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Enhancing Students' Reading Literal Comprehension Skills: Implementing Cognitive Reading Strategy in a Private High School.

Trabajo de Integración Curricular previo a la obtención del título de Licenciado/a en Pedagogía del Idioma Inglés

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Resumen

Este estudio investiga las estrategias cognitivas para el desarrollo de la lectura en el nivel literal de la comprensión lectora para comprender mejor el texto. El objetivo principal es examinar el efecto de estas estrategias en la comprensión lectora literal de los estudiantes de secundaria. La investigación emplea un diseño cuantitativo cuasi experimental. Los participantes fueron 59 estudiantes de secundaria matriculados en un instituto privado. 15 estudiantes se asignaron al grupo de control y 14 al grupo experimental. Los investigadores evaluaron el efecto de las estrategias aplicando primero un pre-test compuesto de 21 ítems divididos en tres secciones, y luego un post-test también compuesto de 21 ítems, el pre-test y el post-test fueron administrados a ambos grupos. El grupo experimental que recibió el tratamiento mostró una mejora significativa, mientras que el grupo de control, que no recibió el tratamiento, mostró un progreso mínimo. Los resultados del análisis de las estrategias cognitivas de lectura utilizadas en el nivel literal han aportado valiosas ideas para mejorar la comprensión de lectura literal de los estudiantes de secundaria mediante la aplicación de las estrategias denominadas Skimming, scanning y answering questions. Los datos recogidos del cuestionario se analizaron estadísticamente, demostrando que estas estrategias mejoran significativamente la comprensión. Los resultados apoyan la hipótesis de que las estrategias cognitivas de lectura son beneficiosas, subrayando la importancia de integrar estas estrategias en las prácticas docentes y ofreciendo una base para futuras investigaciones en este ámbito. La intervención concluyó con la administración de una prueba posterior para medir el impacto de las estrategias cognitivas de lectura en la capacidad de comprensión de los estudiantes.

Palabras clave: Estrategias de lectura cognitivas, Comprensión de lectura literal, Estudiantes de secundaria.

Abstract

This study investigates cognitive strategies for reading development at the literal reading comprehension level to understand the text better. The main objective is to examine the effect of these strategies on secondary students' literal reading comprehension. The research employs a quantitative quasi-experimental design. Participants included 59 high school students enrolled in a private secondary school. Among these participants, 15 students were assigned to the control group, while 14 learners were assigned to the experimental group. The researchers evaluated the effect of the strategies by first applying a pre-test consisting of 21 items divided into three sections and then a post-test consisting of 21 items; the pre-test and post-test were administered to both groups. The experimental group that received the treatment demonstrated significant improvement, while the control group, which did not receive the treatment, showed minimal progress. The results of cognitive reading strategies used at literal level analysis have provided valuable insights into improving students' literal reading comprehension among secondary students' skills through applying the strategies named Skimming, scanning, and answering questions. The data collected from the questionnaire was analyzed statistically, demonstrating that these strategies significantly enhance comprehension. The results support the hypothesis that cognitive reading strategies are beneficial, emphasizing the importance of integrating these strategies into teaching practices and offering a foundation for future research in this area. The intervention concluded with administering a post-test to measure the impact of cognitive reading strategies on students' comprehension ability.

Keywords: Cognitive reading strategies, Literal reading comprehension, Secondary students

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CHAPTER I

Introduction

Context of the research

Developing reading skills in English as a second language is crucial for several reasons. Firstly, it enhances communication abilities, allowing individuals to understand and interact with English-language texts in various academic, professional, and everyday contexts. Nurviyani, Suherdi, and Lukmana (2020) pointed out that reading is one of the most essential skills, and using some cognitive processes helps to develop a proficient level in foreign language learning. Practical reading skills also facilitate language acquisition by exposing learners to vocabulary, grammar structures, and idiomatic expressions within authentic written materials. Additionally, reading comprehension promotes critical thinking skills, enabling learners to analyze and evaluate information, and make connections.

It is indisputable that reading is a fundamental skill in academics and in everyday life, as it serves as a gateway to improving language proficiency. Reading strands are an essential component of the English curriculum implemented in Ecuador and the Ministry of Education focuses on achieving the desired level of language proficiency required.

On the other hand, according to the English Proficiency Index of 2022, Ecuador's proficiency in English falls below the B2 level. Ecuador takes eighteenth place on the list of twenty examined countries. In addition, conducting the development of reading was a strength point for Ecuadorian students as they demonstrated the lowest grades in reading. Criollo (2021) indicates that just 47% of Ecuadorians read for pleasure. Moreover, it is crucial to note that reading in the native language among Ecuador's population is low; reading in English is not the exception.

Comprehensive reading is as much a tool for competitive advantage in the school as it is for critical development in language skills. This aspect relates to obtaining knowledge that Learners can spot in different spheres, including vocabulary, grammar, context, and culture. However, a typical problem for students is the need to recognize the text at the literal level, which makes them inefficient readers. Keep in mind that holistic comprehension is not an achievement of bringing superficial understanding; it is of the essence to apply different techniques through the process of reading. These students improve their ability to grasp explicit information and their knowledge of various aspects of texts.

An investigation conducted by Mora et al. (2021) at the University of Cuenca, Ecuador, found that students struggle with what involves reading comprehension because of the lack of strategies applied during their English lessons at the various levels in the Language Department, which are mandatory for the whole majors in the University of Cuenca. Students' reading significantly improves when they use a diverse set of cognitive strategies. It is practical to use reading strategies available to them, such as cognitive reading strategies, as they improve reading comprehension.

Building on the findings of a mixed method research conducted by Elihami and Ismail (2017) demonstrated the effectiveness of rehearsal, organization, and elaboration cognitive reading strategies in enhancing reading comprehension combined with cooperative learning, JIGSAW, think-pair-share strategy, and direct-activity related. According to this statement, this investigation explores the practical application of these strategies in teaching literal comprehension. By applying various cognitive reading strategies to enhance reading comprehension and employing diverse strategies, educators can cater to different learning styles and needs, effectively engaging students in active participation. The division of cognitive

strategies into answering questions offers a structured approach to address students' specific challenges, providing them with tools to maximize their reading comprehension capabilities at the literal level.

Educators aim to reinforce students' basic reading skills by incorporating and fostering a more vital command of the language. In addition, Sua (2021) implemented an investigation using cognitive reading strategies (CRSs). It helps students to improve their vocabulary and increase their motivation; in the same way, in the end, students started to use CRSs voluntarily in the different stages of reading, helping them to improve their reading in a significant way. Through the active use of various strategies, students hone their reading skills and strengthen their command of grammar, vocabulary, critical thinking, and overall language structure.

The cognitive strategies applied in this investigation are skimming, scanning, and answering questions. Skimming involves quickly glancing through a text to get a general idea of its structure and main points. Scanning consists of looking through a text quickly and selecting to find specific information or details, such as dates, names, or keywords. Answering questions is a cognitive strategy in which learners answer literal questions after checking whether the students understood the reading.

Diagnosis of the situation

The students were from Buena Esperanza school in Cuenca-Azuay. They were between thirteen and fourteen years old. This data will be the source for developing data collection methods and providing crucial information to prove the hypothesis and answer the research problem. There were about twenty-nine students in the classroom, so it was a large group of students, making it difficult to distribute the students within the classroom to apply kinesthetic activities.

During our practicum in the ninth semester, the practitioners dealt with diverse challenges, situations, and concerns in the educational field. A specific situation caught our attention. The

researchers noticed that students struggled with their reading comprehension. Consequently, researchers observed that students needed help finding the main ideas and answering simple questions about the reading.

This problematic situation occurs because, in English classes, students need strategies to better understand the text, thus facilitating the reading activities. Additionally, students do not consider reading in English an essential skill. Furthermore, students could have improved their reading comprehension practice in English lessons; however, the teacher did not control them during the activity or give them feedback about the reading activities. The lack of different strategies that might enhance participation and concentration was another thing that contributed to the main problem.

Finally, during English classes at Buena Esperanza, three challenges emerged:

- Learners needed more practice in reading comprehension in the English classroom.
- Teachers focus on other activities rather than reading skills.
- Strategies need to be developed to enhance students' reading comprehension.

These are some causes which impacted the students' reading abilities, allowing students to have a low performance in reading skills. Cajamarca & Gonzalez (2023) Found that students who do not read in their first language will hurt their second language learning habits. This deficit may be due to the inadequate training imparted to Ecuador teachers, who must have sufficient time to plan a lesson and involve students in those things. This deficit may be due to the inadequate training provided to teachers in Ecuador, who must have sufficient time to plan lessons and involve students in various activities.

If this problematic situation continues, students will be unable to develop the distinct stages of reading comprehension, which can affect their performance in learning English as a second language. This study will contribute some cognitive strategies, including question response, skimming, and scanning, which may enhance the ability to read and comprehend text during the intervention. Furthermore, students can solve specific questions related to text reading.

Importance Of the study

The study aims to assess the application of cognitive reading strategies to develop literal-level reading comprehension in 9th-grade students at Buena Esperanza School. Through this study, researchers are looking to help students develop their reading literal comprehension to grasp basic facts and details in the text. Consequently, the researchers will help develop cognitive reading strategies to help learners build their comprehension step by step and achieve literal reading comprehension with this research.

Moreover, reading is a long-term skill that children and young learners should develop. Additionally, this teacher must pay attention to how to help students acquire this skill by developing their cognitive skills so that each student can build their understanding. Kusumarasdyati (2023) mentions that reading comprehension should be considered from a mental perspective, where the reader actively constructs meaning rather than extracting it. This process involves activating knowledge structures in their mind to connect prior knowledge with new information.

Thousands of studies focus on developing reading skills, recognizing them as crucial for acquiring English as a Foreign Language. However, in Ecuador, there needs to be more information on how to help learners improve their reading comprehension. This study specifically aims to develop literal-level comprehension skills in young learners. According to Kamagi (2020), understanding the sequential order of events is more challenging than simply

recalling information. Understanding the sequential order of events is part of literal comprehension. It helps students identify information in an orderly and sequential manner, which enhances their comprehension skills.

Education has developed diverse resources to help teachers enhance learners' comprehension skills. Nevertheless, researchers observed that most English teachers base their classes on materials, activities, and strategies without considering the interests of their students, missing opportunities to create more meaningful knowledge. In the schools of Ecuador, the English textbook is the material that the Minister of Education offers to students surrounding Ecuador. In private schools, teachers often purchase textbooks from "Santillana" and prefer using them to plan their classes for the entire year. As a result, this material usually provides grammar tenses and vocabulary without using innovative strategies to develop reading skills, so students are not acquiring new knowledge to foster this essential skill as second lenguage Learners.

English teachers will benefit from this study. They will learn to apply cognitive strategies to enhance literal reading comprehension and achieve positive outcomes. Additionally, they will gain insights into practical strategies and activities that can aid learners in improving their literal reading comprehension. Lastly, this study will assist teachers in selecting materials based on their students' interests and needs.

Furthermore, students will benefit from this study as they learn how to utilize three cognitive reading strategies: 1) Skimming to grasp the general idea of a text quickly. 2) Scanning to locate specific information within the text. 3) Answering questions to enhance understanding. Many teenagers are keenly interested in reading but may need help comprehending and extracting meaningful ideas from texts. This study aims to provide these three strategies to help students to develop their reading literal comprehension. Finally, future research could also benefit from this

study because the findings serve as reference data for conducting similar research. Additionally, this study might support and enhance the understanding of the results, particularly in similar studies.

The following hypothesis emerged from the problematic situation.

Null hypothesis
Using a cognitive reading strategy will not develop a literal reading comprehension level.

Hypothesis
The use of cognitive reading strategy develops a literal level of reading comprehension.

RESEARCH QUESTIONS

Main research Question

What is the effect of using cognitive reading strategies on developing a literal reading comprehension level in nine grades of a student?

Sub research Questions

What is the correlation between the consistency of using cognitive reading strategies and enhancement in literal-level comprehension among ninth-grade students?

To what extent does implementing cognitive reading strategies develop nine grades of high school students' literal reading skills?

OBJECTIVES

General Objective

To examine the effect of cognitive reading strategies on secondary students in developing their literal reading comprehension level.

Specific Objectives

1. To determine the extent to which the frequency of use of cognitive reading strategies correlates with improvement in literal level comprehension among ninth-grade students.

2. To assess the baseline reading literal comprehension level skills among ninth-grade high school students by implementing cognitive reading strategies.

Understanding the context and background of this concept is essential for applying cognitive reading strategies to enhance their reading literal comprehension. To fully appreciate why it is necessary to use these strategies, it is crucial to examine the various perspectives of other researchers and studies that have shaped a similar understanding of this study. In the following chapter, the researchers will explore the relevant literature review, highlighting key findings, theories, and concepts that provide a foundation for this current study.

CHAPTER II

LITERATURE REVIEW

This chapter presents existing research and its importance on how to teach reading comprehension at a literal level in EFL classes. In addition, summarizing key findings and identifying gaps provides a comprehensive understanding of the current state of knowledge gained from previous studies, allowing researchers to build on existing work and bring new ideas to the field. Moreover, those investigations allow researchers to explore critical studies and their contributions and provide a foundation to understand the importance of applying cognitive reading strategies to enhance reading comprehension at the literal level in high school.

Previous studies

Reading comprehension helps students to develop their critical thinking, enhances vocabulary and comprehends texts. Erya and Pustika (2021) point out in their investigations that reading has become a part of our daily activity and has included one of the skills needed to learn English as a foreign language and through reading activity, students can improve their language, experience, and reading skills. Reading comprehension plays a vital role

in education settings, helping students to learn how to analyze and interpret texts more effectively, evaluate information, and enhance critical thinking abilities.

The action research conducted by Sevy-Biloon et al. (2023) found low interest in reading in their students. The research conducted at UNAE showed a low reading level in English as a foreign language (EFL). Many students did not read, were not motivated to read, and needed help with vocabulary acquisition and comprehension. At the end of the research, the findings suggest that implementing different reading strategies can positively impact students' reading, writing, vocabulary, comprehension, engagement, and increase their motivation. They concluded that there was an increase in reading English academically and for pleasure. According to these findings, some students need help with reading since they do not have the correct strategies to enhance their reading habits. Implementing different strategies facilitates reading similarly, increasing reading for academic and pleasure.

This research underscores the critical importance of implementing effective reading strategies. Their research shows that implementing various reading strategies improved students' reading and writing skills, vocabulary acquisition, comprehension, engagement, and motivation. More importantly, these strategies led to an increase in academic and leisure reading in English. In addition, this research helps us understand the importance of applying reading strategies and how they help students develop their reading skills.

This study, titled The Correlation between Cognitive Reading Strategies and Students' English Proficiency, conducted by Gustanti and Ayu (2021), focused on 6th-semester students enrolled in a private university's English Language Teaching Department. Researchers collected data using quantitative methods, with 40 students completing a self-report questionnaire of 25 items. The questionnaire assessed reading strategies in three phases: before, during, and after reading. The

results revealed a positive correlation between cognitive reading strategies and English proficiency test scores. Students employed cognitive reading strategies while reading the texts, with varying frequency. Students who used cognitive reading strategies tended to have higher scores on English proficiency frequently using these strategies.

This investigation highlights the importance of cognitive reading strategies in language learning and their usefulness in enhancing reading comprehension skills. Specifically, their findings imply that students who actively use these strategies during reading sessions tend to achieve higher levels of comprehension, as demonstrated by their proficiency scores. Strategies are consistent with research on the effect of cognitive reading strategies on secondary students in developing their literal reading comprehension level. Building on Gustanti and Ayu's findings, their study aims to delve deeper into the strategies most helpful in improving students' literary comprehension, thus contributing to a broader understanding and application of cognitive reading strategies in educational settings.

