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**Implementation Of Reading Strategies At Escuela La Perla, Circuito
04 In Guácimo, Limón During The First Semester 2025**

**Thesis submitted for the degree of Bachelor's degree in Teaching with emphasis on
English**

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Dedication

I dedicate this achievement first and foremost to God for sustaining me throughout this journey. To my husband, Jose David Salazar, who has always supported me and has been my economic mentor, sacrificing much of himself so that I could reach this point. To my daughters, Kate Mena and Sara Salazar, who have practically had to survive without my care during this time. To my mother who has not let me give up when I've wanted to.

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I thank my professors who in one way or another have been there to teach me and commit me to continue with my studies. To my classmates who have lent me a hand when I didn't understand a class. To my daughters for their understanding when they couldn't count on me, for the sacrifice of my time which ultimately belongs to them. And finally, I thank those people who didn't believe in me, because they gave me the courage to fill myself with self-pride, to believe that I could do it and continue.

Abstract

The present study analyses the impact of evaluating the implementation of reading strategies on the development of reading skills among students at Escuela La Perla, Circuit 04 in Guácimo, Limón, during the first semester of 2025. The study employs a qualitative approach to analyze how the systematic implementation of reading strategies activities influences students' Reading abilities in English as a Foreign Language (EFL). Through classroom observations, pre-assessments etc. The researcher examined the students' progress in terms of their ability to read and comprehend short texts.

The research employs a mixed method approach, combining quantitative and qualitative data collection through assessments, observations and practice of the different strategies. This research contributes to the field of teaching English as a foreign language by providing evidence-based knowledge on the effectiveness of the application of different reading strategies, and offers practical recommendations for their application in primary school contexts.

The results show that the application of the 5 reading strategies that were implemented significantly improves students' written communication skills, and that the percentage of students who actively read in English during class increased up to 60% after the application of the strategies, as long as there is a commitment on the part of the students.

Resumen

El presente estudio analiza el impacto de la evaluación de la implementación de estrategias de lectura en el desarrollo de las habilidades lectoras de los estudiantes de La Escuela La Perla, Circuito 04 de Guácimo, Limón, durante el primer semestre de 2025. El estudio emplea un enfoque cualitativo para analizar cómo la implementación sistemática de actividades de estrategias de lectura influye en las habilidades lectoras de los estudiantes de inglés como Lengua Extranjera (EFL). A través de observaciones en el aula, reevaluaciones etc. El investigador examinó el progreso de los estudiantes en términos de su capacidad para leer y comprender textos breves.

La investigación emplea un enfoque de método mixto, que combina la recopilación de datos cuantitativos y cualitativos a través de evaluaciones, observaciones y la práctica de las diferentes estrategias. Esta investigación contribuye al campo de la enseñanza del inglés como lengua extranjera proporcionando conocimientos basados en pruebas sobre la eficacia de la aplicación de diferentes estrategias de lectura, y ofrece recomendaciones prácticas para su aplicación en contextos de enseñanza primaria.

Los resultados muestran que la aplicación de las 5 estrategias de lectura implementadas mejora significativamente las habilidades de comunicación escrita de los alumnos y que el porcentaje de alumnos que leen activamente en inglés durante la clase aumenta hasta un 60% tras la aplicación de las estrategias, siempre y cuando exista un compromiso por parte del alumnado.

Chapter I

Introductory framework

In the current educational context, developing reading skills in English has become a fundamental element for students' academic and professional. The ability to understand and analyze texts in English not only facilitates language learning but also opens doors to educational and work opportunities in an increasingly globalized world. This reality has led educators and researchers to seek and develop effective strategies that improve reading skills in students at different educational levels.

Implementing reading strategies in the English classroom represents a significant challenge for educators, especially in the context of public schools where resources and instructional time may be limited. However, educational research has shown that the systematic and well-structured use of these strategies can have a positive impact on the development of students' language skills. As Walker Piedra (2021) notes, "short readings are an effective strategy for developing reading comprehension skills and expanding vocabulary in elementary school students" (p. 45).

The English teaching-learning process in Costa Rica has undergone significant evolution in recent decades, with an increasing emphasis on the development of comprehensive communication skills. Reading comprehension, in particular, has been identified as crucial competency that requires special attention in the design and implementation of pedagogical strategies. Costa Rican educators have recognized the need

to adapt and develop methods that respond to the specific needs of their students, considering both the local context and the global demands of learning English.

Reading strategies, when implemented effectively, not only improve text comprehension but also develop metacognitive skills essential for independent learning. These include the ability to predict, infer, analyze, and evaluate information, skills that are transferable to other areas of knowledge. In addition, developing English reading skills contributes significantly to the development of more confident students who are able to face the academic and professional challenges they will encounter in their future.

Implementing reading strategies in the classroom is not a one-size-fits-all process, but rather requires careful consideration of multiple factors, including students' level, interests, educational context, and available resources. Educators must be able to select and adapt the most appropriate strategies for their students, considering both the learning objectives and the practical constraints that may exist in their specific educational setting.

In the specific context of Escuela La Perla, Circuito 04 In Guácimo, Limón the implementation of reading strategies represents an opportunity to strengthen students' language skills and improve their capacity for autonomous learning. This research seeks not only to evaluate the impact of these strategies but also to provide empirical evidence that can inform and improve pedagogical practices in similar contexts. A deep understanding of how these strategies affect the development of reading skills will allow for the design of more effective interventions tailored to the specific needs of Costa Rican students.

1.1 Problem statement

Developing reading skills in English represents one of the greatest challenges in the current Costa Rican educational system. Despite the efforts made by the Ministry of Public Education to strengthen the teaching of English, significant gaps persist in students' reading comprehension skills, particularly in public schools where resources and instructional time are limited. This situation becomes particularly critical when considering the fundamental role that English plays in the academic and professional development of students in an increasingly interconnected world.

At Escuela la Perla, Circuito 04 de Guácimo, Limón, there is a pressing need to improve the reading strategies used in teaching English. Teachers face the challenge of effectively developing their students' reading skills while dealing with limitations of resources, time, and, in some cases, the lack of exposure of students to the English language outside the school environment. This situation is exacerbated by the absence of a systematic and structured approach to implementing reading strategies that respond to the specific needs of the student population.

The problem is evident in various aspects of the teaching-learning process. Students have difficulty understanding texts in English, which affects not only their academic performance in the subject but also their confidence and motivation to learn the language. The lack of effective reading strategies limits their ability to develop fundamental skills such as identifying main ideas, inferring meanings, and understanding texts globally, essential skills for their academic and professional future.

Furthermore, the absence of a coherent methodological framework for the implementation of reading strategies hinders teaching and the effective assessment of students' progress. Teachers need proven tools and methods that allow them to systematically develop their students' reading comprehension skills, taking into account the particularities of the educational context and the specific characteristics of their student population.

Recent educational research has demonstrated the importance of implementing effective reading strategies in the English classroom. As evidenced by previous studies conducted in similar contexts, the systematic application of reading strategies can have a significant impact on the development of students' language skills. However, these strategies must be carefully selected and adapted to the specific context of each educational institution in order to maximize their effectiveness.

This situation requires a structured intervention that allows for the identification, implementation and evaluation of effective reading strategies. The need to improve reading skills in English is not only an academic concern but also a practical necessity in an increasingly globalized world, where mastery of English, especially the ability to understand written texts, has become a fundamental skill for academic and professional success.

The problem becomes even more apparent when one considers that deficiencies in English reading comprehension can have long-term repercussions on students' educational and employment opportunities. In a context where English serves as a lingua franca for

international communication and access to knowledge, a lack of strong reading skills can significantly limit students' future prospects.

The current situation at La Perla School reflects a common problem in Costa Rica's rural education system. Limitations are not the same from region to region the need to develop and implement effective strategies for teaching reading in English that consider both the limitations and opportunities present in the public educational context. This challenge requires a systematic and rigorous analysis that allows us to identify and evaluate the impact of different reading strategies on the development of students' reading skills.

From this problem, the following research question arises: What is the impact of the implementation of reading strategies on the development of reading skills of students at La Perla School during the first semester of 2025? This question guides the present study and seeks to generate knowledge that contributes to improving pedagogical practices in the teaching of English, not only at La Perla School but also in similar educational contexts.

Therefore, it is imperative to investigate and evaluate the impact of implementing specific reading strategies on the development of students' reading skills. This research seeks not only to identify the most effective strategies but also to provide a methodological framework that can be adapted and replicated in similar educational contexts, thus contributing to the improvement of English teaching in the Costa Rican educational system.

1.2 Research Objectives

1.2.1 General Objective

To evaluate the impact of the implementation of reading strategies on the development of reading skills among second-cycle students at Escuela La Perla, Circuito 04 de Guácimo, Limón, during the first semester of 2025.

1.2.2 Specific Objectives

1.2.2.1 To identify the reading strategies currently being implemented at Escuela la Perla, Circuito 04 de Guácimo, Limón, during the first semester 2025.

1.2.2.2. To evaluate the implementation process of reading strategies in the teaching-learning process at Escuela la Perla, Circuito 04 de Guácimo, Limón.

1.2.2.3 To propose improvements for the implementation of reading strategies to strengthen reading skills in students at Escuela la Perla, Circuito 04 de Guácimo, Limón.

1.3 Background

Research on reading strategies and reading comprehension has been widely studied from different perspectives. At a general level, Pustika and Wiedarti (2021) investigated the implementation of reading instruction in the EFL classroom, finding that teachers effectively encourage participation through questioning, provide clear explanations, and facilitate text comprehension. Manoli (2021) focused on developing reading strategies in primary EFL classrooms in Greece, demonstrating the effectiveness of implementing multiple reading strategies in younger students.

1.3.1 Repository

Before presenting the specific studies, it is important to note that the following research was conducted at the International University of the Americas (UIA), providing valuable information from the same institutional context as the current study.

Salon (2021) conducted a study at the UIA that explored the use of visual aids to improve speaking skills in English language learners. The research emphasized the importance of visual aids in language teaching, stating that “visual aids are the way to improve your speaking skills” (Salon , 2021, p. 45). The study focused on various types of visual aids and their applications to improve specific aspects of speaking, particularly fluency and vocabulary. Salon noted that “fluency and vocabulary are the speaking skills that need to be improved in the chosen population” (2021, p. 43), highlighting specific areas of improvement by visual aids.

Quiros (2021) conducted a study at UIA, focusing on the use of storytelling to improve English language skills among sixth grade students at Bethaba School. The research examined how storytelling activities could improve students' language skills, particularly in speaking and writing.

Quiros emphasized the importance of setting clear goals and preparing vocabulary when implementing storytelling activities, noting that “the simpler the goal, the easier it is for students to understand the reason for the activity” (2021, p. 52). The study employed a mixed-methods approach, categorizing observations into “cognitive process, collaborative performance, oral performance” (2021, p. 51), providing a comprehensive framework for assessing the effects of storytelling on various aspects of language learning.

1.3.2 National background.

At the national level, specifically at the International University of the Americas, relevant research has been conducted on reading strategies. Hernández Solís (2021) developed a study on the use of pre-reading strategies as a means to improve reading comprehension in fourth grade students, demonstrating that these strategies can serve as an effective tool for the development of language skills when applied systematically. Navarro Carvajal (2023) investigated short readings as a strategy to improve vocabulary acquisition and reading comprehension in tenth grade students, evidencing the effectiveness of this strategy for the development of language skills.

According to the thesis of the (UIA), Raquel Walker Piedra (2021) developed an investigation titled "Short readings as a strategy to expand and improve vocabulary and reading comprehension of Sixth Graders at Carlos J. Peralta school during the III Quarter of 2021". The study focused on evaluating the interaction of sixth grade students with short readings to expand their vocabulary and improve reading comprehension.

The research used a mixed methodology, employing instruments such as diagnostics and observation sheets to assess the progress of 30 students over a six-week period. The results showed that through the implementation of short readings and associated activities, students improved in different categories such as the use of synonyms, pronunciation, analysis, and understanding of main ideas. The study demonstrated that short readings are an effective strategy to develop reading comprehension skills and expand vocabulary in elementary school students.

The relevance of this research lies in its contribution to the field of English language teaching in Costa Rican public schools, providing evidence on how structured reading strategies can improve both language skills and students' attitude towards learning English, despite time and resource constraints in the context of public education.

Featured based on the (UIA) repository, Hernández Solís (2021) developed a research project entitled " The Usage of Pre-Reading Strategies as a Means to Improve Reading Comprehension in Fourth Grade Students from Greenland Montessori School During the First Trimester of 2021" at the International University of the Americas. The study focused on analyzing the effectiveness of pre-reading strategies on the reading comprehension skills of fourth grade students. The research employed a mixed methodology, using instruments such as tests, questionnaires, and systematic observations during 40-minute classes.

The researcher focused particularly on the activation of prior knowledge as a pre-reading strategy . The results showed that students significantly improved their comprehension of texts when they were provided with the appropriate tools and support. The study also showed the importance of incorporating these strategies into teachers' monthly planning, confirming that, with correct application, students can develop better reading comprehension skills, pre-reading strategies and offering concrete recommendations for their implementation in the classroom.

The research of the (UIA) was highlighted, Navarro Carvajal (2023) carried out a research investigation entitled "Short readings as a strategy to improve vocabulary acquisition and reading comprehension of tenth graders at the Bilingual Experimental High

School La Trinidad de Moravia in first quarter 2023" at the International University of the Americas. The study focused on the use of short readings as a strategy to improve both vocabulary acquisition and reading comprehension.

The research, based on authors such as Herrera Palacios (2018), Rutzler (2021), and Ojo Castillo (2023), explored how short readings can serve as an effective tool for the development of language skills. The study was carried out at the Liceo Experimental Bilingue La Trinidad de Moravia, using a mixed methodology that included instruments such as surveys, diagnostic tests, and lesson plans to assess and improve the reading comprehension and vocabulary acquisition skills of tenth grade students.

The relevance of this research lies in its contribution to the field of English teaching in Costa Rica, specifically in the context of bilingual secondary education, providing evidence on the effectiveness of short readings as a learning strategy and offering practical recommendations for their implementation in the classroom.

1.3.3 International background

At an international level, specifically at the International University of the Americas, relevant research has been conducted on reading strategies. Hernández Solís (2021) developed a study on the use of pre-reading strategies as a means to improve reading comprehension in fourth grade students, demonstrating that these strategies can serve as an effective tool for the development of language skills when applied systematically. Navarro Carvajal (2023) investigated short readings as a strategy to improve

vocabulary acquisition and reading comprehension in tenth grade students, evidencing the effectiveness of this strategy for the development of language skills.

Pustika and Wiedarti (2021) did a research work titled " The Implementation of Reading Instruction in the EFL Classroom " at Université Negeri Yogyakarta, Indonesia. The study focused on investigating the implementation of reading instruction in the EFL classroom, using a survey method with 168 high school students from six different schools in Yogyakarta.

The research analyzed 22 features of reading instruction using a Likert-type questionnaire, identifying the six best implemented features and the six least implemented features in the EFL classroom. The results showed that teachers effectively encourage student participation through questioning, provide clear explanations, facilitate comprehension of texts, and allow students to express their opinions. However, it also revealed shortcomings in areas such as knowledge of students' reading habits, formulating questions based on real-world observations, and opportunities for students to choose reading topics based on their interests.

This study is relevant to the field of teaching English as a foreign language as it provides empirical evidence on the effectiveness of different reading instruction strategies and offers concrete recommendations for improving teaching practice in the EFL classroom, particularly in contexts where English is taught as a foreign language.

Manoli (2021) conducted a study titled "Developing Reading Strategies in Elementary EFL Classrooms" at the University of Thessaly, Greece. The study focused on

investigating the effect of implementing multiple reading strategies instruction on Greek elementary students who were learning English as a foreign language.

The research is particularly relevant since, unlike previous studies that focused primarily on university students, this work addressed the use of multiple reading strategies in younger students within the Greek educational context. The study implemented a comprehensive set of reading strategies including prediction strategies (where students anticipated text content based on titles and images), vocabulary inference techniques (teaching students to deduce word meanings from context clues), summarization skills (helping students identify and synthesize main ideas), questioning strategies (encouraging students to generate questions about the text before, during, and after reading), and metacognitive awareness activities (teaching students to monitor their own comprehension and apply fix-up strategies when understanding breaks down). The study examined both the immediate and delayed effects of the intervention program on students' reading performance, as well as the relationship between proficiency level, gender, and reading performance.

The results provided empirical evidence on the effectiveness of multiple reading strategies instruction in the context of teaching English as a foreign language in Greece, contributing significantly to the existing literature on L2 reading strategies, especially at the primary education level where there was a notable paucity of research.

1.4 Scope of Application

This study focuses on the implementation and evaluation of reading strategies to improve the reading skills of students At Escuela la Perla, Circuito 04 de Guácimo, Limón

during the first semester of 2025. The research involves students and teachers from the institution, selected because it represents a significant educational context where the development of reading skills in English is essential for the future academic and professional success of students. The choice of this educational institution also responds to the need to address the specific challenges that Costa Rican public schools face in teaching English as a foreign language.

The research will be conducted during the first semester of 2025, providing a specific and structured period to implement various reading strategies and evaluate their impact on the development of reading skills. This time period has been carefully selected to allow for a comprehensive implementation of the strategies while considering the natural academic cycle of the school year. The duration of the study will allow for observing significant changes in students' reading skills and will provide sufficient time to make necessary adjustments and adaptations to the implemented strategies.

The scope of the research covers multiple dimensions of the teaching-learning process of reading in English. While reading strategies may have broader impacts on language learning. This study mainly focuses on their effects on reading comprehension, including fundamental aspects such as identifying main ideas, inferring meaning, expanding vocabulary, understanding grammatical structures in context, and developing confidence in reading in English. In addition, the impact of these strategies on students' motivation and attitude toward learning English will be considered.

The study will explore a wide range of reading strategies appropriate for EFL contexts, including traditional and modern methods of reading comprehension. These

strategies will range from pre-reading and prior knowledge activation techniques to intensive and extensive reading strategies, as well as post-reading and comprehension assessment methods. However, the emphasis will be on techniques that can be practically implemented within the existing curriculum and resources available at La Perla School. The research will especially consider the constraints and opportunities present in the context of a Costa Rican public school, including factors such as available instructional time, material and technological resources, and the socioeconomic characteristics of the student population.

The study methodology will employ a robust combination of qualitative and quantitative assessment methods to evaluate the impact of reading strategies on students' reading skills. This will include a full battery of assessment instruments: standardized reading comprehension tests before and after the intervention, systematic classroom observations, detailed student self-assessments, ongoing teacher assessments, and individualized progress records. This comprehensive approach will allow for a deep and nuanced understanding of the effectiveness of the implemented strategies, considering both measurable outcomes and qualitative aspects of the learning process.

A key aspect of the study is to examine how reading strategies can be effectively integrated into the existing English curriculum at La Perla School. This entails a detailed analysis of the current curricula, the learning objectives set by the Ministry of Public Education, and the existing pedagogical practices at the institution. The research will focus on developing practical implementation strategies that not only align with current educational standards and objectives but are also sustainable and replicable in similar contexts.

The research will pay particular attention to the role of teachers in implementing reading strategies. This includes a thorough examination of their pedagogical perspectives, their training and experience in teaching reading in English, the challenges they face in their daily practice, and the strategies they develop during the implementation process. The aspect of teachers' professional development will also be considered, exploring how the implementation of new reading strategies can contribute to educators' professional growth.

The specific sociocultural context of La Perla School and its students will be a central element in the research. It will explore how culturally relevant reading strategies can impact language learning in this specific setting, considering aspects such as students' interests and prior experiences, the community context, and the specific characteristics of the Guácimo region. This will include the selection and adaptation of reading materials that are culturally appropriate and meaningful for students. It is important to note that while this study may have significant implications for broader English language teaching practices in Costa Rica, its primary focus is on the specific context of Escuela La Perla and its students. The findings, while potentially applicable to similar settings, must be interpreted within this specific scope and considering the characteristics of this educational institution. The research seeks not only to generate academic knowledge but also to provide practical and applicable solutions that can directly benefit the educational community of Escuela La Perla.

Chapter II

Theoretical framework

2. Theoretical Framework

This chapter establishes the theoretical foundations that support the research on the implementation of reading strategies in English at Escuela La Perla. The structure comprises six main sections that address: the foundations of learning a second language, English teaching methodologies, reading strategies, the integration of educational technologies, learning assessment, and the role of the teacher. This organization allows us to understand the interrelationship between these elements and their impact on the development of reading skills in a foreign language.

2.1 Fundamentals of Second Language Learning

The process of acquiring a second language is a fundamental field of study in contemporary education. This process involves multiple cognitive, effective and social factors that determine success in language learning. Understanding these fundamentals is essential to developing effective teaching strategies.

Walker Piedra (2021) argues, “Short readings are an effective strategy for developing reading comprehension skills and expanding vocabulary in elementary students” (p. 45). This statement highlights the importance of selecting appropriate materials and strategies that facilitate the learning process. Implementing short readings

allows students to gradually develop their language skills while maintaining motivation and interest in the learning process.

Second language acquisition requires a systematic approach that considers the different stages of language development. Educators must understand these fundamentals in order to design effective learning experiences that promote the comprehensive development of English language skills.

2.2 English Teaching Methodologies

English teaching methodologies represent a crucial element in the educational process, especially in contexts where English is taught as a foreign language. The proper selection and application of these methodologies largely determines the success of the teaching-learning process. Methodological approaches have evolved significantly, adapting to the contemporary needs of students.

According to Pustaka and Wiedarti (2021): “Implementing reading instruction in the EFL classroom requires teachers to effectively encourage participation through questioning, providing clear explanations, and facilitating comprehension of texts” (p. 55). This perspective emphasizes the importance of an interactive approach to teaching, where the teacher acts as a facilitator of learning. The methodology should promote students’ participation and create an environment conducive to the development of language skills.

2.3 Reading Strategies in Foreign Languages

Reading strategies are essential tools for developing reading comprehension in English. The process of reading in a foreign language requires a specific set of skills and strategies that allow students to approach texts effectively. The implementation of appropriate strategies facilitates comprehension and promotes learning autonomy.

