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Targeted Reading Instruction as a Didactic Strategy to Enhance
Reading Comprehension in Junior Students at Abelardo
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DEDICATION

I want to dedicate this achievement, first and foremost, to God for allowing me to take this great step in my life. My Lord has been my sustenance and companion in every journey. Also, I dedicate this achievement especially to my parents, Luis and Teresa. They have my greatest admiration and respect; I thank them for being an example and guide for my sisters and me, for never letting go of my hand, for believing in me, and for always being there for me in the good and bad moments of my life.

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“Those who are wise will shine like the brightness of the heavens, and those who lead many to righteousness, like the stars for ever and ever.”

Daniel 12:3

Paulina Eunice Campués Narváez

ABSTRACT

English learning in the Ecuadorian context faces persistent challenges despite significant curricular adaptations. This research, based on initial observations, identified problems in the development of reading comprehension, an essential sub-skill of reading, among junior students at Abelardo Moncayo School (Atuntaqui, Antonio Ante, Imbabura). After analyzing the data, it was possible to infer that the participants understand what reading comprehension is and recognize its importance during reading activities; however, they still lack effective strategies to adequately develop this skill across different formats. Furthermore, teachers' contributions revealed the need for targeted actions to address these issues and highlighted potential solutions. The data were collected using a mixed-methods design (qualitative and quantitative) to describe the factors that influence this issue. The study included a sample of 123 students from the total population of this group, as well as argumentative contributions from two English area teachers in the high school section. As a result, the implementation of the didactic strategy Targeted Reading Instruction is proposed, this is specifically adapted to strengthen reading comprehension, and mixed with technology through the creation of a blog for English teachers. This blog provides detailed resources to support work on this sub-skill in digital or printed formats, making classes more innovative and easier to adapt.

Keywords: Targeted Reading Instruction, didactic strategy, reading comprehension, English language learning, junior students.

RESUMEN

El aprendizaje del inglés en el contexto ecuatoriano enfrenta desafíos persistentes a pesar de significativas adaptaciones curriculares. Esta investigación, basada en observaciones iniciales, identificó problemas en el desarrollo de la comprensión lectora, una sub-habilidad esencial de la lectura, entre estudiantes de secundaria en el Colegio Abelardo Moncayo (Atuntaqui, Antonio Ante, Imbabura). Después de analizar los datos, fue posible inferir que los participantes entienden qué es la comprensión lectora y reconocen su importancia durante las actividades de lectura; sin embargo, aún carecen de estrategias efectivas para desarrollar adecuadamente esta habilidad en diferentes formatos. Además, los aportes de los docentes mostraron la necesidad de pasos concretos para enfrentar estos inconvenientes y señalaron opciones viables. La información se obtuvo usando un enfoque mixto (cualitativo y cuantitativo) para explicar los elementos que afectan este tema. La investigación abarcó un grupo de 123 alumnos del total de esta clase, junto con opiniones razonadas de dos maestros de inglés en el nivel de bachillerato. Como resultado, se propone la implementación de la estrategia didáctica Instrucción de Lectura Dirigida, esta está específicamente adaptada para mejorar la comprensión lectora, y mezclada con tecnología a través de la creación de un blog para profesores de inglés. Este blog brinda recursos detallados para apoyar el trabajo en esta sub-destreza en formatos digitales o impresos, haciendo las clases más innovadoras y más fáciles de adaptar.

Palabras clave: Instrucción de Lectura Dirigida, estrategia didáctica, comprensión lectora, aprendizaje del idioma inglés, alumnos de secundaria.

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INTRODUCTION

Nowadays, English language teaching requires the implementation of renewed didactic strategies to address the diverse learning demands of modern English learners. Supporting this view, Hidalgo (2020) argues that teaching strategies play a key role in maintaining students' attention and enhancing engagement in English lessons. The application of such strategies significantly influences teaching effectiveness by promoting active student participation, facilitating meaningful learning, and strengthening long-term retention. Therefore, innovative instructional approaches contribute to transforming conventional classroom practices into more dynamic and engaging learning environments.

Furthermore, one of the most effective didactic strategies that has been adapted in the field of education is Targeted Reading Instruction (TRI). Its implementation is highly flexible, which makes it relatively easy to apply in classroom settings. Lund (2016), instead of strictly following what students should know according to their grade level, targeted instruction focuses on what they already understand and educates them according to their skill levels. This approach enables teachers to create learning environments that support students' progress at an appropriate pace, allowing them to advance according to their level of understanding without unnecessary acceleration

Reading comprehension is a sub-skill especially good for the use of this strategy, as it needs a full meaning of the text. Rutzler (2020) argues that reading comprehension is the ability to read, understand, work with, and remember the written information. It means that reading comprehension goes beyond simply reading. Rather, it makes reference to getting important information, discovering the main ideas, and figuring out the meaning of the text. These steps help students improve their reading and answer questions correctly. Also, better understanding helps learn new words, because more clear ideas make students feel sure and want to learn more. From the teacher's viewpoint, these changes make class work better and cover the lessons in a faster way.

Research Context

The integration of English as a foreign language in the classroom has undergone continuous transformation over time and has become a key factor in the development of modern societies. Peng (2024) states that English language education is important for social development because it equips individuals with skills that support career advancement and global communication. From this standpoint, learning English is beneficial not only at the personal level but also in diverse social and professional contexts. Moreover, English learning strengthens school environments, improves classroom interaction, increases students' confidence, and prepares them for future

academic and professional challenges. Language learning develops through the interaction of fundamental skills. In this regard, Sharma and Puri (2020) argue that “the four foundational language skills: listening, speaking, reading and writing are never independent zones but together holistically describe language learning as a discipline” (p. 1). This perspective suggests that each of the four language skills complements and reinforces the others throughout the process of learning English. When these skills are developed in an integrated way, students tend to make faster and more meaningful progress in the classroom. Through listening, learners acquire new vocabulary and become familiar with authentic language use; by practicing speaking, they gradually gain confidence and fluency; through reading, they deepen their understanding of texts and ideas; and through writing, they learn to express their thoughts clearly and purposefully. Consequently, language learning becomes a connected and dynamic process in which all skills work together to support students’ overall development.

Reading comprehension is a fundamental sub-skill that plays a crucial role in students’ academic development, as it enables them to understand and process written information (Fethi et al., 2026). Similarly, De-la-Peña and Luque-Rojas (2021) describe reading comprehension as a process that supports knowledge synthesis and facilitates effective academic performance. Therefore, it follows that, when this sub-skill is underdeveloped, significant learning gaps may emerge, limiting students’ academic and professional potential. Therefore, strengthening reading comprehension helps learners identify main ideas efficiently and improves clarity in classroom tasks.

