2021) state that the prediction method is important when reading literature in our native language since we frequently have a concept of what the content is about. Furthermore, this method is used in a descriptive text that can be easily predicted based on the image, comprehension monitoring, and the reader's existing knowledge. To summarize, to get the most out of what they read, readers follow a process and utilize their instincts to integrate their expertise with the new stuff they read.

Previewing Reading

Handayani & Widijantie (2021), believe that most readers preview some little subtitles, graphics, or the title of the book. As a result, the preview technique consists of forecasting the material's substance and determining the meaning of certain phrases. In summary, readers frequently answer some questions about the text, which suggests that they recall some prior experience with the content and become acquainted with it before beginning to read. Similarly, in this technique, the instructor plays an essential role since it is in charge of delivering instructions before reading, such as linking visuals to the text, looking at the cursive and bold

letters, and anticipating the reader. Readers are also requested to express their comments and recall prior information about the material.

Summarizing

Essentially, a summary is the process of extracting the essential ideas from a document. Similarly, the summary allows them to discern between information that is and is not related with the material. Summarizing helps pupils re-learn comprehension and organization abilities. Sucita & Hukom (2022), argue that the summary technique aids students in understanding and transferring knowledge to long-term memory because they read to comprehend, separate the most significant concepts, and extract known information from the text using their own language. Summary tactics are useful for readers because they address memorization, organization, and reading comprehension. According to Qomariyah (2020), the summary technique is used by most teachers and students for post-reading in the EFL classroom, but other strategies, whether classic or new, must be implemented to achieve meaningful learning.

Graphic organizers

Based on Campoverde (2020), the graphic organizer is an effective approach for improving English students' reading abilities because it uses arrows, lines, and spatial arrangements to convey the content, rules, and conceptual linkages, allowing students to comprehend the main portions of the text. There are several forms of visual organizers, including narrative maps, Venn diagrams, cognitive maps, and semantic maps. Although graphic organizers can help us strengthen our reading skills, other kids choose to use different sorts of maps. Graphic organizers improve text comprehension because EFL students are motivated and engaged in reading. In summary, the Graphic organizers are of vital importance because they cover the most relevant concepts or content of the text (Hernández-Chérrez et al., 2020).

Making connections

In simple terms, the strategy of making connections or relating to the main ideas in the text helps to improve students' retention of information. However, it is claimed that children do not that most students relate directly to the reading before reading the text in its entirety. (Philippakos,2023). Similarly, students may apply their gained knowledge to the text, as skilled readers use their experiences to comprehend what they are reading. Although it is a smart

reading method, some readers do not realize the link and proceed directly to the text without thinking if the information makes sense or trusting their own intuition.

Note taking

Note-taking is the activity of writing precise notes. Nowadays, taking notes is useful in a variety of situations. Especially in the educational sphere, because most students cannot recall what they read a few minutes ago and taking notes allows them to have basic notions, this method is critical for understanding the content. Nonetheless, it is cleared that some students do not even jot down terms they do not understand in English and place little value on taking notes. According to Salame & Thompson (2020), emphasizes the importance of taking notes for students to enhance their learning and build critical thinking skills. Fortunately, note taking and reviewing notes go hand in hand, since most students take notes so they may simply review and answer questions later. Furthermore, university students, particularly those learning a second language, have shown an interest in taking notes on what they read.

Inferring

This technique evaluates meanings based on knowledge, information, or hints. For example, if an EFL student encounters unfamiliar terms in the text they are reading, they must absorb the meaning using their existing knowledge. Thus, the learner has a basic concept or may hunt up a synonym for the unknown word. According to Abd El-Azeem (2021), inference increases ESL students' reading comprehension by allowing them to use fragments to acquire a sense of the next underlying bit of information. As a result, forming inferences in texts comprises the capacity to make proper use of the material and eventually draw conclusions. The inference demands readers to learn more than just the precise meaning. Some authors present their points of view. To summarize, strong reading comprehension requires making inferences in the text, beginning with classroom activities and including a positive attitude, passion, and clarity. Besides, there three are forms of inference: implicate, assumption, and connection; these features are incorporated in interference. It may also be argued that making a successful inference is necessary for understanding the content of a document. Finally, reading tactics are known as text-focused interference because they assist kids receive positive feedback. Students can use graphical approaches, terminology, photos, dates, or book titles to draw conclusions (Roomy, 2022).

6.2.2.5 Reading sub-skills

Skimming and scanning

Nowadays, experts in charge of teaching English as a second language can use a variety of ways to improve reading abilities. Scanning and skimming are two of the most used tactics for improving EFL students' reading comprehension. These tactics mostly rely on eye movements and fast searches for keywords in the text. They are two approaches that will assist pupils in swiftly obtaining general knowledge from books.

Skimming

Singh et al. (2020) argues that skimming is primarily an important reading strategy for students, as it allows them to predict the goal of the reading. This method helps students achieve a broad understanding of the material they read by focusing on the most significant elements.

Skimming is a method for improving reading abilities. This method focuses on reading at a higher speed than usual, and readers prefer to skim when faced with a big volume of content in a period time. Readers concentrate on the most significant aspects, such as reading the first and final sentences of a paragraph or extracting keywords from acquired content. Similarly, skimming method is concerned with swiftly acquiring the overall concept of a text and recognizing the key theme. Furthermore, according to the author, the primary idea of the book is contained lines, which means that pupils just need to read certain lines of the text.