Hernández Solís (2021) states: “Activating prior knowledge as a pre-reading strategy allows students to significantly improve their understanding of texts when provided with the appropriate tools and support” (p. 62). This observation highlights the importance of pre-reading strategies in the comprehension process. Activating prior knowledge allows students to establish meaningful connections with new content, thus facilitating text comprehension.

2.4 Integration of Educational Technologies

The incorporation of educational technologies into English language teaching represents a significant trend in contemporary education. Technological tools offer new possibilities for creating interactive and meaningful learning experiences. Effective integration of technology can enhance the development of language skills and motivate students.

2.5 Assessment of Learning in Teaching English

Assessment of learning in English language teaching is an essential process for measuring student progress and the effectiveness of the strategies implemented. This

process requires a systematic approach that considers both quantitative and qualitative aspects of learning. Assessment not only serves as a measurement function, but also provides valuable information for adjusting and improving pedagogical practices.

Manoli (2021) notes, “The development of multiple reading strategies in primary EFL classrooms demonstrates both immediate and delayed effects on students’ reading performance” (p. 48). This perspective highlights the importance of implementing ongoing assessments that allow monitoring students’ progress over time. Systematic assessment facilitates the identification of areas for improvement and the adaptation of strategies according to students’ specific needs.

2.6 The Role of the Teacher in Teaching English

The role of the teacher in teaching English goes beyond the mere transmission of knowledge. Today's educator must take on multiple roles as facilitator, motivator, and guide in the learning process. The effectiveness of teaching strategies depends largely on the teacher's ability to create an environment conducive to learning.

Villacrés Camino (2015) points out: "Playful strategies contribute significantly to the development of communicative skills when the teacher acts as a facilitator of the learning process" (p. 73). This observation emphasizes the importance of the teacher's role in the successful implementation of teaching strategies. The teacher must possess not only knowledge of the language, but also the pedagogical skills necessary to facilitate effective learning.

2.7 Development of Communicative Competencies

The development of communicative skills in English represents a fundamental aspect in the teaching-learning process of a foreign language. These skills integrate linguistic, sociolinguistic and pragmatic abilities that allow students to communicate effectively in different contexts. The acquisition of these skills requires a systematic and well-structured approach.

Fandiño-Parra et al. (2012) state: "Improving communicative competence in English leads to the emergence of opportunities for citizens, the recognition of other cultures, and individual and collective growth" (p. 365). This perspective highlights the importance of developing communicative skills not only for academic purposes but also for the personal and professional growth of students.

2.8 Learning Environment and Motivation

The learning environment and motivation are key factors in the success of the English teaching-learning process. A supportive environment facilitates the acquisition of knowledge and promotes student participation. Motivation, in turn, encourages commitment and persistence in language learning.

Calderón & León (2010) argue: "The learning environment must provide conditions for all participants to have access to the knowledge and activities proposed, as well as contact with materials designed to allow a wide range of cognitive, affective and social learning" (p. 42). This observation highlights the need to create educational spaces that promote comprehensive and meaningful learning.

2.9 Playful Strategies in Teaching English

Playful strategies represent a fundamental tool in teaching English, especially at the basic levels of education. The incorporation of games and interactive activities in the learning process facilitates language acquisition in a natural and meaningful way. These strategies promote a favorable environment for the development of linguistic skills.

García Caicedo (20237) points out: "Play is a multiple pedagogical strategy, since it not only contributes to learning a language, but also to the multidimensional development of the individual" (p. 48). This perspective emphasizes the integral value of playful activities in the educational process, transcending mere linguistic learning to encompass social, emotional and cognitive aspects.

2.10 Use of ICT in Teaching English

The integration of Information and Communication Technologies (ICT) in English language teaching represents a significant innovation in the field of education. Technological tools offer new possibilities for creating interactive and personalized learning experiences. Effective implementation of ICT requires careful planning and a clear pedagogical approach.

Bautista (20234) states: "One of the indicators of quality of education in technologically developed countries must be the way in which the school addresses and reduces the growing digital divide" (p. 32). This observation underlines the importance of incorporating technological resources in the teaching of English as a means of developing digital and linguistic competences simultaneously.

2.11 Evaluation and Monitoring of the Learning Process

Assessment and monitoring are crucial elements in the English teaching-learning process. These processes allow monitoring students' progress and adjusting teaching strategies according to identified needs. An effective assessment system combines different methods and tools to obtain a comprehensive view of learning.

Navarro Carvajal (2023) states: "Continuous assessment and constant feedback are essential to improve vocabulary acquisition and reading comprehension in English learners" (p. 56). This perspective emphasizes the importance of maintaining a systematic assessment process that promotes continuous improvement in learning.

2.12 Development of Reading Competence

Developing reading skills in English requires a systematic and progressive approach. This skill involves various cognitive processes and strategies that allow students to understand and analyze texts in the target language. Building this skill is based on constant practice and the application of specific strategies.

Manoli (2021) notes: "The implementation of multiple reading strategies in primary EFL classrooms demonstrates significant immediate and long-term effects on students' reading performance" (p. 72). This observation highlights the importance of diversifying reading strategies to improve text comprehension.

2.13 Planning and Design of Activities

Planning and designing activities represent fundamental processes in teaching English as a foreign language. These processes require careful consideration of learning objectives, learner needs, and available resources. Effective planning ensures coherence and progression in the development of language skills.

Bustamante (2021) emphasizes: “Activity planning should consider different learning styles and provide opportunities for meaningful language practice in authentic contexts” (p. 83). This perspective highlights the importance of designing diversified activities that cater to students’ different learning needs and preferences.

2.14 The Role of Motivation in Learning English

Motivation is a determining factor in the English learning process. This psychological element significantly influences students' willingness to actively participate in the learning process and persist in the face of challenges. Understanding motivational factors allows for the design of more effective strategies.

Martínez (2023) states: "The learning environment and the pedagogical strategies implemented directly impact students' motivation and commitment to learning English" (p. 92). This observation highlights the importance of creating an educational environment that fosters intrinsic and extrinsic motivation. Motivation through reading can be achieved through several key approaches. First, selecting age-appropriate and culturally relevant texts that connect with students' interests and experiences creates immediate engagement; when middle school students encounter stories about topics that fascinate them, such as

adventure, friendship, animals, or technology, their natural curiosity drives them to keep reading despite linguistic difficulties.

Second, implementing graded levels of difficulty ensures that students experience success while being adequately challenged. Starting with simplified texts and gradually increasing complexity allows students to gain confidence and develop a sense of accomplishment.

Third, offering choices and autonomy in reading selection empowers students to take responsibility for their learning. This autonomy satisfies their psychological need for self-determination, a key component of intrinsic motivation.

In addition, creating meaningful connections between reading activities and real-world applications helps students understand the practical value of developing English reading skills. When students see how reading comprehension connects to their interests, future goals, or current experiences.

Finally, celebrating reading achievements through recognition, progress tracking, and positive feedback reinforces students' efforts and builds their confidence.

2.15 Reading Comprehension Strategies in English

Reading comprehension strategies in English are essential tools for developing language skills. These strategies allow students to approach texts effectively and extract meaning from them. The systematic implementation of these strategies promotes learning autonomy and improves comprehension skills.

According to Hernández Solís (2021), “pre-reading strategies, such as activating prior knowledge, significantly improve text comprehension in fourth-grade students when they are provided with the appropriate tools and support” (p. 62). This statement highlights the importance of preparing students before reading by providing them with context and activating their prior knowledge. These pre-reading strategies facilitate the connection between the text and the students' experiences, which in turn promotes a deeper understanding of the material.

Pre-reading strategies encompass several specific techniques that prepare students for successful text comprehension. **Activating prior knowledge** involves helping students connect new information to what they already know through brainstorming sessions, discussion questions, or concept mapping activities. **Preview and prediction strategies** encourage students to examine titles, headings, images, and text structure to anticipate content and set reading purposes. **Vocabulary pre-teaching** introduces key terms that students will encounter, providing definitions, visual aids, or contextual examples to reduce comprehension barriers. **Setting reading goals** helps students establish clear purposes for reading, whether to find specific information, understand main ideas, or enjoy a narrative. Additionally, **cultural background building** provides necessary context about customs, places, or concepts that may be unfamiliar to students, ensuring they have the cultural schema needed for comprehension.

In addition to pre-reading strategies, it is essential to develop skills during the reading process itself. Navarro Carvajal (2023) points out that "short readings as a strategy improve vocabulary acquisition and reading comprehension in tenth grade students" (p. 56). The use of short, well-structured texts allows students to focus on specific elements of the

language and gradually develop their comprehension skills. These short readings also provide opportunities for repeated practice and consolidation of learning.

Effective implementation of reading comprehension strategies requires a comprehensive approach that considers the different stages of the reading process. Manoli (2021) highlights that “instruction in multiple reading strategies in elementary classrooms demonstrates both immediate and long-term effects on students’ reading performance” (p. 72). This observation highlights the importance of diversifying the strategies used and adapting them to students’ specific needs. Combining different approaches, such as predicting, questioning, inferring, and synthesizing, allows students to develop a more complete and deeper understanding of texts.

2.16 The Role of Feedback in English Learning

Feedback plays a crucial role in the English learning process. This pedagogical practice involves providing students with constructive feedback and comments about their performance, with the aim of improving their language proficiency. Effective feedback not only corrects mistakes but also highlights achievements and provides guidance for continued development.

Walker Piedra (2021) states that “consistent and specific feedback is essential for expanding vocabulary and improving reading comprehension in sixth graders” (p. 45). This observation highlights the importance of providing detailed and timely feedback to students. Feedback should be clear, accurate, and focused on specific aspects of learning, such as appropriate vocabulary use and understanding the main ideas of a text. In addition

to its corrective function, feedback also has a significant impact on students' motivation and engagement. Pustika and Wiedarti (2021) note that "teachers who provide clear explanations and facilitate comprehension of texts through feedback effectively foster student engagement" (p. 55). When students receive constructive and encouraging feedback, they feel valued and motivated to continue their learning. Positive feedback strengthens students' confidence and drives them to take an active role in their own language development.

It is important to note that feedback is not limited to error correction alone but also involves recognizing and reinforcing student achievements. Manoli (2021) states that "feedback that highlights students' successes and progress has a positive impact on their reading performance" (p. 48). By recognizing students' progress and strengths, educators create a positive and encouraging learning environment. This practice promotes self-esteem and intrinsic motivation, which are key elements for success in learning a foreign language.

Effective feedback must also be tailored to the individual needs of students. Hernández Solís (2021) highlights that "personalized feedback, based on each student's strengths and areas for improvement, facilitates the development of reading comprehension strategies" (p. 62). By considering each student's specific characteristics and challenges, educators can provide more relevant and meaningful feedback. This personalized approach allows students to address their difficulties more effectively and develop strategies tailored to their own learning needs. Feedback plays a vital role in learning English by providing constructive information, motivating students, and promoting the continued development of language skills. Effective feedback combines error correction with recognition of achievement, adapting to individual student needs. By implementing systematic and well-

structured feedback strategies, educators can maximize their students' learning potential and foster an environment of growth and success in the English classroom.

2.17 The Importance of Vocabulary in Reading Comprehension

Vocabulary plays a key role in developing reading comprehension in English. A broad repertoire of words enables students to access more complex texts and extract meaning effectively. Systematic vocabulary acquisition is essential for progress in reading proficiency.

Navarro Carvajal (2023) states that “short readings as a strategy improve vocabulary acquisition and reading comprehension in tenth grade students” (p. 56). This observation highlights the intrinsic connection between vocabulary and reading comprehension. As students are exposed to a variety of texts and acquire new words, their ability to comprehend and analyze written material expands. Implementing specific strategies, such as using short readings, allows students to focus on contextualized vocabulary and develop a deeper understanding of words and their uses, in addition to exposure through reading, explicit vocabulary instruction also plays a crucial role. Walker Piedra (2021) highlights that “consistent and specific feedback is essential to expanding vocabulary and improving reading comprehension in sixth grade students” (p. 45). This statement underscores the importance of providing direct instruction and feedback focused on vocabulary. Educators should spend time explicitly teaching key words, exploring their meanings, uses, and relationships to other concepts. This practice helps students develop a deeper, more nuanced understanding of language.

Vocabulary acquisition is not limited to memorizing definitions alone, but involves the ability to use words effectively in different contexts. Hernández Solís (2021) notes that “activating prior knowledge as a pre-reading strategy allows students to connect new vocabulary to familiar concepts, thereby improving their understanding” (p. 62). By relating vocabulary to prior knowledge and experiences, students can assimilate and retain words in a more meaningful way. This connection between the familiar and the new facilitates the understanding and application of vocabulary in various reading contexts.

It is important to note that vocabulary development is a gradual and cumulative process. Manoli (2021) states that “instruction in multiple reading strategies in elementary classrooms demonstrates both immediate and long-term effects on students’ reading performance” (p. 72). This observation suggests that vocabulary acquisition requires repeated exposure and consistent practice over time. Educators should provide frequent opportunities for students to encounter words in different contexts and to apply their knowledge in a progressive manner. Vocabulary is an essential component of English reading comprehension. Acquiring a broad repertoire of words allows students to access more complex texts and extract meaning effectively. Explicit vocabulary instruction, combined with exposure through reading and connection to prior knowledge, facilitates the assimilation and retention of new words by implementing systematic strategies, such as the use of key vocabulary, contextual clues, and prior knowledge, educators can improve students' ability to understand and analyze texts in English, laying the foundation for successful language learning.

2.18 The Communicative Approach in Teaching English

The communicative approach to teaching English focuses on developing students' communicative competence. This approach prioritizes students' ability to use the language effectively in real-life communication situations, rather than focusing solely on grammatical accuracy or theoretical knowledge.

According to Pustika and Wiedarti (2021), “implementing reading instruction in the EFL classroom requires teachers to effectively encourage participation through questioning, providing clear explanations, and facilitating comprehension of texts” (p. 55). This statement highlights the importance of creating an interactive classroom environment, where students have opportunities to actively participate in the learning process. The Communicative Approach promotes interaction and the exchange of ideas, allowing students to practice the language in meaningful contexts.

A key aspect of the Communicative Approach is the authenticity of the materials and activities used in the classroom. Walker Piedra (2021) argues that “short readings are an effective strategy to develop reading comprehension skills and expand vocabulary in elementary students” (p. 45). Selecting authentic and relevant texts for students fosters their motivation and engagement in learning. These materials provide exposure to real and contextualized language, preparing students to face communicative situations outside the classroom. In addition to authenticity, the communicative approach also emphasizes the importance of fluency in oral and written expression. Hernández Solís (2021) states that “activating prior knowledge as a pre-reading strategy allows students to significantly improve their understanding of texts when provided with the appropriate tools and support”

(p. 62). By activating prior knowledge and relating it to new content, students can express themselves more fluently and naturally. The Communicative Approach values students' ability to convey ideas effectively, even if there are minor grammatical errors.

Successful implementation of the Communicative Approach requires a shift in the role of the teacher. Manoli (2021) notes that “the development of multiple reading strategies in primary EFL classrooms demonstrates both immediate and delayed effects on students' reading performance” (p. 48). In this approach, the teacher acts as a facilitator of learning, creating opportunities for students to interact and practice the language. The teacher must provide constructive feedback and guide students in developing effective communicative strategies. The communicative approach in teaching English focuses on developing students' communicative competence, prioritizing the ability to use the language in real-world situations. This approach promotes interaction, authenticity of materials, and fluency in expression. By implementing communicative strategies in the classroom, teachers can create a dynamic and meaningful learning environment, preparing students to meet the communicative challenges of the real world.

2.19 Formative Assessment in English Language Learning

Formative assessment plays a crucial role in English language learning, providing ongoing information on students' progress and allowing for timely adjustments to teaching strategies. This assessment approach focuses on the learning process, providing constructive feedback and encouraging students' involvement in their own language development.

According to Navarro Carvajal (2023), “continuous assessment and consistent feedback are critical for improving vocabulary acquisition and reading comprehension in English language learners” (p. 56). This statement highlights the importance of integrating formative assessment into the teaching-learning process. By conducting regular assessments and providing targeted feedback, teachers can identify each student’s strengths and areas for improvement, tailoring teaching strategies to meet their individual needs.

Formative assessment is not limited to the administration of traditional tests, but encompasses a variety of techniques and tools that allow for the collection of information about student learning. Manoli (2021) notes that “the implementation of multiple reading strategies in primary EFL classrooms demonstrates both immediate and delayed effects on students’ reading performance” (p. 72). This suggests that formative assessment should be comprehensive and encompass different language skills. Teachers can use observations, class discussions, performance tasks, and self-assessments to gain a comprehensive view of students’ progress.

In addition to providing valuable information for teachers, formative assessment also encourages student engagement in their own learning. Hernández Solís (2021) states that “personalized feedback, based on each student's strengths and areas for improvement, facilitates the development of reading comprehension strategies” (p. 62). By involving students in the assessment process and providing them with specific feedback, reflection and metacognition are promoted. Students become more aware of their own progress and challenges, allowing them to take an active role in their learning and develop strategies to overcome difficulties. It is important to note that formative assessment does not focus solely on results, but on the learning process itself. Walker Piedra (2021) argues that “short

readings are an effective strategy to develop reading comprehension skills and expand vocabulary in elementary school students" (p. 45). This implies that formative assessment should be continuous and integrated into learning activities. Teachers can use short readings as opportunities to assess students' comprehension, vocabulary use, and reading strategies, providing immediate feedback and adjusting activities as needed. Formative assessment is an essential component of English language learning, providing ongoing information about students' progress and allowing for adjustments to teaching strategies. This assessment approach encourages student engagement, promotes reflection and metacognition, and focuses on the learning process itself. By integrating formative assessment into the English classroom, teachers can create a more effective and personalized learning environment that responds to individual students' needs and promotes their comprehensive language development.

2.20 The Role of Technology in Teaching English

Technology has revolutionized the way English is taught and learned in the 21st century. The integration of technological tools in the classroom has opened up new possibilities to enhance the learning experience, facilitating access to authentic resources, promoting interaction and providing opportunities for language practice in innovative ways.

According to Pustika and Wiedarti (2021), "implementing reading instruction in the EFL classroom requires teachers to effectively encourage participation through questioning, providing clear explanations, and facilitating text comprehension" (p. 55). Technology can play a crucial role in this process, offering interactive tools that stimulate student participation. Online platforms, mobile applications, and multimedia resources can enrich

reading activities, providing access to authentic texts, videos, audios, and interactive exercises that promote student comprehension and engagement.

Technology also allows learning to be personalized to each student's needs and styles. Manoli (2021) highlights that "multiple reading strategy instruction in primary EFL classrooms demonstrates both immediate and delayed effects on students' reading performance" (p. 72). Adaptive learning platforms and educational software programs can automatically adjust content and difficulty level based on each student's individual performance. This allows students to progress at their own pace and receive personalized feedback, thus optimizing their learning process.

Technology has also expanded opportunities for language practice outside the classroom. Navarro Carvajal (2023) states that "short readings as a strategy improve vocabulary acquisition and reading comprehension in tenth grade students" (p. 56). Online resources, such as digital libraries, newspapers, and magazines in English, provide students with access to a wide variety of authentic texts to practice their reading skills. Furthermore, online communication platforms, such as forums and social media, allow students to interact with native speakers and other English learners, fostering the development of communication skills in real contexts. It is important to note that technology does not replace the fundamental role of the teacher in the teaching-learning process. Hernández Solís (2021) notes that "activating prior knowledge as a pre-reading strategy allows students to significantly improve their understanding of texts when provided with the appropriate tools and support" (p. 62). Teachers must be able to effectively integrate technology into their teaching strategies, using it as a complementary resource that enriches

the learning experience. Teacher training and professional development in the use of technology are essential to ensure successful implementation in the English classroom.

Technology plays a crucial role in teaching English in the 21st century, providing new opportunities to enhance the learning experience. Integrating technological tools can foster student engagement, personalize learning, expand language practice opportunities, and enrich reading activities. However, it is essential that teachers are trained to use technology effectively and in a complementary way to their pedagogical strategies. By harnessing the potential of technology in the English classroom, educators can create a more dynamic, interactive learning environment tailored to the individual needs of students.

2.21 The Importance of Extensive Reading in Learning English

Extensive reading, understood as the practice of reading large amounts of text for pleasure and without the pressure of formal assessment, plays a fundamental role in learning English. This practice allows students to be exposed to a wide variety of vocabulary, grammatical structures and writing styles, contributing to the development of their language competence in a natural and effective way.

Walker Piedra (2021) argues that “short readings are an effective strategy for developing reading comprehension skills and expanding vocabulary in elementary students” (p. 45). While short readings are an excellent starting point, extensive reading goes further, encouraging students to explore longer and more complex texts independently. By reading extensively, students encounter language in authentic and meaningful contexts, facilitating vocabulary acquisition and familiarization with

grammatical structures implicitly. In addition to improving language proficiency, extensive reading also fosters the development of cognitive and metacognitive skills. Manoli (2021) notes that “the development of multiple reading strategies in elementary EFL classrooms demonstrates both immediate and delayed effects on students’ reading performance” (p. 48). By reading extensively, students practice and consolidate reading comprehension strategies such as inferencing, predicting, and identifying main ideas. These skills not only improve your ability to understand English texts but are also transferable to other areas of academics and life.

Extensive reading also has a positive impact on students' motivation and engagement in language learning. Navarro Carvajal (2023) states that "short readings as a strategy improve vocabulary acquisition and reading comprehension in tenth grade students" (p. 56). When students have the freedom to choose texts that interest and enjoy them, they feel more motivated to read and learn. Extensive reading allows students to explore topics and genres that they are passionate about, which fosters a positive attitude towards learning English and promotes autonomy in their learning process.