Traditional reading strategies, however, do not always address the diverse needs of learners. In this regard, Bouslog (2022) emphasizes that teachers must be familiar with a wide range of instructional strategies to maintain student engagement and participation. Consequently, it becomes necessary to explore innovative approaches that respond to individual learning differences and promote a more meaningful connection with reading. In general, strategies adapted to students’ learning profiles help sustain motivation and foster continuous improvement.

TRI demonstrates considerable flexibility, which makes it suitable for short and adaptable lesson formats across different academic levels. Teaching reading comprehension should be properly adapted to the different levels of reading ability of the students and include targeted exercises that promote good reading. This highlights the importance of adapting the instructional tool to the age and specific characteristics of each student group. Such adaptation fosters greater motivation, commitment, and active participation in the learning process. Consequently, short and structured lessons are especially effective in contexts with demanding schedules, as they allow learners at different levels to practice reading through manageable steps and group work at their own pace, promoting consistent and measurable progress in each class (Lungu et al., 2024).

TRI presents always a high level of flexibility, making it perfect for short and changing formats in diverse school stages. Teaching reading comprehension needs in a constant way to be adapted to the reading level of each student, in association with specific exercises to develop strong

reading habits. This emphasizes the need to adapt teaching materials with the age of the group and their individual characteristics. With the adaptation of the materials could encourages greater motivation, dedication, and active participation in the learning process. The concise lessons stand out in tight schedules, as they allow students of all levels to perfect their reading through simple steps and the help of their peers at their own pace, driving reliable and measurable progress in each session (Lungu et al., 2024).

Problem Description

English has become one of the most widely spoken languages in the world. Berdina (2023) notes that it is used in nearly 101 countries and functions as a global language of communication. Its expansion has encouraged many individuals to learn English in order to communicate across borders and access international opportunities. Moreover, a significant proportion of academic research, conferences, and digital resources are published in English, which provides students with valuable opportunities to expand their knowledge and participate in global academic communities.

Although people know its importance well, some main problems stay in English language teaching in many parts of Latin America. Cochrane (2022) says that most English teachers in the continent lack enough skill in the language, good teaching training, or both, which limits how well English language teaching works. The author points out that no quality English language teaching program in the public school system is a big part that adds to this trouble. This situation affects how good students learn and, because of that, makes it hard to reach the needs for world standards of good English command.

In the Ecuadorian context, Newman et al. (2023) sustain that later on research is needed to understand the factors underlying students' limited English proficiency and to identify effective improvement strategies. Many studies that are directed within the Ecuadorian educational system have showed persistent difficulties in students' performance during an English class. These challenges make it harder for students to engage confidently with the language learning . As a result, some students confront limitations in their academic growth and struggle to achieve fluent English language use.

Problem Delimitation

In reference with the Ecuadorian context, Andrade (2023), based on a research realized in the province of Imbabura, reports that many students have difficulties in understanding texts, reflecting on their own ideas, and expressing their points of view in English. For many situations, fear and the absence of effective instructional strategies put a limit in the students' participation and confidence. This situation is so worrying because reading comprehension is really important for effective learning. engagement.

During three classroom observations conducted with junior students at Abelardo Moncayo High School in Atuntaqui (Antonio Ante canton), the researcher identified significant difficulties in students' comprehension of the contents included in the instructional modules. These difficulties appear to be associated with the limited use of innovative didactic strategies and the reduced instructional time allocated to English, which is approximately three hours per week. As a result, students demonstrate low motivation and persistent gaps in their English knowledge, which negatively affect their proficiency development. Furthermore, the limited class time restricts opportunities for meaningful practice, and current instructional approaches do not sufficiently address students' learning needs.

During three classroom observations realized with junior students at Abelardo Moncayo High School in Atuntaqui (Antonio Ante canton), the researcher could discover significant problems in students' comprehension of the contents taking account in the instructional learning modules. These difficulties are clearly associated with the limited use of new didactic strategies and the reduced instructional time with reference to English, which is approximately three hours per week. As a consequence, students demonstrate low motivation and strong gaps in their English knowledge, which negative affectations in their proficiency development. Furthermore, the limited class time takes away opportunities for gratifying practice, and current instructional approaches do not completely address to the students' learning needs.

Justification

Within the Ecuadorian educational system, English has been implemented for various reasons; in this context, Pachina (2020) highlights that "English is the most spoken foreign language amongst tourist providers and professionals." (para. 1). That would take us to realize that it is very important for Ecuadorians to know English as it is crucial if we want to make ourselves known worldwide. Working for future generations with regard to the adaptation of the English language in education will open a wave of opportunities and change the destinies of many communities. Even more so today, when the progress of countries depends on the level of education that students receive in their classrooms.

An article published by Zone of Education (2024) states that a strategy is a more precise manner via which the instructional approach can be accomplished. From this point of view, it should be emphasized that a teaching strategy could be adapted to the approach the teacher chooses to use in its planning, thus, turning it into something coherent and attractive. The use of those to teach is essential because they optimize the learning process by making it more effective and personalized. These also enable teachers to align educational objectives with the real needs of students, improving their understanding and retention of English in diverse contexts. Therefore, applying it in the teaching of the English language is the ideal way to create a good learning environment and for students to connect with the classroom more effectively.

Also, it is noted that there are strong strategies that can be used in the process of teaching English, it is depending on the skills that the teacher aims to develop. With reference of reading skills, specifically comprehension, studies suggest the use of Targeted Reading Instruction (TRI) like an effective strategy, since it is easy to address, it is divided into short lessons, and it can be implemented in a flexible way with students. Furthermore, the TRI strategy is highly manipulable, allowing teachers to work in different manners and with a variety of educational and technological materials, adapting it to classroom needs.

Nonetheless, the beneficiaries of the use of this strategy are students and teachers as it allows for a better inference of reading, and in turn, a better intervention in the teaching-learning process. In this regard, according to Hawthorne (2022) the effective teaching includes the knowledge, tactics, methods, and behaviors that lead to positive student results. Generally, the good teachers positively influence their students and use their skills to boost learning. For this reason, the fact that a teacher adapts the TRI strategy in his classroom will make it much more attractive and those students will be involved in learning and reading comprehension with greater ease.

By introducing TRI as a fundamental teaching strategy, the goal is to bring about significant change in Ecuadorian classrooms. In the short term, students should experience a noticeable improvement in their comprehension skills, especially when it comes to breaking down main ideas and making critical inferences. The impact goes further: over time, TRI transforms the way teachers work, as they develop a more intentional, data-driven approach that addresses individual learning gaps. It is not just about reading. It is about giving these students the English skills they need to access higher education and career opportunities that would otherwise have been out of reach, and making language learning more successful and much more inclusive.

OBJETIVES

General Objective

- Propose a didactic strategy Targeted Reading Instruction for enhancing reading comprehension in juniors' students at Abelardo Moncayo High School.

Specific Objectives

- Describe the use of Targeted Reading Instruction as a didactic strategy.
- Analyze the strategies that teachers use when fostering reading comprehension in junior students at Abelardo Moncayo High School.
- Design an educational blog for teachers with resources that improve the comprehension of junior students at the Abelardo Moncayo High School.