Scanning

In accordance with Agustin et al. (2023) mention that scanning is a strategy more focused on a specific purpose. In addition, this strategy is used when specific data is required, such as symbols, names or dates. In other words, this type of strategy is used to find key information from any type of text through rapid reading. In addition, students perform an exploratory reading until they find the information they need. Scanning is an example of a strategy where readers locate a specific piece without the need to read the entire text. Therefore, the reader quickly reads a chapter of the book to find a name, date of birth or something specific.

Extensive Reading

Argha & Ragawanti (2022), claim that extensive reading is designed to read entire works fast, either for enjoyment or in quest of some sort of information, which is why it is commonly used. As a result, this method entails reading simple and lengthy texts without being overwhelmed, as this aids in gaining an overview of the subject matter. Similarly, substantial reading promotes reading comprehension, fluency, the acquisition of new vocabulary, and boosts enthusiasm for reading among EFL classroom students. Similarly, the author Syamsuddin (2021), states that ER students read several books to grasp what they are reading. Readers who read extensively want to build strong reading habits, comprehension and information, vocabulary, grammar, and a sense of ease when reading. Similarly, readers read books that are simple to grasp through an overview of the text and read easily since it is a meaning-oriented activity, and students do not focus on the rules or grammar employed in the text.

Intensive reading

Over the years, teachers have chosen to implement intensive reading in the teaching and learning of a second language. According to Ni'mah & Sholihah (2022) argue that IR is a fundamental one within the sub-strategies since it focuses more on learning to learn from the text than on reading the text.

Unlike extensive reading, intensive reading is not read for amusement; rather, the student reads under the supervision of the instructor, as the goal of this technique is to read in-depth and detail to gain knowledge about the subject. Furthermore, brief works can be read in depth to provide a reading in class. (Suwarso & Praseno, 2022). Likewise, Cárdenas (2020) states that intense reading is a superior method of learning for foreign language students since it is overseen by English language teaching specialists. This technique also teaches difficult structures and grammar, which can help you comprehend terminology and idioms better. Finally, because intense reading occurs in the classroom, it aims to comprehensively enhance students' critical thinking.

6.2.2.6 Reading as a process

Most scientists call reading a cognitive process. Pearson & Cervetti (2013), mention that we readers decide to focus and concentrate on the reading we read because it is a cognitive process

that encompasses different levels, especially in political and educational aspects. In other words, reading is a process in all contexts, primarily in education, for example: it includes processes in phonology, vocabulary, subwords, and words as they focus on rules. Similarly, Phillips (2023) defines reading as a cognitive activity that seeks to connect the reader to the text through experience, knowledge, social interactions, and attitudes. As a result, students who engage in the instructional and developmental process must be innovative and critical thinkers. To recap, thoroughly investigating what students do when reading improves psychological accomplishment by detailing the numerous sources of people's confusion.

Reading involves a meaningful process of searching for words, following rules, processing information, obtaining main ideas, assigning meaning, choosing reading material, and storing ideas. However, some readers have short-term information retention deficits, leading to poorer results due to a lack of phonological processing and project strategies. These readers often fail to use reading strategies, resulting in poorer comprehension and overall reading outcomes (Smith et al., 2021).

On the contrary, the author Ghafournia (2023) claims that most teachers are educated to lead and direct what pupils do, such as examining reading performance, assessment, classroom activities, worksheets, and assignments. As a result, teachers' perspectives on reading as a process are significant since they are more familiar with the student and can assess the requirements that must be addressed to achieve reading success.

6.2.2.7 Reading comprehension

According to Patty (2023), mentions that reading skill is essential in professional and academic contexts because it makes it easier for readers to learn, obtain information, and evaluate the information found in the material. In addition, reading comprehension encompasses different skills in which students' cognitive abilities provide valuable information for students to become proficient readers. Therefore, readers often use reading strategies to interact with their knowledge and the acquired material. It is also mentioned that being a good reader in the mother tongue helps to improve the acquisition of a foreign language, such as English.

On the other hand, Abdulmumini (2023) states that it is difficult for students to have effective reading comprehension because some students read and do not know the meaning of the text,

words or paragraphs. Reading problems occur when readers are asked to complete reading tasks in a specific period because some children are unable to absorb the material quickly. Students do better when they adopt reading methods because they can identify the outline of what they read.

6.2.2.8 Common Techniques in Teaching Reading

Providing children with reading strategies is vital because it helps them grasp novel words, acquire new vocabulary, and apply it in context. So, if pupils don't identify a word, they'll try to pronounce it before looking up its meaning. Reading is stigmatized as a participatory process between mind and words. In this situation, the reading process addresses three critical aspects: The conceptual abilities come first, followed by the learned information and finally by the instructional tactics. Additionally, conventional reading entails a continual flow of comprehension questions, grammar, and vocabulary activities. Reading courses often consist of three stages of activities: pre-reading, during-reading, and post-reading (Ajideh et al., 2024).

6.2.2.9 Implementation of Reading Strategies in the EFL Classroom

Selection of strategies appropriate to the level and needs of the students

Reading methods increase critical thinking, but this has gone unnoticed because they are not used in some educational settings. Rehman et al. (2020) states that instructors need to be mindful when implementing reading techniques based on the level and requirements of the students. Furthermore, educators need to understand what resources and materials are appropriate for the EFL classroom as such material should not exceed the level of the students because it may make them feel incapable of learning a second language. However, the curriculum does not prioritize the application of explicit techniques. Furthermore, college students need to put the strategies into practice and identify their use. There are two types of motivation: intrinsic and extrinsic. As a result, some pupils do not achieve the academic outcomes that professors expect.