The second study, "Correlation between Students' Cognitive Reading Strategies and Reading Comprehension," conducted by Wahyono (2019), explores how students' use of cognitive reading strategies relates to their reading comprehension scores. With a quantitative approach, the study aims to delineate students' use of these strategies and elucidate the extent of their correlation with reading comprehension. The results indicate that most students employ the four cognitive reading strategies examined in the study, significantly related to their reading comprehension abilities. In the same way, the researchers help to understand how these cognitive reading strategies can help students in their reading and support the hypothesis of applying different cognitive reading strategies to enhance reading comprehension at the literal level.

A subsequent study, "Using Strategic Reading Techniques for Improving EFL Reading Skills," conducted by Ahmed Okasha (2020), aims to determine the effectiveness of strategic reading techniques for improving EFL reading skills. This research used a quasi-experimental design by separating a control from a non-control group. Data was collected through a model teaching program using reading techniques, a questionnaire, and a strategic reading test. The application of "clarify, predict, question and summarize" CPQS strategy as pedagogy helped students to improve their reading skills "The mean score of the experimental group is (126.5278). The mean score of the control group is (102.2778) on the posttest of the global strategic reading test. These differences demonstrate the effect of the strategic reading techniques program with the innovative group." These results prove the hypothesis, and answering questions is an excellent strategy to improve EFL learners' reading comprehension.

The results suggest that EFL teachers consider incorporating strategic reading techniques into their teaching methodologies. This approach may provide students with tools to improve their reading comprehension independently, fostering better academic outcomes in EFL contexts. The study's results support the hypothesis that strategic reading techniques can significantly improve EFL students' reading comprehension. The use of clarification, prediction, questioning, and summarizing as pedagogical tools proved effective, as evidenced by the improved scores of the experimental group.

After analyzing these studies, some points emerged. First, the English reading level of students in Chuquipata, Azogues is low. Second, cognitive reading strategies were effective in private schools, often using different teaching methodologies. These strategies fit well with the specific needs of this research. Third, cognitive reading strategies were effective for adolescents, which helped them engage with the material. Finally, a quantitative study confirmed “Using Strategic

Reading Techniques for Improving EFL Reading Skills" the effectiveness of these strategies in improving reading skills. These findings confirm the value of cognitive reading strategies in improving reading proficiency in English, as cognitive reading strategies in a private school in ninth grade positively impacted their reading skills.

THEORETICAL FRAMEWORK

This section explores and analyzes the relevant investigations to reading comprehension at the literal level, highlighting significant studies, methodologies, and theoretical frameworks that have shaped the research. First, it is essential to define the influence of Cognitive Theory and Social Cognitive Theory in teaching reading comprehension. Second, problems that affect reading comprehension skills in EFL. Also, comprehend the relationships between cognitive reading strategies and reading comprehension. Through this review, the following chapters will analyze the application of cognitive reading strategies to address this study's research questions and objectives.

Cognitivism Theory

Drawing upon Cognitive theory, Jean Piaget (1952) emphasizes that every human adapts to the physical and social environments in which they live. Additionally, this theory is crucial since, in the formal operational stage, it informs the ability to think about possibilities in a hypothetical situation and solve problems through logical deductions, which might support students' reading comprehension. Wahyuni et al. (2023) explain the free learning theory, emphasizing the independent learning process and student-centered approaches in education.

On the other hand, Efgivia et al. (2021) discuss "cognitivism in educational theory, which focuses on the learning processes rather than the learning outcomes" (pg. 200). This implies that students can learn more through their interaction. Additionally, "cognitivist approaches emphasize different processes in learning, given the importance of the process, which involves

memory, thinking, reflection, abstraction, and metacognition:" (Petersen, 2014, p. 44). Implementing cognitive reading strategies aligns with this theory by promoting active learning and knowledge construction. In this case, the teacher will focus on how the students solve questions related to their reading comprehension.

Furthermore, when proposing cognitive reading strategies to help students develop their literal reading comprehension, researchers must align their study on a learning theory, which could guide and support them to apply these three main cognitive reading strategies correctly. Khadka (2024) mentions that this theory explores the complex cognitive processes that readers use when interacting with written text, aiming to thoroughly understand the mental operation involved in comprehending and interpreting written language. In the current study, teachers can help students develop solid reading comprehension. Thus, we gained a deep understanding of both the content and the reading process.

CONCEPTUAL FRAMEWORK

Reading comprehension

Reading Comprehension helps students to process information and identify its meaning. According to Nadirah (2020), "Reading comprehension involves actively understanding the data provided by the author within the written text. In this case, readers intelligently engaged with, evaluate, and ask questions about the content." (p.131). Moreover, according to Rodríguez (2021), through this interactive process, the reader can make predictions or inferences to confirm a hypothesis, learn new vocabulary, or learn how to decode a foreign language.

Similarly, reading comprehension can be a valuable tool for teachers since it helps students select and find a literal answer from it. Coronado and Miyashiro (2019) mention that to help students comprehend what they read, teachers must support their learners in developing and

attaining this skill. This assistance can take different forms, offering guided practice with specific strategies to enhance reading comprehension in learners.

Reading comprehension needs to follow steps to understand the meaning of the text.) "Decoding is the ability to recognize individual written words and language comprehension, as well as the process of interpreting words and connecting discourse. Strong reading comprehension is fundamental to academic success, as it underpins learning in all subjects" (Smith & Hammond, 2021, p.215). With this skill, students may be able to easily understand exams and assignments, analyze papers, and solve complex problems from text-based information. On the other hand, in the digital information age, reading comprehension is essential for discerning credible sources from disinformation.

Activities in Reading Instruction

There are factors related to reading that are important for reading activity. Each of them has its purpose and role in reading comprehension. To encourage comprehension, learners must consider these factors to develop reading comprehension. Teachers usually incorporate pre-reading, during-reading, and post-reading activities in EFL lessons.

Pre-Reading activities

In pre-reading activities, teachers look to connect their prior knowledge. Also, Ajideh (2006) mentions that these activities are carried out before the reading and are instructional to start working on the actual reading. In this phase, teachers related the reading topic to their background teaching vocabulary, making questions related to it, using some keywords, or giving an example and a summary about how it will be. In that way, students will be activated for the next activity using their informational background.

Additionally, pre-reading activities prepare students for concepts and the purpose of reading. Lambe. L (2018) points out that reading tasks become easier since students can connect their

ideas, making reading more meaningful and enjoyable. Pre-reading activities help students be alert to key points that help answer questions or identify the main ideas. These sorts of activities should be colorful or attractive to attract students' attention and show their aim of reading.

Pre-reading activities may be connected with the following activities so that students can understand the purpose of the pre-reading use. This stage needs to incorporate significant variables that can support reading comprehension, such as the vocabulary, the information and structure of the reading, and the type of reading (Lambe. L., 2018). Regarding this, pre-reading activities ensure learners have enough information to read the text.

During Reading Activities

During reading activities, students must comprehend the text. According to Tanjug., et al. (2022), "During the Reading activity, the English teacher asks students to read the narrative text individually by paying attention to the important things included. Here, the students will take some information from what they have read" (pg. 21). This can be helpful for English learners as it helps them share their thoughts and better understand the text. Also, during reading activities, it helps to decode the meaning while reading the title, main idea, and supporting ideas using the skimming technique, helping to acquire the information.

Furthermore, in this phase, these activities facilitate teachers in knowing if students comprehend the text by asking for details or main ideas while connecting with the previous activity. An investigation carried out by Banditvilai (2020) mentions that this process must be analyzed less to analyze words, vocabulary, sentences, and structure to understand the text's details quickly. According to this, learners can develop the ability to deal with texts by using their schematic knowledge, comprehending the meaning of the text, and looking at each detail necessary to understand the text.

Post-Reading Activities

The purpose of post-reading activities is for learners to develop their new knowledge in discussions or by connecting with their own experiences. The investigation made by Tanjug et al. (2022) mentions that with the latest information obtained from reading, learners can briefly summarize, write, and answer several questions to assess their knowledge about readings; thus, only readers who comprehend the text can answer the questions.

In this phase, students' comprehension is checked through discussion, questions, and feedback. According to Ramsa and Rawian (2021), teachers must consider the students' experiences during the reading to close the class through classroom activities such as open-ended questions, matching exercises, or comprehension questions. In this stage, the teacher ensures that reading comprehension has occurred and that students can make connections, reflect on what they have read, and follow up on the process.

Literal Comprehension

The main details stated in a reading, or the specific information expressed to identify directly in a text, are recognized as literal comprehension. *Literal reading comprehension* is the first level, considered an entry-level comprehension skill. According to Kagami (2021) This skill involves understanding specific lines in a text or paragraph and recognizing particular details in the reading and the sequences of events. This level also depends on integrating students' experiences and how to apply them to diverse types of texts.

Literal reading comprehension is the first level of reading comprehension; it will allow students to recognize facts, details and direct information. Sari (2020) states that "the literal reading level is the lowest reading level because literal reading only recognizes and captures written material that is written explicitly" (p.1853). This analysis identifies the literal level, and the main points,

details, and sequence are determined to help students develop their reading comprehension skills and enhance their comprehension.

Cognitive Reading Strategies for Reading Skills

Cognitive reading strategies help students better understand the material they are reading. Young learners can benefit from this strategy since it enhances their comprehension and retention of information. According to Rodríguez Sua (2021), the use of cognitive strategies will allow young learners to process the information in the texts more efficiently and understand the authors' main idea. This study can support our research since learners will become more efficient readers, which will help them achieve their appropriate level in the classroom.

Moreover, if learners use cognitive strategies like questioning, skimming, scanning, and learning vocabulary, the young learners will quickly catch the idea of the text. Previous research can support this argument, which will help us to find solutions to help learners enhance their reading comprehension. A study by Suyitno (2017) tells us the use of cognitive strategies to support the understanding of Indonesian texts; the research clarifies that the use of cognitive strategy can have a positive or negative effect depending on what strategy the students apply during the reading process. Based on the understanding from the cognitive reading strategies, students need to know how to identify the main idea and a crucial point and identify the sequence of the events through skimming scanning and vocabulary to support their literal comprehension.

Skimming strategy

Skimming is a strategy that involves quickly reading a text to locate general information. According to Amini et al. (2020), students and instructors used several reading strategies, including skimming, to enhance comprehension. Skimming can help young learners understand the general idea from the text, which supports our investigation. By applying skimming as a strategy, we can efficiently identify critical information in each reading text, aiding them in

achieving the first level in literal reading. Since skimming is related to speed, Abdelrahman and Bsharah (2014) said that skimming is beneficial in three different situations, particularly in the reading process. Abdelrahman & Bsharah, (2014) They also provide the necessary steps for skimming:

- Read the first sentence of the paragraph.
- Read the last sentence of the paragraph.
- Read key or bold words marked in the text.

Scanning strategy

Scanning is a reading skill that allows students to find information, 2020, p. 46). Moreover, Fauzi (2018) explains that scanning is highly beneficial for students as it enables them to find specific information to get answers to a question in assignments or exams. It is important to emphasize that scanning can enhance students' ability to answer questions accurately when reading text, improving their reading literal comprehension level. Describe the procedures of scanning techniques (Olson & Ames, 1972; Thamrin, 2014; Yusuf et al., 2017)

- Focus only on identifying the primary information.
- Select the key points to find the required information.
- Quickly scan the page to locate these clues. Read the section to find the necessary information.

Skimming and scanning are reading strategies that involve rapidly passing through a text with quick eye movements and keen attention to keywords and general ideas. While the two methods are undoubtedly different, their purposes are similar, and both are essential for reading comprehension. Additionally, this information is related to our study since, with these strategies,

researchers can teach students to identify the general idea and specific information without reading the whole text.

Having reviewed the pertinent literature and established a comprehensive understanding of the theoretical view, we will focus on the methodology guiding our investigation. Chapter III outlines the type of research, research design, variables, techniques and instruments, and sample. This detailed information ensures our findings are reliable and grounded in a rigorous scientific framework.

CHAPTER III

Methodology

Type of Research

The current study will apply a quantitative approach because it helps to understand phenomena more accurately and the effect of implementing cognitive reading strategies in reading literal comprehension. "Quantitative research aims to measure numeric figures, quantity, and amounts, used extensively in economics and commerce. Quantitative research refers to systematic empirical investigation of phenomena quantitative data and their relationship" (Pawar, 2020, p.48). This method facilitated statistical analysis and correlation of the results obtained during the strategy's implementation. Consequently, the quantitative study results were more accessible to standardize and interpret numerically.

Furthermore, this approach focuses on the study's analysis and hypothesis. According to Mahajan (2020), quantitative research is a deductive approach that uses systematic strategies to gain knowledge to solve a problem and obtain accurate and reliable measurements; its purpose is to discover relationships between independent and dependent variables within a population. Determining clear variables (independent and dependent) will help the researchers focus on these variables and explain how the independent variable affects the dependent variable.

Research Design

This research study will focus on a quasi-experimental design. The researchers evaluate this by giving a specific treatment to one group while withholding it from another and comparing the outcome scores from both groups. (Creswell & Creswell, 2018). In this study, researchers will investigate the effect of cognitive strategies on developing literal reading comprehension skills in ninth-grade students. At the end of the intervention, the researchers will administer a post-test to the experimental and control groups to measure the changes in this study.

In this investigation, the quasi-experimental research design was applied. It studies whether there is a cause-and-effect relationship between the research variables. According to Pawar (2020), "this design is used to prove or disprove hypothesis statistics analysis required and to build relationships between (cause-effect) groups, a true design is required. It needs random distribution; variables can be manipulated, and control groups are unchanged" (p, 54). Moreover, quantitative data will be crucial to find patterns during the treatment. Additionally, Singh (2006) study found the following: The programmed instruction group's performance is significantly higher than that of the lecture method group. The programmed instruction strategy is more effective than the lecture method because the experimental group's performance is caused by the new teaching strategy or programmed instruction treatment. (pg. 136)

This highlights that the researchers are looking to examine the influence of the independent variable on the dependent variable. The participants in this investigation were selected using a convenient sampling method because the Buena Esperanza school is easily accessible. Additionally, only two classrooms were completed the day the researchers were collecting data, which helped researchers for both the experimental and control groups. Also, the researchers will

test if there is a significant effect during the treatment in the control group, which involves cognitive strategies to develop literal reading comprehension.

Variables

Variables are essential in quasi-experimental research since this type of investigation describes the phenomenon using two or more variables. Moreover, variables can help researchers see that one or more variables are modified, and the effect of these changes on another variable is analyzed (Rogers & Révész, 2019). In quasi-experimental research, there are two variables that this research must focus on: the dependent variable and the independent variable.

Dependent Variable

Introducing a dependent variable in a study will help the researchers to have a clear idea of what they are measuring. The dependent variable is observed and measured to determine the effect of the independent variables. Defined, the dependent variable is the variable that is being modified (Rogers & Révész, 2019). In this study, the dependent variable is reading literal comprehension.

Independent Variable

In this study, an independent variable is essential for testing hypotheses. The independent variable is anticipated to cause some variation or change in the dependent variable (Rogers & Révész, 2019). In this study, the independent variable is cognitive reading strategies since researchers aim to measure whether the strategy helps students acquire the reading literal level and, therefore, the effect of this variable on the dependent variable.

Chart 1.

Operationalization of variables.