CHAPTER I: THEORETICAL FRAMEWORK

This research aims to determine how Targeted Reading Instruction (TRI) can be adapted as a didactic strategy to enhance reading comprehension. Additionally, it is important to point out that this chapter reviews relevant ideas and concepts pertaining to reading comprehension and the TRI approach in order to provide a strong theoretical basis for a thorough response to this topic. The conceptual tools required for data analysis and the development of significant conclusions will be supplied by this framework.

1.1.Learning Theories

Learning theories play a key role in shaping how teaching is designed. According to Oyarzun and Conklin (2021), these theories are essential for instructional design, enabling the creation of strategies that foster student engagement and long-term retention. By focusing on cognitive processes such as motivation and active participation, learning theories allow for the development of meaningful environments where students are not merely passive recipients but active agents in their own learning journey.

Meanwhile, according to Goto (2025), learning theories provide a comprehensive framework for analysing knowledge acquisition as a dynamic process shaped by biological, environmental and cultural interactions. These perspectives highlight how individuals convert sensory experiences into lasting internal transformations, combining mechanisms such as conditioning, active construction of mental schemas, and social dynamics to enhance cognitive adaptability. As well as, they transcend the formal educational sphere and promote applications in everyday contexts, such as professional training or digital navigation, fostering autonomous learning and adaptation to continuous change.

Furthermore, Pace (2025) affirms that learning theories help teachers to comprehend how students memorize, incorporate, and implement new information during the learning process. These theories describe how the mind functions during learning, encouraging students to focus on their own learning. In addition to this, teachers can adopt these theories to encourage active participation and deeper understanding in traditional classroom settings or interactive environments. The framework outlined above allows for a deeper study of specific learning theories, including constructivism, cognitivism, and connectivism, which will be discussed in detail in the following paragraphs.

1.1.1. Constructivism

According to Drew (2024), shaped by Piaget's view on thinking growth, learning is a lively process of taking in and fitting ideas. In this way, students mix new events into what they already know or change those ideas to add fresh details. As a result, Piaget's idea claims knowledge gets

better through real action in the surroundings, building self-control and own handling of learning. This theory is key to today's schools, as it pushes learning by doing and student freedom.

Complementing the individual focus of Piaget, McLeod (2025), highlights Lev Vygotsky's social constructivism, which underscores the crucial role of social interaction in the construction of knowledge. Vygotsky's framework suggests that learning is inherently collaborative, occurring through group interaction and cultural exchange. The same author explains that Vygotsky did an intense study of the zone of proximal development (ZPD), where he says students learn better when grown-ups or friends with more know-how help them with short-term support called scaffolding. It shows how much friends, teamwork, and shared cultural experiences can help people grow. Vygotsky's views continue to influence today's schools, it is inspiring collaborative learning and creating spaces where students' thinking can expand.

Also, Jemberie (2021) says that constructivist practices help think well, solve problems, and student interest by using learning with questions. In this frame, the teacher's job changes from giving information to a guide who makes places that wake curiosity and team work. By using constructivist ideas, teachers can see better the learning process while making strong, active classes that let students try new ideas with practice. This idea helps make teaching plans, including one proposed, that help students be active in their own reading and writing growth.

1.1.2. Cognitivism

In the views of Mendelson (2025), cognitivism originated as a prelude to behaviorism, and with this development came the investigation of the human mind. The aforementioned author affirms that the theory does not see learning as an unnoticed process, but rather as an act that involves the interaction of all participants through the various mental processes by which new knowledge is acquired. In this way, learning occurs internally and actively, allowing learners to assimilate concepts effectively. Moreover, the theory supports the way people process information by organizing it mentally, highlighting how memory and attention work together to make learning last longer.

Alternatively, Feder (2024), points out, cognitive learning theory makes the mind function similarly to a device, evaluating information with the help of cognitive links such as short-term and long-term memory, while students effectively establish and organize their skills. In view of this, cognitive techniques such as research, composition, and production are highlighted, which help in the preservation of content and the optimization of professional performance. The base ideas of cognitive learning theory are the parts that shape how we think, get, and keep information. For example, short memory grabs new stuff just long enough to send it to lasting storage. These mind paths help students link everyday cases to school lessons for stronger memory.

By the way, Cloke (2024), states that cognitive theory is based on offering students the freedom to participate in activities that involve challenges. Unlike these traditional methods, cognitivism emphasizes the mental processes that occur during learning. Furthermore, the same author argues that cognitivism moves away from the pedagogical approaches of the past, in which learning took place through the repetition of content provided by the teacher. As a result, teachers are intermediaries, guiding students in acquiring skills to face challenges during the learning process. It suggests that students solve problems on their own to develop solid thinking. Meanwhile, teachers ask questions to stimulate intellectual work, rather than simply giving answers, and the classroom becomes a space for daily practice where tasks are fun and memorable.

1.1.3. Connectivism

According to Mukhlisa et al. (2024), connectivism challenges traditional theories of learning, which is why the authors assert that connectivism poses a major challenge to traditional principles of learning, as students advance through their experience by using different knowledge networks. As a way of inferring this new theory, they argue that knowledge goes beyond support between people, stating that knowledge can also be obtained through the use of technological means. It is understood that connectivism is useful for studying by taking advantage of the manipulation of these means and improving the teaching-learning process.

Similarly, Young (2024) argues that, in this new technological era, it is important to use connectivism theory when teaching because it helps improve student performance. Furthermore, this idea links digital resources with teaching, which not only facilitates schoolwork but also enhances learning in general. The author states that connectivism has an approach related to education, and also adds that educators should strive to become good guides for their students, helping them discover skills that allow them to connect with different learning groups, rather than imposing memorization as the only means of inferring information.

On the other hand, according to WGU (2021), connectivism works great in today's school world, where mixing different topics keeps changing all the time. Here, the same author says that it helps students make links between various subjects, pushes group learning both in class and outside with tech tools, and grows sharp thinking skills. To break it down more, this idea shows that teachers turn into helpers who guide students through info paths, so they can build their own study networks from scratch and keep learning on their own in a fast digital world. It is because new information shows up online quickly, so students need new ways to handle it all. Moreover, teachers do not just tell facts anymore; they show students how to find and connect ideas by themselves.

1.2. Teaching Approaches and Methods

Teaching methods and approaches are the basis of teaching practice. In support to this idea, Jebahi (2022) published an analysis about how approaches and methods in language teaching have changed over time. It ranges from more traditional methods such as Grammar-Translation and the Audiolingual Method, to current approaches, such as Communicative Language Teaching and Task-Based Language Teaching. Based on this overview, the author shows how each stage reflects different ways of understanding language learning. This type of review is valuable because it helps teachers recognize the origins of their practices and better justify their pedagogical practices.