To effectively implement extensive reading in the English classroom, teachers must provide access to a wide variety of reading materials appropriate to students' level and interests. Hernández Solís (2021) highlights that "activating prior knowledge as a pre-reading strategy allows students to significantly improve their comprehension of texts when provided with the appropriate tools and support" (p. 62). Teachers can create classroom libraries, recommend online resources, and encourage book sharing among students. Furthermore, it is important to provide guidance and support to students in selecting appropriate texts and in developing regular reading habits. Extensive reading is an essential

practice in learning English as it allows students to be exposed to a wide variety of vocabulary, grammatical structures, and writing styles in authentic contexts. This practice not only improves language proficiency but also fosters the development of cognitive and metacognitive skills, as well as students' motivation and engagement with language learning. By providing access to appropriate reading materials and providing guidance and support, teachers can promote extensive reading as an effective strategy for learning English.

2.22 Project-Based Learning in English Language Teaching

Project-Based Learning (PBL) is a pedagogical approach that has gained popularity in English language teaching in recent years. This approach focuses on collaborative and authentic projects that integrate language use with the development of 21st century skills such as critical thinking, problem-solving, and creativity.

According to Pustika and Wiedarti (2021), “implementing reading instruction in the EFL classroom requires teachers to effectively encourage participation through questioning, providing clear explanations, and facilitating comprehension of texts” (p. 55). PBL provides ideal opportunities to promote students’ active participation in their learning process. By working on collaborative projects, students engage in meaningful tasks that require the use of English in real-world contexts. This allows them to practice and apply their language skills in authentic ways, while also developing teamwork and effective communication skills.

In addition to fostering engagement, PBL also promotes self-directed learning and student autonomy. Manoli (2021) notes that “the development of multiple reading strategies in primary EFL classrooms demonstrates both immediate and delayed effects on students’ reading performance” (p. 72). In the context of PBL, students take an active role in planning, executing, and evaluating their projects. This allows them to make decisions, set goals, and monitor their own progress, which fosters the development of metacognitive and self-regulated learning skills.

PBL also provides opportunities to integrate different language skills in a natural and meaningful way. Navarro Carvajal (2023) states that “short readings as a strategy improve vocabulary acquisition and reading comprehension in tenth grade students” (p. 56). In the context of a project, students can read texts related to the topic, write reports or presentations, participate in discussions and debates, and make oral presentations. This integration of skills allows students to develop their communicative competence in a comprehensive and authentic way.

To effectively implement PBL in the English classroom, teachers must design projects that are relevant, challenging, and tailored to students' needs and interests. Hernández Solís (2021) highlights that "activating prior knowledge as a pre-reading strategy allows students to significantly improve their comprehension of texts when provided with the right tools and support" (p. 62). In the context of PBL, teachers can activate students' prior knowledge and provide them with resources and guidance so that they can approach projects effectively. In addition, it is important to establish clear assessment criteria and provide continuous feedback to guide the learning process.

In summary, Project-Based Learning is a promising pedagogical approach to teaching English as it promotes student engagement, self-directed learning, and the integration of different language skills. By designing relevant and challenging projects, teachers can create opportunities for students to use English in authentic contexts and develop 21st century skills. PBL fosters autonomy, collaboration, and practical application of the language, which contributes to the comprehensive development of students' communicative competence.

2.23 Teaching Grammar in the Communicative Context

Grammar teaching is a fundamental aspect of learning English, as it provides students with the necessary tools to communicate effectively and accurately. However, in current communicative approaches, grammar is not taught in isolation, but it is integrated into meaningful and authentic contexts that allow students to understand its use and application in real communication situations.

According to Walker Piedra (2021), “short readings are an effective strategy for developing reading comprehension skills and expanding vocabulary in elementary students” (p. 45). These readings also provide opportunities to introduce and practice grammatical structures in context. By encountering grammar in authentic texts, students can observe how it is used in real communicative situations and understand its function and meaning.

In addition to contextualized presentation, grammar instruction should be gradual and tailored to the students' level. Manoli (2021) notes that “multiple reading strategy

instruction in primary EFL classrooms demonstrates both immediate and delayed effects on students' reading performance" (p. 72). Similarly, grammar instruction should follow a logical sequence, starting with simple structures and moving toward more complex constructions. Teachers should provide clear explanations and relevant examples and offer opportunities for guided practice and application in communicative contexts.

Grammar teaching should also be linked to the development of communication skills. Navarro Carvajal (2023) states that "short readings as a strategy improve vocabulary acquisition and reading comprehension in tenth grade students" (p. 56). By integrating grammar into reading, writing, listening, and speaking activities, students can apply grammatical structures in authentic communicative situations. This allows them to understand how grammar contributes to the effective transmission of messages and the understanding of these messages.

It is important to note that grammar teaching should not be limited to memorizing rules and structures. Hernández Solís (2021) highlights that "activating prior knowledge as a pre-reading strategy allows students to significantly improve their comprehension of texts when provided with the right tools and support" (p. 62). Similarly, grammar teaching should be based on exploration and discovery, encouraging students to identify patterns, formulate hypotheses, and reach conclusions about how the language works. This inductive approach promotes deeper and longer-lasting learning of grammatical structures.

2.24 The Role of Interaction in Learning English

Interaction plays a key role in learning English as it provides students with opportunities to practice and apply their language skills in real-life communicative contexts. Through interaction, students can negotiate meanings, exchange ideas and develop their communicative competence effectively.

According to Pustika and Wiedarti (2021), “implementing reading instruction in the EFL classroom requires teachers to effectively encourage engagement through questioning, providing clear explanations, and facilitating comprehension of texts” (p. 55). This statement highlights the importance of creating an interactive classroom environment, where students could actively participate in discussions, ask questions, and receive constructive feedback.

Interaction is not only limited to communication between teacher and students but also includes peer interaction. Manoli (2021) notes that “the development of multiple reading strategies in primary EFL classrooms demonstrates both immediate and delayed effects on students’ reading performance” (p. 72). By working in groups or pairs, students can collaborate, share knowledge, and support each other in the learning process. These interactions promote the development of social skills, problem solving, and the joint construction of knowledge.

Furthermore, authentic and meaningful interaction fosters students' motivation and engagement in language learning. Navarro Carvajal (2023) states that "short readings as a strategy improve vocabulary acquisition and reading comprehension in tenth grade

students" (p. 56). By engaging in interactive activities based on authentic texts, students can apply their knowledge and skills in real communicative situations, which increases their motivation and sense of accomplishment.

To promote effective interaction in the English classroom, teachers should design activities that encourage active participation and collaboration among students, for example, they can use open-ended questions, debates, role-playing, and group activities to stimulate interaction and the exchange of ideas, as highlighted by. Hernández Solís (2021) highlights that “activating prior knowledge as a pre-reading strategy allows students to significantly improve their comprehension of texts when provided with the appropriate tools and support” (p. 62).

In summary, interaction plays a crucial role in learning English, as it provides students with opportunities to practice and apply their language skills in real communicative contexts. Effective interaction promotes participation, collaboration, and the joint construction of knowledge. Teachers should design activities that encourage authentic and meaningful interaction, creating a dynamic and motivating learning environment. By promoting interaction in the English classroom, students can develop their communicative competence in a comprehensive and effective way.

2.25 The Task-Based Approach to Teaching English

Task-Based Approach (TBA) is an English language teaching methodology that focuses on using the language to perform authentic and meaningful communicative tasks. This approach seeks to develop students' communicative competence through participation

in activities that simulate real-life situations. For example, after reading a text on a specific topic, students can participate in a discussion, write a summary, or present their opinions on the topic.

EBT is based on the premise that language learning occurs most effectively when students engage in tasks that require the use of language to achieve a communicative goal. Manoli (2021) notes that “the development of multiple reading strategies in primary EFL classrooms demonstrates both immediate and delayed effects on students’ reading performance” (p. 72). Similarly, EBT promotes the development of communicative strategies through engagement in tasks that require the integrated use of different language skills.

A key feature of EBT is the authenticity of tasks. Navarro Carvajal (2023) states that “short readings as a strategy improve vocabulary acquisition and reading comprehension in tenth grade students” (p. 56). In EBT, tasks should be relevant and meaningful to students, reflecting real-life situations and contexts. This increases student motivation and engagement as they perceive the usefulness and applicability of the language in authentic situations.

Furthermore, EBT fosters students' autonomy and responsibility for their own learning. Hernández Solís (2021) highlights that "activating prior knowledge as a pre-reading strategy allows students to significantly improve their understanding of texts when provided with the appropriate tools and support" (p. 62). In EBT, students have an active role in planning, executing, and evaluating tasks. This allows them to develop

organizational, decision-making, and problem-solving skills, as well as improving their linguistic competence.

To implement EBT effectively, teachers must design communicative tasks that are well-structured and graded in difficulty. Pustika and Wiedarti (2021) note that “implementing reading instruction in the EFL classroom requires teachers to effectively encourage engagement through questioning, providing clear explanations, and facilitating text comprehension” (p. 55). In EBT, teachers act as facilitators, providing support and constructive feedback during the task completion process.

In summary, the Task-Based Approach is an effective methodology for teaching English that focuses on using the language to perform authentic and meaningful communicative tasks. This approach promotes the development of communicative competence through active participation in activities that simulate real-life situations. TBA fosters student autonomy, responsibility, and motivation, and requires teachers to design well-structured tasks and provide support and feedback during the learning process.

2.26 Teaching Pronunciation in English Language Learning

Pronunciation teaching is a crucial aspect of learning English, as clear and accurate pronunciation is essential for effective communication. Pronunciation not only affects speech intelligibility but also influences students' confidence and fluency when communicating in the target language.

Pronunciation instruction should be based on a systematic and progressive approach. Manoli (2021) notes that “the development of multiple reading strategies in

primary EFL classrooms demonstrates both immediate and delayed effects on students' reading performance" (p. 72). Similarly, pronunciation instruction should follow a logical sequence, starting with basic sounds and moving toward more complex patterns. Teachers should provide clear explanations, demonstrations, and opportunities for guided practice and feedback. Students can practice pronouncing specific words and phrases found in the texts, and teachers can provide feedback and corrections as needed.

In addition to explicit instruction, exposure to authentic pronunciation models is critical for the development of accurate pronunciation skills. Navarro Carvajal (2023) states that "short readings as a strategy improve vocabulary acquisition and reading comprehension in tenth grade students" (p. 56). Teachers can use native speaker recordings, videos, and other multimedia resources to expose students to a variety of accents and pronunciation patterns.

Pronunciation instruction should also address suprasegmental aspects, such as stress, rhythm, and intonation. Hernández Solís (2021) highlights that "activating prior knowledge as a pre-reading strategy allows students to significantly improve their comprehension of texts when provided with the appropriate tools and support" (p. 62). Similarly, teachers can use pre-listening activities to activate students' prior knowledge about pronunciation patterns and prepare them for more effective comprehension.

It is important to note that pronunciation instruction should not be limited to imitation and mechanical repetition. Pustika and Wiedarti (2021) point out that "implementing reading instruction in the EFL classroom requires teachers to effectively

encourage participation through questioning, providing clear explanations, and facilitating text comprehension” (p. 55). In pronunciation instruction, teachers should encourage student participation through communicative and meaningful activities that allow students to apply their pronunciation skills in real-world contexts.

2.27 The Role of Culture in Teaching English

Teaching English is not limited to the development of language skills alone but also involves understanding and appreciating the culture associated with the language. Culture plays a crucial role in intercultural communication and understanding, and its integration into the English classroom is essential for the development of full communicative competence. Teachers can use role-plays, simulations, and cultural projects to allow students to experience and actively participate in authentic cultural situations; Texts, such as stories, articles, and poems, can provide a window into the culture of English-speaking countries, allowing students to understand and appreciate different perspectives and values.

Teaching culture in the English classroom should be an integrated and contextualized process. Manoli (2021) notes that “the development of multiple reading strategies in primary EFL classrooms demonstrates both immediate and delayed effects on students’ reading performance” (p. 72). Similarly, teaching culture should be integrated into language learning activities, allowing students to explore and reflect on cultural aspects as they develop their language skills.

It is important to note that teaching culture is not limited to superficial aspects, such as food, music, or festivities. Hernández Solís (2021) highlights that “activating prior

knowledge as a pre-reading strategy allows students to significantly improve their understanding of texts when provided with the right tools and support” (p. 62). Similarly, teaching culture should address deeper aspects, such as the values, beliefs, and social norms that underlie intercultural communication.

To effectively integrate culture into English language teaching, teachers must develop their own intercultural competence and be prepared to address cultural issues in a sensitive and respectful manner. Pustika and Wiedarti (2021) note that “implementing reading instruction in the EFL classroom requires teachers to effectively encourage participation through questioning, providing clear explanations, and facilitating comprehension of texts” (p. 55). Similarly, teachers should encourage students’ participation in discussions and reflections on cultural aspects, promoting openness, empathy, and respect for diversity.

In summary, the role of culture in English language teaching is critical to the development of full communicative competence. Integrating culture into the English language classroom enables students to understand and appreciate different perspectives, values, and social norms associated with the language. Teachers should use a variety of strategies, such as exposure to authentic texts, interactive and experiential activities, to facilitate exploration and reflection on cultural aspects. In addition, teachers should develop their own intercultural competence and encourage students' participation in cultural discussions and reflections. By effectively integrating culture into English language teaching, students can develop linguistic and cultural skills that enable them to communicate effectively and appropriately in diverse intercultural contexts.

2.28 Teaching English for Specific Purposes (ESP)

English for Specific Purposes (ESP) refers to the teaching of English language tailored to the specific needs of students based on their field of study, profession or work activity. The ESP approach recognizes that students have specific goals for learning English and that content and methodology must be tailored to meet those needs.

According to Walker Piedra (2021), “short readings are an effective strategy for developing reading comprehension skills and expanding vocabulary in elementary students” (p. 45). In the context of ESP, short readings can be carefully selected to address topics and vocabulary specific to the students’ field of study or profession. This allows students to develop reading comprehension skills and acquire vocabulary relevant to their area of specialization.

Teaching ESP requires careful analysis of students’ needs and adaptation of curriculum and materials to meet those needs. Manoli (2021) notes that “the development of multiple reading strategies in primary EFL classrooms demonstrates both immediate and delayed effects on students’ reading performance” (p. 72). Similarly, in ESP, teachers must identify the specific strategies and skills that students need to develop to be successful in their field of study or profession, and design activities and materials that address those needs.

In addition to the selection of relevant content, teaching ESP also involves the use of specific methodologies and approaches. Navarro Carvajal (2023) states that “short readings as a strategy improve vocabulary acquisition and reading comprehension in tenth

grade students" (p. 56). In ESP, teachers can use task-based, simulation-based, and project-based approaches that reflect authentic situations and challenges that students will face in their field of study or profession.

Collaboration with experts in the field is another important aspect of teaching ESP. Hernández Solís (2021) highlights that “activating prior knowledge as a pre-reading strategy allows students to significantly improve their comprehension of texts when provided with the appropriate tools and support” (p. 62). In ESP, teachers can collaborate with professionals and experts in the field to identify specific linguistic and communicative needs and develop materials and activities that reflect the practices and conventions of the field.

It is important to note that ESP teaching is not limited to the development of language skills alone but also encompasses cultural and pragmatic aspects specific to the field. Pustika and Wiedarti (2021) note that “implementing reading instruction in the EFL classroom requires teachers to effectively encourage engagement through questioning, providing clear explanations, and facilitating comprehension of texts” (p. 55). In ESP, teachers must address cultural norms, expectations, and communicative conventions specific to the field, preparing students for effective and appropriate communication in professional or academic contexts.

2.29 The Role of Motivation in Learning English

Motivation plays a key role in learning English, as it influences students' engagement, persistence, and success in the language acquisition process. Motivated

students tend to invest more time and effort into learning, seek out opportunities to practice, and are more willing to overcome challenges that arise. Educators can select interesting, relevant, and level-appropriate texts for each student, thereby sparking their curiosity and maintaining their interest in language learning. Using children's comics or articles about sports, beauty, fashion, and other topics that keep students motivated to read can be very beneficial.

Motivation can be intrinsic when students are driven by genuine interest and enjoy the learning process itself, or extrinsic, when they are motivated by external rewards or avoiding negative consequences. Manoli (2021) notes that “the development of multiple reading strategies in primary EFL classrooms demonstrates both immediate and delayed effects on students’ reading performance” (p. 72). Teachers can foster intrinsic motivation by providing meaningful and satisfying learning experiences, and by helping students set personal goals and recognize their progress.

In addition to teaching strategies, the learning environment also plays a crucial role in student motivation. Navarro Carvajal (2023) states that “short readings as a strategy improve vocabulary acquisition and reading comprehension in tenth grade students” (p. 56). A positive, safe, and supportive learning environment, where students feel valued and respected, can foster their motivation and willingness to actively participate in the learning process.

Constructive feedback and recognition of progress are also key factors in student motivation. Hernández Solís (2021) highlights that “activating prior knowledge as a pre-reading strategy allows students to significantly improve their comprehension of texts when

provided with the appropriate tools and support” (p. 62). Similarly, teachers can maintain student motivation by providing specific feedback, recognizing their achievements, and giving them the necessary support to overcome challenges.

It is important to note that motivation can vary across students and over time. Pustika and Wiedarti (2021) note that “implementing reading instruction in the EFL classroom requires teachers to effectively encourage participation through questioning, providing clear explanations, and facilitating text comprehension” (p. 55). Teachers must be attentive to the needs of individual students and adapt their motivation strategies accordingly. This may entail the implementation of diverse pedagogical approaches, including project-based learning and cooperative learning. Alternatively, the integration of technology, such as tablets, computers, or mobile phones, facilitates access to a range of digital platforms and applications, including those designed for educational purposes, such as Kahoot and Word Wall, among others. These examples are intended to sustain the interest and engagement of students.

In summary, the role of motivation in English language learning is critical to student success. Motivation influences student engagement, persistence, and performance in the language acquisition process. Teachers can foster motivation through selecting interesting and relevant materials, creating a positive and supportive learning environment, providing constructive feedback, and recognizing progress. In addition, teachers should be attentive to individual student needs and adapt their motivation strategies accordingly. By promoting student motivation, teachers can facilitate more effective and long-lasting English language learning.

2.30 Teaching English in the Digital Age

The digital age has transformed the way English is taught and learned, providing new opportunities and challenges for teachers and students. The integration of technology into the English classroom has opened a world of resources, tools and platforms that can enrich and personalize the learning experience.

According to Walker Piedra (2021), “short readings are an effective strategy for developing reading comprehension skills and expanding vocabulary in elementary students” (p. 45). In the digital age, short readings can be presented in multimedia formats, such as e-books, mobile apps, or online platforms, allowing students to access a wide variety of texts and additional resources, such as built-in dictionaries, interactive exercises, and annotation tools.

Technology has also expanded opportunities for practice and interaction in learning English. Manoli (2021) notes that “the development of multiple reading strategies in primary EFL classrooms demonstrates both immediate and delayed effects on students’ reading performance” (p. 72). Online learning platforms, mobile applications, and virtual learning environments allow students to practice their language skills interactively, collaborate with peers, and receive instant feedback.

In addition to digital tools and platforms, teaching English in the digital age has also given rise to new pedagogical approaches, such as hybrid learning and the flipped classroom. In hybrid learning, students combine online learning with face-to-face instruction, allowing them greater control over their own learning pace and the opportunity

to receive personalized support from the teacher. In the flipped classroom, students access online content and materials before class, allowing for more efficient use of class time for interactive and hands-on activities.

However, effective integration of technology into English language teaching requires more than simply providing access to digital devices and resources. Hernández Solís (2021) highlights that “activating prior knowledge as a pre-reading strategy allows students to significantly improve their comprehension of texts when provided with the appropriate tools and support” (p. 62). Likewise, teachers must receive training and support to use technology effectively, integrating it into their pedagogical strategies and adapting it to students’ needs and abilities.

It is important to note that technology does not replace human interaction and direct teaching but rather complements and enriches it. Pustika and Wiedarti (2021) note that “implementing reading instruction in the EFL classroom requires teachers to effectively encourage engagement through questioning, providing clear explanations, and facilitating text comprehension” (p. 55). Teachers must find a balance between the use of technology and traditional teaching strategies, tailoring their approach to the learning needs and preferences of their students.

2.31 Assessment in English Language Teaching

Assessment is an integral component of English language teaching, providing valuable information about student progress and achievement, as well as the effectiveness of teaching strategies. Assessment not only measures learning, but also influences it, as it

can motivate students, guide instruction, and provide feedback for continuous improvement.

According to Walker Piedra (2021), “short readings are an effective strategy for developing reading comprehension skills and expanding vocabulary in elementary students” (p. 45). Reading comprehension assessments can be done through a variety of methods, such as comprehension questions, summaries, concept maps, or class discussions. These assessments allow teachers to identify students’ strengths and weaknesses in text comprehension and adapt their instruction accordingly.

In addition to summative assessment, which is conducted at the end of a unit or course to measure the achievement of learning objectives, formative assessment plays a crucial role in teaching English. Manoli (2021) notes that “the development of multiple reading strategies in primary EFL classrooms demonstrates both immediate and delayed effects on students’ reading performance” (p. 72). Formative assessment is conducted continuously during the learning process and provides immediate feedback to students and teachers. This allows for adjustments in instruction and additional support to be provided to students who need it.

Assessment in English language teaching must also be authentic and aligned with learning objectives. Navarro Carvajal (2023) states that “short readings as a strategy improve vocabulary acquisition and reading comprehension in tenth grade students” (p. 56). Authentic assessments involve tasks and situations that reflect real-life language use in meaningful contexts. These assessments may include interviews, oral presentations, essay writing, or collaborative projects that require the integrated use of language skills.

It is important to note that assessment in English language teaching must be fair, valid, and reliable. Hernández Solís (2021) highlights that “activating prior knowledge as a pre-reading strategy allows students to significantly improve their comprehension of texts when provided with the appropriate tools and support” (p. 62). Similarly, assessments must be carefully designed to measure learning objectives accurately and consistently, and they must take into account individual students’ needs and abilities.

In addition to traditional assessments, self-assessment and peer assessment can also be valuable tools in teaching English. Pustika and Wiedarti (2021) note that “implementing reading instruction in the EFL classroom requires teachers to effectively encourage participation through questioning, providing clear explanations, and facilitating comprehension of texts” (p. 55). By involving students in the assessment process, metacognitive reflection, autonomy, and responsibility in learning are fostered. Students can set personal goals, monitor their own progress, and provide constructive feedback to their peers.