In conclusion, researchers determined that resources and tactics must suit the needs of students because if they lack desire or interest, no matter how simple or tough the material they read, they will not completely comprehend what they are reading. As a result, the first step would be to pick relevant material or urge students to bring a text of their choice, but in accordance with the teacher's proposed theme. Additionally, it is proposed that instructors conduct a test,

questionnaire, interview, or survey before the start of the instructional session to determine the requirements of the pupils. (Rone et al., 2023).

Planning reading activities that integrate strategies

One of the most crucial components is carefully planning the activities that lead learners through the reading process, since this helps them pick proper techniques. Therefore, teaching reading involves not merely picking a text at random and handing it to pupils but understanding how to prepare and follow the methods. There are key components to plan reading activities, such as being clear about the reading objectives, selecting appropriate texts based on the students' interests, introducing readings in which students apply strategies, providing a strategy for understanding and reading retention (Nurdianingsih, 2021). Similarly, achievement in reading activities necessitates that educational units develop educational policies, as it is critical that institutions develop a general plan, teachers develop reading activities, and educators consider the importance of implementing strategies while reading (Elston et al., 2022).

Guidance and support for students in the use of strategies

Klingner et al. (2024) underline the significance of teaching reading methods to kids who have low academic achievement or learning disabilities. They highlight the need of pre- and post-reading methods, as well as instructor assistance for kids struggling with comprehension. Understanding and utilizing reading methods is critical for pupils to perform assignments successfully. However, there is a distinction between employing a vast variety of tactics and employing excellent methods based on the reader's skill level. Teachers should integrate reading materials into students' daily life and utilize visual organizers to help them organize chapters and prepare for tests (Li et al., 2022).

Evaluation of the development of reading strategies in students

Over the years, evaluation has been more important in the educational process since, from ancient times, summative evaluation reflects students' outcomes and information learned. Therefore, creating reading techniques is considered controlling language skills. According to Huseynova (2023), the measurement of reading development considers pupils' capacity to comprehend the text material. As a result, reading comprehension in the English language teaching-learning process is tested through assessments, which provide teachers with crucial

information about the problems, needs, limitations, and impediments that EFL learners experience.

The process of assessment is known as a subscale because it is an essential metacognitive reading method. To begin, student evaluations must be conducted to determine their level of learning and needs. Second, it is critical to select an instrument that allows pupils to be evaluated to understand the obstacles that children encounter with their reading abilities. Third, pupils get motivated as they attempt to derive meanings from what they read. In conclusion, to get an effective learning outcome, it is critical to assess both before and after reading (Ifeoma, 2022).

6.2.2.10 The role of the teacher in teaching reading strategies

Teacher knowledge of reading strategies

Thankfully, instructors nowadays understand reading methods and use them according to the level and needs of their pupils because they want to advise, guide, and assist the teaching-learning process. Nonetheless, researcher Ancheta (2022) notes that because the primary school curriculum does not stress reading abilities, some instructors lack the necessary knowledge or preparedness to engage in reading. Although it is said that when reading comprehension was included in the curriculum, instructors evolved and were able to teach reading material. On the other hand, other experts believe that learning to read is unnecessary in elementary school, but that it is already emphasized in high school.

Comparably the author Kanwal (2023), agree that, while it is true that teachers now provide their knowledge, guidance, and practice based on students' academic performance, reading problems have historically focused on gender, race, environment, and ethnicity, among other factors. It is also stated that many instructors do not receive education in reading problems and development throughout their university studies because they often just take two courses before graduation. There are reading programs that do not address the fundamental parts of instruction, such as literacy, vocabulary, phonetics, and reading comprehension.

7. METHODOLOGY

Type of Research

The quantitative methodology of this research was chosen to investigate reading strategies for improving the reading comprehension of second-level students at the Technical University of Cotopaxi-Pujilí Campus. This selection is based on its suitability for efficiently studying the research problem. As Abuhamda et al. (2021) mention that more researchers need to consider the variables (comprehension, vocabulary, retention, and fluency) related to reading strategies with both qualitative and quantitative analyses to address the complexity of this field fully.

Quantitative research allows for the collection of measurable data, facilitating statistical analysis to identify patterns and relationships of reading strategies in language learning. This approach fits the complexity of the research problem, allowing for a comprehensive exploration of variables such as comprehension, vocabulary, retention, and fluency. The effectiveness of this quantitative approach is expected to significantly contribute to decision-making processes in curriculum design. By adopting a method that considers a wide range of variables, this research aims to identify strategies to enhance reading skills in A2.1 level students at the university.

Method

Quantitative was the research approach chosen because it is very suitable for investigating reading strategies in learning English as a foreign language in the students of the “Pujilí Campus”. The quantitative method deals with presenting the data collection and synthesizing it in a concise manner, providing a clear perspective of the main characteristics within the set. Ghanad (2023) mentions that the quantitative approach aims to generalize the findings and determine data from a sample of a research or study from different perspectives. In addition, a quantitative model reflects prior knowledge about the probability experiment that generated the data obtained.

Research Context

The participants in this research were students of English as a foreign language at the Universidad Técnica de Cotopaxi- Pujilí Campus. The sample consisted of 30 second level A1.2 students, which consisted of 17 females and 13 males who are learning English as a second language. The ages of the students ranged from 20 to 10 years old. The selection of the participants was done with a non-probabilistic sampling method, where the students of the were

chosen through a convenience sampling strategy, in the academic period of April - August 2024.

Data collection process

A questionnaire taken from Cambridge Press 2022 was used for data collection (Annex 1). The English test designed for A2.1 student, known as the Key English exam, consists of four English skills; however, according to this study project, only five parts were conducted, which are aimed at reading comprehension and are divided into 30 questions. This exam is designed to assess students' reading comprehension over a 50-minute period using short texts, handouts, and an email. In addition, the exam consisted of multiple-choice and matching questions with closed solutions (a, b, or c), which helped us obtain data for the study project.