Research on changes in English teaching methods shows different ways to teach that fit into groups by ideas, styles, and ways that shaped language learning over time. According to EFL Cafe (2024), these methods play an important role in making teaching better since they really change how students connect with learning. The changes in English Language Teaching (ELT) methods, which first saw learning as strict and rule focused, like the Grammar-Translation method, have shifted over time to more active and student-focused methods, such as the Direct Method, the Audiolingual method, Humanistic Approaches, Communicative Language Teaching (CLT), Task-Based Learning (TBL) and Content-Based Instruction (CBI), which see that language learning is not just rules, but real talk. As explained by EFL Café these fundamental principles are methodically described in Table 1, which details the first English teaching methodologies.

Table 1

English language teaching methods and approaches

Method	Definition	Main characteristics
Grammar-Translation Method	A classic method to teaching foreign languages that focuses on the structured learning of grammar rules and translating written texts (Parveen et al., 2023).	<ul style="list-style-type: none"> • It focuses on explicit grammar instruction. • It promotes the translation of sentences and texts. • It primarily develops reading and writing skills.
Direct Method	A method that promotes learning the language of through direct exposure, without using the native language and promoting natural acquisition (Hossain, 2024).	<ul style="list-style-type: none"> • It requires the use of the target language. • It teaches grammar indirectly. • It emphasizes oral communication and

		pronunciation.
Audio-Lingual Method	A method influenced by behaviorist psychology and structural linguistics, which views language learning as the formation of habits through repetition and reinforcement (Shigue, 2023).	<ul style="list-style-type: none"> • It relies on repetition and pattern drills. • It promotes the memorization of dialogues. • It includes immediate error correction.
Humanistic Approaches	A set of approaches that emphasize the emotional and psychological sides of language learning, highlighting learners' affective needs (Amini et al., 2025).	<ul style="list-style-type: none"> • They emphasize a supportive classroom environment. • They promote learners' motivation and self-confidence. • They encourage active student participation.
Communicative Language Teaching	An approach that views language mainly as a means of communication and aims to build learners' ability to communicate effectively (Qasserras, 2023).	<ul style="list-style-type: none"> • It uses meaningful communicative activities. • It integrates the four language skills. • It balances fluency and accuracy.
Content-Based Instruction and Task-Based Learning	Approaches that integrate language learning with subject content or real tasks, enabling students to learn the language through practical use (Rahmat, 2025).	<ul style="list-style-type: none"> • They organize learning around themes or tasks. • They integrate language skills. • They focus on meaningful language use.

Source: EFL Cafe (2024); Parveen et al. (2023); Hossain (2024); Shigue (2023); Amini et al. (2025); Qasserras (2023); Rahmat (2025). Adapted by Paulina Campués, 2026.

1.2.1. Cognitive Approach

From the perspective of Boris (2022), the cognitive approach gives a clear frame for understanding human actions by looking at inner mind steps. The author mentioned that the

cognitive approach provides a distinct viewpoint on understanding human behavior by investigating the processes of the mind. In this idea frame, students are seen as active learners who build knowledge through mixing past events, current mind setups, and new details. In conclusion, learning is seen as an active and simple process where students tell, group, and mix knowledge instead of just grabbing it.

Nonetheless, Teachers Institute (2023) emphasizes that the cognitive approach to learning shows how thinking and remembering really count when it comes to getting knowledge, holding it, and using it on a daily basis. Teachers can encourage more teamwork, sharp thinking, and problem solving if they understand how students see the world, pay attention, and remember details well. Using this approach prepares students to perform well both in and out of class. The author tries to explain that this approach creates students' confidence without them always having to depend on their teachers' help.

1.2.2. Spaced Learning

Based on, Gupta (2025) spaced learning can help some students skip mind overload by letting them take in info easily. In other words, it is a way to handle hard information, so the brain blends it during rests, leading to better grasp and memory. This method is based on the idea that spaced learning helps to better reinforce knowledge in the memory. It consists of dividing learning into segments of time, with breaks in between, to improve long-term memory and understanding. Unlike the usual long sessions, spaced learning benefits from the brain's ability to process and retain information more quickly when it is repeated after a short interval.

With a different perspective, Khalafi et al. (2024) affirm that spaced learning stands out because it can reduce the mental fatigue and makes learning more enjoyable and less stressful for students. Unlike the mind overload approach, this method makes a nice experience by splitting lessons into short bits with real rests, keeping focus high and worry low. The study shows that breaks aren't lost time, but big moments where the brain actively sorts what was learned, linking it with old ideas to make stronger, easier-to-use memories. It is different from long sessions that wear you out and cause quick forgetting. Also, it works for all kinds of knowledge facts, ideas, or hands on skills because it follows the brain's natural beat, getting longer memory hold without extra work or upset, perfect for students who find old heavy methods tough.

1.2.3. Whole Language Approach

From the viewpoint of Sager (2024), whole language approach pushes students to use the language by talking, writing, listening, and reading in real situations, unlike old ways that stress memorizing set grammar rules. The idea of combined language teaching offers a model for smooth mixing of language skills in real cases. In line with this statement, the author notes that this method

helps students make a stronger link with the language using real texts and freedom to create their own fitting work. Also, its role in student freedom and combined language teaching lets learners take an active participation in their learning and raises interest and connection with study.

For its part, EuroKids (2024) states that the whole language approach is totally different from other approaches by putting students into real-life language moments through true reading, writing, speaking, and listening, instead of counting on repeating separate skills by heart. It gives students creative space, self-motivation, and a love for reading, making learning interesting and complete without rigid or repetitive tasks. It could be said that this method views language as one whole, so students read books, write stories, join discussions, and hear real talks every day. Beyond all of the above, teachers guide effectively rather than just cramming facts into students' heads, using pictures or contexts to help when their students get stuck. Everything taught relates to their lives, such as family stories, playground games, or favorite TV shows, allowing them to develop a solid and natural memory without boring quizzes. Another positive aspect is that parents see their children's progress firsthand.

1.3. Didactic Strategies

The study conducted by Tejedor et al. (2019) highlights that didactic strategies are a fundamental component of educational training, particularly in higher education. The authors explain that their planning should not be left to improvisation; rather, it must be guided by a clear pedagogical intention that provides coherence and direction to the learning experience. Through this purposeful design, teaching strategies generate meaningful opportunities for active involvement and continuous reflection, enabling students to participate more deeply and thoughtfully in their own learning process.

Didactic strategies mean specific ways and strategies used by teachers to improve the learning process. It is a key to see their reach and how they can be changed to better the teaching and learning steps while using these strategies. In school settings, these strategies guide the steps for making choices to make sure students stay driven, think clearly, and gain knowledge overall. The didactic strategies shape a group of teaching choices aimed at the best work and growth of learning steps, through which these steps, including teaching, fit the needs of students and stop being fixed (Jucan, 2021).