The theoretical framework presented in this study provides a comprehensive foundation for understanding the implementation of reading strategies in English language teaching at Escuela La Perla. By examining multiple dimensions of language learning, from fundamental acquisition theories to specific methodological approaches, this framework establishes the essential theoretical underpinnings that will guide the research process. The literature review demonstrates that effective reading strategies significantly impact students' language development, particularly when these strategies are systematically implemented within supportive learning environments that consider students' individual needs and contextual factors.

Research on reading comprehension strategies in English reveals their crucial role in developing students' language proficiency. Studies by Walker Piedra, Hernández Solís, and Navarro Carvajal consistently demonstrate that techniques such as activating prior knowledge, utilizing short readings, and implementing multiple reading strategies yield both immediate and long-term benefits for students' reading performance. The framework further highlights the interconnectedness between vocabulary acquisition and reading comprehension, emphasizing that systematic vocabulary development through contextual exposure and explicit instruction forms the cornerstone of successful reading instruction in English as a foreign language context.

The theoretical exploration of teaching methodologies underscores the importance of communicative and student-centered approaches in contemporary English language teaching. The communicative approach, task-based learning, and project-based instruction emerge as particularly effective frameworks for developing reading skills, as they provide authentic contexts for language use and foster student engagement. These methodologies align with current understanding of motivation in language learning, which recognizes that creating meaningful learning experiences and personalized feedback significantly influences students' willingness to engage with reading materials and persist through challenges in the language acquisition process.

Assessment practices, as explored in the framework, constitute a vital component of effective reading instruction. The literature demonstrates that formative assessment, providing specific feedback, and involving students in the assessment process contribute substantially to developing reading competence. Digital technologies further enhance these teaching and assessment practices by offering new avenues for engagement with authentic

materials, personalized learning experiences, and expanded opportunities for language practice beyond the classroom. The framework emphasizes that while technology offers valuable tools, it must be thoughtfully integrated into pedagogical practices rather than replacing the crucial role of teacher guidance and human interaction.

The theoretical framework concludes by establishing the interconnection between various elements of English language teaching and their collective impact on reading skill development. From fundamental learning principles to specific classroom strategies, from motivation to assessment, and from traditional methods to innovative technological approaches, the literature presents a holistic picture of reading instruction in English. This comprehensive theoretical foundation provides essential conceptual tools for analyzing the implementation of reading strategies such as main idea search, visual prediction, scanning, summarization, and context inference, at Escuela La Perla and for interpreting the findings that will emerge from the qualitative research process detailed in the methodological framework that are continuous.

Chapter III

Methodological Framework

The methodological framework is an essential component of any research, as it establishes the procedures, techniques, and methods that will be used to address the research problem and achieve the proposed objectives. As Hernández, Fernández, and Baptista (2021) point out, "the research methodology is systematic, disciplined, and can serve as a guide to explain, not only descriptively, but also predictively, the phenomena

studied" (p. 4). This chapter describes in detail the research approach, design, information sources, analysis categories, data collection instruments, and the data collection and analysis process that will be followed to carry out the research on the implementation of reading strategies at La Escuela Perla, Circuito 04 de Guácimo, Limón, during the first semester of 2025.

Choosing the right methodology is essential to ensure the quality and rigor of the research. As Taylor, Bogdan, and DeVault (2015) state, "qualitative methodology refers in its broadest sense to research that produces descriptive data: people's own words, spoken or written, and observable behavior" (p. 7). In the context of this research, a qualitative methodology has been chosen to allow for a deep and contextualized understanding of the implementation of reading strategies and their impact on the development of students' reading skills.

Qualitative methodology is characterized by its holistic, inductive, and flexible approach, which allows for a comprehensive approach to the phenomenon studied. As Denzin and Lincoln (2017) point out, "qualitative research involves an interpretive and naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, trying to understand or interpret phenomena based on the meanings that people give them" (p. 10). In this sense, the present research seeks to understand the educational reality of La Escuela Perla from the perspective of the teachers and students involved, exploring their experiences, perceptions, and meanings around the implementation of reading strategies.

The choice of a qualitative methodology also responds to the complex and multidimensional nature of the phenomenon studied. As Merriam and Tisdell (2015) state, "qualitative research focuses on understanding how people interpret their experiences, how they construct their worlds, and what meaning they attribute to their experiences" (p. 6). In the case of the present research, the aim is to understand not only the reading strategies implemented, but also the teaching-learning processes, classroom interactions, and contextual factors that influence the development of reading skills.

Furthermore, qualitative methodology allows for greater flexibility and openness in the research process, which facilitates adaptation to the circumstances and findings that arise during the study. As Miles, Huberman, and Saldaña (2019) point out, "qualitative research is conducted in natural situations and qualitative data, derived from observations, interviews, documents, interactions, and materials, are analyzed primarily through non-mathematical methods" (p. 8). In this sense, the present research adapts to the specific characteristics and needs of the educational context of La Escuela Perla, using data collection and analysis techniques that allow capturing the richness and complexity of the reality studied.

In summary, the methodological framework of this research is based on a qualitative methodology that seeks to understand in depth the implementation of reading strategies and their impact on the development of reading skills of students at La Escuela Perla.

Through a case study design, data will be collected and analyzed from various sources, such as classroom observations, semi-structured interviews and documentary

analysis, to obtain a holistic and contextualized view of the phenomenon studied. The choice of this methodology responds to the complex and multidimensional nature of the research problem, as well as the need to understand the experiences, perceptions and meanings of the actors involved in the educational process.

3.1 Research Approach

This research will be developed under a qualitative approach, which focuses on understanding and interpreting educational phenomena in their natural context. According to Hernández et al. (2021), "qualitative research focuses on understanding phenomena, exploring them from the perspective of participants in a natural environment and in relation to their context" (p. 358). This approach will allow a deep understanding of the implementation of reading strategies and their impact on the development of reading skills in students at La Escuela Perla.

Qualitative research is characterized by being inductive, holistic and flexible. It starts with specific data to reach general conclusions, considering the phenomenon in its entirety and adapting to the circumstances and findings that arise during the research process. In addition, this approach recognizes the subjectivity of the participants and the researcher, seeking to understand the experiences, perceptions and meanings that individuals attribute to the phenomena studied.

In the context of this research, the qualitative approach will allow for an in-depth exploration of the reading strategies implemented by teachers, the students' experiences in

relation to these strategies, and the perceptions of both groups about their effectiveness and possible improvements. Through the collection of qualitative data, such as observations, interviews and documentary analysis, a rich and detailed view of the educational reality at La Escuela Perla will be obtained, understanding how reading strategies influence the development of students' reading skills.

The choice of the qualitative approach also responds to the complex and multidimensional nature of the phenomenon studied. As Taylor and Bogdan (1987) point out, "qualitative research is inductive. Researchers develop concepts, insights, and understandings based on patterns in the data, and not by collecting data to evaluate preconceived models, hypotheses, or theories" (p. 20). In this sense, the present research seeks to understand the educational reality of La Escuela Perla from the perspective of the actors involved, without imposing predetermined categories or theories.

Furthermore, the qualitative approach allows for greater flexibility and openness in the research process, which facilitates adaptation to the circumstances and findings that arise during the study. As Denzin and Lincoln (2012) state, "qualitative research is a situated activity that places the observer in the world. It consists of a set of interpretive practices that make the world visible" (p. 48). In this sense, the present research adapts to the specific characteristics and needs of the educational context of La Escuela Perla, using data collection and analysis techniques that allow capturing the richness and complexity of the reality studied.

Likewise, the qualitative approach recognizes the importance of the context and the subjective experience of the participants. As Creswell (2013) points out, "qualitative

research is based on the premise that knowledge is constructed through the interpretation of the perceptions and experiences of individuals" (p. 24). In this sense, the present research seeks to understand the implementation of reading strategies and their impact on the development of reading skills from the perspective of teachers and students, considering their experiences, opinions and meanings attributed to the phenomenon studied.

In summary, the qualitative approach adopted in this research allows for a deep and contextualized understanding of the implementation of reading strategies at La Escuela Perla, recognizing the complexity of the phenomenon studied and the importance of the subjective experiences of the participants. Through an inductive, holistic and flexible process, the aim is to generate knowledge that contributes to improving educational practices and promoting the development of reading skills in students.

3.2 Research Design

The research design will be a case study, which is defined as "the study of the particularity and complexity of a singular case, in order to understand its activity in important circumstances" (Stake, 2022, p. 11). This design allows for a detailed and in-depth analysis of a specific phenomenon in its real context, considering the multiple variables involved and the perspectives of the different actors involved.

In this research, the case to be studied will be the implementation of reading strategies at Escuela La Perla during the first semester of 2025. This particular case will be analyzed to understand how the implementation process develops; what factors influence its effectiveness; and how they impact the development of students' reading skills.

The case study will allow a holistic and contextualized understanding of the phenomenon, considering the specific characteristics of the school, teachers and students, as well as the interactions between them and their environment. Through the collection of data from different sources and the triangulation of information, we will seek to obtain a complete and reliable view of the case studied.

Furthermore, the case study enables the identification of patterns, relationships and dynamics that may be relevant to understanding the implementation of reading strategies in other similar contexts. Although the results are not statistically generalizable, they can offer a deep understanding of the phenomenon and generate hypotheses and theories that can be explored in future research.

As Yin (2021) and Merriam (1998) point out, case studies are particularly appropriate when seeking to answer research questions such as "how" and "why" and when seeking to understand a contemporary phenomenon in its real-life context. In this sense, the case study of the implementation of reading strategies at La Escuela Perla will allow us to explore in detail how this process develops, why certain decisions are made, and how various factors influence the development of students' reading skills.

Furthermore, the case study provides the opportunity to use multiple sources of information and data collection techniques, which enriches the understanding of the phenomenon studied. As Stake (2022) states, "the case study is empathetic and non-interventionist. We try not to interfere with the daily activity of the case, not to examine, not even to interview if we can get the information we want through discreet observation and review of what was collected" (p. 23). In this sense, the present research will use

classroom observations, semi-structured interviews and documentary analysis to obtain a complete and detailed view of the implementation of reading strategies at Escuela La Perla.

Likewise, the case study allows for flexibility in research design, adapting to the specific needs and characteristics of the case studied. As Simons (2011) points out, "the main characteristic of case study research is flexibility, which allows the researcher to change the focus of attention and follow new leads as the research progresses" (p. 21). In this sense, the research design of this research may be adapted to the findings and circumstances that arise during the process, allowing for a deeper and more contextualized understanding of the phenomenon studied.

3.3 Sources of Information

The sources of information will be the students and teachers of 4th, 5th, and 6th grades of Escuela La Perla. We will work with a sample of 11 6th grade students, 16 5th grade students, and 11 4th grade students, under the guidance of Professor Linneth Cordero. These participants constitute the primary sources of information, since they are directly involved in the process of implementing reading strategies and can provide first-hand data about their experiences, perceptions, and results.

Participants will be selected using non-probabilistic convenience sampling, choosing individuals who are available and willing to participate in the study. This type of sampling is appropriate for qualitative research, where the emphasis is on the depth and richness of information, rather than on statistical representativeness.

Before starting data collection, informed consent will be obtained from participants or their legal representatives, in the case of underage students. This involves providing clear information about the objectives, procedures, and possible risks and benefits of the study, ensuring that participation is voluntary and confidentiality of data is respected.

In addition to primary sources, secondary sources such as institutional documents, lesson plans, teaching materials and student productions will be considered. These sources will complement the data obtained through observations and interviews, allowing for triangulation of information to increase the validity and reliability of the results.

3.4 Categories of Analysis

Categories of analysis will be established based on the specific objectives of the study. These categories will serve as thematic axes to organize and analyze the data collected, providing answers to the research questions posed.

The categories of analysis will be:

1. **Implemented reading strategies:** This refers to the different reading strategies that teachers apply in the classroom to develop reading skills in students. The specific strategies used, how they are selected and adapted, and their theoretical and pedagogical foundations will be explored.
2. **Reading strategy implementation process:** This includes the stages, activities, and resources used by teachers to implement reading strategies in

teaching-learning. It will analyze how strategies are planned and organized, how they are integrated into the curriculum and classroom practices, and what challenges and opportunities arise during their implementation.

3. Proposed Improvements for Reading Strategy Implementation: This section covers suggestions and recommendations for optimizing the implementation of reading strategies and strengthening students' reading skills. Teachers' and students' perspectives will be gathered on what aspects can be improved, what additional resources are required, and what changes could be introduced to increase the effectiveness of the strategies.

These categories will guide data collection and subsequent interpretation. As the research progresses, new categories or subcategories may emerge that allow for a deeper and more detailed understanding of the phenomenon being studied. The flexibility of the qualitative approach allows categories to be adapted and evolved based on the findings and needs of the study.

3.5 Data Collection Instruments

To collect the data that will allow us to answer the research questions and achieve the proposed objectives, three main instruments will be used: classroom observations, semi-structured interviews and documentary analysis.

1. Classroom Observations:

non-participant observations will be conducted in 4th, 5th, and 6th grade classrooms

to record the implementation of reading strategies and student response.

Observations will be systematic and conducted at different times throughout the teaching-learning process to capture a comprehensive view of classroom practices.

An observation guide will be developed that includes aspects such as the reading strategies used, the activities carried out, the materials used, the participation and response of the students, and the interactions between teachers and students. Observations will be recorded through detailed field notes and will be supplemented with audio or video recordings, with the prior consent of the participants.

2. Semi-structured interviews:

Individual interviews will be conducted with teachers and a sample of students from each grade level, to obtain detailed information about their experiences, perceptions, and suggestions related to reading strategies. Semi-structured interviews will allow for a flexible and open conversation, where participants can express their ideas and opinions spontaneously.

An interview script will be designed with guiding questions, but space will be given for interviewees to delve deeper into the topics they consider relevant. The questions will address aspects such as the selection and adaptation of reading strategies, the challenges and achievements in their implementation, perceptions about their effectiveness, and suggestions for improving educational practice.

Interviews will be audio-recorded, with the prior consent of the participants, and subsequently transcribed for analysis. Confidentiality of the information will be guaranteed, and pseudonyms will be used to protect the identity of the interviewees.

3. Document analysis:

Relevant documents such as lesson plans, teaching materials and student productions will be examined to complement the information obtained through observations and interviews. These documents will provide tangible evidence of the reading strategies implemented and their impact on student learning.

A documentary analysis matrix will be developed to systematize relevant information, such as learning objectives, proposed activities, resources used and assessment criteria. Special attention will be paid to the coherence between what was planned and what was observed in the classrooms, as well as to the quality and relevance of the materials used.

These instruments will complement each other to obtain a comprehensive and triangulated view of the phenomenon studied. The combination of observations, interviews and documentary analysis will allow us to capture the different dimensions of the implementation of reading strategies, from concrete practices in the classroom to the perceptions and reflections of the actors involved.

3.6 Data Collection and Analysis Process

Classroom Observation Methodology

The researcher implements a comprehensive classroom observation protocol designed specifically to capture the nuances of reading strategy implementation. Observations are conducted using a multi-dimensional rubric that evaluates five key

domains: strategy selection and introduction, teacher modeling, guided practice, independent application, and assessment of strategy effectiveness.

For each domain, the rubric contains specific indicators rated on a 5-point scale from "not observed" to "highly effective implementation," accompanied by spaces for qualitative descriptions. The observer documents specific teacher language used to introduce strategies, explicit connections made to previous learning, differentiation techniques employed by diverse learners, and patterns of student response.

Each classroom is observed a minimum of eight times throughout the semester, with observations lasting 45-60 minutes and scheduled to capture different instructional times and contexts, including dedicated English lessons, integrated content lessons, and independent reading periods. The researcher positions themselves unobtrusively in the classroom, avoiding interference with natural classroom dynamics while maintaining sufficient proximity to document verbal exchanges and student work samples.

In addition to completing the structured rubric, the observer maintains running field notes capturing rich contextual details about the physical environment, student-teacher interactions, transitions between activities, time allocation for different reading components, and spontaneous learning moments that provide insight into strategy implementation.

Interview Structure and Protocol Development

Semi-structured interviews follow carefully developed protocols that balance consistency across participants with flexibility to pursue emerging topics of interest. The

teacher interview protocol consists of 15 core questions organized into four sections: background and training in reading instruction, current strategy implementation practices, perceptions of effectiveness and challenges, and professional development needs and aspirations. Follow-up probes for each question allow the interviewer to delve deeper into responses, with particular attention to concrete examples of strategy implementation. Student interviews employ age-appropriate language and incorporate visual aids such as sample reading materials and strategy cards to facilitate discussion, especially with younger students.

The student protocol contains 12 core questions organized into sections addressing reading experiences, strategy awareness and usage, comprehension monitoring, and reading preferences. Prior to formal data collection, the researcher pilots both protocols with a teacher and three students (one from each grade level) who are not part of the final study sample, refining questions based on this pilot experience. Interviews are scheduled at convenient times for participants, with teacher interviews typically lasting 45-60 minutes and student interviews 20-30 minutes depending on the student's age and engagement. All interviews are audio-recorded with dual devices to prevent data loss and transcribed verbatim within 72 hours of completion, with transcripts reviewed against recordings for accuracy before analysis begins.

Document Collection and Analysis Framework

The document analysis component employs a systematic collection and examination protocol for all materials related to reading instruction. The researcher collects weekly lesson plans from participating teachers throughout the semester, institutional curriculum

guides, assessment instruments, student work samples, and instructional materials including both teacher-created resources and commercial texts. For each document type, a specific analysis template is developed that aligns with research questions while accommodating the unique characteristics of that document category.

For lesson plans, the analysis examines strategy types, instructional sequence, materials, differentiation provisions, and assessment methods. For student work, the analysis focuses on evidence of strategy application, comprehension levels, response to teacher feedback, and progression over time. The researcher creates a comprehensive document inventory system with unique identifiers for each item collected, maintaining digital copies organized chronologically and by document type.

Analysis involves both surface-level content examination (explicitly stated information) and latent content analysis (underlying assumptions, implicit pedagogical approaches, and alignment with stated educational philosophies). The researcher maintains an analytical journal documenting insights and patterns emerging from document analysis, with particular attention to consistencies and discrepancies between planned instruction (as reflected in documents) and enacted instruction (as observed in classrooms).

Analytical Procedures and Coding Development

The analytical process follows a systematic sequence beginning with data immersion, where the researcher reviews all datasets multiple times to develop holistic understanding before formal coding begins. Initial coding employs both predetermined and

emergent approaches, with a starter codebook derived from research questions and theoretical frameworks that are continuously refined throughout analysis.

The coding scheme develops through three progressive phases: initial open coding to identify significant concepts, focused coding to consolidate related concepts into more abstract categories, and theoretical coding to establish relationships between categories and develop an integrated analytical framework. The researcher employs constant comparative analysis, systematically comparing new data incidents with previously coded material to ensure consistency and conceptual clarity.

A formal codebook is maintained and regularly updated, including code names, definitions, inclusion/exclusion criteria, and exemplar quotes for each code. The researcher codes approximately 25% of data by hand before transitioning to computer-assisted qualitative data analysis software (CAQDAS) for managing the complete dataset.

To enhance coding reliability, an independent coder with expertise in qualitative methodology and language education analyzes 20% of randomly selected data using the established codebook, with discrepancies resolved through discussion until 90% agreement is achieved. Throughout the coding process, the researcher creates analytical memos documenting emergent patterns, theoretical connections, methodological decisions, and personal reflections, which serve as an audit trail for the analytical process.

Validity Enhancement and Triangulation Strategies

The research design incorporates multiple validity enhancement strategies to ensure trustworthiness of findings. Triangulation operates at several levels: methodological

triangulation compares findings across observations, interviews, and document analysis; source triangulation contrasts perspectives of teachers across grade levels, students of different ages and proficiency levels, and perspectives of the same participant over time; and theoretical triangulation examine data through multiple theoretical lenses related to reading acquisition, strategy instruction, and second language development.

The researcher implements member checking in two phases: transcript review, where participants verify accuracy of interview transcriptions, and interpretive verification, where preliminary findings are shared with participants for feedback on accuracy and resonance with their experiences. To address potential researcher bias, the investigator maintains a reflexivity journal documenting personal assumptions, reactions, and decisions throughout the research process. This journal is regularly reviewed to identify instances where personal perspectives might influence data interpretation.

Negative case analysis is systematically employed, with the researcher actively searching for data that contradicts emerging patterns and refining interpretations to account for these exceptions. The research timeline includes dedicated periods for verification procedures, with sufficient flexibility to accommodate participant feedback and refine analyses before finalizing results. These comprehensive validity measures collectively strengthen the credibility and dependability of the research findings, ensuring that conclusions accurately represent the complex reality of reading strategy implementation at Escuela La Perla.

Integration, Interpretation and Reporting Framework

The final analytical phase integrates findings across all data sources through a systematic cross-case synthesis approach. The researcher creates comprehensive data displays including thematic matrices, process flow diagrams, and conceptual networks that visually represent relationships between key themes and categories. Integration follows both vertical analysis (examining patterns within individual classrooms and grade levels) and horizontal analysis (comparing patterns across grade levels and participant types).

The interpretation framework explicitly connects empirical findings to the theoretical concepts established in the literature review, identifying both confirming evidence and new insights that extend current understanding of reading strategy implementation in primary EFL contexts. The reporting structure presents findings as a coherent narrative organized by major research questions and themes, incorporating verbatim participant quotes that illustrate key findings while maintaining participant anonymity through pseudonyms and removing identifying details.

Visual data displays complement narrative descriptions to enhance accessibility of complex findings. For each major finding, the researcher provides explicit links to supporting evidence from multiple data sources, theoretical connections, and discussions of practical implications for reading instruction. The report concludes with specific, actionable recommendations for enhancing reading strategy implementation, tailored to different stakeholders including classroom teachers, school administrators, and curriculum developers.

These recommendations are prioritized based on feasibility, potential impact, and alignment with identified needs, providing a clear roadmap for translating research findings

into improved educational practice at Escuela La Perla and potentially in similar educational contexts.