The test was distributed to the assigned students. At the beginning, the researcher gave instructions on how to complete the questionnaire. To ensure the honesty and reliability of the data, the group of students was informed to try to apply reading strategies, as the questionnaire was for research purposes only. Finally, the data obtained from the questionnaire were analyzed and coded in the form of descriptive statistics.

A pretest was administered one week before the intervention to assess reading skills in both the experimental and control groups. The reading material was modified to fit the teaching approach, and students were given explicit directions on how to complete the test. The study was done for educational reasons, and participants were briefed by an English as a Foreign Language instructor and a researcher. Participation was voluntary, and students were free to leave at any time throughout the therapy.

The study compared a one-week three-strategy reading program to a control group in an EFL classroom. The experimental group got training, whereas the control group did not. Readings were given in Spanish, however phrases like summarizing, previewing, and taking notes were utilized in English. The intervention lasted five days, 120 minutes each class, and included notes and images for review and analysis. The table includes the study schedule and materials.

Table 2*Teaching Intervention Schedule and Reading Materials*

Date	Procedure	Reading materials
26/06/02024	Pretest Measurement	Test designed by Cambridge Press.
02/07/02024	Previewing strategy	Wind: https://www.weatherwizkids.com/weather-wind.htm
03/07/2024	Note-taking strategy	The Importance of Learning English: https://www.wallstreetenglish.com/blog/the-importance-of-learning-english
05/07/02024	Prediction strategy	Earthquakes: https://www.weatherwizkids.com/weather-earthquake.htm
09/07/02024	Graphic organizers strategy	Volcanoes: https://www.weatherwizkids.com/weather-volcano.htm
10/07/2024	Summarizing	Climate: https://www.weatherwizkids.com/weather-climate.htm
15/07/2024	Posttest Measurement	Test designed by Cambridge Press.

Elaborated by: *Researcher*

A week after the teacher interfered in the second-level classroom, the researcher administered the comprehension exam to the two groups to determine the impact of the instructor's purpose on the students' reading performance. In this situation, the identical Cambridge test was utilized for both the pre- and post-tests. It was noted that the five days' gap was long enough to allow for some intervening short-term memory impact. Finally, the right answers were not revealed in the classroom following the pre-test, so the students were unsure about which were accurate and which were incorrect, as well as if they could recall any questions and how they had replied during the pre-test assessment.

Data analysis process

Once the data were obtained, the researcher subjected them to analysis using Excel software to find out the degree of strategies used in the test. Descriptive statistics were used to classify the strategies used in the test.

8. ANALYSIS AND DISCUSSION OF RESULTS

To answer the exploration question “Do reading strategies significantly enhance the reading appreciation of upper-level EFL students?” the first section of this study's analysis focuses on reading strategies. This section of the analysis of the results compares a measure of reading appreciation taken before and after the alternatively positioned students entered reading strategies. The control group received no instruction in reading strategies and the experimental group received the treatment.

Table 3

Comparison of pre-test and post test results of part 1.

<i>Groups</i>	<i>Control group</i>		<i>Experimental Group</i>	
	<i>Pre Test</i>	<i>Post Test</i>	<i>Pre Test</i>	<i>Post Test</i>
<i>Successes</i>	50,00%	73,33%	47,78%	88,89%
<i>Mistakes</i>	50,00%	26,67%	52,22%	11,11%
<i>Total</i>	100,00%	100,00%	100,00%	100,00%

Source: *Questionnaire*

Elaborate by: *Researcher*

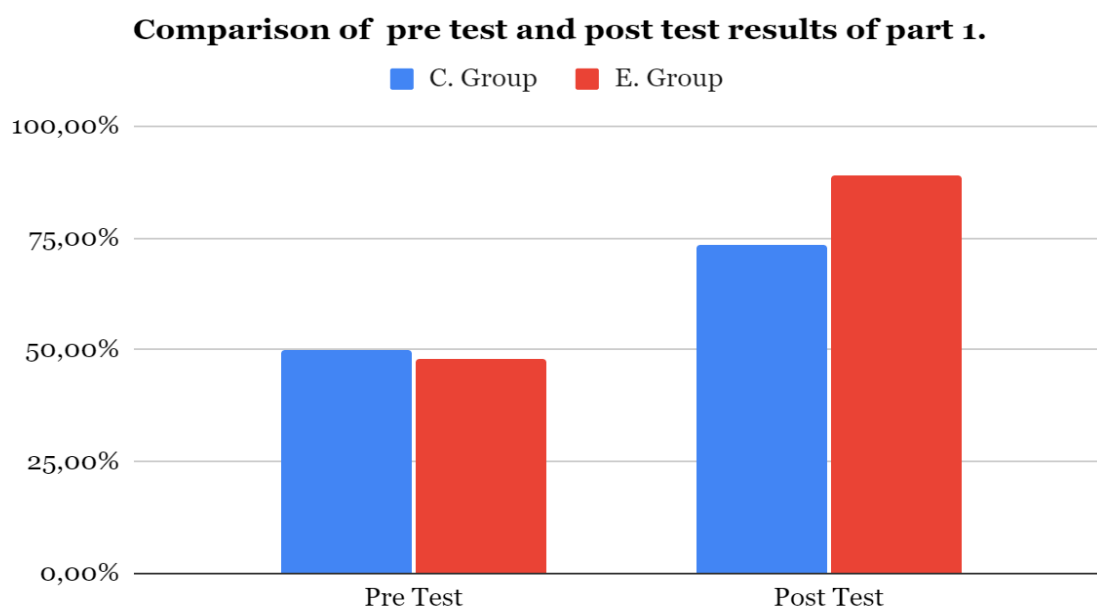


Figure 1. *Comparison of pre-test and post-test results of part 1 by Researcher (2024)*