Variables	Dimensions	Indicators	Instrument/items

Cognitive Reading Strategies **Cognitive reading strategies help students better understand the material that they are reading. According to Rodríguez Sua (2021), using cognitive strategy will allow young learners to process the text's information more efficiently and understand the authors' main idea.**	1. Remembering 2. Skimming 3. Scanning	1.1 Locate information 1.2 Find information on the reading 1.3 Define concepts or vocabulary 2.1 Read the title 2.2 Read the headings and subheadings 2.3 Look for essential information 2.4 Read the conclusion 3.1 Find specific information 4.1 Learner understanding information	Treatment: Readings Task-based in readings

	4. Answering questions	4.2 Learner participation in discussion	
Reading literal comprehension skill **According to Kagami (2021), Literal reading comprehension is the first level and is considered an entry-level comprehension skill. This skill involves understanding specific lines in a text or paragraph and recognizing details in the reading and the sequences.**	1. Recognizing words 2. Connection words to their meaning 3. Use of cognitive reading strategies	1.1 Orthographic 1.2 Grammar 2.1 Combine words 2.2 Comprehension 2.3 Understanding Vocabulary 3.1 Use of skimming 3.2 Use of scanning 3.3 Answer questions	Pre and Post-test

Note: *Self Elaboration*

Hypothesis

Since this research is looking forward to seeing if there is a relationship between the implementation of Cognitive reading strategies and the development of literal reading comprehension in ninth-grade students, a hypothesis was established. “Quantitative research will

get you numbers that you can apply statistical analysis to validate your hypothesis" (Ahmad et al. 2019, p. 2830). Thus, it was established the null hypothesis **"**Using a cognitive reading strategy will not develop a literal reading comprehension level," and the hypothesis was "The use of a cognitive reading strategy develops a literal level of reading comprehension," which were either accepted or rejected based on the gathered results.

Sample and Sampling

Sample Participants

The participants in this investigation comprised 59 high school students enrolled in a private school secondary stage students in Buena Esperanza school in the academic year 2023/2024 in Cuenca, Ecuador. Among these participants, 15 students were assigned to the control group, while 14 were assigned to the non-control group. Participants will participate in a six-week program spread over two months, with classes scheduled according to availability. Four hours each week will be allocated from the English classes to focus on the investigation. Each class will last either 45 minutes or 1 hour and 30 minutes, depending on the specific session. All participants are native Spanish speakers, Spanish being their primary language of communication. Participants were selected using a convenient sampling method. Scholtz (2021) mentioned that convenience sampling was employed due to its practicality and accessibility, allowing the researcher to select participants based on their availability and willingness to participate.

The control and experimental group participants exhibited diverse demographic characteristics, including their ages of 13, 14, and 15, gender, and academic background. Ethical guidelines were followed throughout the recruitment and participation process to ensure participants' confidentiality.

In order to carry out this research, researchers informed the school principals and higher authorities of the purpose of this study, which was to obtain their permission. Moreover, parental consent was provided to students' legal representatives to inform them about their children's voluntary participation in the research. Thus, the students with signed parental consent participated in the study.

Ethical Considerations

It is crucial to consider the safety and privacy of participants when conducting research with minors. Firstly, the school principal and higher authorities were told of the research's purpose in obtaining permission (Appendix 1).

Furthermore, a parent's consent letter (Appendix 2) was provided to research participants to inform them about the purpose and objectives of the study and to clarify that their participation is voluntary. Finally, student's names were replaced by codes, thus ensuring participants were anonymous during the intervention. For instance, participants of both groups (control and experimental) were carefully assigned code names such as "Student 1, Student 2, Student 3" when registering students' grades in the pre and post-test. This helped researchers to organize the gathered data following ethical considerations.

Data Collection Techniques and Instruments

Pre and Post-test

The pre-and post-tests were the instruments that helped us answer the research questions and collect quantitative data during the investigation. According to Gonzales and Castro (2020), pre- and post-tests control the application's internal threats; those instruments measure the students' knowledge level before and at the end of the investigation. The pre-test helped us measure the

level before applying the cognitive reading strategies, and how the post-test measured their effect helped us understand the treatment's consequences.

The current study will use a pre-post-test. A pre-test was used to evaluate the students' reading comprehension level before treatment. The treatment was applied just to the control group; this test was from the exam, one of the standardized tests from Cambridge English Exams; this test was adapted according to the needs of students. The evaluation consisted of questions that were to be asked on tangible paper. The test lasted around 40 minutes, and the students were evaluated according to their level. Likewise, a post-test was applied after the treatment to verify if the students developed their reading literal comprehension. The post-test was taken from the official website (British et al. teens), which is part of the reading section of the A2 level. This test had the same structure and number of questions as the pre/test exam. (Appendix 5)

Research Stages

Identifying the Research Problem

To identify the research problem, researchers observed English Classes in a private school to understand the classroom dynamics of ninth graders. They specifically focused on reading activities practiced during their English lessons. Moreover, researchers identified and analyzed the most significant problems related to this reading skill. They proposed a research problem to guide the present study based on their findings. Additionally, researchers focused more on addressing cognitive strategies to help students develop literal reading comprehension. Finally, researchers analyzed existing literature to gain a better understanding of the problem and the context.

Formulating the Objectives and Hypothesis

The following step was creating the objectives and the hypothesis. Before making the objectives and hypothesis, researchers established the research questions based on them: the objectives

were designed to answer those questions, keeping the focus on measurement. Lastly, the hypothesis formulation followed the quasi-experimental method since it could be tested at the end of this research.

Designing the Study

Researchers in this study decided to use a quasi-experimental research design since quasi-experimental research aims to test a cause-effect relationship. As previously mentioned, this design enabled comparisons between the experimental and control groups. Additionally, it helped researchers analyze whether the independent variable influenced the dependent variable.

Data Collection

To identify the research problem, researchers observed English classes to understand the classroom dynamics of ninth graders. They focused on how students develop their reading activities during the practicum sessions. Moreover, researchers analyzed the most significant problems related to literal reading comprehension. They researched the issue to guide the present study based on their findings. Researchers then determined which cognitive strategies must be applied to develop literal reading in ninth-grade students. Finally, researchers analyzed existing literature to understand the problem better.

Data Analysis

Data Analysis was done using SPSS. First, measures of the central tendency, such as mean, median, and mode, were considered, and descriptive statistics were used to identify the typical value of the data distribution. Subsequently, a paired t-test analysis using inferential statistics was carried out to determine if there was a statistically significant difference between the control and experimental groups.

Interpreting Results

Interpreting results is the most crucial part of research. Interpreting results involves organizing the collected data to be analyzed based on the objectives and previous studies that support the research.

Researchers carried out the interpretation using the gathered results to address the goals and prior studies.

Treatment

Improving reading comprehension at the literal level is a fundamental skill that can significantly improve a reader's ability to comprehend and retain information. This skill can be effectively developed through the use of cognitive reading strategies, which involve active engagement with the text. These strategies can include skimming, scanning, and anwering questions. By employing these techniques, readers can better understand the explicit content of a text, which facilitates recall of details and comprehension of the main ideas.

Objective

To analyze the effect of reading comprehension through skimming, scanning, and answering questions as cognitive reading strategies.

Introduction The following lesson plans, based on Enhancing reading comprehension at the literal level through cognitive reading comprehension, are proposed to create an interactive environment to improve students' English reading comprehension. In addition, the creation of the plans helps to have a more organized classroom, helping students and teachers to meet the goal of the class since a well-crafted lesson plan helps teachers deliver meaningful instruction and, ultimately, facilitate satisfying learning experiences. The plans are separated according to the cognitive strategies (scanning, skimming, and question answering) we want to implement in the class and the skills the students should achieve in the EFL class. In addition, it is worth mentioning that each lesson has a specific duration of between 40 minutes and 1 hour and 20 minutes, depending on the student's school schedule; in the following lessons, we decided to put

two lessons per table since the class and strategy to be applied meet the same objective. Therefore, each lesson phase has a specific time and instructions to be fulfilled. This means that the number of activities depends on the time devoted to each phase. Also, each class was included in the work plans in (Annex 2) at the appropriate time.

Chart 2.

Treatment Plan for the Experimental Group

Goal of treatment: To boost English Reading Comprehension through cognitive reading strategies (skimming, scanning, answering questions).	
No. of sessions: 14	**Estimated time to complete: 6 weeks.**

Week #1

Session #1: Information Gap

Learning Outcome	Action Steps	Duration of session
Students identify and describe the parts of a paragraph (topic sentence, supporting details, concluding sentence).	Explain the three main parts of a paragraph: topic, sentence, supporting details, and concluding sentence.	2 hours
	Give printed handouts with sample paragraphs. Highlight each part of the text together with the students. Present sentences and phrases about "going to" with missing words, so students must work as a group to fill the gap with the correct answer. (Magic board)	
	Explain a little bit about literal reading comprehension. Provide examples of literal questions. -Teacher will provide CCQ (Concept Checking Questions) about the topic	

Session #2: Attention and working memory competence - Skimming

Learning Outcome	Action Steps	Duration of session
To introduce students to the skimming strategy. Students will understand what skimming is and when to use it.	The teacher will explain when and why skimming should be used. -Provide clear examples on the whiteboard	2 hours
	Demonstrate skimming Demonstrate skimming with a short text projected. Highlight key phrases or words that indicate the main idea.	
	Guide students through skimming the passage and identifying the main idea and key points. The teacher will ask the students to organize sentences on the board in teams.	

Learning Outcome	Action Steps	Duration of session
To teach students how to use skimming to comprehend a literal text effectively. Students will understand the purpose of skimming and when to use it. Students will practice skimming to identify a text's main idea and key points.	Review Skimming strategy -Review the definition and the purpose of skimming -Provide clear examples on the whiteboard -The teacher will explain the purpose of skimming and the headline-matching activity.	4 hours
	Distribute a short passage and set a timer for 3 min. Guide students to skin and look for the main idea. The teacher will give them mixed-up passages and headlines. They will have five texts to match.	

	Divide the class into small groups. Give each group a different text to skim and give the main idea and key points. Review the group ideas and discuss any extra ideas in the class. The teacher will review the matches as a whole class and give feedback if they make any mistakes. The teacher can use challenging questions to check understanding.	

Learning Outcome	Action Steps	Duration of session
To teach students how to summarize the main ideas effectively. Students will understand the purpose and method of skimming. Students will practice summarizing the main ideas of skimmed texts.	Introduce the lesson topic and objectives. Explain the purpose of skimming and summarizing. Give students the title and predict what the text will be about.	2 hours
	Pair-Work Pair up students and have them exchange summaries. In presentation and discussion, the teacher has each pair present their summary. Listen carefully to each presentation and see if they have similarities.	
	Summarize the activity and ask the students questions. Provide feedback	

Week #2

Session #3: Decoding competence - Scanning

Learning Outcome	Action Steps	Duration of session

To improve students' ability to locate specific information in a text through scanning. -To develop students' ability to use scanning to enhance reading comprehension. - Review and reinforce "going to" for future intentions and plans.	Introduce the concept of scanning and its importance in reading comprehension. -Demonstrate scanning with a short example text projected on the screen. -Pre-teach essential vocabulary related to jobs and professions using visual aids and examples. -Explain the grammar structure of "going to" for future intentions and plans.	4 hours
	-Distribute the reading passage about jobs. -Demonstrate scanning with a short example text projected on the screen. -Explain the rubric to present their sentences to the class. -Assign each group a profession from the reading passage. -Have groups create sentences about the future using "going to" related to their assigned profession.	
	-Have groups read a short paragraph using their assigned vocabulary and scan the most critical points. - Address any questions or concerns students may have. -Summarize what was learned during the lesson. - Assign a homework activity: Write a short paragraph about their future career plans using "going to." -Thank students for their participation and effort.	

Learning Outcome	**Action Steps**	**Duration of session**
Students can use scanning to locate specific information about jobs and professions in a text. -Students will understand and use new vocabulary related to jobs and professions.	-Play Pictionary related to professions Introduce the concept of scanning and its importance for reading comprehension. -Demonstrate scanning with a short example text projected on the screen.	4 hours
	-Pre-teach essential vocabulary related to jobs and professions using visual aids and examples. -Distribute the reading passage about jobs. -Instruct students to scan the text to find specific information related to professions and job vocabulary. -Provide a list of questions that require scanning to answer.	

	-Monitor and support students as they work -Hand out worksheets focused on job-related vocabulary. -Guide students through the first few exercises, then allow them to complete the rest independently. Assign each group a set of job-related vocabulary words. Have groups create sentences or a short paragraph using their assigned vocabulary.	
	Check for assistance and feedback. Recap the lesson's key points (scanning technique, job vocabulary). Address any questions or concerns students may have. -Assign a homework activity: Write a short paragraph about their future job using the new vocabulary. -Thank students for their participation and effort.	

Session #4: Questioning competence – Answering Literal questions

Learning Outcomes	Action Steps	Duration of session
-Teaching How to Answer Literal Questions to Enhance Reading Comprehension Using "Will" Grammar - To develop students' skills in answering literal questions to improve reading comprehension. -To reinforce "will" for future intentions and predictions.	- Play an uplifting song about the future. Engage students in a discussion about their thoughts on the future and predictions, linking to the use of "will." - Introduce the concept of literal questions and explain their importance for reading comprehension. -Demonstrate how to identify and answer literal questions using a short example text projected on the screen. -Explain the grammar structure of "will" for future intentions and predictions with examples.	4 hours
	- Distribute the reading passage that incorporates "will" grammar. -Instruct students to read the passage and identify literal questions embedded within the text. -Provide a list of literal questions for students to answer using information from the text.	

	-Monitor and support students as they work on answering the questions.	
	Have groups create and present sentences or short readings using "will" to discuss future events. - Recap the lesson's key points (answering literal questions and using "will" for future predictions). Address any questions or concerns students may have.	

Learning Outcomes	**Action Steps**	**Duration of session**
- Practicing How to Answer Literal Questions to Enhance Reading Comprehension Using "Will" and "Going to" Grammar - To improve students' ability to answer literal questions and enhance reading comprehension. -To reinforce "will" and "going to" for future intentions and plans.	-Introduce the concept of literal questions and explain their importance for reading comprehension. -Demonstrate how to identify and answer literal questions using a short example text projected on the screen. -Explain the grammar structures of "will" and "going to" for future intentions and predictions with examples.	4 hours
	- Distribute the reading passage incorporating "will and going to" grammar. -Instruct students to read the passage and identify literal questions embedded within the text. -Provide a list of literal questions for students to answer using information from the text. -Monitor and support students as they work on answering the questions.	
	-Hand out worksheets focused on will grammar -Guide students through the first few exercises -Complete sentences as possible on the board - Recap the lesson's key points (answering literal questions and using "will" for future predictions). Address any questions or concerns students may have.	

Session #5: Making the connection to prior knowledge

Learning Outcome	Action Steps	Duration of session
-To reinforce the use of cognitive reading strategies: Skimming, scanning, and answering questions in different readings	-Review the definition and the purpose of skimming - Check scanning with a short example of text projected on the screen. -Demonstrate how to identify and answer literal questions using a short example text projected on the screen.	2 hours
	-Demonstrate scanning with a short example of projected text and use the scanning strategy to practice. Highlight key phrases or words that indicate the main idea. (skimming) -Provide a list of literal questions for students to answer using information from the text. -Monitor and support students as they work on answering the questions.	
	-Answer 1 test using the three strategies to complete the whole test. - Recap the lesson's key points (answering literal questions and using "will" for future predictions). Address any questions or concerns students may have.	

Note: *Self elaboration*

CHAPTER IV

Results and data analysis

In this chapter, we employed the descriptive analysis method to examine the pre-and post-test data. According to Siedlecki (2020), descriptive analysis can explore multiple variables through numerical calculations or graphs and identify trends, characteristics, or variations within a

population or between diverse groups using longitudinal data collection methods. This method allows us to identify trends and connections within the data set. For descriptive design, the data are described by central tendency (mean, mode, median). Cooksey (2020) states that the goal of central tendency is to provide the essential measures that indicate the central (median), average (mean), or typical (mode) score in a numerical distribution.