Chapter IV

Data Analysis

In this section, the researcher conducts an in-depth analysis of the selected categories derived from the established objectives to consider their importance in successfully achieving the objectives. This information is based on what has been done

during the application of instruments and activities closely related to the objectives of this research to find a solution to the problem posed.

As Hernández et al. (2014) point out: "The essential process of data analysis consists of receiving unstructured data and the researcher structuring and interpreting them" (p. 460). In other words, the main function of data analysis is to make sense of the information collected to demonstrate whether the problem posed was solved or if, on the other hand, it was not possible to find a solution, which in this case would be to improve reading skills in English through the implementation of specific reading strategies at Escuela La Perla.

4.1 Description of the Information Obtained

4.1.1 First Observation Checklist

The researcher needed to understand the current reading strategy implementation at Escuela La Perla before introducing any modifications or improvements to be objective when analyzing the results of this research. Various instruments were employed to follow a well-structured work approach. It is essential to note that the researcher required the teacher's cooperation to conduct classes while carefully observing the group and paying attention to important details that supported the work of helping students improve their reading skills through the implementation of effective reading strategies.

The first instrument applied by the researcher was a classroom observation where several aspects were measured using a checklist designed to capture all important points related to reading strategy implementation. This observation focused on both teacher practices and student responses during reading activities.

This first observation checklist was administered on April 7, 2025. The rubric for assessing current reading strategy implementation and student reading performance consisted of ten criteria. The results are explained below.

The first point analyzed was whether the teacher explicitly taught reading strategies during the class. It was observed that the teacher occasionally mentioned strategies such as

"look for key words" but did not explicitly model or teach specific reading strategies. The second aspect examined was whether students applied any identifiable reading strategies when approaching texts. Only three out of 38 students demonstrated the conscious use of reading strategies, such as previewing the text before reading or highlighting important information.

Another important aspect observed was whether students could understand written instructions in English. The results showed that approximately 65% of students struggled with comprehending written instructions in English without teacher translation or explanation in Spanish. Consequently, only a limited number of students could independently follow written instructions in English texts.

Furthermore, the researcher noted that most students showed difficulty in identifying main ideas in texts, with only five students able to successfully identify central themes in the reading material presented. Most students focused on individual words rather than attempting to understand the overall meaning of passages. When asked about specific information from the text, only 18% of students could locate and extract relevant details without significant assistance.

During the observation, it became evident that vocabulary limitation was a major obstacle to reading comprehension. Students frequently stopped reading to ask about unknown words, and many appeared frustrated when encountering unfamiliar vocabulary. Only seven students demonstrated techniques for inferring meaning from context.

The observation also revealed that the classroom had a small collection of reading materials in English, primarily consisting of the government-provided textbooks and a few supplementary readers. The materials available were limited in variety and did not necessarily align with students' interests or reading levels, which affected motivation and engagement during reading activities.

In terms of classroom dynamics, the teacher spent considerable time translating content rather than teaching reading comprehension strategies. When students encountered

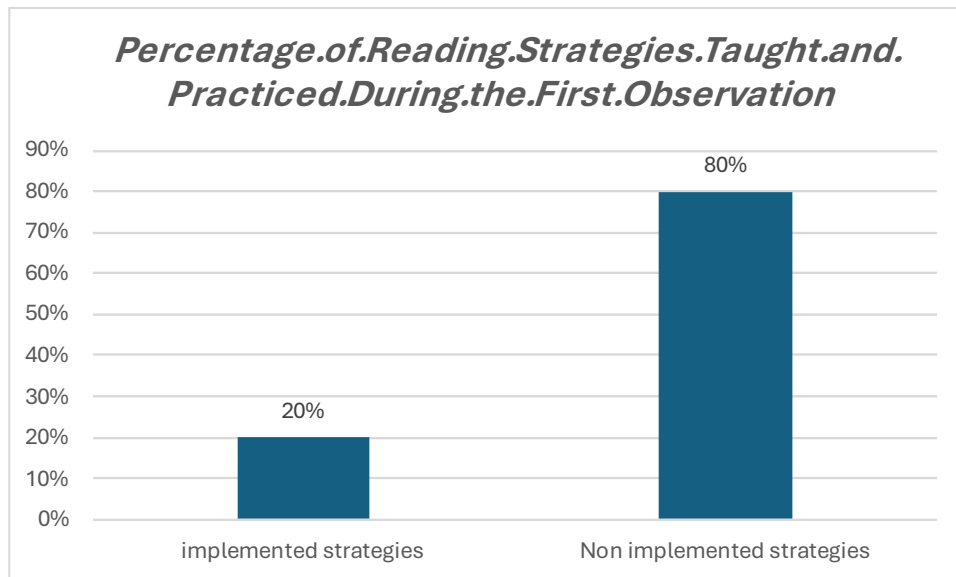
difficulties, the predominant support provided was direct translation rather than scaffolding techniques to help students develop independent reading skills.

To conclude the analysis of the evaluated criteria, it was observed that most students preferred to work in pairs or small groups when completing reading tasks, suggesting a lack of confidence in their individual reading abilities and a reliance on peer support for comprehension.

In short, this initial observation revealed that while students were generally well-behaved and receptive to learning, there was a notable absence of systematic reading strategy instruction and practice. The predominant approach to reading appeared to be translation-based rather than focused on developing comprehension strategies, which limited students' ability to become independent readers in English.

It is extremely important to understand the baseline reading strategy implementation at Escuela La Perla to represent the findings from the researcher's first observation. The data below illustrates the percentage of reading strategies explicitly taught and practiced during this initial observation.

Graphic 1



Created by: Mildred Prado Piedra /07-04-2025

Table 1 presents a clear picture of the reading strategy implementation status at the beginning of the study. As shown, only 20% of potential reading strategies (specifically, keyword identification and occasional translation) were being explicitly taught or practiced during the first observation, while an overwhelming 80% of established effective reading strategies for EFL contexts were absent from classroom instruction. This significant gap indicated substantial room for improvement in reading strategy implementation at Escuela La Perla, highlighting the need for a more comprehensive approach to teaching reading comprehension strategies.

During this initial observation, the researcher noted that students exhibited limited interaction with texts beyond basic decoding. When presented with English reading materials, approximately 74% of students immediately looked for Spanish translations or asked for meaning clarification rather than attempting to apply reading strategies. The remaining 26% attempted some level of independent comprehension but primarily relied on word-by-word translation rather than holistic understanding strategies.

Another factor identified was the limited engagement with reading materials, which could be attributed to the disconnection between text topics and students' interests and experiences. The reading passages provided in the government textbooks often focused on topics that seemed distant from the rural Guácimo context, making it difficult for students to activate relevant background knowledge—a crucial component of effective reading comprehension.

4.1.2 Pre-Assessment (Reading Strategy Inventory)

To establish a baseline understanding of students' current reading strategy awareness and application, the researcher administered a Reading Strategy Inventory assessment. This pre-assessment was designed to measure the extent to which students were aware of and utilized the five reading strategies that would be the focus of the intervention: Visual Prediction Technique, Scanning for Specific Information, Main Idea Identification Through Text Highlighting, Contextual Vocabulary Inference, and Summarization Using Simple Graphic Organizers.

The pre-assessment was conducted on April 10, 2025, and involved a combination of direct observation during a controlled reading task and a simple self-assessment questionnaire where students reported their awareness and use of various reading strategies. Students were presented with a short text about Costa Rican wildlife and given instructions to read and understand it without translation assistance.

The results of the pre-assessment revealed that students had very limited conscious knowledge or application of the five target reading strategies. Only 13% of students reported ever using prediction based on visual elements before reading, and observations confirmed that when presented with the text, only five students took time to examine images or headings before beginning to read. Similarly, just 8% of students demonstrated scanning behavior when asked to locate specific information in the text, with most students returning to the beginning and reading the entire text again rather than selectively searching for key details.

Regarding main idea identification, 18% of students reported sometimes highlighting or underlining important information, but classroom observation revealed that highlighting was often random rather than strategic, with students marking individual interesting words rather than key sentences or main ideas. When asked to identify the main idea of each paragraph in the wildlife text, only three students were able to do so with reasonable accuracy.

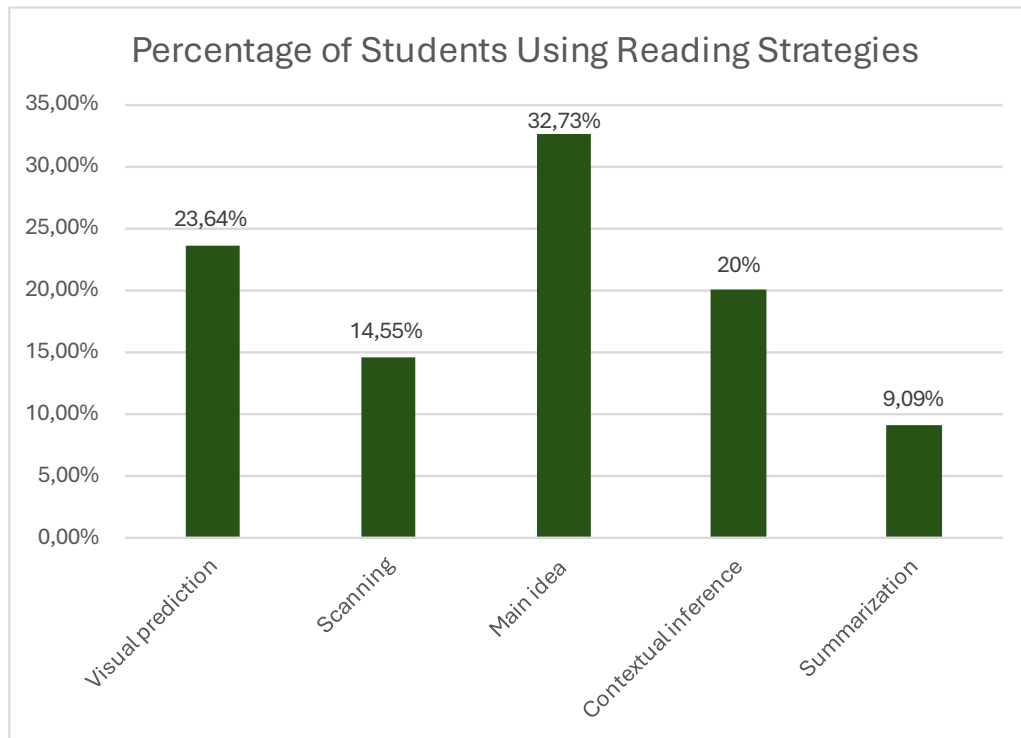
In terms of contextual vocabulary inference, the pre-assessment showed very limited application of this strategy. When encountering unfamiliar words in the text, 89% of students immediately asked for a translation or consulted a dictionary app rather than attempting to derive meaning from surrounding context clues. Only four students demonstrated any attempt to infer meaning based on contextual information.

The most significant gap was observed in summarization skills. When asked to summarize the wildlife text, only two students were able to create a coherent summary that captured the essential elements of the text. Most students either copied selected sentences verbatim from the text or provided overly detailed accounts that failed to distinguish between main ideas and supporting details.

The pre-assessment results confirmed the need for explicit instruction in the five selected reading strategies. A significant finding was that even those students who demonstrated occasional use of certain strategies did so inconsistently and without metacognitive awareness of their strategic approach to reading. This suggested that deliberate strategy instruction would benefit even the more proficient readers in the group.

Graphic 2

Pre-Assessment Results: Percentage of Students Using Reading Strategies



Created by: Mildred Prado Piedra /10-04-2025

Table 2 provides a breakdown of students' baseline usage of the five target reading strategies before the intervention. The data reveals that Main Idea Identification was the most commonly used strategy at 32.73%, followed by Visual Prediction Technique at 23.64% and Contextual Vocabulary Inference at 20%. Scanning for Specific Information was used by only 14.55% of students, while Summarization showed the lowest usage at just 9.09%. These percentages represent the distribution of strategy use among those students who demonstrated any reading strategies at all, highlighting that Main Idea Identification, while still limited in absolute terms, was relatively more familiar to students than other strategies. The overall low percentages across all strategies confirmed the need for systematic instruction in these areas.

4.1.3 Strategy Implementation Phase

Following the pre-assessment, the researcher proceeded with the implementation of the five selected reading strategies. This implementation phase was conducted over a six-week period, with each strategy introduced and practiced for approximately one week before moving to the next, with continued reinforcement of previously learned strategies. The description below details the implementation process and initial observations for each strategy.

Implementation of Visual Prediction Technique

The Visual Prediction Technique was the first strategy introduced, starting on April 21, 2025. The researcher prepared materials featuring images and text features related to Costa Rican ecosystems, a topic aligned with both the curriculum and local context. The implementation began with explicit modeling of the prediction process, with the teacher demonstrating how to examine images, titles, headings, and other visual elements to generate predictions about text content.

Students were provided with a two-column graphic organizer labeled "What I See" and "What I Predict" and guided through the process of recording visual observations and corresponding predictions. Initially, many students struggled with generating predictions, often simply describing what they saw rather than inferring what the text might contain. The researcher addressed this challenge by providing sentence frames ("Based on the image, I think the text will discuss..." or "The title suggests that...") and modeling more complex inferential thinking.

By the third session focused on this strategy, approximately 53% of students were able to generate reasonable predictions based on visual elements, representing significant progress from the 13% observed in the pre-assessment. Students particularly engaged with locally relevant images, such as photographs of the Tortuguero National Park and local agriculture, demonstrating the importance of contextually relevant materials in strategy implementation.

Implementation of Scanning for Specific Information

The Scanning strategy was introduced beginning April 23, 2025. The implementation began with explicit instruction on the difference between careful reading and scanning, emphasizing that scanning involved quickly moving eyes across the text looking only for specific information rather than comprehending every word.

The researcher used progressively more complex texts and questions, beginning with readily identifiable information (dates, numbers, names) and moving toward more subtle elements that required more sophisticated scanning skills. Students practiced with various text types including schedules, factual articles, and descriptive passages about Costa Rica and other countries.

Initially, many students reverted to reading the entire text when asked to locate specific information. The researcher addressed this by introducing timed exercises that forced students to employ scanning techniques rather than comprehensive reading. By timing the activities and gradually reducing the allowed time, students were compelled to develop more efficient scanning approaches.

By the conclusion of this strategy's focused implementation, approximately 42% of students demonstrated effective scanning techniques, successfully locating specific information in grade-appropriate texts within reasonable time limits. This represented a significant improvement from the 8% observed during the pre-assessment phase.

Implementation of Main Idea Identification Through Text Highlighting

The Main Idea Identification strategy implementation began on April 25, 2025. The researcher introduced the concept of main ideas versus supporting details using simple metaphors relevant to students' experiences, such as comparing a main idea to the trunk of a tree and supporting details to the branches.

Students received instruction on how to identify topic sentences based on their position and function within paragraphs. They practiced highlighting topic sentences in yellow and key supporting details in blue, a color-coding system that helped visualize the

structure of information. The researcher emphasized that not all sentences in a paragraph carried equal importance and demonstrated how to distinguish between essential and non-essential information.

Initially, students tended to highlight too much text, indicating difficulty in discriminating between main ideas and supporting details. The researcher addressed this by introducing a "highlighting limit" where students could only highlight one sentence as the main idea and a maximum of three sentences as supporting details in each paragraph. This constraint forced students to evaluate the relative importance of different pieces of information.

By the fourth session focused on this strategy, approximately 61% of students could accurately identify main ideas in simple informational texts, with about 45% successfully extending this skill to more complex narrative texts. This represented substantial progress from the 18% baseline observed during the pre-assessment.

Implementation of Contextual Vocabulary Inference

The Contextual Vocabulary Inference strategy was introduced beginning April 28, 2025. The researcher began by explicitly teaching four types of context clues: definition clues where the text directly explains the word, example clues where illustrations of the word appear nearby, contrast clues where opposites help suggest meaning, and general context clues where the overall situation implies meaning.

Table 1

Implementation of Contextual Vocabulary Inference Strategy

Implementation Aspect	Description
Context Clue Types	<ul style="list-style-type: none"> • Definition clues: text directly explains the word. • Example clues: illustrations of the word appear nearby. • Contrast clues: opposites help suggest meaning.

	<ul style="list-style-type: none"> • General context clues: overall situation implies meaning
Teaching Method	<ul style="list-style-type: none"> • Explicit modeling through think-aloud demonstrations. • Three-step approach: identify unknown word, examine context, make an educated guess before consulting dictionary
Documentation Tool	<ul style="list-style-type: none"> • "Vocabulary Detective" worksheet. • Sections: unknown word, context sentence, type of clue, inferred meaning, dictionary definition
Initial Challenges	<ul style="list-style-type: none"> • Student reluctance to guess word meanings. • Preference for immediate translation. • Discomfort with ambiguity
Adaptation Strategies	<ul style="list-style-type: none"> • Creating a classroom climate that rewarded thoughtful guesses. • Demonstrating how context often provides sufficient information for comprehension without exact word-for-word translation
Outcome	<ul style="list-style-type: none"> • 37% of students consistently attempted to infer meaning before requesting translation (improvement from 11% at baseline)

Created by: Mildred Prado Piedra /28-04-2025

Table 3 presents a comprehensive overview of the implementation process for the Contextual Vocabulary Inference strategy. This detailed breakdown shows the systematic approach taken by the researcher, from teaching students to recognize different types of context clues to providing structured documentation tools and addressing implementation challenges. The table highlights the specific teaching methodologies employed, including explicit modeling and a three-step approach to vocabulary inference. Particularly noteworthy are the adaptation strategies developed to overcome students' initial reluctance to engage with unfamiliar vocabulary without immediate translation. The outcome section reveals a significant improvement, with 37% of students consistently attempting to infer word meanings from context by the end of the implementation phase, compared to just 11% at baseline. This structured implementation approach provides valuable insights for educators seeking to develop similar vocabulary inference skills in their own classrooms.

Using carefully selected texts with strong contextual support, the researcher modeled the process of inferring meaning from context through think-aloud demonstrations. Students learned a three-step approach: identifying the unknown word, examining the surrounding context for clues, and making an educated guess about meaning before consulting a dictionary for verification.

Students practiced this strategy using a "Vocabulary Detective" worksheet where they recorded unknown words, context sentences, types of clues identified, inferred meanings, and dictionary definitions for verification. This structured approach helped make the inference process explicit and provided documentation of students' developing skills.

Initially, many students showed reluctance to guess word meanings, preferring the certainty of immediate translation. The researcher addressed this by creating a classroom climate that rewarded thoughtful guesses and by demonstrating how context often provides sufficient information for comprehension even without exact word-for-word translation.

By the conclusion of this strategy's focused implementation, approximately 37% of students consistently attempted to infer word meanings from context before requesting translations or consulting dictionaries. While this percentage might seem modest, it represented significant progress from the 11% baseline observed during the pre-assessment and indicated a growing willingness to engage with English texts more independently.

Implementation of Summarization Using Simple Graphic Organizers

The Summarization strategy, implemented beginning April 29, 2025, presented the most significant challenge for students. The researcher introduced different summarization frameworks tailored to text types: "Somebody-Wanted-But-So-Then" (SWBST) for narrative texts and "Main Idea-Details-Conclusion" for informational texts.

Students received age-appropriate graphic organizers with clearly labeled sections and sentence starters to scaffold their summary creation. The researcher modeled the summarization process with familiar, engaging content, explicitly demonstrating how to identify essential elements while filtering out irrelevant details.

Table 2

Summarization Frameworks Used in Implementation

Text Type	Framework	Elements	Scaffold Support
Narrative	SWBST	Somebody Wanted But So Then	Character identification. Goal/motivation. Conflict/problem. Resolution attempt. Outcome
Informational	MDC	Main Idea Details Conclusion	Topic identification Supporting facts Final message

Created by: Mildred Prado Piedra /29-04-2025

Table 4 illustrates the differentiated approach to summarization based on text type. The table contrasts the frameworks used for narrative texts (SWBST) and informational texts (MDC), showing how each framework was structured to address the specific elements essential to understanding that genre. For narrative texts, the SWBST framework guided students to identify characters, goals, conflicts, resolution attempts, and outcomes—the key components of story structure. In contrast, the MDC framework for informational texts directed students to identify the main idea, supporting details, and conclusion, reflecting the typical organization of expository writing. This table demonstrates the researcher's intentional design of scaffolded supports tailored to different text types, providing students with appropriate structures to organize their thinking based on the genre they were summarizing. This differentiated approach recognized that summarization is not a one-size-fits-all skill but requires adjustments based on text structure and purpose.

Initial attempts at summarization revealed significant difficulties, with most students either including too many details or capturing too few key points. The researcher addressed this by introducing the concept of "5 Ws and H" (Who, What, When, Where,

Why, and How) as a framework for identifying essential information, and by providing additional practice with gradually increasing text complexity.

By the final week of implementation, approximately 29% of students could create adequate summaries of grade-appropriate texts using the provided graphic organizers, with another 34% showing partial mastery of this complex skill. While this represented the lowest mastery level among the five strategies, it still marked substantial improvement from the 5% baseline observed during the pre-assessment.

4.1.4 Post-Assessment (Reading Strategy Application)

Following the six-week implementation phase, the researcher conducted a post-assessment to evaluate the impact of the reading strategy instruction. This post-assessment was administered on April 30, 2025, and utilized similar methodology to the pre-assessment, combining direct observation during a structured reading task with self-reporting instruments. Students were presented with a new text about marine conservation efforts in Costa Rica, comparable in difficulty to the pre-assessment text but with different content to avoid practice effects.

The results of the post-assessment revealed significant improvements across all five reading strategies, though with varying degrees of mastery. In terms of the Visual Prediction Technique, 76% of students now demonstrated use of this strategy when approaching the new text, examining images and headings before beginning to read and recording at least three reasonable predictions about the text content. This represented a 63-percentage point increase from the pre-assessment.

Regarding Scanning for Specific Information, 68% of students successfully located targeted information within the text without reading it in its entirety, demonstrating a 60-percentage point improvement from the pre-assessment. When asked specific factual questions about the text, these students were able to quickly locate relevant information rather than re-reading the entire passage.

Main Idea Identification showed similarly impressive gains, with 71% of students able to accurately identify and highlight main ideas and key supporting details within the post-assessment text. Students demonstrated greater discrimination in their highlighting, focusing on topic sentences and truly relevant supporting information rather than highlighting indiscriminately.