In the pre-test, the control group obtained a 50% correct score, while the experimental group achieved a 47.78% correct score. These initial results indicate a similar performance between

both groups before the intervention. However, in the post-test an improvement was observed in both groups, although with significant differences. The control group increased its percentage of correct answers to 73.33%, which reflects a slight improvement compared to its initial results. On the other hand, the experimental group showed a more notable increase, reaching 88.89% correct on the post-test. The difference in improvements suggests that the experimental group had a significant improvement compared to the control group. This difference can be attributed to the intervention performed, where students in the EG participated in socialization focused on reading strategies and the CG did not receive the class about strategies. Therefore, it can be concluded that the reading strategies socialization had a considerable positive impact on the performance of the experimental group.

Table 4

Comparison of pre-test and post test results of part 2.

<i>Groups</i>	<i>Control group</i>		<i>Experimental Group</i>	
	<i>Pre Test</i>	<i>Post Test</i>	<i>Pre Test</i>	<i>Post Test</i>
<i>Successes</i>	47,78%	63,33%	27,78%	98,89%
<i>Mistakes</i>	52,22%	36,67%	72,22%	1,11%
<i>Total</i>	100,00%	100,00%	100,00%	100,00%

Source: *Questionnaire*

Elaborate by: *Researcher*

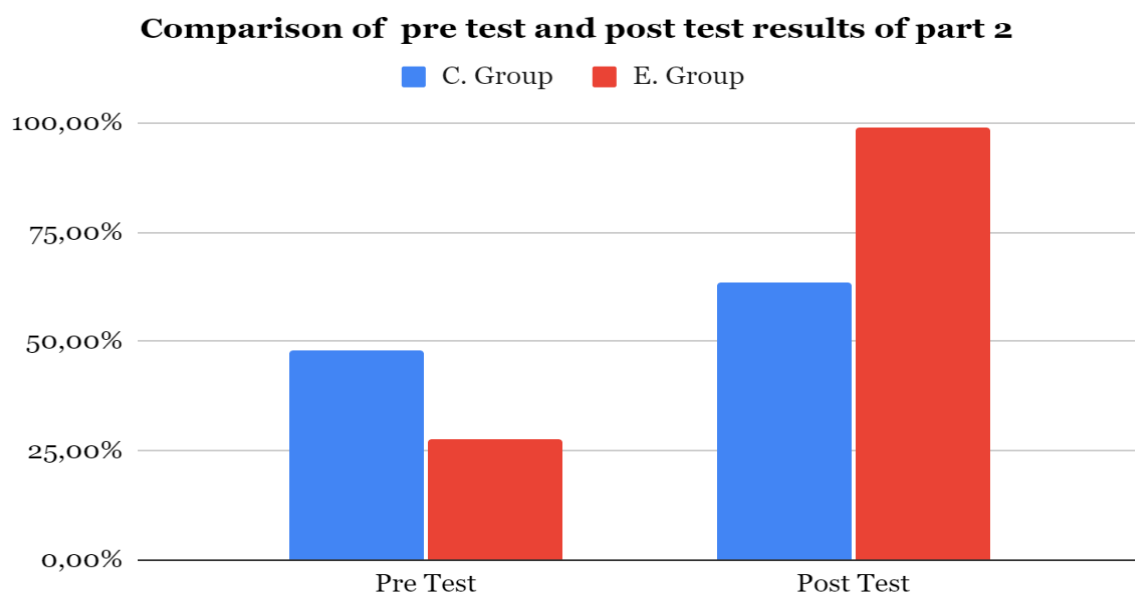


Figure 2. *Comparison of pre-test and post test results of part 2 by Researcher (2024).*

In the alternative figure it can be seen that in the pre-test, the control group achieved an original probability of 47.68 correct answers, while the experimental group achieved 27.78 correct answers. These original results indicate a discriminative performance between the two groups. Still, the post-test showed an improvement in both groups, but with significant differences. The control group increased its probability of correct responses to 63.33, reflecting a slight improvement compared to its original results. On the other hand, the experimental group showed a more notable increase, with 98.89 correct on the post-test. The difference centers on the fact that the experimental group performed better than the control group.

Table 5

Comparison of pre-test and post-test results of part 3

<i>Groups</i>	<i>Control group</i>		<i>Experimental Group</i>	
	<i>Pre Test</i>	<i>Post Test</i>	<i>Pre Test</i>	<i>Post Test</i>
<i>Successes</i>	46,67%	74,50%	37,78%	81,11%
<i>Mistakes</i>	53,33%	25,50%	62,22%	18,89%
<i>Total</i>	100,00%	100,00%	100,00%	100,00%