Through descriptive analysis, we aim to provide an overview of the effects of cognitive reading strategies on students' literal reading comprehension skills, highlighting the patterns in the control and experimental groups. Furthermore, using the central tendency can help researchers achieve our main goal: To examine the effect of cognitive reading strategies on secondary students in developing their literal reading comprehension level. The results also help further our research question: What is the effect of using cognitive reading strategies on creating a literal reading comprehension level in nine grades of a student?

The research employed a quantitative approach to analyze the effectiveness of cognitive reading strategies. The instruments used were an adaptation of the KET reading exam and the rubric provided by the exam. First, the students were chosen using a convenience sampling method. Two groups participated in the study: a control group of 14 students and an experimental group of 15 students. Before starting the research, consent was obtained from both parents and students. Throughout the research, 14 plans were implemented during five weeks of class to improve reading comprehension skills. Second, a pre-test was administered to both groups to measure their reading level before applying the cognitive strategies. The intervention was applied only to the experimental group. Finally, a post-test was used in both groups to measure

the impact of these strategies on the experimental group. This analysis, conducted over five weeks, aims to compare the results of the pre-and post-tests to determine the effectiveness of the cognitive reading strategies in improving students' literal comprehension skills.

Results using measures of central tendency

Table 1. General scores of the experimental and control groups

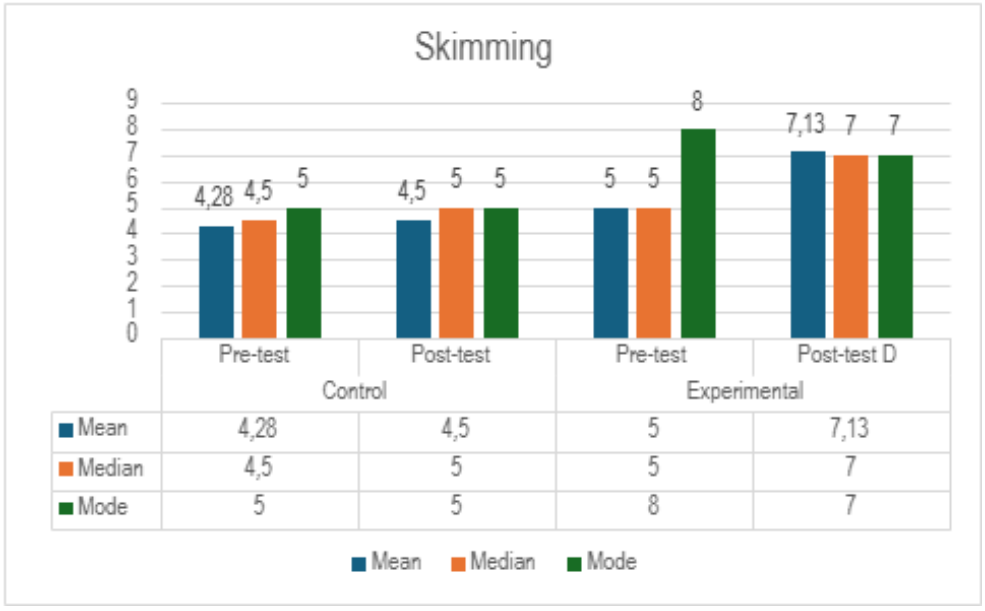
OVERALL AVERAGES OF THE SAMPLING GROUPS				
	EXPERIMENTAL GROUP		CONTROL GROUP	
	Pre-test	Post-test	Pre-test	Post-test
Above average (18-21)	0	13	0	0
On average (10-17)	15	2	13	12
Below average (0-9)	0	0	1	2
Number of students	15	15	14	14

Note: *Self- elaboration*

The above table shows the overall averages of the two groups obtained in the pre-test and post-test. We have organized the average measurement into three scales. Above average (18- 21), On average (10-17), and below average (0.9). To acquire the overall averages, we added the scores of the three cognitive strategies, each over 7. Moreover, the maximum overall average is over 21 points. The above table shows that, in the pre-test, the experimental group had 0 students above average (18-21), 15 students on average (10-17), and 0 students below average (0-9). It shows that students need to develop their reading literal comprehension. However, in the post-test, the same group showed a development: 13 students were above average (18-21), two students were average (10-17), and 0 students were below average (0-9). On the other hand, in the pretest, the control group had 0 students who were below average (18-21), one student who was on average

(10-17), and 20 students who were below average (0-9). Similarly, in the post-test, the control group had 0 students above average (18-21), 12 students on average (10-17), and two students below average (0-8). Therefore, we can identify no development in their literal reading comprehension. As this table shows, it is crucial to analyze each communicative competence. Moreover, we show the analysis in a more detailed way. The following graphics represented skimming, scanning, and complete sentences. Each column represents a value (mean, median, mode). The blue column represents the mean, the orange column represents the median, and the green column represents the mode. We can observe that each graphic compares the pretest and the posttest of both the experimental and control groups.

Graphic 1. ***Results on the Skimming cognitive strategy in reading Literal skill***



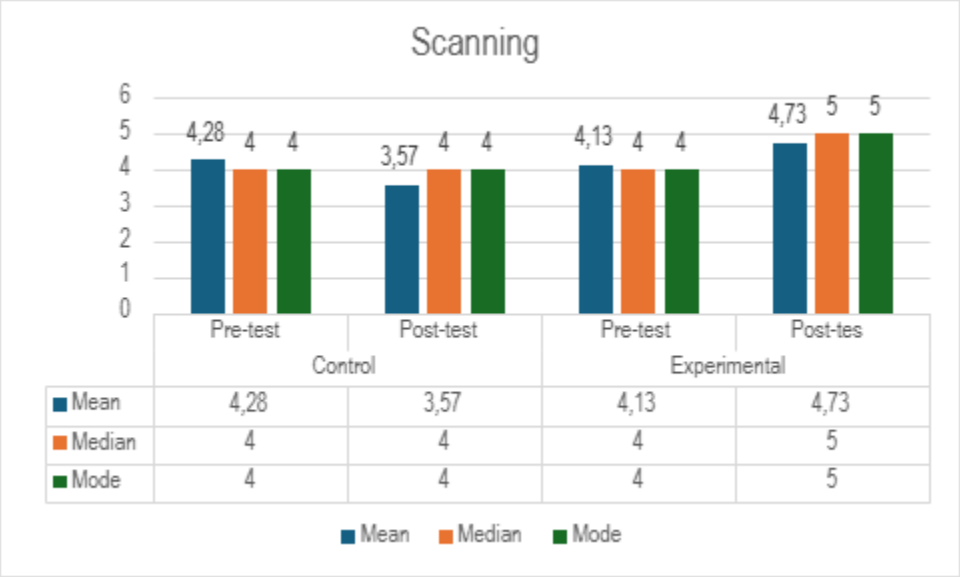
The first graphic presents the results of skimming. The first set of columns shows the pre-test scores of the control group, with a mean of 4.28, a median of 4.5, and a mode of 5. The second

set of columns shows the post-test scores of the control group, with a mean of 4.5, a median of 5, and a mode of 5, indicating no significant improvement. The third set of columns represents the pretest scores of the experimental group, which had a mean of 5, a median of 5, and a mode of 8. Finally, the fourth set of columns shows the posttest scores of the experimental group, with a mean of 7.13, a median of 7, and a mode of 7, indicating significant improvement, especially in the mean score. The most relevant aspect of these results is the substantial improvement in the post-test scores of the experimental group compared to the control group. Specifically, the experimental group´s mean score increased from 5 to 7.13, and their mode became more consistent at 7. This explains that the intervention applied to the experimental group had a notable positive effect, whereas the control group showed no significant improvement. The shift in the experimental group´s scores indicated that the intervention effectively enhanced their performance to achieve their literal reading level.

As mentioned above, the table is a representation of the results we obtained in terms of skimming. Both the experimental and control groups had poor knowledge of how to use skimming during reading. According to Dhillon et al. (2020), “skimming means taking a glance at the text to find out what it is about in a one-level comprehension passage; the reader should be able to get it in a short period” (p,70). The data suggest that the cognitive reading strategies applied in the experimental group positively impacted the students' skimming abilities. While the control group showed negligible improvement, the experimental group showed significant progress, especially in their mean scores. This indicates that the intervention effectively improved skimming skills, highlighting the value of cognitive reading strategies in improving literal comprehension.

An investigation carried out by Azmi et al. (2020) specify that the results indicate “skimming strategies can improve students' reading comprehension. Using this technique in the classroom can spark students' interest in learning, increasing their attention and promoting better comprehension. In the investigation, pre- and post-tests, worksheets, and computer-based tests were applied. To conclude, it can be said that using the cognitive strategy of skimming helps students comprehend and understand what is said textually in the reading.

Graphic 2. Results of the scanning Cognitive strategy in Reading literal skills



Note: *Self- elaboration*

The second graphic is about the results of the scanning strategy. The first set of columns is about the pre-test of the experimental group, which obtained 4.28 in the mean (average), 4 in the median, and 4 in the mode. The second set of columns is about the post/test of the experimental group; during the post-test, this group obtained 3.57 in the mean, 4 in the median, and 4 in the

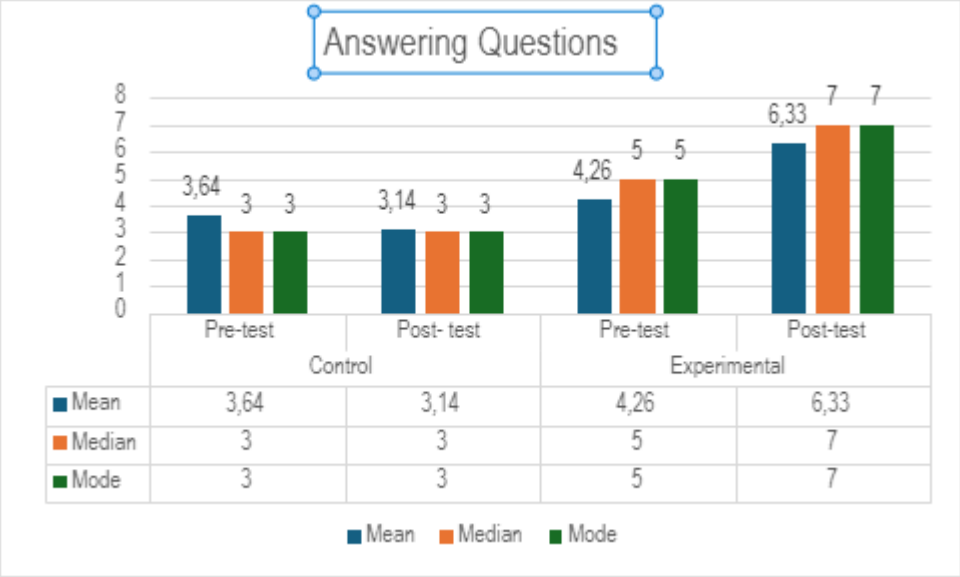
mode, which means a meaningful improvement in this scanning cognitive strategy. However, the third set of columns is on the control group's pre-test; this group obtained 4,13 in the mean (average), 4 in the median, and 4 in the mode. Finally, the fourth set of columns is about the post-test of the control group. During the post-test, this group obtained 4,73, 5 in the median, and 5 in the mode, which means they did not have any improvement in scanning strategy skills.

The above table shows the results we obtained regarding the scanning strategy in which both experimental and control groups were aware of using language in different contexts, how to respond appropriately, and how to interact with one another. As for the scanning strategy, "scanning is the process of quickly searching for a particular piece of relevant information in a text" (Azmi et al., 2020, p. 71). The results revealed a significant, meaningful improvement between the pre-test and the post-test taken to the experimental group due to the application of the scanning strategy. During and after the application of the scanning activity, participants demonstrated promising results, finding specific information in the text. We agree that scanning as a cognitive strategy will help students to develop their literal reading comprehension.

The research carried out by Hasanah and Perdana (2020) demonstrated that by applying Scanning as a strategy to develop reading skills, the results revealed a meaningful difference in students' scores before and after being taught using the scanning technique. The scores after being taught with the scanning strategy were higher than those of students who had not used the scanning strategy before. The findings of this study revealed that the scanning technique was effective in teaching reading. The researchers applied a scanning strategy during their teaching and developed activities to teach this during classroom sessions. Scanning can be demonstrated as a strategy to

build reading comprehension. It can be helpful for students and make it easier to understand specific information.

Graphic 3. Results on the Answering Questions cognitive strategy in Reading literal skill



Note: *Self- elaboration*

This third graphic presents the results of answering questions. The first set of columns shows the pre-test scores of the control group, with a mean of 3,64, a median of 3, and a mode of 3. The second set of columns shows the post-test scores of the control group, with a mean of 3,14, a median of 3, and a mode of 3, indicating no significant improvement. The third set of columns represents the pretest scores of the experimental group, which had a mean of 4,26, a median of 5, and a mode of 5. Finally, the fourth set of columns shows the posttest scores of the experimental group, with a mean of 6,33, a median of 7, and a mode of 7, indicating significant improvement, especially in the mean score.

As for complete sentences, according to Ashraf (2017), the study found the following:

> Filling in the blanks means that the first half of every other word is deleted and of every other word, and students are asked to fill in all the blank parts. In test X, if the word suppressed word contains an even number of letters, the first half must be suppressed; this strategy helps students be more critical and analyze the reading carefully. (p.178)

The results of our research show that the fill-in-the-blank technique significantly improves students' reading comprehension. This strategy encourages critical thinking and careful text analysis, making it an effective tool for improving reading comprehension.

A previous study conducted by Sepehr et al. (2014) corroborated that the fill-in-the-blank strategy is highly effective in enhancing the reading comprehension skills of young EFL learners. This strategy fill-in can provide a productive foundation for young EFL learners to develop their reading skills. During the application, we observed that this strategy helped students identify key ideas and complete the fill-in-the-blank exercises. However, this cannot be truly clear when selecting the correct words. Overall, this approach aided them in recognizing various strategies to comprehend a text.

In summary, the results of this study highlight the effectiveness of applying three cognitive reading strategies—skimming, scanning, and answering questions —to develop reading comprehension. By comparing pre-test and post-test results, it is evident that these strategies significantly contribute to the development of literal reading comprehension. The experimental group that received treatment demonstrated an improvement, while the control group, which did not receive treatment, showed minimal progress. These findings underscore the importance of

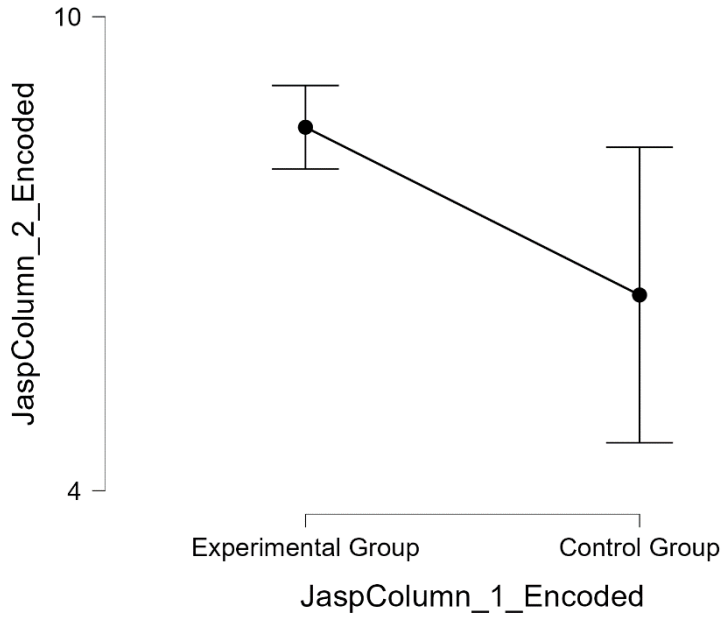
cognitive reading strategies in enhancing students' reading literal comprehension. Finally, this study provides valuable insights for teachers and educators seeking effective methods to improve their students' reading skills.