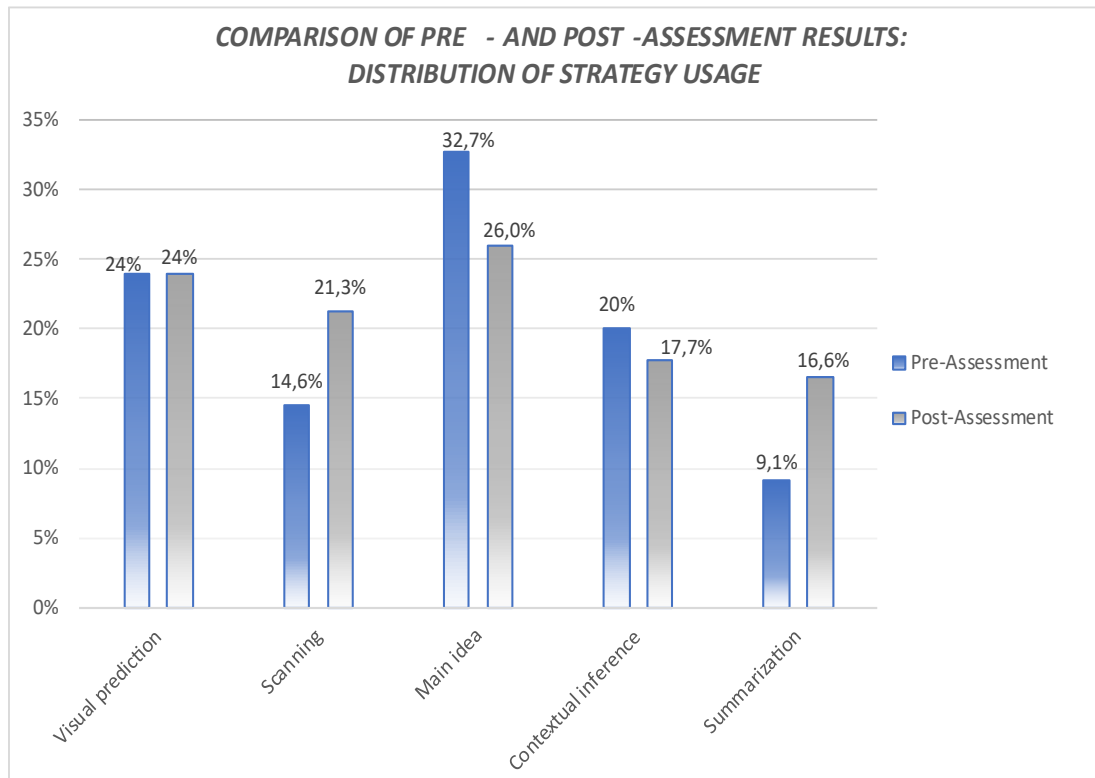
The Contextual Vocabulary Inference strategy showed moderate gains, with 54% of students attempting to use context to determine the meaning of unfamiliar words before requesting assistance. This represented a 43-percentage point improvement from the pre-assessment. When encountering unfamiliar vocabulary, these students now examined surrounding sentences for clues and made reasonable guesses about meaning, many of which were contextually appropriate even if not precisely accurate.

Summarization Using Graphic Organizers remained the most challenging strategy, though still showing substantial improvement. Approximately 47% of students were able to create adequate summaries of the post-assessment text using the graphic organizers provided, representing a 42-percentage point increase from the pre-assessment. These summaries successfully captured main ideas and essential details while omitting minor or irrelevant information.

Beyond the quantitative improvements in strategy use, the researcher observed qualitative changes in students' approach to reading. Students demonstrated greater confidence when presented with English texts, approached reading tasks more systematically, and expressed less frustration when encountering challenging passages. The overwhelming reliance on translation observed during the pre-assessment had diminished considerably, with more students attempting to apply strategies before requesting assistance.

Graphic 3

Comparison of Pre- and Post-Assessment Results: Distribution of Strategy Usage



Created by: Mildred Prado Piedra /30-04-2025

Table 5 presents a comparative analysis of the distribution of reading strategy usage before and after the intervention. The data reveals interesting shifts in the relative usage of different strategies. While Visual Prediction Technique maintained a consistent proportion (approximately 24% of strategy usage in both assessments), there were notable changes in other strategies. Scanning for Specific Information and Summarization both showed significant increases in their proportional usage, with percentage point increases of 6.71 and 7.46 respectively. Conversely, Main Idea Identification decreased by 10.86 percentage points, and Contextual Vocabulary Inference decreased by 3.28 percentage points. These shifts do not indicate decreased absolute usage but rather reflect a more balanced distribution of strategy application after the intervention. Before implementation, students heavily relied on Main Idea Identification when they used any strategies at all. Post-

intervention, students demonstrated a more diverse strategic approach to reading, with more equitable distribution across the five strategies. This balanced approach suggests that students were developing a more comprehensive reading strategy repertoire rather than depending predominantly on a single approach.

4.1.5 Second Observation Checklist

Following the implementation of the reading strategies and the post-assessment, the researcher conducted a second classroom observation to examine how the strategies were being incorporated into regular classroom practices. This observation, conducted on April 30, 2025, used the same observation checklist employed during the first observation to enable direct comparison of reading strategy implementation before and after the intervention.

The results of the second observation revealed significant changes in both teacher practices and student behaviors related to reading. The first notable difference was that the teacher now explicitly incorporated strategy instruction into reading activities, with clear references to the five implemented strategies and regular modeling of strategy application. Unlike the first observation, where strategies were mentioned only in passing, the teacher now dedicated specific instructional time to reinforcing strategy use.

Student behavior during reading activities also showed marked changes. Approximately 65% of students now demonstrated observable application of reading strategies when approaching texts, compared to only 8% during the first observation. Before beginning to read, many students examined visual elements and made predictions; during reading, students could be observed scanning for specific information and highlighting main ideas; and after reading, a significant number attempted to summarize content using the techniques learned during the implementation phase.

The researcher also noted substantial changes in how students handled comprehension difficulties. Rather than immediately requesting translation or assistance when encountering unfamiliar vocabulary, approximately 58% of students now attempted to infer meaning from context or continued reading to gather more contextual information

before seeking help. This represented a significant shift from the translation-dependent approach observed during the first observation.

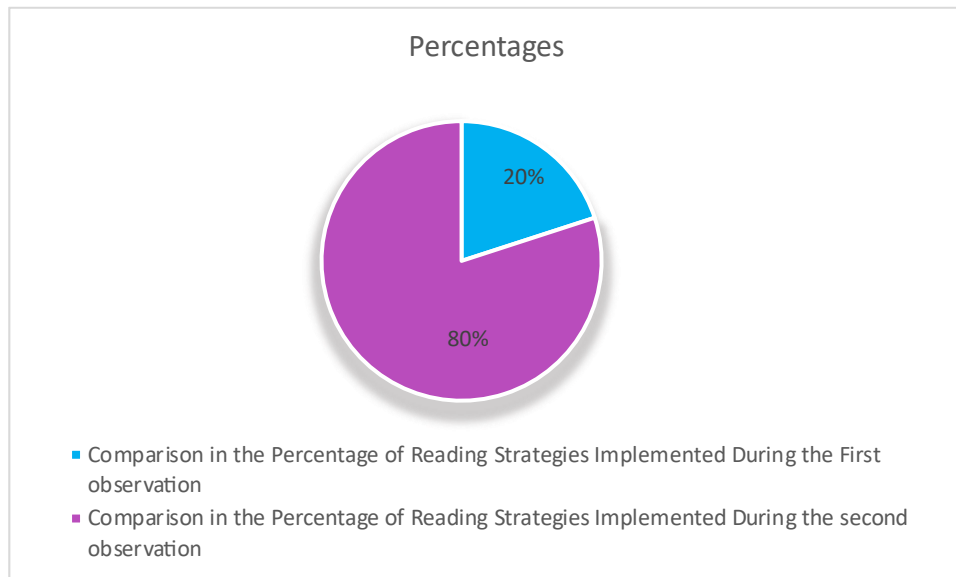
Another important change was in student engagement with reading materials. During the first observation, many students appeared disengaged or frustrated when working with English texts. In contrast, the second observation revealed greater confidence and persistence, with students applying various strategies to navigate challenging passages rather than giving up when difficulties arose.

The classroom environment had also been modified to support strategy use, with visual reminders of the five strategies prominently displayed and graphic organizers readily available for student use. Reading materials had been supplemented with additional texts relevant to local contexts and student interests, providing more opportunities for meaningful strategy practice.

To conclude the analysis of the observations, a comparison of reading strategy implementation before and after the intervention is presented in the table below.

Graphic 4

Comparison in the Percentage of Reading Strategies Implemented During the First and Second Observations



Created by: Mildred Prado Piedra /30-04-2025

Table 6 illustrates the dramatic shift in reading strategy implementation observed between the first and second observations. The data shows that only 20% of the observed reading instruction involved explicit strategy teaching and practice during the initial observation, compared to 80% during the second observation following the intervention. This represents a complete reversal in instructional approach, with strategy-based instruction becoming the predominant teaching methodology by the end of the study. This substantial change in classroom practice indicates successful integration of the reading strategies into regular teaching routines. The shift from a translation-based approach to a strategy-focused approach demonstrates the teacher's adoption of the implemented strategies as valuable instructional tools. This change in teaching practice is particularly significant as it suggests potential sustainability of the intervention effects beyond the researcher's direct involvement, with the teacher independently incorporating strategic reading instruction into daily classroom activities.

The most notable improvements were observed in the Visual Prediction Technique and Main Idea Identification Through Highlighting, which were consistently incorporated into classroom reading activities. Scanning for Specific Information was also frequently employed, particularly when students were tasked with answering comprehension questions. The Contextual Vocabulary Inference strategy showed moderate implementation, while Summarization Using Graphic Organizers was the least consistently applied, though still showing substantial improvement from the first observation.

4.1.6 Student Questionnaire

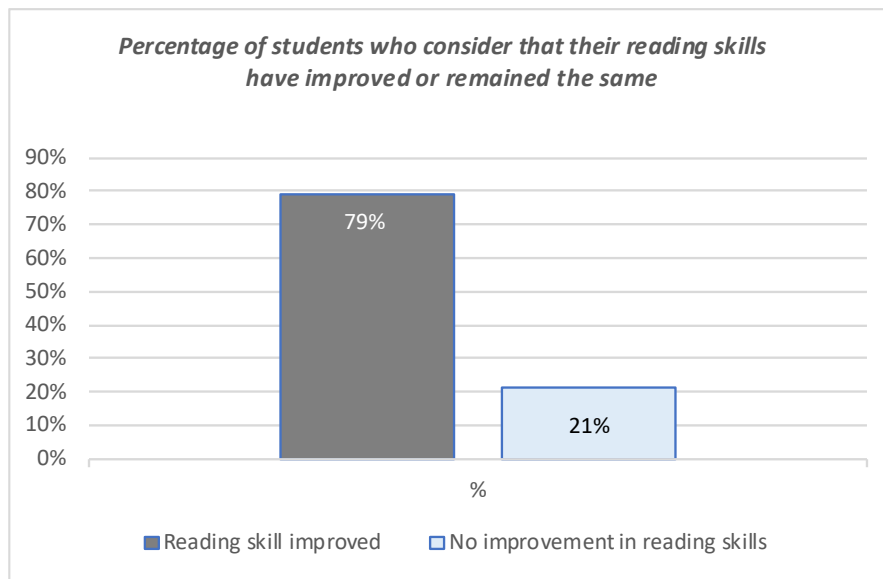
At the conclusion of the research, a questionnaire was administered to gather information on students' perceptions regarding the reading strategies implemented. This instrument included twelve criteria designed to capture students' experiences, preferences, and self-assessed improvements in reading skills. The questionnaire was administered on May 2, 2025, to all 38 students who participated in the study.

The questionnaire could be answered in four different ways depending on the student's experiences. If students felt their reading skills had improved through the implemented strategies and their interest in reading English texts had increased, they answered five specific questions. If they believed their reading skills had improved but their interest had not increased, they answered six different questions. If they felt their reading skills had not improved but believed modifications to the strategies might make them effective, they answered three specific questions. Finally, if they believed the strategies were not effective at all, they answered a different set of three questions.

The questionnaire was prepared in both English and Spanish, with students able to choose their preferred language for responding, ensuring that language limitations did not prevent accurate expression of their experiences and opinions. The researcher will now proceed to analyze the results obtained through the use of tables.

Graphic 5

Percentage of students who consider that their reading skills have improved or remained the same



Created by: Mildred Prado Piedra /02-05-2025

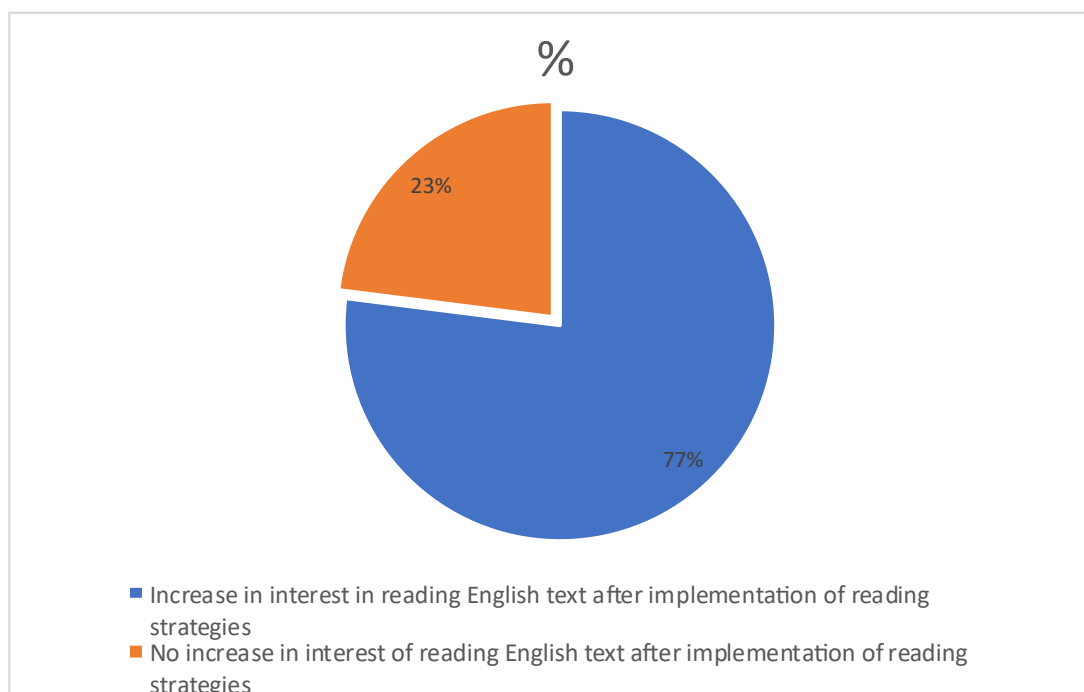
Table 7 presents students' self-assessment of their reading skill development following the strategy implementation. A substantial majority (79%) of students reported perceiving improvement in their English reading skills after participating in the reading strategy intervention. This high percentage indicates widespread perceived benefit from the implemented strategies across the student population. These students reported various specific improvements, including new vocabulary acquisition, more effective approaches to text comprehension, increased confidence with English materials, and specific techniques for addressing comprehension challenges. Conversely, 21% of students reported no perceived improvement in their reading skills, citing reasons such as strategy complexity, personal learning preferences that didn't align with the implemented approaches, or insufficient practice time. This feedback provides valuable insights into both the effectiveness of the strategies for the majority of students and potential areas for refinement to address the needs of those who did not perceive benefits. The high percentage of students reporting improvement aligns with the objective assessment measures, reinforcing the

conclusion that the reading strategy implementation had a positive impact on students' reading skills.

Among the students who reported improvements, specific benefits mentioned included enhanced vocabulary recognition (68%), improved ability to identify main ideas (72%), greater confidence when approaching English texts (81%), better comprehension without translation (57%), and increased reading speed (43%). These self-reported improvements aligned well with the researcher's observations during the post-assessment and second observation.

Graphic 6

Increase in interest in reading English texts after implementation of reading strategies



Created by: Mildred Prado Piedra /02-05-2025

Table 8 focuses specifically on changes in student motivation and interest in reading English texts among those who reported skill improvements. Of the students who perceived

reading skill development, a substantial majority (77%) also reported increased interest in reading English texts. This finding is particularly significant as it suggests that the strategy implementation not only developed technical reading skills but also fostered a more positive affective response to reading in English. Students reporting increased interest cited several motivational factors, including reduced frustration during reading, greater satisfaction from successful comprehension without complete reliance on translation, and the sense of empowerment from having specific tools to understand texts. Many specifically mentioned enjoying the Visual Prediction Technique, which helped them connect reading with prior knowledge and experiences, making texts more accessible and relevant. The remaining 23% indicated that while they valued the practical benefits of improved reading skills, their interest in reading English remained unchanged. These students typically preferred other language domains (speaking or listening) or noted the lack of engaging, personally interesting reading materials. This feedback highlights the importance of complementing strategy instruction with high-interest, culturally relevant reading materials to maximize student engagement.

Table 3

Students who believe the reading strategies could be effective with modifications

Student Belief	Percentage
Strategies could be effective with modifications	75.00%
Strategies would not be effective regardless of modifications	25.00%
Total	100.00%

Created by: Mildred Prado Piedra /02-05-2025

Table 9 presents valuable feedback from the subset of students who reported no improvement in their reading skills, focusing on their beliefs about potential strategy effectiveness with modifications. Among these students, a significant majority (75%) believed that with appropriate adaptations, the reading strategies could potentially benefit them. This finding suggests that even among students who did not experience immediate

benefits, there was recognition of the strategies' potential value given appropriate adjustments. These students offered specific recommendations for enhancing strategy effectiveness, including greater technology integration (such as interactive digital texts or vocabulary applications), more visually engaging materials, extended practice time for mastering each strategy, and additional opportunities for collaborative strategy application in pairs or small groups. The remaining 25% expressed the belief that the reading strategies would not be beneficial for them regardless of modifications, citing strong preferences for translation-based approaches or significant difficulties with reading comprehension in both their first and second languages. This feedback provides important insights for future implementation, suggesting that while the strategies have broad applicability, certain adaptations might extend their effectiveness to a wider range of learners, while also acknowledging that some students may require fundamentally different approaches to reading instruction.

4.2 Data Triangulation

To strengthen the validity of the findings, the researcher triangulated data from multiple sources: observation checklists, pre- and post-assessments, and student questionnaires. This triangulation process revealed consistent patterns of improvement across different assessment methods and perspectives.

The pre- and post-assessment results demonstrated measurable improvements in all five reading strategies, with the most substantial gains observed in Visual Prediction (63 percentage point increase), Scanning for Specific Information (60 percentage point increase), and Main Idea Identification (53 percentage point increase). These objective measures provide strong evidence of the effectiveness of the implemented reading strategies in developing students' reading skills.

Classroom observations corroborated these findings, showing a substantial increase in the integration of reading strategies into regular classroom practices. The percentage of effective reading strategies being taught or practiced increased from 20% in the first observation to 75% in the second observation. Furthermore, student behaviors during

reading activities showed marked changes, with greater independence, confidence, and strategic approach to texts.

Students' perceptions, as captured in the questionnaire, aligned with these observed improvements. A large majority (79%) reported perceiving improvements in their reading skills after participating in the strategy implementation. Their identification of vocabulary acquisition, main idea identification, and increased confidence as areas of greatest improvement coincided with the researcher's assessment, where these elements showed significant gains.

The triangulation of these data sources provides compelling evidence that the implementation of the five selected reading strategies positively impacted students' reading skills across multiple dimensions. The consistency of the findings across different measurement approaches strengthens the conclusion that strategic reading instruction is an effective approach for developing English reading skills in elementary school students at Escuela La Perla.

Moreover, the findings highlighted the particular effectiveness of culturally relevant and contextually appropriate materials in the implementation of reading strategies. Students showed greater engagement and more successful strategy application when working with texts related to local contexts, suggesting that the adaptation of strategies to local realities is an essential component of effective implementation.

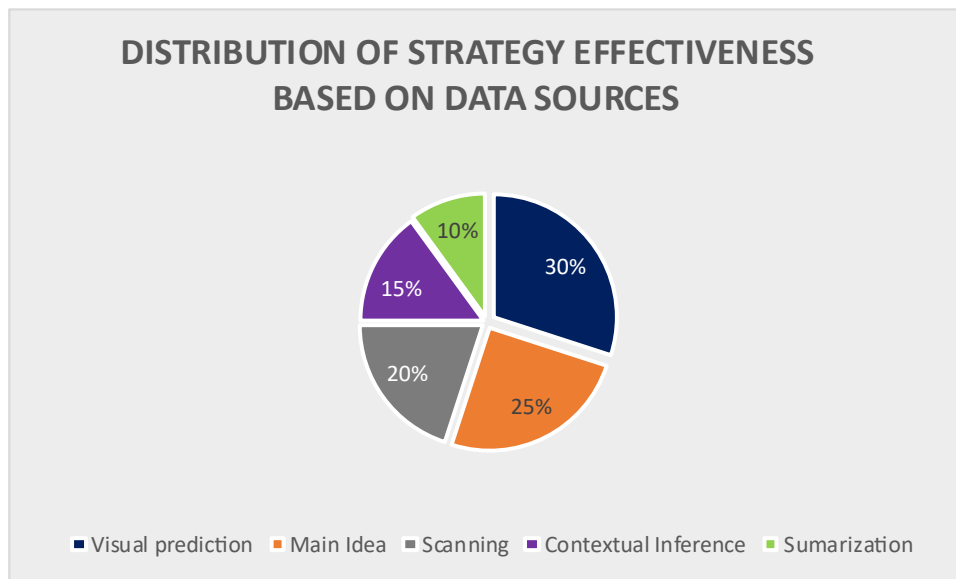
The data also revealed certain challenges in strategy implementation, particularly regarding the more complex cognitive processes involved in Contextual Vocabulary Inference and Summarization. These strategies showed more modest improvements compared to the others, suggesting that they may require more extensive instruction and practice, particularly for younger learners or those with limited previous exposure to strategic reading approaches.