Source: *Questionnaire*

Elaborate by: *Researcher*

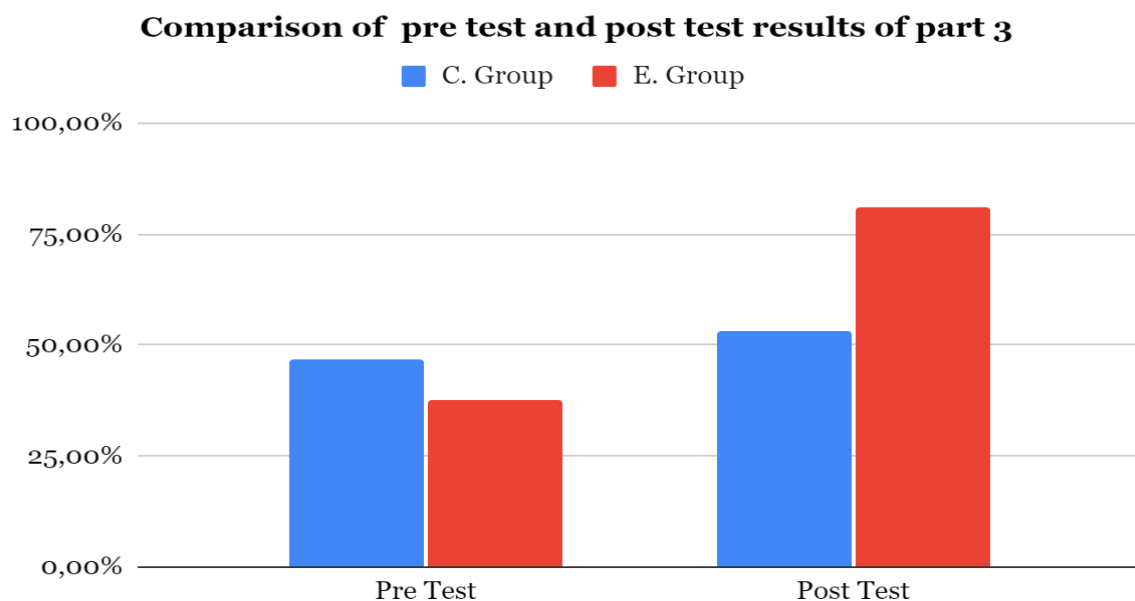


Figure 3. *Comparison of pre-test and post test results of part 3 by Researcher (2024)*

Figure 3 shows that the control group achieved 46.67 correct answers on the pretest, while the experimental group achieved 37.78 correct answers. This shows that both groups started from

an analogous number of correct answers in the pretest. Even so, in the post-test there was an improvement in both groups, but with significant differences. The control group increased its probability of correct responses to 74.50, reflecting an improvement of almost 50, while the experimental group showed a more notable increase with 81.11 correct responses on the posttest. furthermore, this notable difference is attributed to the prior socialization of reading strategies that the experimental group had.

Table 6

Comparison of pre-test and post-test results of part 4

<i>Groups</i>	<i>Control group</i>		<i>Experimental Group</i>	
	<i>Pre Test</i>	<i>Post Test</i>	<i>Pre Test</i>	<i>Post Test</i>
<i>Successes</i>	54,44%	67,78%	34,44%	82,22%
<i>Mistakes</i>	32,22%	45,56%	65,56%	17,88%
<i>Total</i>	100,00%	100,00%	100,00%	100,00%

Source: *Questionnaire*

Elaborate by: *Researcher*

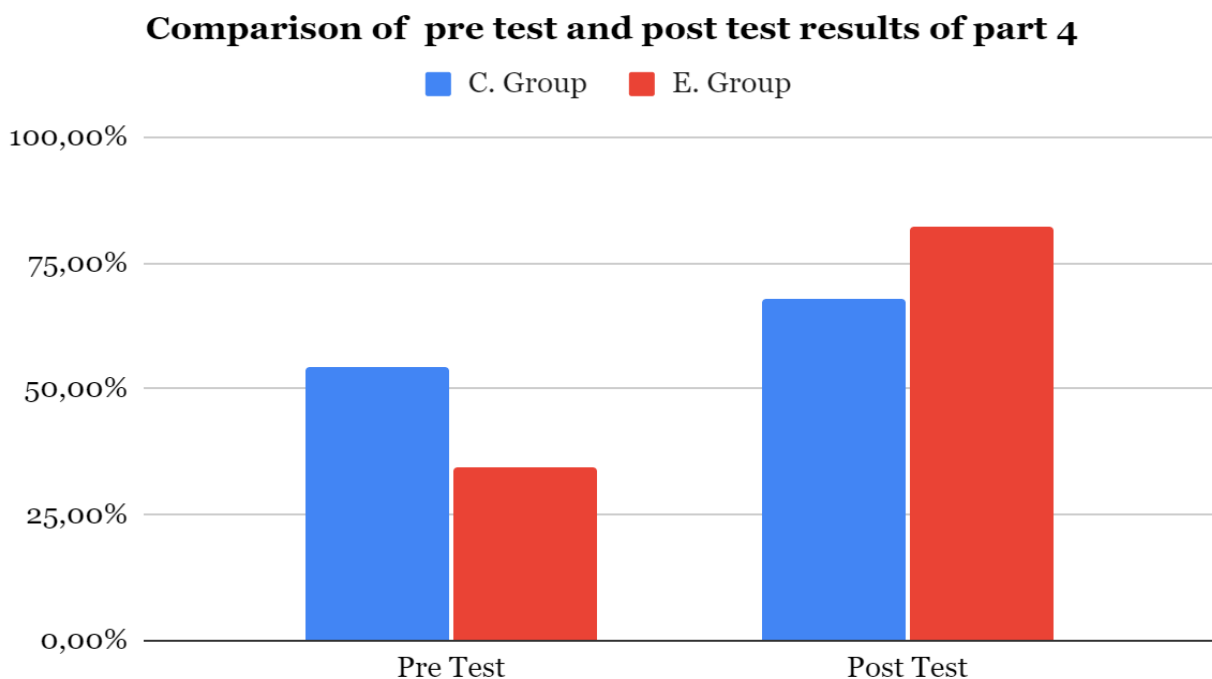


Figure 4. *Comparison of pre-test and post-test results of part 4 by Researcher (2024).*

In Figure 4, the control group had an original probability of 54.44 correct answers in the pretest, while the experimental group achieved 34.44 correct answers. This shows that the control group scored significantly different from the experimental group on the pretest. On

the other hand, in the post-test, the control group increased its probability to 67.78 correct answers, which is original of a slight improvement in discrepancy with the experimental group whose performance had a significant improvement with 82.22 correct answers in the post-test.