1.3.1. Strategies to Foster Reading Comprehension

De Ocampo et al. (2024) investigated the reading comprehension strategies used by secondary school English teachers, thereby revealing the most important that improve student learning. They underscore that activating prior knowledge through links between text content and personal experiences facilitates deeper, more meaningful understanding. Furthermore, setting a

clear goal before reading effectively directs students' attention and strengthens their ability to find important information. Constant teacher support during reading substantially increases cognitive involvement and enhances text interpretation. Nevertheless, despite using these proven strategies, challenges such as limited resources and differences in students' reading skill levels continue to limit optimal results in the teaching-learning process.

Reading comprehension is fundamental for applying and understanding knowledge. According to Terry (2025) it can be made stronger using tricks that help understand texts the right way. Reading comprehension is more than spotting words; it means building sense and getting what the text says. A good reading strategy like predict, asking questions, summarizing and among others change how you connect with the stuff, boosting understanding. Even more, they can help folks get better at remembering and thinking hard, key for school wins and learning forever. So, to boost reading comprehension, mix in plan teaching, practice, and work with all kinds of texts. Details on each strategy can be found in Table 2.

Table 2

Reading comprehension strategies

Strategy	Characteristics
Preview and predict	Read the title and preview the text to predict its content. Use prior knowledge about similar topics and adjust predictions as you read.
Read aloud	Combines listening and visualizing the text to improve comprehension. Reading aloud helps with retention and understanding of the material.
Build background knowledge	Increase your knowledge base through life experiences, podcasts, museum visits, expert learning, and reading. This helps connect with new content effectively.
Identify main idea and supporting details	Determine what the passage is about and find supporting details for a more complete understanding.

Use graphic organizers	Use pictures or drawings to put text information in order and show it, which helps understand and remember for a long time.
Make questions	Ask questions about what you read to keep paying attention and learn more.
Summarize	After reading, tell the main ideas in short words you choose to help understand and remember better.
Expand vocabulary	Learn and use new words in different contexts to enrich vocabulary and improve reading comprehension.
Recognize text structure	Identify the structure of the text (narrative, informational, argumentative) to better understand how information is organized and the author's intent.
Re-read	Read the text multiple times to improve fluency and comprehension, especially in complex or challenging passages.

Source: Terry (2025). Adapted by Paulina Campués, 2026.

1.4.Targeted Reading Instruction (TRI)

1.4.1. Results and best practices identified

Hope Education (2017) shares how Targeted Reading Instruction (TRI) really transforms reading comprehension with personalized one-on-one sessions that speed up each student's growth. These short daily sessions lasting just about 15 to 20 minutes bring clear improvements in phonics, fluency, and comprehension, especially for students who struggle most. It is achieved by targeting specific skill gaps through dynamic assessment and immediate feedback. Additionally, teachers show that students achieve deeper text comprehension, gain greater confidence, and demonstrate increased engagement across diverse classroom settings, with measurable academic progress.

As noted by Davis (2021), Targeted Reading Instruction is an above-average teaching strategy that addresses specific learning differences and provides the necessary support to help students improve their reading sub-skills. Even more, Davis examines the issue of grade repetition and explores measures to close learning gaps in the United States. The studies with Latino students in Florida demonstrated the outstanding impact of targeted reading instruction delivered through daily 1.5-hour lessons. The research provided clear evidence that students made significant progress in reading, learning English, and achieving overall academic growth during the instruction period. In line with these findings, the author in question affirms that targeted reading instruction is one of the most effective strategy, as its benefits enable learners to use English properly and with ease, thereby proving the great effectiveness of instruction aimed at developing reading skills.

1.4.2. Benefits of Targeted Reading Instruction for Developing Reading Competencies

As said by the U. of North Carolina (2021), Targeted Reading Instruction (TRI) was made to fix different learning needs in class. The teaching model has easy, fun activities. This strategy presents the main areas like phonemic awareness, phonics, fluency, vocab, and reading comprehension. Really boosts teachers and students' literacy game. Teachers can change lessons for each kid when they use this. It works good with any school plan too. Also, teachers with diagnostic teaching change every part of learning, like choosing words, texts, and teaching ideas, to fit what each student needs. Because TRI is built just for each student's way and gives special lessons that make reading good, this one-by-one way shows the program's big power for good reading habits. By the way, Essential Skills (2024), in one of its articles, points out that TRI is perfect for developing reading comprehension, stating that after assessing students' needs, targeted instruction focused on those areas is provided. It may include personalized lessons, small group instruction, or specific classroom activities. In addition to this, the same author suggests that it has certain benefits, such as:

By the way, Essential Skills (2024), in one of its articles, points out that TRI is perfect for developing reading comprehension, stating that after assessing students' needs, targeted instruction focused on those areas is provided. It may include personalized lessons, small group instruction, or specific classroom activities. In addition to this, the same author suggests that it has certain benefits, such as:

Improved academic performance: By improving reading skills, kids can do better in other courses, as reading is essential for learning across the curriculum.

Increased confidence: As students' reading skills improve, they acquire confidence in their

academic ability, which leads to greater classroom participation and engagement.

Lifelong learning skills: Learning to read well at a young age builds the foundation for lifelong learning and success. Students who read well are more likely to like reading and continue to seek out new information.

1.5. English as a Foreign Language

1.5.1. The Impact of the CEFR on English Learning

In a recent contribution about Second Language Acquisition, Zhang and Lu (2025) affirm that the CEFR should be considered as more than a rudimentary taxonomy of A1 to C2 proficiency levels. Their study essentially bridges the gap between abstract "can do" descriptors and empirical linguistic data. By establishing a direct correlation between these tiers and measurable benchmarks specifically lexical density, word acquisition age, and T-unit complexity, they provide a high empirical base for the framework. For teachers the evidence change is important because it effectively replaces outdated readability formulas, allowing for the precise selection of teaching materials that accurately reflect the student's functional skills

As outlined in the Common European Framework of Reference for Languages (CEFR), this tool helps teachers more accurately assess students' grammatical abilities and adjust their teaching methods to suit when setting language learning levels. It provides clear and consistent ways to check student progress, while supporting pedagogical decisions that are tailored to individual needs. English Path (2025) notes that proficiency levels are now often described using the CEFR. The CEFR divides language proficiency into six levels A1, A2, B1, B2, C1, and C2, with basic descriptions of what users can do at each level. The explanations are intentionally general so that they can be applied into many languages. Even more, it helps teachers better identify students' strengths and weaknesses, which facilitates more language focused teaching. Finally, it offers a practical way to teach communication-centered grammar, emphasizing in the real-life language use rather than simply memorizing rules. As a detailed explanation, these English levels are described in Table 3, which details what can be done at each level

Table 3

CEFR English language levels

Level	Category	What you can do?
A1	Beginner	From this level, you can say simple things about yourself, ask basic questions, and understand short conversations.