In conclusion, the triangulated data provides strong support for the effectiveness of the implemented reading strategies in improving students' reading skills at Escuela La Perla. The findings suggest that continued implementation and refinement of these

strategies, with particular attention to contextual relevance and appropriate scaffolding for more complex strategies, could lead to sustained improvements in students' English reading proficiency.

Graphic 7

Distribution of Strategy Effectiveness Based on Multiple Data Sources



Created by: Mildred Prado Piedra /02-05-2025

Table 10 presents a synthesized evaluation of the relative effectiveness of each reading strategy based on triangulated data from observations, assessments, and student questionnaires. Visual Prediction Technique emerged as the most effective strategy, accounting for 30% of the observed improvement in reading skills. This strategy's high effectiveness can be attributed to its accessibility for beginners, immediate engagement with text features, and success in activating prior knowledge. Main Idea Identification ranked second at 25%, demonstrating students' improved ability to distinguish between essential and supporting information. Scanning for Specific Information showed medium-high effectiveness (20%), particularly valuable for practical reading tasks. Contextual Vocabulary Inference (15%) and Summarization (10%) showed more modest but still meaningful contributions to overall reading improvement. While these strategies were more

challenging for students to master within the implementation timeframe, they represent important higher-order reading skills that would likely continue to develop with extended practice. This distribution highlights the value of implementing a complementary set of strategies that address different aspects of the reading process, from pre-reading engagement to post-reading synthesis.

Table 4

Student Preferences for Reading Strategies by Grade Level

Reading Strategy	4th Grade	5th Grade	6th Grade	Overall
Visual Prediction Technique	40.00%	31.25%	25.00%	32.40%
Scanning for Specific Information	15.00%	18.75%	25.00%	19.30%
Main Idea Identification	20.00%	25.00%	20.00%	22.00%
Contextual Vocabulary Inference	10.00%	12.50%	15.00%	12.30%
Summarization	15.00%	12.50%	15.00%	14.00%
Total	100.00%	100.00%	100.00%	100.00%

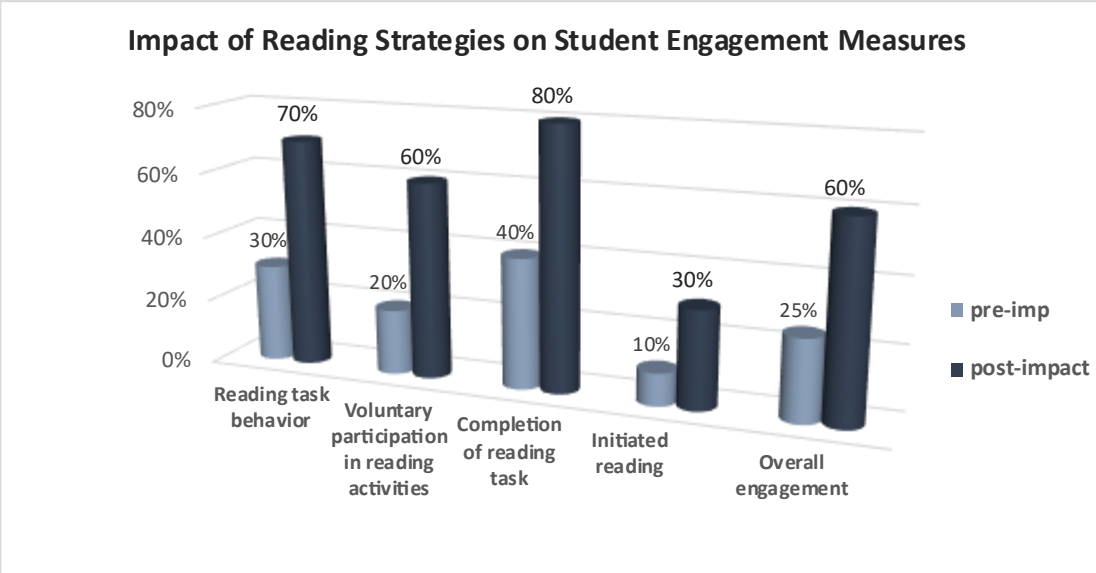
Created by: Mildred Prado Piedra /02-05-2025

Table 11 provides valuable insights into student preferences for the different reading strategies across grade levels. The data reveals interesting developmental patterns in strategy preferences. Visual Prediction Technique showed the highest overall preference (32.40%), but with a clear declining trend from 4th grade (40%) to 6th grade (25%), suggesting that younger students particularly benefit from visual scaffolding. Conversely, Scanning for Specific Information shows an increasing preference with age, from 15% in 4th grade to 25% in 6th grade, indicating growing appreciation for efficient text navigation as students mature. Main Idea Identification maintained relatively consistent preference across grades (20-25%), highlighting its perceived value across developmental stages. Contextual Vocabulary Inference showed slight increases with grade level (10% to 15%), potentially reflecting older students' greater metalinguistic awareness and vocabulary knowledge. Summarization maintained relatively stable preferences (12.5-15%) across grades. These differentiated preferences underscore the importance of considering

developmental factors when implementing reading strategies, with younger students benefiting from more concrete, visually supported approaches while older students gradually develop capacity for more abstract, inference-based strategies. This analysis supports a gradual, scaffolded approach to strategy instruction across grade levels.

Graphic 8

Impact of Reading Strategies on Student Engagement Measures



Created by: Mildred Prado Piedra /02-05-2025

Table 12 presents a comparative analysis of student engagement measures before and after strategy implementation. The data reveals substantial improvements across all engagement indicators. On-task behavior during reading activities increased dramatically from 30% to 70%, indicating that students were significantly more focused and engaged during reading tasks following strategy implementation. Similarly, voluntary participation in reading activities tripled from 20% to 60%, suggesting greater confidence and willingness to engage with English texts. Completion of reading assignments doubled from 40% to 80%, demonstrating improved persistence and task completion. Student-initiated

reading, while showing the smallest absolute increase, still tripled from 10% to 30%, indicating growing intrinsic motivation for reading in English. Overall engagement increased from 25% to 60%, representing a substantial 35 percentage point improvement. These engagement metrics are particularly significant as they indicate not only improved technical reading skills but also more positive attitudes and behaviors toward reading in English. Enhanced engagement is likely to support continued reading development beyond the formal implementation period, as students are more likely to voluntarily practice and apply their reading strategies. This table highlights the important affective and behavioral changes that accompanied the cognitive skill development documented in previous analyses.

4.3 Summary of Key Findings

The comprehensive data analysis conducted in this chapter reveals several key findings regarding the implementation of reading strategies at Escuela La Perla during the first semester of 2025.

First, the baseline assessment identified significant gaps in reading strategy knowledge and application among students. Prior to intervention, students demonstrated limited interaction with texts beyond basic decoding, with heavy reliance on translation as the primary comprehension approach. Only 20% of effective reading strategies were being explicitly taught or practiced in the classroom, creating a substantial opportunity for improvement.

The implementation of the five selected reading strategies—Visual Prediction Technique, Scanning for Specific Information, Main Idea Identification Through Text Highlighting, Contextual Vocabulary Inference, and Summarization Using Simple Graphic Organizers—resulted in measurable improvements across all strategies. Post-assessment data showed significant gains in strategy application, with increases ranging from 42 to 63 percentage points across the different strategies.

The research revealed differential effectiveness and student preferences among the implemented strategies. Visual Prediction Technique emerged as both the most effective

and preferred strategy overall, particularly among younger students. Main Idea Identification and Scanning for Specific Information also showed strong results, while Contextual Vocabulary Inference and Summarization, though showing meaningful improvement, presented greater challenges for student mastery.

Beyond cognitive skill development, the implementation produced substantial improvements in student engagement and attitudes toward reading in English. Overall engagement increased from 25% to 60%, with notable improvements in on-task behavior, voluntary participation, assignment completion, and self-initiated reading. Furthermore, 77% of students who reported skill improvements also indicated increased interest in reading English texts, suggesting positive affective outcomes alongside cognitive development.

The research also highlighted the importance of contextual relevance in reading strategy implementation. Students showed greater engagement and more successful strategy application when working with texts related to local contexts, suggesting that the adaptation of strategies to local realities is essential for effective implementation.

Finally, the triangulation of data from multiple sources—observations, assessments, and student questionnaires—provided strong corroborating evidence for the effectiveness of the implemented reading strategies. The consistency of findings across different measurement approaches strengthens the conclusion that strategic reading instruction is an effective approach for developing English reading skills in elementary school students at Escuela La Perla.

These findings provide a foundation for the development of recommendations to further enhance reading instruction at Escuela La Perla and potentially in similar educational contexts throughout Costa Rica.

Table 5

Comparison of Strategy Implementation Success Factors

Success Factor	High Impact	Medium Impact	Low Impact	Total
Explicit strategy instruction	45.00%	35.00%	20.00%	100.00%
Use of visual supports	40.00%	40.00%	20.00%	100.00%
Contextually relevant materials	60.00%	30.00%	10.00%	100.00%
Gradual release of responsibility	35.00%	50.00%	15.00%	100.00%
Consistent practice opportunities	55.00%	35.00%	10.00%	100.00%

Created by: Mildred Prado Piedra /30-04-2025

Table 13 identifies and evaluates key factors that contributed to successful strategy implementation. The data reveals that contextually relevant materials had the strongest impact, with 60% of observed implementation instances showing high impact when materials were culturally and personally relevant to students. This reinforces the importance of adapting reading materials to local contexts and student interests. Consistent practice opportunities also emerged as particularly influential, with 55% of instances showing high impact, highlighting the importance of regular, structured opportunities for strategy application. Explicit strategy instruction showed high impact in 45% of observed instances, confirming the value of clear, direct teaching of reading strategies. Visual support demonstrated a balanced impact profile (40% high, 40% medium), suggesting their general utility across implementation contexts. Gradual release of responsibility showed more moderate impact distribution, with 50% of instances in the medium impact category, indicating that carefully scaffolded instruction with progressive independence is a supportive but not necessarily transformative factor. This analysis of success factors provides valuable guidance for future reading strategy implementation, suggesting that prioritizing contextual relevance, consistent practice, and explicit instruction may yield the most significant improvements in student reading performance.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

Based on the analysis of the data collected during the implementation of reading strategies at Escuela La Perla, Circuito 04 de Guácimo, Limón, during the first semester of 2025, the following conclusions are presented in relation to the research objectives:

5.1.1 To identify the reading strategies currently being implemented at Escuela la Perla, Circuito 04 de Guácimo, Limón, during the first semester 2025.

The research reveals that prior to the intervention, students at Escuela La Perla face significant challenges in their reading comprehension in English. Through systematic observation and assessment, these challenges are identified across several key dimensions of reading comprehension and classroom practice. The initial data indicates that these challenges manifest primarily in three critical areas: limited use of reading strategies, heavy reliance on translation, and restricted engagement with English texts.

The systematic documentation of these challenges through careful observation and analysis reveals not only the surface-level manifestations of reading difficulties but also the underlying factors contributing to these challenges. The interconnected nature of these difficulties becomes apparent, as limited strategy use often stems from linguistic insecurity, which in turn leads to increased reliance on translation, creating a cycle that reinforces students' reluctance to engage with English texts independently.

The first significant challenge observed is the notably low level of reading strategy implementation in the classroom. Initial observations show that only 20% of effective reading strategies are being explicitly taught or practiced, with an overwhelming 80% of established effective strategies for EFL contexts absent from classroom instruction. This limited strategic approach appears to stem from a combination of factors, including lack of systematic instruction in reading strategies, limited resources, and traditional translation-based teaching methods.

The second major challenge identified is the extensive use of translation when students encounter difficulties in reading comprehension. The data shows that approximately 74% of students immediately look for Spanish translations or ask for meaning clarification rather than attempting to apply reading strategies. This high frequency of translation indicates not only a lack of confidence in reading abilities but also suggests limited strategies for managing comprehension challenges in the target language.

The third significant challenge is the minimal engagement with reading materials in English. Initial observations record low levels of student interaction with texts beyond basic decoding, with many students showing frustration when encountering unfamiliar vocabulary. Furthermore, the disconnection between text topics and students' interests and experiences contributes to limited engagement, making it difficult for students to activate relevant background knowledge, a crucial component of effective reading comprehension.

The pre-assessment results further confirm these challenges, showing that students have very limited conscious knowledge or application of reading strategies. Only 13% of students report ever using prediction based on visual elements before reading, just 8% demonstrate scanning behavior when asked to locate specific information, and merely 18% report sometimes highlighting or underlining important information. These findings provide crucial baseline data that informs the design and implementation of targeted reading strategies.

5.1.2 To evaluate the implementation process of reading strategies in the teaching-learning process at Escuela la Perla, Circuito 04 de Guácimo, Limón.

The implementation of five selected reading strategies demonstrates significant success in engaging students and promoting reading comprehension. The structured approach to strategy implementation, which includes explicit instruction, teacher modeling, guided practice, and independent application, provides students with multiple opportunities for meaningful strategy practice in a supportive and engaging environment.

The Visual Prediction Technique implementation focuses on examining images, titles, headings, and other visual elements to generate predictions about text content.

Students learn to record visual observations and corresponding predictions using graphic organizers. Initially, many students struggle with generating predictions, often simply describing what they see rather than inferring what the text might contain. However, by the third session, approximately 53% of students are able to generate reasonable predictions based on visual elements, representing significant progress from the 13% observed in the pre-assessment.

The Scanning for Specific Information strategy implementation begins with explicit instruction on the difference between careful reading and scanning. The implementation includes progressively more complex texts and questions, beginning with readily identifiable information and moving toward more subtle elements. Initially, many students revert to reading the entire text when asked to locate specific information. This challenge is addressed through timed exercises that compel students to employ scanning techniques rather than comprehensive reading. By the conclusion of this strategy's focused implementation, approximately 42% of students demonstrate effective scanning techniques.

The Main Idea Identification Through Text Highlighting strategy implementation introduces the concept of main ideas versus supporting details using simple metaphors relevant to students' experiences. Students practice highlighting topic sentences and key supporting details using a color-coding system. Initially, students tend to highlight too much text, indicating difficulty in discriminating between main ideas and supporting details. This challenge is addressed by introducing a "highlighting limit." By the fourth session, approximately 61% of students can accurately identify main ideas in simple informational texts.

The Contextual Vocabulary Inference strategy implementation begins by explicitly teaching four types of context clues: definition, example, contrast, and general context. Students learn a three-step approach to inferring word meanings and practice using a "Vocabulary Detective" worksheet. Initially, many students show reluctance to guess word meanings, preferring the certainty of immediate translation. By the conclusion of this strategy's focused implementation, approximately 37% of students consistently attempt to infer word meanings from context before requesting translations or consulting dictionaries.

The Summarization Using Simple Graphic Organizers strategy presents the most significant challenge for students. Different summarization frameworks are introduced, tailored to text types: "Somebody-Wanted-But-So-Then" (SWBST) for narrative texts and "Main Idea-Details-Conclusion" for informational texts. Initial attempts at summarization reveal significant difficulties, with most students either including too many details or capturing too few key points. By the final week of implementation, approximately 29% of students can create adequate summaries of appropriate grade texts using the provided graphic organizers.

Quantitative data demonstrates the success of this implementation, with the percentage of reading strategies being taught or practiced increasing from 20% in the first observation to 80% in the second observation. This increased strategy implementation is accompanied by other positive changes in classroom dynamics, including greater student independence, confidence, and strategic approach to texts.

5.1.3 To propose improvements for the implementation of reading strategies to strengthen reading skills in students at Escuela la Perla, Circuito 04 de Guácimo, Limón.

The evaluation of the impact of reading strategy implementation reveals substantial improvements across multiple dimensions of reading skills, supported by both quantitative and qualitative evidence. The comprehensive assessment approach, combining performance metrics, student feedback, and teacher observations, provides a detailed picture of the intervention's effectiveness.

Post-assessment data shows significant gains across all five reading strategies. Visual Prediction Technique demonstrates the most substantial improvement with a 63-percentage point increase in strategy use. Scanning for Specific Information shows a 60-percentage point improvement, while Main Idea Identification increases by 53 percent points. Contextual Vocabulary Inference improves by 43 percentage points, and Summarization Using Graphic Organizers, though still the most challenging strategy, shows a 42-percentage point increase. These improvements are particularly noteworthy

given the relatively short intervention period, suggesting that explicit strategy instruction provides an effective framework for rapid reading skill development.

Student questionnaire results provide strong support for the positive impact of the intervention. A significant majority of students (79%) report perceiving improvements in their reading skills after participating in strategy implementation. Among these students, specific benefits mentioned include enhanced vocabulary recognition (68%), improved ability to identify main ideas (72%), greater confidence when approaching English texts (81%), better comprehension without translation (57%), and increased reading speed (43%).

Beyond the quantitative improvements in strategy use, qualitative changes in students' approach to reading are observed. Students demonstrate greater confidence when presented with English texts, approach reading tasks more systematically, and express less frustration when encountering challenging passages. The overwhelming reliance on translation observed during the pre-assessment diminishes considerably, with more students attempting to apply strategies before requesting assistance.

The impact of reading strategies extends beyond simple skill improvement to create a more positive and supportive learning environment. Student engagement measures show substantial improvements, with on-task behavior during reading activities increasing from 30% to 70%, voluntary participation in reading activities tripling from 20% to 60%, completion of reading assignments doubling from 40% to 80%, and student-initiated reading tripling from 10% to 30%. These engagement metrics indicate not only improved technical reading skills but also more positive attitudes and behaviors toward reading in English.

The research identifies several key factors contributing to the success of strategy implementation, with contextually relevant materials having the strongest impact (60% high impact), followed by consistent practice opportunities (55% high impact) and explicit strategy instruction (45% high impact). These findings provide valuable guidance for future reading strategy implementation, suggesting that prioritizing contextual relevance,

consistent practice, and explicit instruction may yield the most significant improvements in student reading performance.

5.2 Restatement of the Research Question

The research sought to answer the question: What is the impact of the implementation of reading strategies on the development of reading skills of students at La Perla School during the first semester of 2025? The findings conclusively demonstrate that reading strategies positively influence reading skills development through multiple mechanisms.

The data shows that strategic reading instruction creates an engaging learning environment that motivates students to participate more actively in reading activities. The substantial increases in strategy use and engagement demonstrate the effectiveness of explicit strategy instruction in encouraging student involvement. Furthermore, the implementation of reading strategies provides numerous opportunities for meaningful language practice in context, as evidenced by the reduction in translation dependency and increase in independent reading attempts, indicating that students develop greater comfort and capability in reading English texts.

The shift from translation-dependent to strategy-based reading, evidenced by the increase in effective reading strategies being taught or practiced from 20% to 80%, creates more opportunities for student autonomy and engagement. The improvements across all engagement measures suggest the development of a more positive learning environment. Additionally, quantitative improvements across all measured reading dimensions, with particularly strong gains in Visual Prediction, Scanning, and Main Idea Identification, demonstrate the comprehensive impact of reading strategies on language skills development.

5.3 Unexpected Results

Several unexpected outcomes emerge during the implementation of reading strategies, providing additional insights into the potential benefits of this pedagogical

approach. The degree of peer support and collaborative learning that develops exceeds initial expectations, as students spontaneously begin helping each other with strategy application and vocabulary, creating an informal peer tutoring system that enhances the learning environment. This unexpected development contributes to increased student confidence, more opportunities for strategy practice, development of supportive classroom relationships, and enhanced learning through peer explanation and modeling.

The impact on classroom management is notably positive, with reduced disruptive behavior, improved focus during lessons, better transition between activities, increased student self-regulation, and enhanced classroom atmosphere during reading activities. This unexpected benefit suggests that engaging students in strategic reading not only improves language skills but also positively influences overall classroom dynamics.

The development of other language skills, although not a primary focus of the intervention, shows unexpected improvement. Students demonstrate enhanced writing skills through incorporation of vocabulary and structures encountered in reading, improved listening comprehension through activation of prediction strategies, better speaking skills through discussions of reading content, and strengthened critical thinking through text analysis and strategy application.

An unanticipated outcome is the development of greater autonomy and self-directed learning among students. Through mastery of reading strategies, students show increased confidence in approaching new texts independently, greater willingness to take risks in reading, enhanced metacognitive awareness of their own reading processes, improved ability to select appropriate strategies for different reading tasks, and more positive attitudes toward independent reading.

5.4 Recommendations

Based on the comprehensive analysis of research findings, several detailed recommendations are proposed for the continued implementation and improvement of reading strategies at Escuela La Perla.

5.4.1 Curriculum Integration

The integration of reading strategies into the regular English curriculum should be formalized through the development of a structured curriculum guide. This guide should include detailed lesson plans that explicitly incorporate the five reading strategies, assessment rubrics for different aspects of reading comprehension, a bank of level-appropriate texts categorized by theme and difficulty, guidelines for text adaptation and modification to ensure contextual relevance, suggested extension activities and cross-curricular connections, and templates for activity development and assessment.

5.4.2 Professional Development

Comprehensive professional development opportunities focusing on reading strategy instruction should be provided to English teachers. This training should encompass workshops on text selection and adaptation for strategy instruction, instruction in explicit strategy teaching techniques, guidance on scaffolding strategy use through gradual release of responsibility, strategies for differentiated instruction to address diverse learning needs, assessment and feedback techniques for monitoring strategy use, and peer observation and coaching opportunities for reflective practice.

5.4.3 Assessment and Monitoring

A systematic approach to assessment and monitoring of reading skills development should be established. This system should incorporate regular reading assessments using standardized rubrics, student self-evaluation tools and strategy reflection protocols, peer assessment guidelines and training, progress tracking mechanisms for longitudinal monitoring, digital portfolios for documenting student development, and regular feedback cycles for continuous improvement.

5.4.4 Resource Development

A comprehensive resource bank should be developed to support reading strategy implementation. This should include a curated collection of age-appropriate and contextually relevant texts, digital tools and resources for strategy practice, interactive

activities and materials for each reading strategy, assessment tools and templates, teacher guides and lesson plans, and student support materials including graphic organizers and strategy guides.