Table 7

Comparison of pre-test and post test results of part 5

<i>Groups</i>	<i>Control group</i>		<i>Experimental Group</i>	
<i>Test</i>	<i>Pre Test</i>	<i>Post Test</i>	<i>Pre Test</i>	<i>Post Test</i>
<i>Successes</i>	45,56%	57,78%	36,67%	82,23%
<i>Mistakes</i>	54,44%	42,22%	63,33%	17,77%
<i>Total</i>	100,00%	100,00%	100,00%	100,00%

Source: *Questionnaire*

Elaborate by: *Researcher*

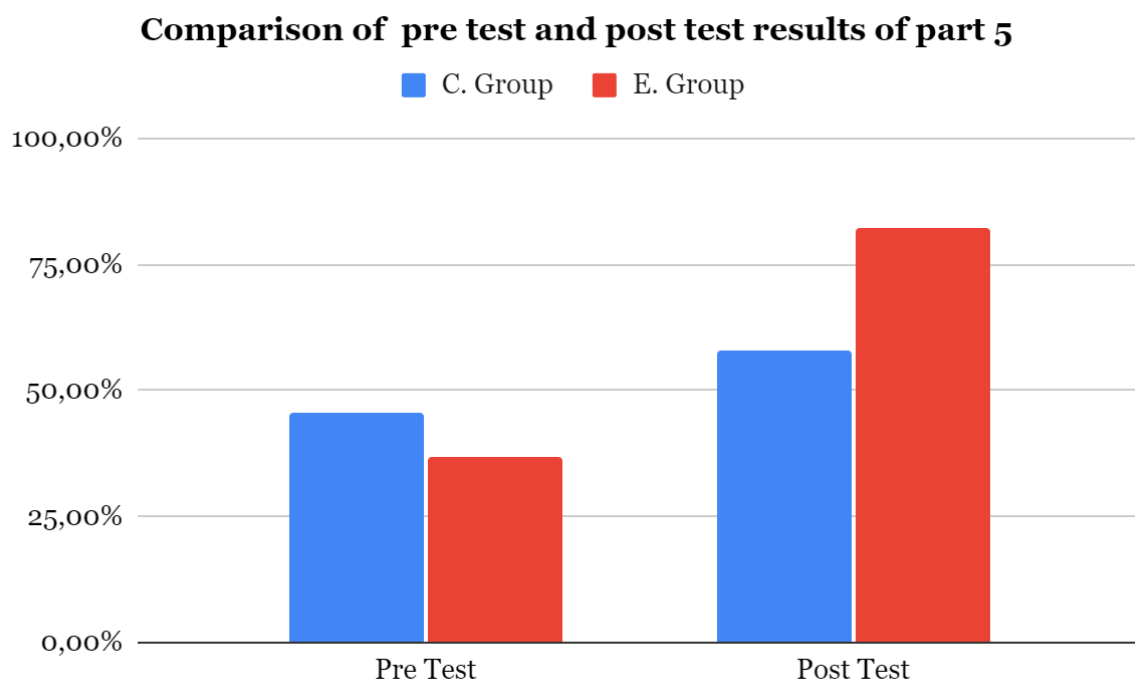


Figure 5. *Comparison of pre-test and post test results of part 5 by Researcher (2024).*

In Figure 5, the control group had an original chance of 45.56 of correct answers in the pre-test, while the experimental group attained 36.67 of correct answers. This shows that the control group had a chance with a significant difference than the experimental group in the

pre-test. On the other hand, in the post-test, the control group increased its chance to 57.78 of correct answers, which is original to a slight enhancement in discrepancy to the experimental group whose performance had a significant enhancement with 82.23 of correct answers in the post-test.

Table 8

Comparison of pretest and posttest results (General Table)

Test	Pre-test Cambridge		Post-test Cambridge	
Groups	Control	Experimental	Control	Experimental
Successes	48,89%	36,89%	67,34%	86,67%
Mistakes	51,11%	63,11%	32,66%	13,33%
Total	100%	100%	100%	100%

Source: *Questionnaire*

Elaborate by: *Researcher*

Comparison of pretest and posttest results (General Table)