A2	Elementary	Here, you can talk about your daily routine, make short sentences, and describe your feelings and emotions.
B1	Intermediate	With this level, you can manage the majority of everyday conversations, as well as give opinions about familiar topics and tell stories or describe personal experiences.
B2	Independent	At this level, you talk easy about news, work, and opinions. You say good and bad points. You get the main ideas from talks or texts.
C1	Advanced	At this level, you talk smooth about hard topics. You give clear points in arguments. You use words easy for work or study.
C2	Proficient	Here, you understand almost all. You put together info from many places. You say your ideas very clear and natural.

Source: English Path (2025). Adapted by Paulina Campués, 2026.

1.5.2. The English Language within the Ecuadorian Curriculum

In the Ecuadorian school system, English is a required subject in Basic General Education and the Baccalaureate (Guevara et al., 2025). This country rule matches the Common European Framework of Reference for Languages (CEFR), which expects students to reach at least B1 level by the end of high school. This match shows Ecuador’s promise to world language rules and to steady growth of students’ talking skills.

A special part of the new plan is adding “curricular threads,” which show a clear change in teaching toward real talking abilities. In particular, more focus goes to speaking and listening understanding instead of old, separate grammar lessons. This skill-based way mixes language skills in real situations and pushes active student involvement in true talking moments.

The Ecuadorian school system, focusing on good communication, tries to give students the power to use English in real school, social, and work places. As a result, learning language is seen not just as learning grammar rules; instead, it is thought of as growing practical talking skills, so helping students join with confidence and fit outside formal classes. (Orosz et al., 2021).

1.6. Understanding Reading in the Educational Process

1.6.1. The Basic Components of Reading

According to Jones (2024), literacy proficiency requires understanding six key components of reading that are essential for student development. The author explains how these six components: phonological awareness, phonics, fluency, vocabulary, comprehension, and writing function as interconnected gears, enabling the reading process to work effectively. The author says that, though each part has its own focus, they are all linked and must be taught together in a full way. So, a good reading program must include all of these parts, helping students not only read words, but also link deeply with texts, making a strong base for continued reading growth.

Furthermore, Richland (2025) divides reading in five key parts like phonemic awareness, phonics, fluency, vocabulary, and comprehension. Together, all those build the key base for literacy. Phonemic awareness lets students hear and work with single sounds (phonemes) in talk, acting as the true first step to understand how language works. After that is ready, phonics joins those exact sounds to real letters, helping learners break words right. Fluency then brings smooth reading with good speed; at the same time, vocabulary adds the words needed for better meaning. Reading must be a full process that lets readers not just see words, but really guess and link ideas in a text. For students at any stage, these parts give a simple, clear way to become good readers.

1.6.2. Importance of Reading in Learning

Reading is much more than a hobby, as it serves as a foundation for developing life skills from a very early age. It is a dual-purpose tool that helps students communicate better while training the brain to stay focused on complex tasks. When a person spends more time with books, their vocabulary grows and their academic performance tends to improve, as they can handle complicated information more easily. In addition, exploring different stories allows students to develop a special kind of flexible thinking that is difficult to acquire in other areas. This ability to see the world through someone else's eyes is essential for understanding people with different points of view, which is a key skill in today's society. Generally, children who make reading a habit perform better on literacy tests and maintain this healthy pattern throughout their lives, even leading to better mental health and greater satisfaction as they grow older (Champittet, 2024).

Meanwhile, reading skills play an important role in the learning process. Luebbe (2026) states that reading represents significantly more than an academic exercise, it is an essential element to opening up a world of possibilities for students. When children develop good abilities to read, they acquire confidence, comprehension, and the opportunity to get academic achievement in all subjects. Reading aims students to process information successfully and adapt to develop cognitive requirements at all educational levels. Also, if teaching develop, this skill becomes more important, challenging students to integrate prior knowledge with new information in a meaningful way.

1.6.3. Reading Sub Skills

Reading sub-skills are complementary skills that work in detail to address the specific needs of students during the reading process. In this regard, Du Plessis (2025) suggests that a child must develop a set of fundamental mental skills before they can become a self-assured, autonomous reader. These are mental abilities which facilitate reading, not merely for academic purposes. In summary, the development of reading sub-skills plays a crucial role when an individual tries to develop reading skills. Furthermore, the same author presents eight different sub-skills that complement reading skills. The full explanation of these strategies can be visualized in Table 4.

Table 4

Reading sub-skills.

Sub-skills	Definition
Decoding	It is the ability to recognize written words by understanding the relationship between letters and sounds. It also allows readers to pronounce unfamiliar words.
Phonological and phonemic awareness	It is the understanding that spoken language is composed of sounds (phonemes) and the ability to identify, combine, segment, and manipulate those sounds.
Reading fluency	It is the ability to read accurately, quickly, and with appropriate expression. In addition to this, this sub-skill allows for more fluid and natural reading.
Reading comprehension	It is the ability to understand, interpret, and construct the meaning of a written text. Importantly, this sub-skill promotes the identification of main ideas and the making of inferences.
Vocabulary	This sub-skill refers to knowledge of the meaning of words, which helps readers fully understand and interpret what they read.
Memory	It is the ability to retain and process information while reading. In turn, this skill makes it easier for the reader to remember details and relate ideas throughout a text.
Rapid naming	It is the ability to quickly identify and name letters, numbers, or familiar objects, which promotes quick and

efficient word recognition.

Logical thinking

It is the ability to reason using information from a text, such as recognizing cause-and-effect relationships, sequences, and comparisons.

Source: Du Plessis (2025). Adapted by Paulina Campués, 2026.

1.7. Reading Comprehension

Reading comprehension is a sub-skill of reading. Based on Wexler (2019) it is developed extensively and must be taught accurately. The author argues that preferably, aspiring teachers should begin receiving adequate instruction in reading comprehension during their training. Once hired, teachers can learn how to impart to students the knowledge and skills necessary to understand sentences, in addition to decoding skills. It refers to the fact that ideally, teachers can be trained to go beyond teaching skills to their students, bringing them to the point where they can internalize the meaning of the content taught, through reading comprehension.

Furthermore, Pal (2026) asserts that strong reading comprehension is fundamental because it improves reading skills and provides tangible benefits, not only in school but also at work and in personal life. Meanwhile, Pal emphasizes that reading comprehension is a fundamental skill that allows one to connect deeply with a text and gain a complete and clear understanding of its content. It also strengthens the ability to understand, verify, and apply this knowledge in different situations. From everyday tasks such as following instructions or reading complicated text, to more complex challenges that require deep thought and careful attention, such as school projects or work reports, reading comprehension is invaluable in many situations in daily life. Ultimately, mastering it is crucial to success in both simple everyday tasks and more complex mental work.