Graphic 4 Paired Sample T-test Analysis

Descriptives

							95% Credible Interval	
	Group	N	Mean	SD	SE	Coefficient of variation	Lower	Upper
CriticalRecall	Experimental Group	15	8.601	0.955	0.247	0.111	8.072	9.129
	Control Group	16	6.478	3.509	0.877	0.542	4.608	8.347

Descriptive Plots of the hypothesis



In this graphic, we can see that the hypothesis was confirmed after an in-depth statistical analysis. The analysis evaluated many data sets and used post-tests to ensure robustness and reliability. As hypothesized, this final test consistently showed a significant difference between the compared groups. These repeated findings across tests and data sets strongly supported the hypothesis. This led to the conclusion that the observed effects were statistically significant, not accidentally confirming our hypothesis.

CHAPTER V

CONCLUSION

In conclusion, achieving the specific objectives established in this study has provided valuable insights into improving students' literal reading comprehension skills through applying cognitive reading strategies at the literal level. The first specific objective was to determine to what extent the frequency of use of cognitive reading strategies correlates with improved comprehension at the literal level among ninth-grade students. This was accomplished by assessing reading comprehension skills at the baseline literal level through a pretest, which served as a benchmark to understand students' initial comprehension levels before applying cognitive reading strategies.

The second specific objective focused on applying cognitive reading strategies in the classroom. Throughout the intervention, 14 plans were implemented over five weeks to foster students' literal reading comprehension skills. These strategies created an engaging learning environment where students actively participated in skim reading, scanning, and sentence completion activities. These activities helped students develop a deeper understanding of the reading materials and improved their ability to comprehend texts at a literal level.

The intervention concluded with the administration of a post-test to measure the impact of cognitive reading strategies on students' comprehension ability. Analysis of the post-test results revealed significant improvements in the experimental group, which received the intervention, versus the control group, which did not. The experimental group showed a marked increase in scores on all three cognitive strategies, indicating the effectiveness of the intervention.

Overall, this research has successfully addressed the general objective of examining the effect of cognitive reading strategies in high school students on the development of their literal reading comprehension level. The results support the hypothesis that cognitive reading strategies significantly benefit the improvement of students' reading comprehension skills. This study contributes to the existing body of knowledge by providing evidence-based practices that educators can adopt to improve students' reading comprehension. The results highlight the importance of integrating cognitive reading strategies into teaching practices to improve students' comprehension skills and provide a foundation for future research in this area.

RECOMMENDATIONS

Based on this study's findings, the following recommendations are suggested to enhance literal reading comprehension among secondary students through the implementation of cognitive reading strategies.

Researchers also recommend that to enhance students' reading comprehension, it's essential to engage them in active reading practices both inside and outside the classroom. Activities such as highlighting key points and group discussions can significantly support their understanding of reading material. Promoting collaborative learning opportunities allows students to practice cognitive reading strategies like skimming, scanning, and answering questions together. These strategies help learners identify the main ideas of a text and improve their literal reading comprehension by reinforcing their knowledge through cooperative work.

Furthermore, equipping teachers with the necessary tools and techniques to implement these cognitive reading strategies is also crucial. Add professional development workshops and training sessions can provide educators with effective methods to incorporate these strategies into their curriculum. Finally, future studies should explore the effectiveness of these strategies in enhancing other levels of reading, such as inferential and critical comprehension. This approach ensures a comprehensive development of students' reading skills, benefiting their academic growth.

In summary, research has been able to demonstrate that cognitive reading strategies are effective in influencing students' literal reading comprehension ability. In addition to improving students' literal text comprehension, they also foster a lively and interactive classroom environment. Teachers can enhance students' reading by using cognitive reading strategies that will improve reading comprehension skills at the literal level. Based on these recommendations, teachers can have a clear roadmap on how to use these strategies effectively and, at the same time, promote children's active participation and collaboration. The results show the need for creative ways to teach reading comprehension as educational procedures continue to change. Examining how cognitive strategies enhance students' inferential and critical reading levels is another area for further research to improve our grasp on the teaching techniques to support the development of good readers among learners in the future.

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APPENDIXES

Appendix 1: Consent Form

CONSENTIMIENTO INFORMADO PARA LA REALIZACIÓN DE

ESTUDIO EDUCATIVO PARA PROYECTO DE TITULACIÓN

EN LAS MODALIDADES PRESENCIAL, SEMIPRESENCIAL E HÍBRIDA

Cuenca, 10 de abril del 2024

1. DATOS INFORMATIVOS:

1.1. **Apellidos y nombres:** Cando Espinoza Jennifer Mariela Leon Chunir Lady Daniela	
1.2. Carrera: Pedagogía de los Idiomas Nacionales y extranjeros	**1.3. Itinerario:** Horas de inglés de los estudiantes
1.4. Ciclo: Noveno Ciclo	**1.5. Paralelo:** 1

Doctor. Juancarlos Ulloa

Rector de la institución Educativa

Nosotr@s, ***Jennifer Cando, Daniela Leon,*** nos dirigimos a usted muy respetuosamente para solicitar una autorización de ingreso a la Unidad Educativa ***Buena Esperanza***, con el objetivo de ejecutar un estudio educativo como parte de nuestro Proyecto de Titulación, el cual se podrá dar en la modalidad que cuente su institución para impartir el estudio antes mencionado.

A continuación, detallamos nuestro estudio educativo:

Basado en mejorar las habilidades de comprensión lectora de los estudiantes de noveno grado mediante la implementación de la estrategia cognitiva de lectura en una escuela privada. Los objetivos planteados son los siguientes:

Objetivo General

Examinar el efecto de las estrategias cognitivas de lectura en estudiantes de secundaria para desarrollar el nivel literal de comprensión lectora.

Objetivos específicos

Examinar cómo la utilización de estrategias cognitivas de lectura, incluida la visualización, resúmenes mediante organizadores gráficos, y respondiendo preguntas contribuye a la progresión de la comprensión lectora a nivel literal.

Determinar la correlación entre las estrategias cognitivas de lectura y las dificultades de los estudiantes para comprender la comprensión lectora a nivel literal.

La metodología utilizada será un cuantitative paradigma en el cual usaremos un pre- and post- pruebas de intervención. También mediante la recolección de portafolio de los estudiantes

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

Esperando su favorable acogida y autorización.

Atentamente,

Appendix 2: Parental Consent Form

Carta de autorización para publicación de trabajos, videos o fotografías del estudiante de la Unidad Educativa Buena Esperanza

Estimado padre/madre o representante legal:

Me dirijo a usted para solicitar su autorización para que los practicantes de la Universidad Nacional de Educación (UNAE), de la carrera **Pedagogía de los Idiomas Extranjeros y Nacionales**, **8vo & 9no ciclo**, paralelo **1** que realizan sus prácticas preprofesionales en la institución **Unidad Educativa Buena Esperanza** tomen fotografías, videos y entrevistas de su representado/a dentro del aula, así como también durante las actividades escolares, únicamente con fines educativos y de investigación.

Si da su autorización, la UNAE podría publicar con fines académicos y de investigación en diversos formatos las fotografías, videos, muestras del trabajo que haya realizado su representado/a. Las publicaciones podrían ser: boletines (en línea y forma impresa), Internet, sitios web intranet, revistas, periódicos locales y en el Repositorio de la Biblioteca de la UNAE

A continuación, detallamos nuestro estudio educativo:

Este estudio está enfocado en el área de inglés, con el fin de que los estudiantes mejoren su destreza de comprensión lectora en la lengua inglesa. Durante este tiempo, los estudiantes de noveno deberán colaborar con ciertas actividades como pruebas, entrevistas y tareas extras con la finalidad de que los estudiantes puedan practicar y mejorar el inglés de manera efectiva. Cabe recalcar que después de los resultados obtenidos en las primeras pruebas, se seleccionará a un grupo pequeño de estudiantes, quienes serán los que participen activamente en el proceso. El estudio se realizará durante las horas de inglés, por lo cual ya nos hemos comunicado con el docente de inglés de este curso para pedir su debida autorización.
De igual manera se dará a conocer a los representantes de cada estudiante acerca de las actividades que se van a realizar con ellos por medio de una corta reunión por _____.

Al firmar el presente consentimiento usted estaría de acuerdo con lo siguiente:

Se puede reproducir la fotografía de su representado/a ya sea en color o en blanco y negro.

2. La UNAE no usará los videos o fotografías para ningún fin que no sea la educación de los practicantes, la promoción general de la educación pública o de la UNAE, en los trabajos realizados en las prácticas preprofesionales y de investigación, es decir, no lo utilizará con fines comerciales y publicitarios.
3. Todas las fotografías tomadas se conservarán sólo por el tiempo que sea necesario para los fines anteriormente mencionados y serán guardadas y desechadas en forma segura.
4. La UNAE actuará con la normativa ecuatoriana vigente relacionada a protección de derechos de niños, niñas y adolescentes.
5. La UNAE puede garantizar que no se le podrá identificar por su fotografía o trabajo al representado/a.

6. Aún en los casos permitidos por la ley, no se podrá utilizar públicamente la imagen de un adolescente mayor de quince años, ¡sin su autorización expresa; ni la de un niño/a o adolescente menor de dicha edad, sin la autorización de su representante legal, quien sólo la dará si no lesiona los derechos de su representado.

Si está de acuerdo en permitir que los estudiantes de la UNAE tomen fotografías - videos de su representado/a y las publique de la manera detallada anteriormente, sírvase completar el formulario de consentimiento y devuélvalo a la escuela.

Este consentimiento, si está firmado, estará vigente hasta el momento que usted informe a la escuela de lo contrario.

Formulario de Consentimiento para Publicación de Trabajos o Fotografías del Alumno

De conformidad a lo dispuesto en el inciso final del articulado 52 del Código de la Niñez y Adolescencia, estoy de acuerdo, sujeto a las condiciones establecidas antes expuestas, en que se tomen fotografías o videos de mi representado durante actividades escolares, para ser usadas por la UNAE en la educación de los alumnos y promoción de la UNAE y educación pública. Así mismo estoy de acuerdo en la publicación de fotografías y muestras de trabajos de mi representado/a. Por lo que no exigiré retribución alguna por su uso.

Comunicaré a la UNAE si decido retirar esta autorización:

Nombre del/la estudiante:

……..……

Nombre completo padre/madre/representante legal:

…….....

Cédula de ciudadanía: ……

Firma del padre/madre/representante legal: ……

Fecha: ……

Appendix 3: Pre-Test

PRE-TEST

Unidad Educativa Bilingüe Buena Esperanza

Student's name: …….

Course: ……

Date: …….

We all know Katniss Everdeen in The Hunger Games, but who is the actress who plays her?
Jennifer Lawrence

Fast facts

Name: Jennifer Shrader Lawrence

Place of birth: Kentucky, USA

Date of birth: August 15, 1990

Profession: TV and film actress

Jen's family

Mother: Karen Lawrence

Father: Gary Lawrence

Brothers: Ben and Blaine Lawrence

Did you know that?

Jennifer has never had acting classes.

As a child, Jennifer liked sports and played hockey and basketball for an all-boys team. She also worked as a model. At 14, she knew she wanted to be an actress, so she went to New York City to look for work. She appeared in advertisements for MTV and the fashion company H&M and got work as an actress on TV. Her family moved to Los Angeles so that Jennifer could work on TV and his films. In 2010, she acted in the film Winter's Bone and was nominated for many awards, including an Oscar. In 2012, she starred in The Hunger Games as Katniss Everdeen. Jen likes painting, surfing, and playing the guitar when she is not working.

Preparation Task: Match the words in column A with the definitions in column B.

Column A	**Column B**
A) A celebrity	**1.** a person whose job is to wear clothes for fashion shows.
B) An actress	**2.** Someone who is a famous person.
C) To nominate	**3.** A female performer who acts in movies
D) model	**4.** A prize is given to someone for their achievements.
E) An award	**5.** to officially suggest someone for an award.

Question 1. Number the sentences chronologically to describe Jennifer Lawrence's life according to the text.

___ She was nominated for an Oscar.

___At school, she played basketball for the boys' team.

___ She appeared on TV for the first time.

___ She went to New York.

__1__ Jennifer was born in Kentucky.

___ She moved to Los Angeles.

___ She played Katniss Everdeen in The Hunger Games.

Question 2: Circle 3 essential facts about Jennifer's life as described in the passage.

A) Jennifer knew she wanted to be an actress at 14 and moved to New York City to pursue her dream.

B) Jennifer played hockey and basketball for an all-boys team.

C) Jennifer worked as a model.

D) Jennifer's family moved to Los Angeles to support her acting career.

E) Jennifer was nominated for many awards, including an Oscar, for her role in Winter's Bone.

Question 3: Circle the correct option about Jennifer Lawrence's. Read and say if the information is True or False.

1. **Jennifer is American.**

- True
- False

2. **Jennifer was born in July.**

- True
- False

3. **She has two brothers.**

- True
- False

4. **Jennifer took acting classes at school.**

- True
- False

5. **Has Jennifer done some modeling?**

- True
- False

6. **Jennifer was nominated for an Oscar in 2010.**

- True
- False

7. **Jennifer's family supported her dreams to be an actress**

- True
- False

Question 4: Read the questions and circle the correct answer according to the text.

1. **Where was Jennifer Lawrence born?**

A. California, USA

B. Kentucky, USA

C. New York, USA

D. Texas, USA

2. What profession is Jennifer Lawrence known for?

A) Chef

B) Scientist

C) TV and film actress

D) Lawyer

3. In which film does Jennifer Lawrence portray the character Katniss Everdeen?

A) Winter's Bone

B) The Hunger Games

C) MTV Advertisements

D) H&M Fashion Campaigns

4. How many brothers does Jennifer Lawrence have?

A) One

B) Two

C) Three

D) Four

5. According to the passage, What did Jennifer Lawrence enjoy doing in her free time?

A) Painting, surfing, and playing the guitar

B) Reading, cooking, and gardening

C) Watching movies, shopping, and hiking

D) Writing, dancing, and singing.

Appendix 4 Post-Test

Post- Test

My town

My Town – Newquay

by Alex Howarth, 14

I live in Newquay, a small town on the Atlantic coast in south England. It has excellent beaches and is the best place to surf in the UK. There are lots of surf schools where you can learn how to surf. I go surfing with my friends every weekend. My favorite place is Fistral Beach.

I loved Newquay because there were lots of other things to do besides surfing. I liked water sports, kayaking, water skiing, or coasteering. Coasteering was different because it involved rock climbing, jumping into the sea, and swimming in the same activity, but you should have always gone with a particular instructor.

If you like animals, you could also visit the Blue Reef Aquarium and see lots of different fish and even sharks. You could also go horse riding on the beach or visit Newquay Zoo. There were lots of other attractions too, like mini golf and bowling. Come and see for yourself!

Preparation task: Match the words in column A with the definitions in column B.

Column A	**Colum B**

A) Swimming	**1.** Moving across the water in a small boat using a paddle.
B) Surfing	**2.** Sitting on a horse and controlling its movements.
C) Horse riding	**3.** Being pulled by a boat while standing on skis on the water.
D) Kayaking	4. Riding on a wave on a particular board.
E) Water-skiing	**5.** Moving through water by moving your arms and legs.

Question 1. Arrange the following activities in the order they are mentioned in the passage.

___ Visiting the Blue Reef Aquarium

___ Going horse riding on the beach

__1_ Surfing at Fistral Beach

___ Going kayaking, water-skiing, or coasteering

___ Visiting Newquay Zoo

___ Have a special instructor

___ Other attractions, too, like mini golf and bowling

Question 2: Circle 3 essential features and attractions of Newquay as described in the passage.

A) Visitors to Newquay can enjoy kayaking, water-skiing, and coasteering activities.

B) Newquay has great beaches and is known as the worst place for surfing in the UK.