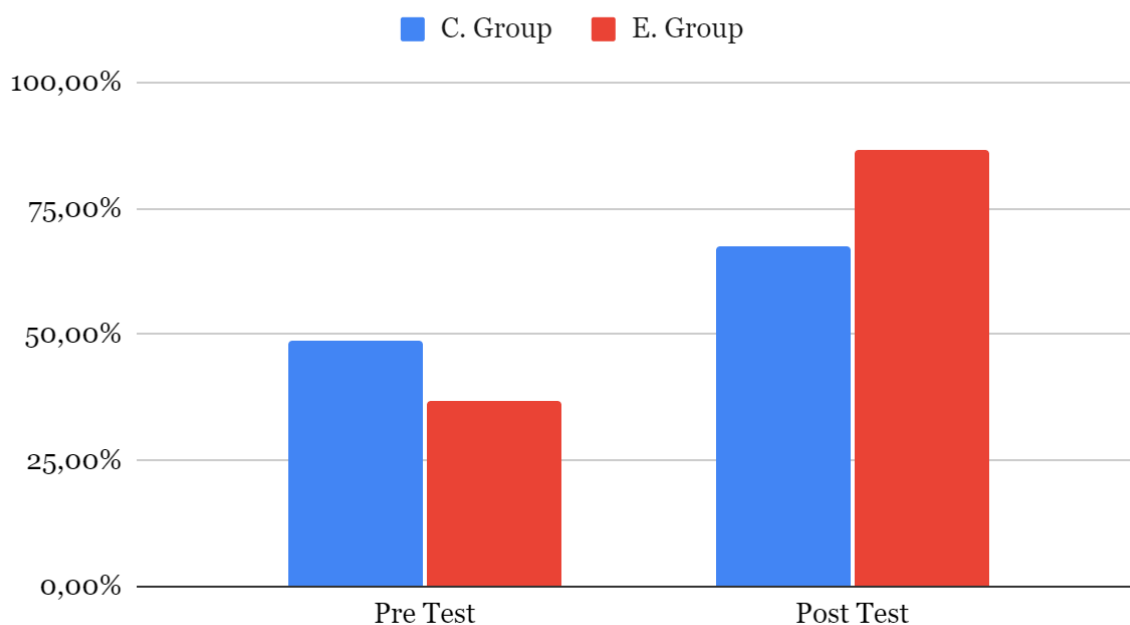


Figure 6. *Comparison of pre-test and post test results of part 5 by Researcher (2024).*

In accordance with the research question formulated, it is observed that the students improved their reading competence by applying the strategies taught. Likewise, it is observed that the comparison between both groups, control and experimental, demonstrates the level of learning. Therefore, the total score of the tests is 30 points. This shows that students in the control group obtained a mean score of 14, corresponding to 48.89 correct on the pretest, and 67.34 correct,

corresponding to a normality of 20 points on the posttest. The students in the experimental group obtained a mean score of 11, corresponding to 36.89 correct on the retest, and 27 on the posttest, corresponding to 86.67 successful. In this sense, the results showed that the group that received the treatment showed a higher score (experimental group).

Discussion

Hall (2022), in an EFL classroom, assisting students with text comprehension is not an easy undertaking. To do this, teachers need to do more than just teach vocabulary definitions, memorize data, and provide answers to questions at the end of a class. A variety of abilities are required for students to be developed in class, such as (a) recognizing the major concepts, (b) analyzing the evidence, (c) evaluating the sources that support the arguments, and (d) summarizing. Additionally, students need to understand the link between reading and communication, and to form this, they need to acquire a discipline. In this sense, the project has been focused on student's needs, providing them with all strategies that they need to get the best skills in order to comprehend a text, a manual or any material that is in a foreign language.

Since students can use imbedded graphics or conjure up their own mental images, visualizing while reading improves memory. But students need to learn how to use past knowledge and spot hints in the text itself in order to draw conclusions about material that isn't explicitly given (Villanueva,2022). In this way, as teachers, it is important providing modeling, direction, and feedback while instructing students on how to create and design graphic organizers. Before students practice doing it on their own with instructor assistance and finally work independently, teachers should first model the procedure with examples.

Shelton et al. (2021) when summarizing a text, the primary idea and any supporting elements must be included. For students to produce a strong summary, they must comprehend the content. Students that receive summarization instruction are better able to summarize texts and comprehend information as a whole. It enhances memory and aids in identifying key concepts, generalizing, eliminating repetition, and integrating ideas. Consequently, it is especially helpful

when used in conjunction with other tactics like formulating and responding to questions as students practice in the study presented by the researcher.

9. RESEARCH IMPACTS

This research has an educational influence since it is designed to provide knowledge that will help in the teaching-learning process of the English language. In addition, it has an effect on the social environment since excellent reading habits are rarely created throughout the teaching-learning process, and this influences the work of teachers. On the other hand, the research focuses purely on aspects associated to the field of teaching and learning English as a foreign language, since in this way it was possible to determine the factors that influenced the research, such as socioeconomic and formative environments that were crucial to the opinion expressed by each of the students who participated in the study by revealing how useful were the reading strategies used in class and if there was an adequate use of them.

10. CONCLUSIONS AND RECOMMENDATIONS

Conclusions:

Most students like reading, not just for assignments in English lessons, but also for enjoyment, students believe that reading English texts is vital for their future career and ability to obtain a major and an adequate and well-paying job, thus they are eager to improve their English skills

- In conclusion, it's worth noting that at the initial phase of the study, the students reported a desire to improve their reading comprehension. Also, the reading strategies chosen were very useful in improving critical thinking and retention in students. They would rather use a dictionary or try to guess the meaning from context than ask a classmate or English teacher, or simply omit the word and proceed on.
- The results obtained in this research showed that the use of reading strategies helped to enhance the reading skills in the students who were part of this investigation, as there were significant increases in the students' scores after implementing the strategies in class, with inferring meaning showing the greatest change in score.

- As for the evaluation used to measure the level of knowledge of the students' reading skills, both the pretest at the beginning of the research and the posttest at the end, it was essential to use a standardized and globally recognized evaluation instrument. Hence, it has contributed positively to the project.

Recommendations:

Following the conclusion, the following suggestions were made.

- It is highly recommended that both teachers and students begin to use reading strategies in the teaching-learning process, as they encourage creativity and critical thinking.
- It is also recommended that students strengthen their skills by learning certain approaches through reading meaningful texts in which the reading skills taught can be easily implemented. Consequently, reading skills combined with relevant material allow students to have a deeper understanding of the reading and, above all, to understand the information acquired.
- It is recommended that future researchers use a review of the literature obtained during this research work. As a result, it was evidenced that reading strategies help students gather clues from the text, which allows them to make a series of informed assumptions to better understand what they are reading.

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