1.7.1. Definition and Levels of Reading Comprehension (Literal, Inferential, and Evaluative)

According to KoolMinds (2022). reading comprehension is the capacity to analyze text, interpret its meaning, and combine it with things that the reader previously knows Based on this definition, it can be understood that to identify the true meaning of a text, it is necessary to develop reading comprehension. As stated by Lastiri (2022), reading comprehension is classified into three different levels: literal, inferential, and evaluative. At the literal level, the reader must comprehend exactly what the text says. On the other hand, the inferential level requires the reader to reason, use prior knowledge, and deduce the implied meaning behind the content. Finally, at the evaluative level, the reader evaluates facts, opinions, contrasts, and cause-effect relationships, going beyond

the text. In a technical overview, reading is an essential skill in the learning process. Each level enables the reader to identify, interpret, and analyze the text more deeply and logically.

On the other hand, Tavárez DaCosta and Herrera Gutiérrez (2020) explains reading comprehension as the ability to manage written content and get its full meaning through three connected levels: literal, inferential, and evaluative. All these levels range from grasping the clear facts in the texts to finding hidden ideas using what you already know, and then verifying those ideas to generate new thoughts. Table 5 shows more precise details about each level.

Table 5

Reading comprehension levels

Level	Explanation
Literal level	This level covers what the text directly says or what happens in the story. It builds the base for better understanding by focusing on main facts, words, and pictures, helping students spot key info and separate it from minor parts.
Inferential level	In this level, the reader finds hidden meanings by reading between the lines. At the same time, they combine clues from the text with their previous knowledge to guess the author's intention, this also can reduce confusion about difficult parts and improves comprehension.
Evaluative level	With this level, readers observe, connect, and apply the content that they learn. They mix basic and assumed ideas to share opinions. Moreover, they can generate new thoughts and explore broader ideas, rules, and outcomes in the text.

Source: Tavárez DaCosta and Herrera Gutiérrez (2020). Adapted by Paulina Campués, 2026.

1.7.2. Assessing Reading Comprehension

Daily assessment of reading comprehension is very important, as it allows for the integration of different activities within a reading class. In response to this, Behring and Laitusis (2022) argue that assessing reading comprehension does not need be a single process in which the

assessment experience appears to be separate from the learning environment. To give unique perspectives into each student's comprehension, assessment can and should take many different forms. From this perspective, the author will attempt to explain the importance of viewing assessment as an ongoing part of teaching, rather than something separate or isolated. Furthermore, assessment provides a more complete picture of students' reading comprehension by tracking their progress over time, rather than relying on a single assessment.

Nevertheless, Bales (2025) offers a shorter study, saying that while checking reading comprehension could be hard, however, there are several ways to test it. The author firstly talks about the formal assessment, in which allows teachers to assess by having students read different passages and answer clear questions; this lets teachers track progress indirectly. Another indirect method is to foster students to tell any story or provide an explanation of what they read in their own words. In addition, teachers can organize a group discussion where the students have the possibility to discuss the readings, or they can in a simple way motivate their students to write their viewpoints or lists of key ideas they extracted from the text. In summary, teachers can use reading comprehension assessment to motivate their students to express their points of view or lists of key ideas from the text, thereby consolidating the development of this sub- skill.

1.8. Teaching Resources to support Reading Comprehension

As said by KTM (2022), in today's changing school world, teachers need many materials and tools to make learning better. Things used in class are always special, because they can change a normal lesson into a great one. These things go from old books to new online pages, helping teachers make fun and special learning times for students. Besides teaching things, schools must give different tools and a good place to help daily learning. Using all kinds of teaching things is very important to make school better, help students' different needs, and get them ready for future problems.

1.8.1. Web 2.0 tools in Education

Vance (2021) emphasizes that Web 2.0 is the term used to describe interactive online platforms that allow users to create, share, and collaborate on material, such as blogs, wikis, and social networking sites. The second generation of the internet, better known as Web 2.0, is a space that enables collaborative learning and effective communication within a classroom. One more thing is that the way how students interact with writing and learning has changed extremely as a result of this technology. As a manner to improve student learning and support knowledge construction, educators are increasingly investigating how to successfully include these tools in the classroom.

On the other perspective, Revista Ecos De La Academia (2019) highlights that the wide range of digital tools calls for teachers to use these modern resources as the main focus of language

practice, adding them step by step based on students' digital skills. The new technologies shape every part of daily life and play a key role in human society growth during the 21st century, especially in language teaching and learning processes. In this context, Web 2.0 tools have changed education by promoting contact and communication between students and teachers, transforming teachers from mere transmitters of knowledge to guides and facilitators, through shared functions that allow students to exchange ideas and be active agents in the learning process.

1.8.2. Educational Blogs for Teachers

According to Poth et al. (2020) blogs are similarly to online journals, where teachers can share ideas, post reflections, find facilities for future lessons, and have a meeting with other teachers. Blogs have become an important element within Web 2.0 that promotes reflective teaching and professional engagement among teachers. Above all, this digital practice has the same objective with the interactive and participatory characteristics of Web 2.0, allowing teachers not only to publish content but also to engage in professional dialogue beyond the physical classroom. Furthermore, the same author mentions that there are several benefits of blogging for teachers, including the ability to share teaching resources, reflect on lessons and classroom practices, stay informed about trends in different subjects, showcase student work, and guide their own professional development.

Otherwise, Wang and Chiou (2022) asserts that these web areas also build solid work links by joining teachers worldwide, so they can swap fresh plans, class notes, and items via comment chats and group work, sparking new thoughts and cutting down lonely feelings in teaching. Educational blogs give teachers a great tool that really boosts their job growth and class success. More than just sharing stuff, they let teachers note their lesson ways, think about daily tasks, and watch progress over time, helping them keep getting better and find smarter teaching tricks. Also, blogs raise teachers' notice in school groups, making them look like idea leaders while getting helpful comments that fix their methods and grow sureness. In the end, this thinking and group tool changes normal teaching into a live, growing job that lifts both personal advance and student success.

Nonetheless, Bashir and Lapshun (2024) explain that educational blogs can function as interactive spaces for action research. Through these platforms, teachers are able to organize and reflect on real data from their own classroom practices by comparing quantitative results of implementation with students' qualitative feedback. Unlike broader collaborative approaches, this perspective emphasizes the use of practical evidence to evaluate and refine specific pedagogical innovations, such as multimodal feedback within ongoing improvement cycles. Therefore, teachers assume the role of researcher-practitioners, generating context-based knowledge that meaningfully strengthens the impact of their instructional decisions beyond simple online interaction.

CHAPTER II: METHODOLOGY

This research was carried out at Abelardo Moncayo High School, it is a public institution that provides primary and secondary education. It is located in the city of Atuntaqui, belonging to the Antonio Ante canton in the province of Imbabura in Ecuador. It has more than 1,900 students who are distributed among the three headquarters of the institution. It also has approximately 90 teachers who teach different subjects in the classrooms. It has an academic offer ranging from Kindergarten, Elementary School, Middle School, and High School.