C) Newquay is located on the Pacific coast in the north of England.

D) Newquay is home to the Blue Reef Aquarium and Newquay Zoo, where visitors can see various animals.

E) Other attractions in Newquay include horse riding on the beach, mini golf, and bowling.

Question 3: Circle the correct option about Newquay. Read and see if the information is True or False.

1. Newquay was in the north of England.

- True
- False

2. Newquay was near the coast.

- True
- False

3. Newquay was a good place to go surfing.

- True
- False

4. Alex loved to do outdoor activities.

- True
- False

5. Coasteering was similar to surfing.

- True
- False

6. There was a zoo in Newquay.

- True
- False

Question 4: Read the questions and choose the correct answer.

1. Where was Newquay located?

A) On the Pacific coast in the north of England

B) On the Atlantic coast in the south of England

C) On the Mediterranean coast in the east of England

D) On the North Sea coast in the west of England

2. What activity was Newquay best known for?

A) Hiking

B) Skiing

C) Surfing

D) Rock climbing

3. What was the name of the beach where the narrator's favorite surfing spot is located?

A) Towan Beach

B) Crantock Beach

C) Lusty Glaze Beach

D) Fistral Beach

4. Name three water sports mentioned in the text that you could do in Newquay.

A) Kayaking, water-skiing, coasteering

B) Sailing, diving, snorkeling

C) water-skiing, jet-skiing, paddleboarding

D) Rowing, windsurfing, coasteering

5. List two attractions you could visit in Newquay.

A) Blue Reef Aquarium and Newquay Zoo

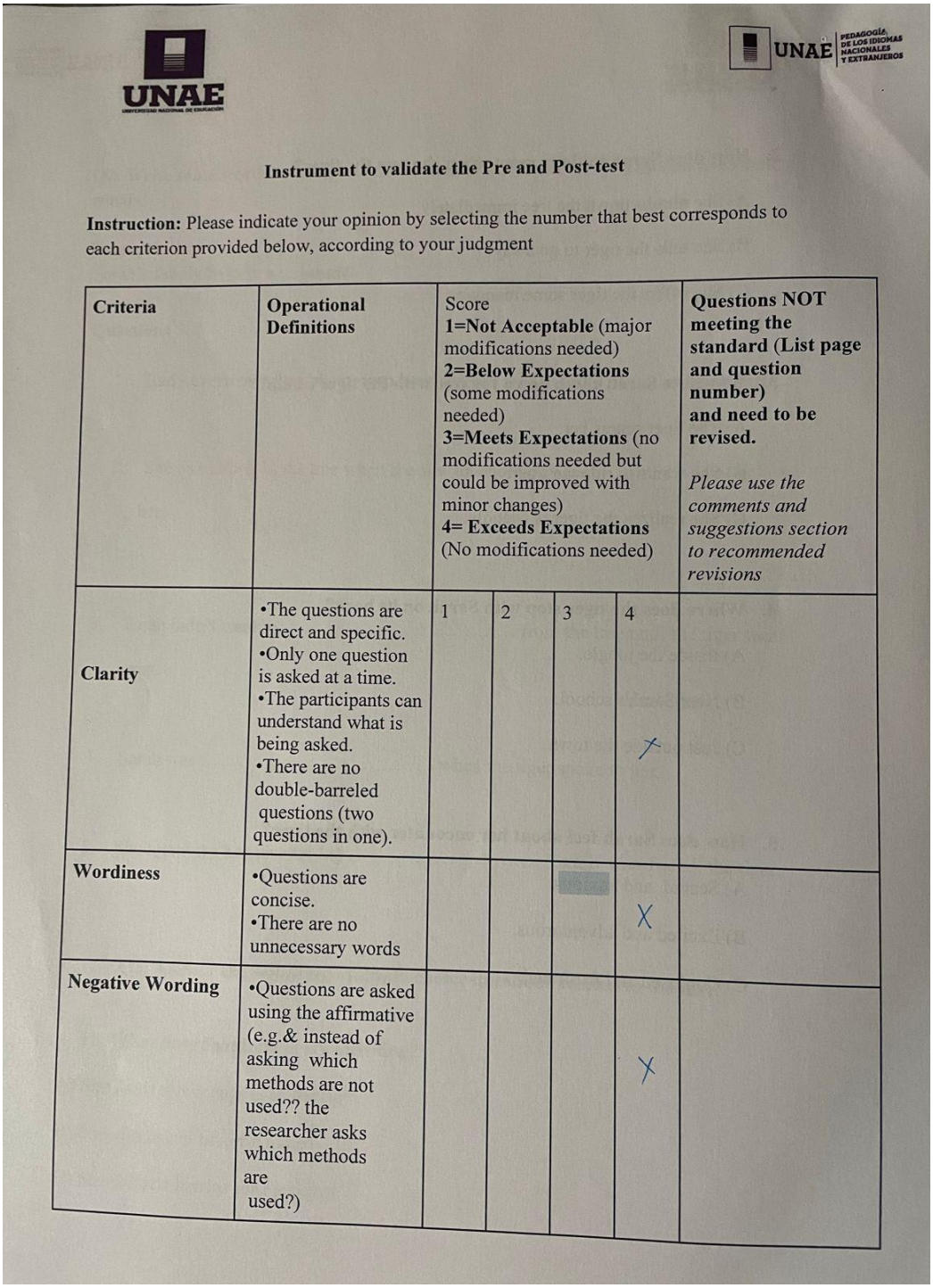
B) Newquay Safari Park and Marine World

C) Newquay Aviary and Fish World

D) Blue Reef Aquarium and Newquay Bird Sanctuary

ANNEXES

Annex 1 Validation



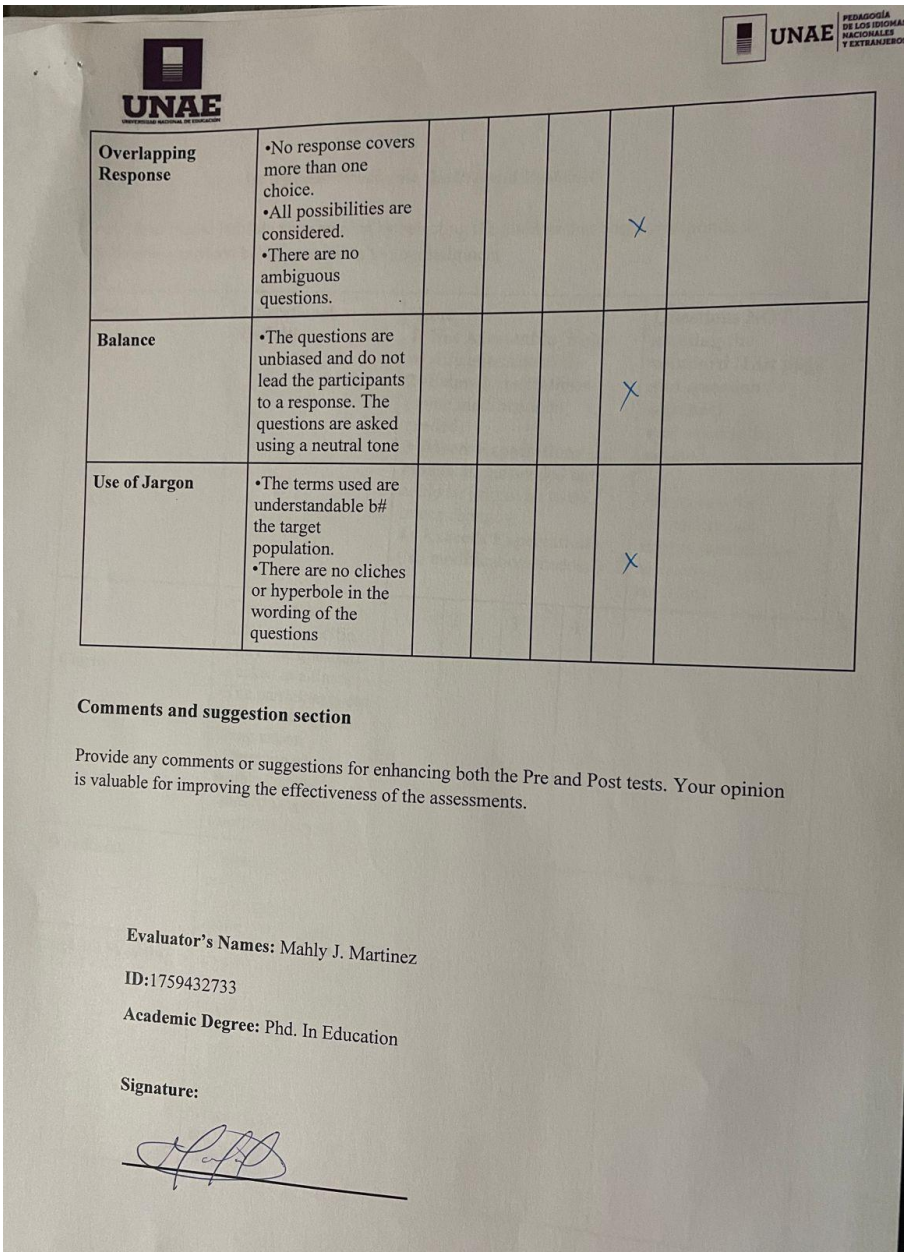
UNAE

UNAE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Instrument to validate the Pre and Post-test

Instruction: Please indicate your opinion by selecting the number that best corresponds to each criterion provided below, according to your judgment

Criteria	**Operational Definitions**	Score **1=Not Acceptable** (major modifications needed) **2=Below Expectations** (some modifications needed) **3=Meets Expectations** (no modifications needed but could be improved with minor changes) **4= Exceeds Expectations** (No modifications needed)				**Questions NOT meeting the standard (List page and question number) and need to be revised.** *Please use the comments and suggestions section to recommended revisions*
Clarity	•The questions are direct and specific. •Only one question is asked at a time. •The participants can understand what is being asked. •There are no double-barreled questions (two questions in one).	1	2	3	4 X	
Wordiness	•Questions are concise. •There are no unnecessary words				X	
Negative Wording	•Questions are asked using the affirmative (e.g.& instead of asking which methods are not used?? the researcher asks which methods are used?)				X	



UNAE

UNAE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Overlapping Response	•No response covers more than one choice. •All possibilities are considered. •There are no ambiguous questions.				X	
Balance	•The questions are unbiased and do not lead the participants to a response. The questions are asked using a neutral tone				X	
Use of Jargon	•The terms used are understandable b# the target population. •There are no cliches or hyperbole in the wording of the questions				X	

Comments and suggestion section

Provide any comments or suggestions for enhancing both the Pre and Post tests. Your opinion is valuable for improving the effectiveness of the assessments.

Evaluator's Names: Mahly J. Martinez

ID:1759432733

Academic Degree: Phd. In Education

Signature:

Instrument to validate the Pre and Post-test

Instruction: Please indicate your opinion by selecting the number that best corresponds to each criterion provided below, according to your judgment

Criteria	Operational Definitions	Score 1=Not Acceptable (major modifications needed) 2=Below Expectations (some modifications needed) 3=Meets Expectations (no modifications needed but could be improved with minor changes) 4= Exceeds Expectations(No modifications needed)				Questions NOT meeting the standard (List page and question number) and need to be revised. *Please use the comments and suggestions section to recommended revisions*
		1	2	3	4	
Clarity	•The questions are direct and specific. •Only one question is asked at a time. •The participants can understand what is being asked. •There are no double-barreled questions (Two questions in one).				X	
Wordiness	•Questions are concise. •There are no unnecessary words				X	
Negative Wording	•Questions are asked using the affirmative (e.g. instead of asking 'which methods are not used?' Researcher asks'which methods are used?)				X	
Overlapping/Response	•No response covers more than one choice. •All possibilities are considered. •There are no ambiguous questions.				X	
Balance	•The questions are unbiased and do not lead the participants to a response. The questions are asked using a neutral tone				X	
Use of Jargon	•The terms used are understandable by the target population. •There are no clichés or hyperbole in the wording of the questions				X	

Comments and suggestion section

Provide any comments or suggestions for enhancing both the Pre and Post tests. Your opinion is valuable for improving the effectiveness of the assessments.

Evaluator's Names: Sara Karina Cherres Fajardo

ID: 0105730337

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Signature: 

Annex 2: Lesson Plans

Lesson Plan 1

Group	9th grade	Time	80 min
Topic:	Parts of a text and literal Reading comprehension		
Aims:	To teach students the components of a well-structures paragraph		
Objectives	Students will be able to identify and describe the parts of a paragraph (topic sentence, supporting details, concluding sentence).		

(expected learning outcomes)	
Materials:	● Whiteboard and markers ● Highlighters or colored pens ● Worksheet with exercises on paragraph parts and literal comprehension questions
Anticipated problems and solutions:	Problems: 1. Difficulty in understanding the topic Solution 2. The teacher will provide clear examples

Timing	Teacher activity	Student Activity	Focus (teacher–student interaction)
5 min	Warm Up activity Show a picture to predict the topic of today's classes.	-Listen and ask any questions.	Teacher-Student
15 min	**Presentation** Explain the three main parts of a paragraph: topic, sentence, supporting details, and concluding sentence.	Listen attentively and take notes.	Teacher-student

25 min	**Practice** Give printed handouts with sample paragraphs. Highlight each part of the text together with the students.	-Follow their teacher, highlighting parts of the text in their printed sheets.	Teacher-student
10 min	**Production** Provide a new example and ask students to identify its parts individually. .	-They should highlight each part of the paragraph on their own.	Student-Students
15 min	Explain a little bit about what literal reading comprehension is. Provide examples of literal questions.	Students will hear the explanation from the teacher. They will work in pairs and answer simple questions about literal questions from the text.	Students-Students
5 min	-Teacher will provide CCQ (Concept Checking Questions)	- Students will answer these questions and ask for clarification or any doubts.	Teacher- Student

	about the topic		

Lesson Plan 2

Group	9th grade	Time	40 min
Topic:	Skimming strategy for reading literal comprehension		
Aims:	To introduce students to the skimming strategy.		
Objectives (expected learning outcomes)	Students will understand what skimming is and when to use it.		
Materials:	● Whiteboard and markers ● Highlighters or colored pens ● Worksheet with exercises on paragraph parts and literal comprehension questions ● projector		
Anticipated problems and solutions:	**Problems:** 1. Students may never hear about skimming **Solution** 2. The teacher will provide examples of what this strategy is.		
Timing	Teacher activity	Student Activity	Focus (teacher-student interaction)
5 min	**Warm Up activity** The teacher will ask the students to organize sentences on the board in teams.	- Students should order the sentences; it will be about the class topic.	Teacher-Student

10 min	**Presentation** The teacher will explain when and why skimming should be used. -Provide clear examples on the whiteboard	Listen, take notes while the teacher explains, and ask questions for clarification.	Teacher-student
15 min	**Modeling the skimming** Demonstrate skimming Demonstrate skimming with a short text projected. Highlight key phrases or words that indicate the main idea.	-Follow their teacher, highlighting parts of the text in their printed sheets.	Teacher-student
10 min	**Production** Guide students through skimming the passage and	- Skim the passage and identify the main ideas and key points. Answer any questions that they have.	Student-Students

	identifying the main idea and key points.		

Lesson Plan 3

Group	9th grade	Time	40 min
Topic:	Skimming strategy for reading literal comprehension.		
Aims:	To introduce students to the skimming strategy.		
Objectives (expected learning outcomes)	Students will understand what skimming is and when to use it.		
Materials:	● Whiteboard and markers ● Highlighters or colored pens ● Worksheet with exercises on paragraph parts and literal comprehension questions ● projector		
Anticipated problems and solutions:	**Problems:** 3. Students may never hear about skimming **Solution** 4. The teacher will provide examples of what this strategy is.		