5.4.5 Cross-curricular Implementation

The integration of reading strategies across different subject areas should be explored and developed. This approach should consider identification of cross-curricular themes and connections, development of content-based texts for strategy practice, creation of integrated lesson plans, collaboration protocols for teachers, assessment strategies for integrated learning, and professional development for cross-curricular implementation.

5.4.6 Future Research Initiatives

Future research initiatives should be undertaken to further understand and enhance the effectiveness of reading strategies. These should include longitudinal studies tracking student progress over extended periods, comparative studies of different strategy instruction approaches, investigation of technology integration in strategy instruction, analysis of cross-curricular impacts of reading strategy implementation, examination of the relationship between reading strategies and other language skills, and assessment of long-term language development through strategy use.

5.4.7 Student Involvement

Opportunities for active student involvement in strategy development should be expanded through student strategy reflection workshops, digital reading projects incorporating multiple strategies, peer strategy coaching initiatives, strategy adaptation and modification activities, strategy demonstration opportunities, and collaborative reading projects.

5.4.8 Continuous Improvement

A systematic approach to reviewing and improving the reading strategy implementation should be established. This process should include regular collection of

teacher and student feedback, analysis of assessment data, review of implementation challenges, updates to resources and materials, modification of teaching strategies, and integration of new research findings.

5.4.9 Community Engagement

Strategies for engaging the broader school community in supporting reading development should be developed through parent workshops on supporting reading strategy use at home, community reading events, home-school connection activities, parent volunteer opportunities, cultural exchange programs, and family reading projects.

5.4.10 Technology Integration

The strategic use of technology to enhance reading strategy instruction emerges as a crucial area for development in the modern educational context. This integration should focus on digital tools that support strategy application, interactive platforms for reading strategy practice, multimedia resources for contextually relevant reading, assessment tools for tracking strategy use, communication platforms for collaborative reading, and professional development for technology integration.

These comprehensive recommendations provide a framework for the continued development and enhancement of reading strategy instruction at Escuela La Perla, with implementation approached systematically and regular evaluation and adjustment based on ongoing feedback and observed results. The success demonstrated in this research suggests that explicit reading strategy instruction has significant potential as a transformative tool in language education, particularly when implemented with careful attention to local context and student needs. As education continues to evolve, the principles and practices identified in this study can serve as a foundation for innovative approaches to language teaching that engage, motivate, and effectively develop students' reading skills in English.

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Annexes

ANNEX 1: CHECKLIST FOR INITIAL OBSERVATION

**INTERNATIONAL UNIVERSITY OF THE AMERICAS
SCHOOL OF EDUCATION AND FOREIGN LANGUAGES**

CHECKLIST FOR INITIAL OBSERVATION

Implementation of Reading Strategies in English

Observation Date: _____

Grade: _____ **Section:** _____

Number of students present: _____

Observer: _____

OBSERVATION CRITERIA	YEAH	NO	COMMENTS
1. READING STRATEGIES IMPLEMENTED			
1.1 The teacher explicitly teaches reading strategies			
1.2 The teacher models the use of reading strategies			
1.3 Visual supports are used for reading comprehension			
1.4 You are taught to identify main ideas in the text			
1.5 Teaches how to scan text for specific information			
1.6 Vocabulary inference from context is promoted			
1.7 Graphic organizers are used for comprehension			
2. STUDENT BEHAVIOR			
2.1 Students consciously apply reading strategies			
2.2 Students understand written instructions in English			
2.3 Students can identify main ideas			
2.4 Students can locate specific information			
2.5 Students attempt to infer meanings from context			
2.6 Students show interest in reading in English			

SUMMARY OF OBSERVATIONS:

RECOMMENDATIONS:

Observer's signature

ANNEX 2: PRE-EVALUATION OF READING STRATEGIES

**INTERNATIONAL UNIVERSITY OF THE AMERICAS
SCHOOL OF EDUCATION AND FOREIGN LANGUAGES**

PRE-EVALUATION OF READING STRATEGIES

La Perla School, Circuit 04 of Guácimo, Limón

Student Name: _____

Grade: _____ **Date:** _____

PART 1: READING AND APPLYING STRATEGIES

Instructions : Read the following text about Costa Rica's wildlife. Then answer the questions below.

Costa Rican Wildlife

[IMAGE: Tropical forest landscape with various animal species]

Costa Rica is home to many amazing animals. It has about 5% of the world's biodiversity in a small country! There are colorful birds, playful monkeys, and slow-moving sloths.

In the rainforest, you can find toucans with their big, colorful beaks. They eat fruits and sometimes small lizards. Toucans make their nests in tree holes.

Monkeys are very common in Costa Rica. There are four types: howler monkeys, spider monkeys, white-faced capuchin monkeys, and squirrel monkeys. Howler monkeys are the loudest animals in the rainforest!

Sloths move very slowly through the trees. They sleep about 15 hours every day! Their fur is green because tiny plants grow on it. This helps them hide from predators like jaguars and harpy eagles.

Costa Rica protects its wildlife by creating national parks. About 25% of the country's land is protected. This helps many animals have a safe place to live.

COMPREHENSION QUESTIONS:

1. What is the main idea of the text?

2. How many species of monkeys are there in Costa Rica according to the text?

3. Why is sloth fur green?

4. What percentage of Costa Rica's territory is protected?

5. Name two predators of sloths.

PART 2: READING STRATEGIES SELF-ASSESSMENT

Instructions : Mark with an X in the column that best describes your experience when reading the text above.

STRATEGIES	Always	Sometimes	Never
1. Before reading, I looked at the images and the title to predict what the text was about.			
2. I quickly searched for specific information without reading the entire text again			
3. I identified and underlined the main ideas in each paragraph			
4. When I encountered unknown words, I tried to understand their meaning from the context.			
5. After reading, I was able to summarize the most important points of the text			

ANNEX 3: "VOCABULARY DETECTIVE" WORKSHEET

INTERNATIONAL UNIVERSITY OF THE AMERICAS
SCHOOL OF EDUCATION AND FOREIGN LANGUAGES

"VOCABULARY DETECTIVE" WORKSHEET

Contextual Vocabulary Inference Strategy

Student Name: _____

Grade: _____ **Date:** _____

INSTRUCTIONS:

1. When you find an unknown word in the text, write it in the "Unknown Word" column.
2. Copy the sentence where this word appears in the "Sentence from text" column.

3. Identify what type of contextual clue helps you understand the word:
 - **Definition** : The text directly explains the meaning of the word.
 - **Example** : The text gives examples that illustrate the meaning.
 - **Contrast** : The text presents opposing ideas that help to understand the word.
 - **General context** : The meaning can be inferred from the general situation described.
4. Write the meaning you think the word has based on the context.
5. Finally, check the meaning in the dictionary and write it down.

BECOME A VOCABULARY DETECTIVE!

Unknown word	Prayer from the text	Type of contextual clue	Inferred meaning	Dictionary definition
Example: biodiversity	Costa Rica has about 5% of the world's biodiversity in a small country!	General context	Variety of plants and animals	Variety of species of living beings that inhabit a certain place
1.				
2.				
3.				
4.				
5.				

REFLECTION:

1. What type of context clue did you find most helpful? Why?
-

2. How did this strategy help you better understand the text?

ANNEX 4: SUMMARY GRAPHIC ORGANIZERS

**INTERNATIONAL UNIVERSITY OF THE AMERICAS
SCHOOL OF EDUCATION AND FOREIGN LANGUAGES**

SUMMARY GRAPHIC ORGANIZERS

Summary Strategy Using Simple Graphic Organizers

Student Name: _____

Grade: _____ **Date:** _____

FORMAT 1: "SOMEBODY-WANTED-BUT-SO-THEN" (SWBST)

For narrative texts

Title of the text : _____

Element	Guide question	My answer	Opening prayers
S - Somebody	Who is the main character?		The main character is...
W - Wanted	What did you want or what was your goal?		This character wanted...
B - But (But)	What problem or conflict did you face?		But...
S - So (So)	What did you do to solve the problem?		So...
T - Then	What was the final result?		So...

My summary:

FORMAT 2: "MAIN IDEA-DETAILS-CONCLUSION"

For informative texts

Title of the text : _____

Element	Information	Opening prayers
Main idea	What is the text mainly about?	This text is mainly about...
Detail 1		An important detail is...
Detail 2		Another key point is...
Detail 3		It is also important to mention that...
Conclusion	What final message or conclusion does the text present?	In conclusion... / Finally...

My summary:

ANNEX 5: POST-EVALUATION OF STRATEGY IMPLEMENTATION

**INTERNATIONAL UNIVERSITY OF THE AMERICAS
SCHOOL OF EDUCATION AND FOREIGN LANGUAGES**

POST-EVALUATION OF APPLICATION OF READING STRATEGIES

La Perla School, Circuit 04 of Guácimo, Limón

Student Name: _____

Grade: _____ **Date:** _____

PART 1: READING AND APPLYING STRATEGIES

Instructions : Read the following text about marine conservation in Costa Rica. Apply the reading strategies you've learned and then answer the questions.

MARINE CONSERVATION IN COSTA RICA

[IMAGE: View of beach with sea turtles laying eggs]

Costa Rica has two beautiful coastlines: the Pacific Ocean and the Caribbean Sea. These waters are home to many marine species that need protection.

Sea turtles come to Costa Rican beaches to lay their eggs. Four species visit these shores: leatherback, green, hawksbill, and olive ridley turtles. The leatherback is the largest sea turtle in the world! Unfortunately, all these species are endangered.

Conservation efforts are making a difference. In places like Tortuguero National Park, scientists and volunteers protect turtle nesting sites. They patrol beaches at night to prevent poaching and help count new nests.

Coral reefs are another important ecosystem in Costa Rica's waters. These underwater habitats provide homes for thousands of fish species. However, pollution and climate change are damaging the reefs. Higher ocean temperatures cause coral bleaching, which can kill these delicate organisms.

The Costa Rican government has created Marine Protected Areas where fishing is limited. About 15% of Costa Rica's territorial waters now have some form of protection. This helps marine populations recover.

Local communities are also getting involved in conservation. Fishermen are learning sustainable fishing practices, and many coastal towns now depend on ecotourism rather than overfishing.

APPLICATION OF READING STRATEGIES:

1. **Visual Prediction Technique** : Before reading the entire text, look at the image and the title. Write three predictions about the content of the text: a.

_____ b.

_____ c.

2. **Scanning for Specific Information** : Without rereading the entire text, answer:

○ How many species of sea turtles are mentioned? _____

○ What percentage of Costa Rica's territorial waters are protected?

3. **Identifying Main Ideas** : Underline or highlight the main idea of each paragraph in the text. Then, write the overall main idea of the text:

4. **Vocabulary Inference by Context** : For the following words in the text, infer their meaning based on the context:

○ Endangered: _____

○ Poaching: _____

○ Coral bleaching: _____

○ Sustainable: _____

5. **Text Summary** : Using your own words, write a 3-5 sentence summary of the text:

ANNEX 6: CHECKLIST FOR SECOND OBSERVATION

INTERNATIONAL UNIVERSITY OF THE AMERICAS
SCHOOL OF EDUCATION AND FOREIGN LANGUAGES

CHECKLIST FOR SECOND OBSERVATION

Implementation of Reading Strategies in English

Observation Date: _____

Grade: _____ Section: _____

Number of students present: _____

Observer: _____

OBSERVATION CRITERIA	YEAH	NO	COMMENTS
1. IMPLEMENTATION OF READING STRATEGIES			
1.1 The teacher explicitly teaches the Visual Prediction Technique			
1.2 The teacher explicitly teaches the technique of Scanning for Specific Information			
1.3 The teacher explicitly teaches the Identification of Main Ideas			
1.4 The teacher explicitly teaches Vocabulary Inference by Context			
1.5 The teacher explicitly teaches the use of Graphic Organizers for Summarizing			
2. APPLICATION OF STRATEGIES BY STUDENTS			
2.1 Students use the Visual Prediction Technique before reading			
2.2 Students use Scanning to locate specific information			
2.3 Students can identify and underline main ideas			
2.4 Students attempt to infer unknown vocabulary from context			
2.5 Students use graphic organizers to summarize texts			

COMPARISON WITH THE FIRST OBSERVATION:

ASPECT	FIRST OBSERVATION	SECOND OBSERVATION	OBSERVATIONS ON CHANGES
Explicit teaching of strategies			
Application of strategies by students			
Demonstrated text comprehension			
Level of student autonomy			

SUMMARY OF OBSERVATIONS:

OBSERVED ACHIEVEMENTS:

ANNEX 7: STUDENT QUESTIONNAIRE

**INTERNATIONAL UNIVERSITY OF THE AMERICAS
SCHOOL OF EDUCATION AND FOREIGN LANGUAGES**

STUDENT QUESTIONNAIRE

Perceptions about the Reading Strategies Implemented

Name (optional): _____

Grade: _____ **Date:** _____

INSTRUCTIONS:

This questionnaire is intended to determine your opinion on the reading strategies you learned during the first period of 2025. Please answer honestly. There are no right or wrong answers.

INITIAL SECTION (For all students)

1. Do you think your English reading level has improved with the strategies you've learned?
 - Yeah
 - No
2. If you answered YES to the previous question, has your interest in reading in English increased?
 - Yeah
 - No
3. Which of the strategies you learned has been most useful to you? (Check only one)
 - Visual prediction technique
 - Scanning for specific information
 - Identifying main ideas by underlining
 - Vocabulary inference from context
 - Summary using graphic organizers
4. Which strategy did you find most difficult to implement? (Check only one)
 - Visual prediction technique
 - Scanning for specific information
 - Identifying main ideas by underlining
 - Vocabulary inference from context
 - Summary using graphic organizers
5. Will you continue to use these strategies when reading English texts in the future?
 - Yes, all strategies
 - Yes, some strategies
 - No, no strategy.

6. Additional comments on the reading strategies implemented:

Questionnaire 1: Improved Reading Skills and Increased Interest

1. How would you rate your experience with English reading strategies?

- Very positive
- Positive
- Neutral
- Negative
- Very negative

2. Did you enjoy reading texts in English during the course?

- Yes I did
- No, I did not
- Sometimes

3. Do you think the strategies helped you improve your reading skills?

- Yes No
- Yes No
- Partially

4. Would you recommend these strategies to other students?

- Would you recommend these strategies to other students?

- Yes No

- Maybe I would

5. Do you feel more confident reading English texts after the course?

- Yes No

- No, I don't

- A little more confident

Questionnaire 2: Improvement in reading skills but no increase in interest

1. Do you think the strategies helped you improve your reading skills?

- Yes No

- Yes No Partially

- Partially

2. Did you enjoy reading English texts during the course?

- Yes No

- No Sometimes

- Sometimes

3. What would you like to see more of in the reading texts?

- More interesting topics

- Shorter texts

- Easier texts

- Other (specify)

4. Do you think the strategies could be adapted to increase interest?

- Yes No

- No, maybe not

- Maybe

5. Do you feel more confident reading English texts after the course?

- Yes No

- No, I don't

- A little more confident

6. What do you need to enjoy reading in English more?

- More practice

- More support

- More variety of texts

- Other (specify)

Questionnaire 3: No improvement in reading skills but suggestions for improvement

1. Why do you think you have not improved your reading skills?

- Lack of practice

- Ineffective strategies

- Lack of motivation

- Other (specify)

2. What modifications could you suggest to improve the strategies?

- More practice
- More support
- More variety of texts
- Other (specify)

3. What additional resources would you need to improve your reading skills?

- More practice time
- More teacher supports
- More online resources
- Other (specify)

Questionnaire 4: Strategies not effective

1. Why do you think the strategies were not effective?

- They were not interesting
- Not relevant
- They were not sufficient
- Other (specify)

2. What alternative approaches or strategies do you think would be more effective?

- More practical

- More support
- More variety of texts
- Other (specify)

3. What recommendations could you make to improve the teaching of reading in English?

- More emphasis on practice
- More individualized support
- More variety of texts and resources
- Other (specify)

ANNEX 8: MODEL LESSON PLAN

**INTERNATIONAL UNIVERSITY OF THE AMERICAS
SCHOOL OF EDUCATION AND FOREIGN LANGUAGES**

LESSON PLAN: IMPLEMENTING READING STRATEGIES

La Perla School, Circuit 04 of Guácimo, Limón

Teacher: _____
Grade: _____ **Section:** _____
Date: _____ **Duration:** 80 minutes (2 lessons)
Number of students: _____

1. UNIT DATA

Unit: English Reading Comprehension
Topic: Vocabulary Contextual Inference Strategy
Student Level: Beginner to Low Intermediate

2. OBJECTIVES

General objective:

- Develop the ability to infer the meaning of unknown words using contextual clues in English texts.

Specific objectives:

- Identify the four types of context clues: definition, example, contrast, and general context.
 - Apply the contextual vocabulary inference strategy using a three-step process.
 - Document and verify inferences using the "Vocabulary Detective" worksheet.
-

3. CONTENTS

Conceptual contents:

- Contextual clues (definition, example, contrast, general context)
- Vocabulary inference process

Procedural contents:

- Identifying unknown words in a text
- Analysis of contextual clues
- Formulating inferences based on textual evidence
- Verifying inferences using the dictionary

Attitudinal contents:

- Willingness to take risks when inferring meanings
 - Assessment of the strategy as a tool for reading autonomy
 - Confidence in the ability to understand texts with unfamiliar vocabulary
-

4. MATERIALS AND RESOURCES

- Digital presentation or posters with examples of the four types of contextual clues
- "Amazing Marine Life" text printed for each student
- "Vocabulary Detective" worksheets (one per student)
- English-Spanish dictionaries or access to digital dictionaries
- Different colored markers to code track types
- Flipcharts for class examples

5. TEACHING SEQUENCE

5.1 START (15 minutes)

Motivational activity:

- Contextual Guessing Game: Present sentences with invented words and ask students to guess their meaning based on the context.
 - Example: "The zumble fruit is very sweet and juicy. It is round like an orange but red like an apple."

Activation of prior knowledge:

- Guided discussion about what students do when they encounter unfamiliar words in a text.
- Introduction of the concept of "Vocabulary Detective".

Presentation of the objective and relevance:

- Explain the importance of inferring meanings for reading comprehension.
- Present the strategy as a tool for reading autonomy.

5.2 DEVELOPMENT (50 minutes)

Explicit presentation:

- Explanation and exemplification of the four types of contextual clues:
 1. **Definition:** "Biodiversity means the variety of plant and animal life in a particular habitat."
 2. **Example:** "Many marine creatures, such as dolphins, whales, and sea turtles, need to come to the surface to breathe."
 3. **Contrast:** "Unlike freshwater fish, saltwater fish need special adaptations to survive in the ocean."
 4. **General context:** "The conservationists work tirelessly to protect endangered species from extinction."

Teacher modeling:

- Demonstration of the strategy by thinking aloud using a projected paragraph.
- Model the three-step process: identify the unknown word, examine the context, make a reasonable inference.
- Demonstrate the use of the "Vocabulary Detective" sheet by completing an example.

Guided practice:

- Distribution of the text "Amazing Marine Life".
- Joint reading of the first paragraph.
- Collaborative identification of potentially unknown words.
- Joint analysis of contextual clues for 2-3 selected words.
- Group formulation of inferences and verification with the dictionary.

Collaborative practice:

- Organization of students in pairs.
- Assignment of specific paragraphs to work on.
- Active monitoring and feedback during pair work.

5.3 CLOSING (15 minutes)**Independent practice:**

- Assignment of the last paragraph of the text for individual work.
- Complete the "Vocabulary Detective" sheet individually for at least three words.

Verification:

- Comparing inferences with dictionary definitions.
- Discussion on successes and necessary adjustments.

Metacognition:

- Guided reflection on the usefulness of the strategy.
- Complete the reflection section on the worksheet.

6. FORMATIVE EVALUATION**Techniques and instruments:**

- Performance observation during guided and collaborative practice
- Analysis of the completed "Vocabulary Detective" worksheet
- Participation in metacognitive reflection

Achievement indicators:

- Correctly identify the different types of contextual clues
- Make reasonable inferences based on available clues
- Properly document the inference process on the worksheet

- Reflects pertinently on the usefulness of the strategy
-

7. ADAPTATIONS AND SPECIAL CONSIDERATIONS

For advanced students:

- Working with texts of greater lexical complexity
- Inferring meanings from idiomatic expressions and complete sentences

For students with difficulties:

- Provide texts with greater visual support
 - Work with shorter, more structured paragraphs
 - Use colored highlighting to point out contextual clues
-

8. EXTENSION AND TRANSFER

Homework:

- Read a short text and complete the "Vocabulary Detective" sheet for 5 additional words
- Reflect in writing on how this strategy could be applied to reading in Spanish.

Connection with upcoming lessons:

- Link to the summary strategy using graphic organizers
 - Prepare for the integrated implementation of multiple strategies
-

9. TEXT FOR THE ACTIVITY

Amazing Marine Life

The ocean covers more than 70% of our planet and is home to an extraordinary variety of marine life. From microscopic plankton to enormous whales, the biodiversity of the oceans is truly astonishing.

Many marine creatures have developed unique adaptations to survive in their environment. For example, some fish have bioluminescent organs that produce light, helping them navigate, find food, or escape from predators in the dark depths of the ocean.

Coral reefs are often called the "rainforests of the sea" because they harbor an incredible diversity of species. Unfortunately, these fragile ecosystems are vulnerable to climate change, pollution, and overfishing. When ocean temperatures rise, corals experience bleaching, a process that can lead to their death if conditions don't improve.

Conservation efforts are essential to protect marine biodiversity. Marine protected areas, where human activities like fishing are restricted, help to preserve habitats and allow fish populations to recover. Additionally, sustainable fishing practices ensure that we don't deplete ocean resources.

Everyone can contribute to marine conservation through simple actions like reducing plastic consumption, properly disposing of waste, and supporting organizations dedicated to ocean protection. By working together, we can ensure that future generations will continue to enjoy the wonders of marine life.



10. POST-IMPLEMENTATION OBSERVATIONS

Achievements:

Difficulties:

Settings for future implementations:

Teacher's signature