Timing	Teacher activity	Student Activity	Focus (teacher-student interaction)
5 min	**Warm Up activity** The teacher will ask the students to organize sentences on the board in teams.	- Students should order the sentences; it will be about the class topic.	Teacher-Student

10 min	**Presentation** -Explain skimming. Explain when and why to use skimming. -Provide clear examples on the whiteboard	Listen, take notes while the teacher explains, and ask questions for clarification.	Teacher-student
15 min	**Modeling the skimming** Demonstrate skimming Demonstrate skimming with a short text projected. Highlight key phrases or words that indicate the main idea.	-Follow their teacher, highlighting parts of the text in their printed sheets.	Teacher-student
10 min	**Production** Guide students through skimming the passage and identifying	- Skim the passage and identify the main ideas and key points. Answer any questions that they have.	Student-Students

	the main idea and key points.		

Lesson Plan 4

Group	9th grade	Time	80 min
Topic:	Skimming strategy for reading literal comprehension. (Simple past)		
Aims:	To teach students how to use skimming to comprehend a literal text effectively.		
Objectives (expected learning outcomes)	Students will understand the purpose of skimming and when to use it. Students will practice skimming to identify a specific text's main idea and key points.		
Materials:	● Whiteboard and markers ● Printed reading passages ● Highlighters or colored pens ● Worksheet with skimming activities ● projector		
Anticipated problems and solutions:	**Problems:** Students may read the whole text instead of skimming. **Solution** Emphasize speed and practice with short, timed activities.		

Timing	Teacher activity	Student Activity	Focus (teacher-student interaction)
5 min	**Warm Up activity** The teacher starts the class about two proper and one false with	- Students should write three sentences about them and see if their partner guesses.	Teacher-Student
15 min	Review Skimming strategy	Listen, take notes while the teacher explains, and ask questions for clarification.	Teacher-student

	-Review the definition and the purpose of skimming -Provide clear examples on the whiteboard		
15 min	**Activity 1 timed skimming practice** Distribute a short passage and set a timer for 3 min. Guide students to skin and look for the main idea.	-Skimming the passage and write down the main idea	Teacher-student
15 min	**Activity 2** Identify key points Distribute longer passages with short paragraphs. Instruct students to skim each	- Skim the passage, highlight key points, and note down the main idea. Ask any questions that they have	Student-Students

	paragraph and highlight key points		
20 min	**Group Skimming Activity** Divide the class into small groups. Give each group a different text to skim and give the main idea and key points.	Work in groups to skim the text and prepare their main ideas and key points.	Teacher-Student
10 min	Review the group ideas and discuss any extra ideas in the class. The teacher can use challenging questions to check understanding.	Participate in the presentations and review feedback. Ask questions of the other groups.	Student-Student

Lesson Plan 5

Group	9th grade	Time	40 min
Topic:	Skimming strategy for reading literal comprehension. (Simple past)		

Aims:	To teach students how to use skimming to comprehend a literal text effectively.
Objectives (expected learning outcomes)	Students will practice skimming to identify the main idea from the text
Materials:	● Whiteboard and markers ● Printed reading passages ● Highlighters or colored pens ● Worksheet with skimming activities ● projector
Anticipated problems and solutions:	**Problems:** Students may read the whole text instead of skimming. **Solution** Emphasize speed and practice with short, timed activities.

Timing	Teacher activity	Student Activity	Focus (teacher-student interaction)
5 min	**Warm Up activity** The teacher starts with some pictures in a bag.	The students guess the action they are imitating, a character or song.	Teacher-Student
10 min	The teacher will introduce a new reading based on their preferences. The reading will be about superheroes.	The students will see the subtitles of each paragraph and say what they think about each paragraph.	Teacher-student

15 min	**Activity 1 skimming** The teacher will create a pair activity. Each pair will have a copy of the reading. The teacher will ask two questions about the main factor of each superhero.	Students will skim the passage and then write down the answer for each question.	student-student
10 min	The teacher will check each question for each pair and discuss it with the whole class. The teacher can use challenging questions to check understanding.	The students will present the answer and explain it a little bit.	Student-Student

Lesson Plan 6

Group	9th grade	Time	80 min
Topic:	Skimming strategy for reading literal comprehension.		
Aims:	To teach students how to effectively use skimming to match headlines with corresponding texts.		
Objectives (expected learning outcomes)	Students will practice matching headlines with appropriate passages by skimming. Students will practice their ability to quickly identify the main ideas in various texts.		
Materials:	● Whiteboard and markers ● Printed reading passages ● Highlighters or colored pens ● Worksheet with skimming activities ● projector		
Anticipated problems and solutions:	**Problems:** Students may struggle to identify key points quickly. **Solution** Provide clear examples and guidance.		

Timing	Teacher activity	Student Activity	Focus (teacher–student interaction)
5 min	**Warm Up activity** The teacher will show a short text with the project for around 3min.	The students will see the activity and identify the main idea. After the time is over, the students should share their ideas.	Teacher-Student
10 min	The teacher will explain the purpose of skimming	The students will listen, take notes, and ask the teacher for clarification.	Teacher-student

	and the headline-matching activity.		
5 min	. The teacher will provide a demonstration on the whiteboard and show how to match it to the correct headline.	Students will see the demonstration and participate to have a better idea.	student-student
20 min	The teacher will give them mixed-up passages and headlines. They will have 5 texts to match.	The students will skim the passages and match headlines individually.	Student-Student
15 min	The teacher will create small groups. The teacher will ask them to compare their answers and correct if they have	Students will work in groups to see if they do the skim-match deadline correctly. Discuss and agree on matches	Student-student

	any mistakes.		
10 min	The teacher will review the matches as a whole class. The teacher will give feedback if they have any mistakes.	Students will raise their hand and participate, saying what was their match and why.	Teacher-Student
5 min	The teacher will summarize the key points of the lesson. Teacher will ask how they feel with the task	Students will ask any questions, or doubts that they have.	Teacher-student

Lesson Plan 7

Group	9th grade	Time	80 min
Topic:	Skimming strategy for reading literal comprehension.		
Aims:	To teach students how to effectively summarize the main ideas.		
Objectives	Students will understand the purpose and method of skimming. Students will practice summarizing the main ideas of skimmed texts.		

(expected learning outcomes)	
Materials:	● Whiteboard and markers ● Printed reading passages ● Highlighters or colored pens ● Worksheet with skimming activities ● projector
Anticipated problems and solutions:	**Problems:** Students may struggle to summarize the passage. **Solution:** Provide clear examples and guidance.

Timing	Teacher activity	Student Activity	Focus (teacher–student interaction)
5 min	**Warm Up activity** Speed Reading The teacher will use pictures where students need to describe the topic using the hot potatoes.	The students holding the hot potato must describe the picture related to the topic. This will be a simple past.	Teacher-Student
10 min	The teacher Introduces the lesson topic and objectives. Explain the purpose of skimming and	The students will listen to the teacher and have a conversation with his partner so then they will discuss the question.	Teacher-student

	summarizing. The teacher gives students the title and predicts what the text will be about.		
20 min	Individual skimming and summarizing. Distribute a passage students should read in 3 minutes. After that the teacher will provide a small sheet so they can write the summary.	Students will try to skim in 3 minutes, then they should write down a summary between 2 and 3 sentences.	Teacher-student
20 min	Pair-Work The teacher will pair up students and have them	Students will exchange summaries with a partner. In that way students should read aloud to listen to their summary and see if they have the same idea of	Student-Student

	exchange summaries.	the text or if they are different.	
15 min	In presentation and discussion, the teacher has each pair present their summary. The teacher will listen carefully to each presentation and see if they have similarities.	The students should present group summaries. Each pair might participate in the discussion.	Student-student
10 min	The teacher will summarize the activity and ask questions to the students. She will provide feedback	Students can ask any final questions.	Teacher-Student

Lesson Plan 8

Group	9th grade	Time	40 min
Topic:	Skimming strategy for reading literal comprehension. (Simple past)		
Aims:	To teach students how to efficiently skim a text in a group.		
Objectives	Students will practice skimming to identify the main idea from the text.		

(expected learning outcomes)	
Materials:	● Whiteboard and markers ● Printed reading passages ● Highlighters or colored pens ● Worksheet with skimming activities ● projector
Anticipated problems and solutions:	**Problems:** Students may read the whole text instead of skimming. **Solution** Emphasize speed and practice with short, timed activities.

Timing	Teacher activity	Student Activity	Focus (teacher-student interaction)
5 min	**Warm Up activity** The teacher starts with a Simon SAYS with commands and classroom objects	The students will listen to the instructions, and they will do it or show the object to the teacher	Teacher-Student
10min	The teacher will introduce the title of the new reading. The teacher will present a sequence of pictures about the new chapter. The teacher will ask the students to	The students will listen to the title, and they will write some ideas about the title of the reading. The ideas should be written in relationship with the title read by the teacher.	Teacher-student

	put in sequence		
15 min	**Activity 1** The teacher will create 3 groups. In each group, there is a part of the new reading. The teacher should give students the part they will read. Each group will have a correct order to read the text.	Students will read their part of the text, and they will take notes about key aspects of their part of the story.	student-student
10 min	The teacher will ask each group about the main ideas they found in each paragraph. The teacher should ask each student to share it in	The students will Share their main ideas, in the correct order of each paragraph. The other students will listen and see if the ideas have a connection of the next idea of the other groups.	Student-Student

	front of the class.		

Lesson Plan 9

Group	9th grade	Time	2 hours
Topic:	Practice Scanning to Enhance Reading Comprehension and Review "Going to" Grammar		
Aims:	To improve students' ability to quickly locate specific information in a text through scanning. To review and reinforce the use of "going to" for future intentions and plans.		
Objectives (expected learning outcomes)	Students can scan a text to find specific information about different professions. -Students will demonstrate their understanding of the "going to" grammar structure by correctly forming sentences related to the future.		
Materials:	-Reading passage about various professions. -Handouts with exercises on scanning. -Worksheets for practicing "going to" grammar. -Projector and screen for displaying instructions and examples. -Markers and whiteboard. -Timer or stopwatch.		
Anticipated problems and solutions:	**-Problem:** Students may struggle with understanding the concept of scanning. **Solution:** Provide clear examples and model the scanning process before starting the activity. 1. **Problem:** Students may have difficulty forming sentences with "going to." **Solution:** Offer additional practice exercises and provide immediate feedback and support.		
Timing	**Teacher activity**	**Student Activity**	**Focus (teacher – stuent interaction)**
7 minutes **Warm up**	-Engage students in a quick discussion about different professions. -Imitation of professions	students in a quick discussion talk about different professions	Ss- T

		and guess the profession	
20 minutes **Presentation**	-Introduce the concept of scanning and its importance in reading comprehension. -Demonstrate scanning with a short example text projected on the screen. -Explain the grammar structure of "going to" for future intentions and plans.	Students take notes Students answer questions asked by the teacher	T- Ss
30 minutes **Reading activity**	-Divide students into small groups. -Assign each group a profession from the reading passage. -Have groups create sentences about the future using "going to" related to their assigned profession. -Teacher explain the rubric to present their sentences to the class.	-Students make groups of 5 -Read the reading aloud and their classmates must follow up the reading -Create different sentences using going to -Groups present their sentences to the class.	Ss- T
10 minutes **Review**	-Recap the lesson's key points (scanning technique and "going to" grammar). -Address any questions or concerns students may have.	-Students check their notes -Students ask questions	T-Ss
5 minutes **Conclusion and homework**	-Summarize what was learned during the lesson. - Assign a homework activity: Write a short paragraph about their future career plans using "going to." -Thank students for their participation and effort.	-Students ask questions about the topic and take more notes if necessary. Take notes about the homework.	T-Ss

Lesson Plan 10

Group	9th grade	Time	2 hours
Topic:	Practicing Scanning Technique to Enhance Reading Comprehension and Vocabulary of Jobs		
Aims:	-To develop students' ability to use scanning to enhance reading comprehension. -To expand students' vocabulary related to jobs and professions.		

Objectives (expected learning outcomes)	Students can use scanning to locate specific information about jobs and professions in a text. -Students will understand and use new vocabulary related to jobs and professions.		
Materials:	● Reading passages, including vocabulary related to jobs and professions. ● Handouts with exercises on scanning. ● Worksheets for vocabulary practice. ● Projector and screen for displaying instructions and examples. ● Speakers for playing music. ● Markers and whiteboard. ● Timer or stopwatch.		
Anticipated problems and solutions:	· **Problem:** Students may find it challenging to grasp the scanning technique. **Solution:** Provide clear examples and model the scanning process before the activity. · **Problem:** Vocabulary related to jobs might be unfamiliar to some students. **Solution:** Pre-teach essential vocabulary and use visual aids or real-life examples.		
Timing	**Teacher activity**	**Student Activity**	**Focus (teacher-student interaction)**
10 minutes **Introduction**	- Greet students and introduce the lesson topic. -Explain the objectives and expected outcomes.	-Have a short discussion among them -Try to identify what the class is about	**T-Ss**
7 minutes **Warm-up**	-Play Pictionary related to professions	students in a quick discussion talk about different professions and guess the profession	Ss- T
20 minutes **Presentation**	-Introduce the concept of scanning and its importance for reading comprehension. -Demonstrate scanning with a short example text projected on the screen. -Pre-teach essential vocabulary related to jobs and professions using visual aids and examples.	-Students take notes -Students answer questions asked by the teacher -Copy the new vocabulary in the notebook	T- Ss

30 minutes **Reading activity**	-Distribute the reading passage about jobs. -Instruct students to scan the text to find specific information related to professions and job vocabulary. -Provide a list of questions that require scanning to answer. -Monitor and support students as they work	-Students answer the questions using the scanning technique in a time determined by the teacher -Underline the vocabulary learned	Ss- T
15 minutes **Vocabulary Practice**	-Hand out worksheets focused on job-related vocabulary. -Guide students through the first few exercises, then allow them to complete the rest independently. Check for assistance and feedback.	-Learners listen to the specific instructions given. -Students complete the worksheets -Students ask questions	Ss-Ss
15 minutes **Group activity**	-Divide students into small groups. -Assign each group a set of job-related vocabulary words. -Have groups create sentences or a short paragraph using their assigned vocabulary.	-Students make groups -Create a short paragraph using the vocabulary -Ask for feedback from the teacher	Ss-Ss
15 minutes **Review and Homework**	-Recap the critical points of the lesson (scanning technique, job vocabulary). Address any questions or concerns students may have. -Assign a homework activity: Write a short paragraph about their future job using the new vocabulary. -Thank students for their participation and effort.	Ask questions to the teacher. Take notes about their homework.	T-Ss

Lesson Plan 11

Group	9th grade	Time	2 hours
Topic:	Teaching How to Answer Literal Questions to Enhance Reading Comprehension Using "Will" Grammar		

Aims:	- To develop students' skills in answering literal questions to improve reading comprehension. -To reinforce "will" for future intentions and predictions.		
Objectives (expected learning outcomes)	- Students can identify and answer literal questions from a text. -Students will demonstrate an understanding of the "will" grammar structure by forming sentences about future events.		
Materials:	● Reading passage incorporating "will" grammar. ● Handouts with exercises on answering literal questions. ● Worksheets for practicing "will" grammar. ● Projector and screen for displaying instructions and examples. ● Speakers for playing music. ● Markers and whiteboard. ● Timer or stopwatch.		
Anticipated problems and solutions:	**Problem:** Students may struggle with differentiating between literal and inferential questions. **Solution:** Provide clear definitions and examples of both types of questions. **Problem:** Students may have difficulty forming sentences with "will." **Solution:** Offer additional practice exercises and provide immediate feedback and support.		
Timing	**Teacher activity**	**Student Activity**	**Focus (teacher-student interaction)**
10 minutes **Introduction**	- Greet students and introduce the lesson topic. -Explain the objectives and expected outcomes.	-Have a short discussion among them -Try to identify what the class is about	**T-Ss**
7 minutes **Warm-up**	- Play an uplifting song about the future. Engage students in a discussion about their thoughts on the future and predictions, linking to the use of "will."	students in a quick discussion talk about different professions and guess the profession	Ss- T
20 minutes **Presentation**	- Introduce the concept of literal questions and explain their importance for reading comprehension. -Demonstrate how to identify and answer literal questions using a short example text projected on the screen.	-Students take notes -Students answer questions asked by the teacher -Copy the new grammar rules	T- Ss

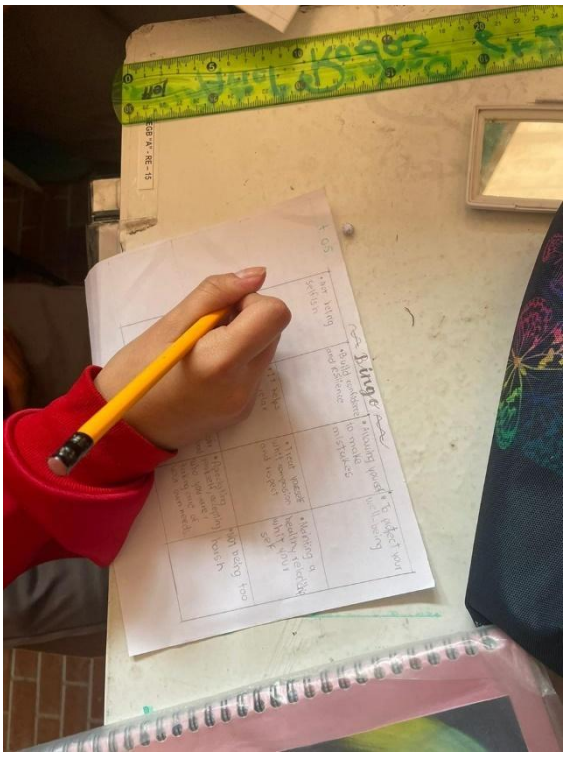
	-Explain the grammar structure of "will" for future intentions and predictions with examples.		
30 minutes **Reading activity**	- Distribute the reading passage that incorporates "will" grammar. -Instruct students to read the passage and identify literal questions embedded within the text. -Provide a list of literal questions for students to answer using information from the text. -Monitor and support students as they work on answering the questions.	-Students answer the questions Read alone the text -Underline the grammar	Ss- T
15 minutes **Grammar Practice**	-Hand out worksheets focused on will grammar -Guide students through the first few exercises, then allow them to complete the rest independently. Check for assistance and feedback.	-Learners listen to the specific instructions given. -Students complete the worksheets -Students ask questions	Ss-Ss
15 minutes **Group activity**	- Divide students into small groups. Assign each group a scenario related to the future where they must use "will" in their responses. Have groups create and present sentences or short dialogues using "will" to discuss future events.	-Students make groups -Create a short role-play using will -Ask for feedback from the teacher	Ss-Ss
15 minutes **Review**	- Recap the lesson's key points (answering literal questions and using "will" for future predictions). Address any questions or concerns students may have.	Ask questions to the teacher.	T-Ss

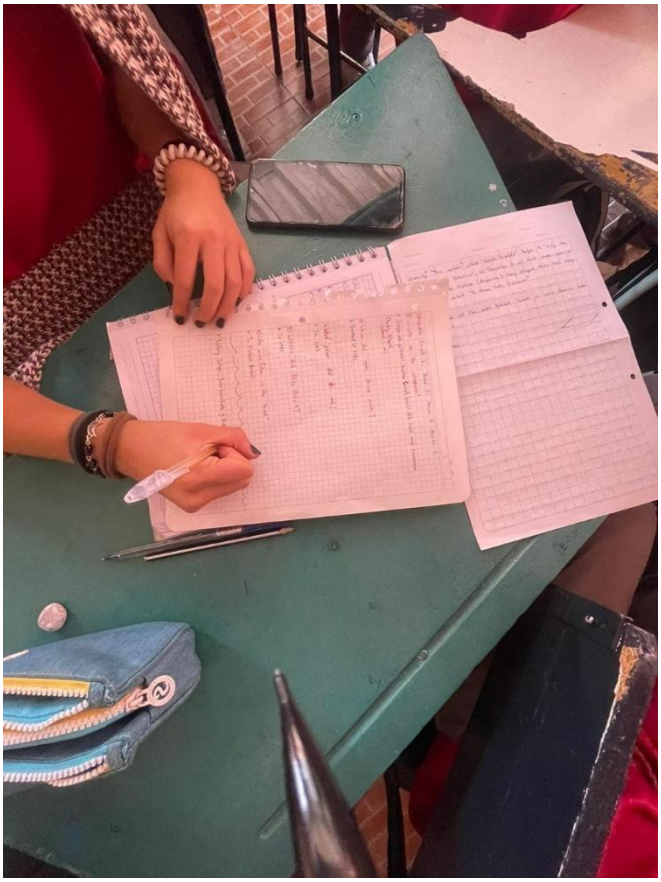
Group	9th grade	Time	2 hours
Topic:	Practicing How to Answer Literal Questions to Enhance Reading Comprehension Using "Will" and "Going to" Grammar		
Aims:	- To improve students' ability to answer literal questions and enhance reading comprehension. -To reinforce "will" and "going to" for future intentions and plans.		
Objectives (expected learning outcomes)	- Students can identify and answer literal questions from a text.		

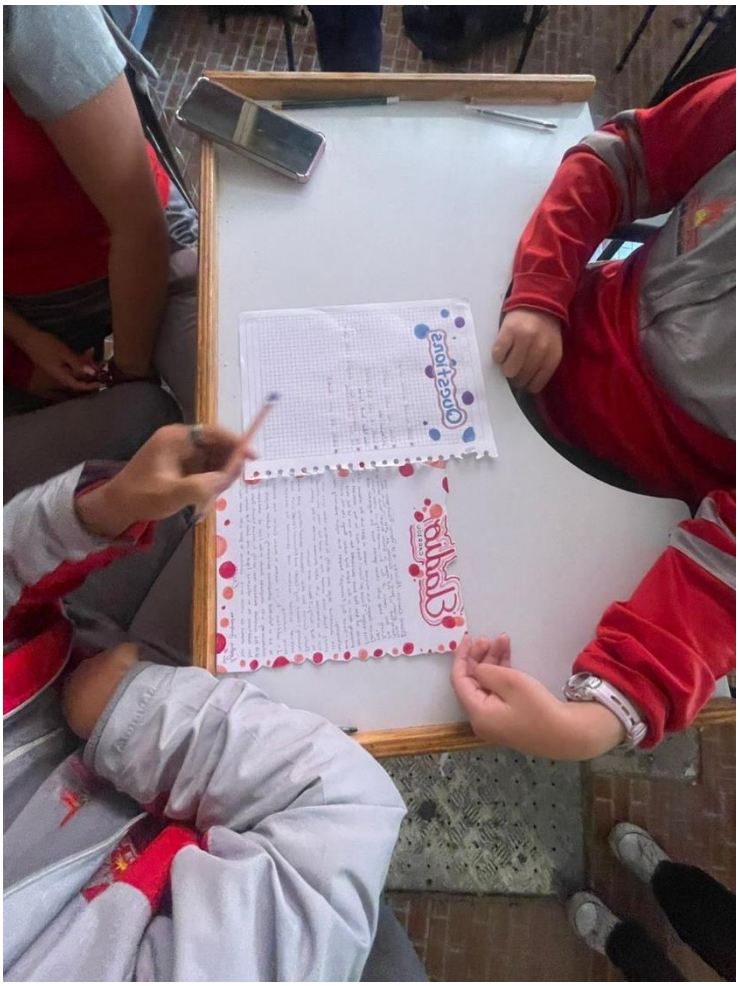
	Students will demonstrate their understanding of the "will" and "going to" grammar structures by forming sentences about future events. Students will enhance their reading comprehension skills through focused practice answering literal questions.		
Materials:	● Reading passages incorporating "will" and "going to" grammar. ● Handouts with exercises on answering literal questions. ● Worksheets for practicing "will" and "going to" grammar. ● Projector and screen for displaying instructions and examples. ● Speakers for playing music. ● Markers and whiteboard. ● Timer or stopwatch.		
Anticipated problems and solutions:	**Problem:** Students may struggle to differentiate between "will" and "going to." **Solution:** Provide clear explanations and examples of each structure. **Problem:** Students may struggle with identifying literal questions. **Solution:** Offer guided practice with multiple examples.		
Timing	**Teacher activity**	**Student Activity**	**Focus (teacher-student interaction)**
10 minutes **Introduction**	- Greet students and introduce the lesson topic. -Explain the objectives and expected outcomes.	-Have a short discussion among them -Try to identify what the class is about	**T-Ss**
7 minutes **Warm-up**	- Show different images to students, and they must guess what is going to happen then	students must write their answers by going about their prediction	Ss- T
20 minutes **Presentation**	-Introduce the concept of literal questions and explain their importance for reading comprehension. -Demonstrate how to identify and answer literal questions using a short example text projected on the screen. -Explain the grammar structures of "will" and "going to" for future intentions and predictions with examples.	-Students take notes -Students answer questions asked by the teacher -Review the grammar rules learned	T- Ss
30 minutes **Reading activity**	- Distribute the reading passage incorporating "will and going to" grammar. -Instruct students to read the passage and identify literal questions embedded within the text.	-Students answer the questions Read alone the text -Underline the grammar	Ss- T

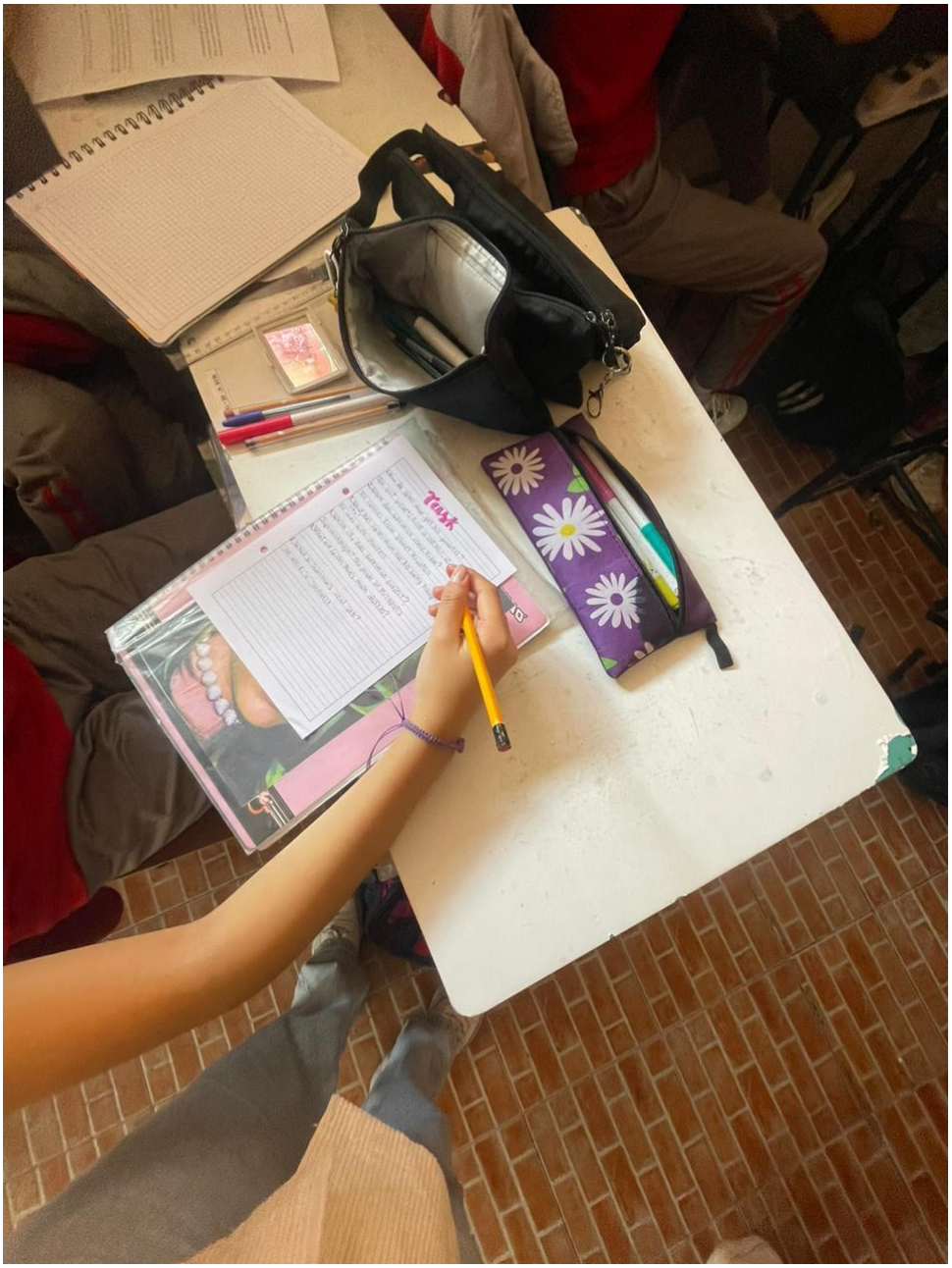
	-Provide a list of literal questions for students to answer using information. From the text. -Monitor and support students as they work on answering the questions.		
15 minutes **Grammar Practice**	-Hand out worksheets focused on will grammar -Guide students through the first few exercises	-Learners listen to the specific instructions given. -Students complete the worksheets -Students ask questions - Complete the sentences	Ss-Ss
15 minutes **Group activity**	- Divide students into small groups. -Complete sentences as possible on the board	-Students make groups -Create a short role-play using will -Ask for feedback from the teacher	Ss-Ss
15 minutes **Review**	- Recap the critical points of the lesson (answering literal questions and using "will" for future predictions). Address any questions or concerns students may have.	Ask questions to the teacher	T-Ss

Annex 4 Evidences









UNIVERSIDAD NACIONAL DE EDUCACIÓN

DECLARATORIA DE PROPIEDAD INTELECTUAL Y CESIÓN DE DERECHOS DE PUBLICACIÓN PARA EL TRABAJO DE INTEGRACIÓN CURRICULAR
DIRECCIONES DE CARRERAS DE GRADO PRESENCIALES - DIRECCIÓN DE BIBLIOTECA

Yo, *Jennifer Mariela Cando Espinoza* , portador de la cedula de ciudadanía nro. 0106173529, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Itinerario Académico en: Pedagogía de la Matemática en el marco establecido en el artículo 13, literal b) del Reglamentode Titulación de las Carreras de Grado de la Universidad Nacional de Educación, declaro:

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Azogues, 19 de Agosto de 2024

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C.I.: 0106173529

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CERTIFICACIÓN DEL TUTOR PARA TRABAJO DE INTEGRACIÓN CURRICULAR
DIRECCIONES DE CARRERAS DE GRADO PRESENCIALES

Carrera de: Pedagogía de los Idiomas Nacionales y Extranjeros

Yo, Tania Anabel Cajamarca Alvear, tutor del Trabajo de Integración Curricular de Carreras de Grado de Modalidad Presencial denominado *"Enhancing Students' Reading Literal Comprehension Skills: Implementing Cognitive Reading Strategy in a Private High School"* perteneciente a los estudiantes: Jennifer Mariela Cando Espinoza con C.I., 0106173529 Y Lady Daniela León Chuñir con C.I., 0107540536. Doy fe de haber guiado y aprobado el Trabajo de Integración Curricular. También informo que el trabajo fue revisado con la herramienta de prevención de plagio donde reportó el 9 % de coincidencia en fuentes de internet, apegándose a la normativa académica vigente de la Universidad.

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