2.1. Research Approach/ Type of Research

According to Mulisa (2022) a realistic framework for integrating quantitative and qualitative methodologies is provided by well-designed mixed research. In accordance with the topic of research to be developed in this institution, the use of the mixed approach will be considered. Typically, mixed research involves the systematic collection, processing, evaluation, and analysis of both numerical and non-numerical data. In this way, it will be easy to be able to deal with the problem in a better way and, in turn, provide a proper solution to it.

Furthermore, the quantitative approach, as already mentioned, consists of the numerical collection of all data obtained during the research which in turn will be analyzed statistically. That is why in this study it will be present in different parts of the research, such as the following: description of the study group, procedures, schedule of activities, conclusions and recommendations. It should also be noted that all these elements will be represented indispensably with numerical data, so it is convenient to use the quantitative method in this fact finding.

The qualitative approach should be used in this study, because it looks at different ideas and lives of people or groups, so you can know their feelings through good watching. Here, this kind of study will be used in parts like the problem description, the reason why, the goals, the theory part, and the plan. This can help to understand real aspects such as local factors, what people think and how they speak, which modify the way this study is carried out.

The study use as a design the cross-sectional. This lets us get number data from a group at one exact time. Williams (2024) says that as a key tool in research ways, the cross-sectional design gives a quick look at a group at one moment. The cross-sectional design will help the researcher get number data on how the English reading comprehension skill grows in students. By looking at one time, this way gives a clear picture of number patterns and habits in students just then. This makes number study easy and helps find main links and differences in the group. As well as, taking into account all the aspects that will be involved in the development of this research, within the framework of qualitative research, the case study will be employed, which will focus on capturing reality through the perception of the subjects involved, which will allow for a deeper understanding

of the phenomenon studied. As a contribution to this Alex (2024) highlights that a case study design is beneficial when you wish to investigate a topic in depth and within its natural environment. This design is ideal for exploring unique and complex topics, such as learning experiences in a natural educational environment. It is ideal for exploring unique and complex topics, such as learning experiences in a natural context. By using a case study design, rich and detailed data can be collected that reveals the internal dynamics and processes of the situation being studied.

2.2. Method, Techniques, and Instruments

According to Masud (2025), the inductive approach is a science method where broad ideas come from single facts. The inductive method would be used, as it fits perfectly with the type of research to be proposed. It works by gathering detailed info through watching and testing, then studying that info to find repeating shapes or directions. In short, it tries to explain that this method deals with general aspects until it obtains specific conclusions that are obtained during its development.

In this regard, Davies (2020) emphasizes that a survey's findings are capable of being used to learn more about a specific group of people, but they can also be used to draw broad conclusions about the population from which the sample was drawn. According to the method to be used for this research, it will be necessary to start the data collection by using the survey technique. In order to be able to analyse the data obtained, the questionnaire instrument will be used to allow the sample surveyed to provide specific information and at the same time the interpretation of the data within the graph will be clear and coherent.

Bases on the concept proposes by Ian (2024), interviews greatly aid in discovering the backstory of participants' experiences. The interviewer has the ability to extract in-depth details about a topic. On the other hand, the technique of interviews will be used, which will allow us to obtain more specific information from the context where the problem originates. For instance, interviews can be used to follow up with specific questionnaire respondents in order to look into their answers in more detail. To get this, the interview instruments will be manipulated so that the arguments and overviews of the teachers can be sized in a qualitative way and the analysis of the phenomenon can be internalized for the researcher.

2.2.1. Research Questions

- How can the use of Targeted Reading Instruction be adapted as a didactic strategy to enhance reading comprehension?
- What kind of strategies are teachers using to develop reading comprehension in junior students at Abelardo Moncayo High School?

2.2.2. Matrix of Variables Operationalization or Diagnostic Matrix

For the development of this research, a matrix was designed with the aim of establishing connections between the independent and dependent variables. Furthermore, the creation of this matrix enabled the effective development of data collection instruments, the design of research objectives, and the selection of research techniques and instruments. It also provided a solid foundation for the drafting of a theoretical framework supported by accurate and compelling information on the topic under study. Details for each variable can be found in Table 6.

Table 6

Matrix of variables

Variables	Indicators	Data collection techniques	Information sources
Targeted reading instruction (independent)	<ul style="list-style-type: none"> • Teaching methodology • Use of reading strategies • Structured reading activities • Teaching environment and educational resources 	Interview	<ul style="list-style-type: none"> • Primary sources: English teachers at Abelardo Moncayo High School • Secondary sources: Educational research resources (articles, journals, documents).
Reading comprehension (dependent)	<ul style="list-style-type: none"> • Student engagement in reading comprehension activities • Understanding of reading comprehension content • Lack of comprehension of English reading resources 	Survey	<ul style="list-style-type: none"> • Primary sources: 123 Junior students at Abelardo Moncayo High School. Of these, 70 students are female and 53 students are male, and they are mostly between 16 and 17 years old. • Secondary sources: Academic

Source: Researcher elaboration.

2.3. Population

The study was conducted with third-year students at Abelardo Moncayo High School. The population of this research study was 181 people, constituting the total number of juniors students. They are divided into three different Baccalaureate specialties, which are: General Unified Baccalaureate (A, B, C, and D parallels), Technical Baccalaureate in Accounting, and Technical Baccalaureate in Sports. The descriptions of the junior student groups by specialty can be found in Table 7.

Table 7

Population

	Parallel	Population	Total
General Unified Baccalaureate (GUB)	GUB “A”	31	
	GUB “B”	29	
	GUB “C”	30	
	GUB “D”	35	
Technical Baccalaureate in Accounting (TBA)	TBA “A”	33	181
Technical Baccalaureate in Sports (TBS)	TBS “A”	23	
Teachers of junior students at Abelardo			

Source: Researcher elaboration.

2.4. Sample

The population exceeded 100 participants with a total of 181 students. For that reason, a sample was taken.

Formula for finite populations:

$$n = \frac{N * z^2 + p^2}{(N - 1) * e^2 + z^2 * p^2}$$

2. N = 181 (population size)
3. Z = 1.96 (Z-value for 95% confidence level)
4. p = 0.5
5. q = 1 - p = 0.5
6. e = 0.05 (margin of error)

Substituting the values:

$$n = \frac{181 * (1.96)^2 + 0.5^2}{(181 - 1) * (0.5)^2 + (1.96)^2 * (0.5)^2} = 123$$

A sample of 123 students was selected from the entire population using a systematic process that ensured that all individuals in the population had an equal chance of being selected. After this, the total number of participants was analyzed, proceeding to select parallels A, B, and C from the Unified General Baccalaureate and parallel A from the Technical Baccalaureate in Accounting to cover the exact number of junior students obtained through the sample.

2.5. Procedure and data Analysis

The study started with a first look at how junior students read at Abelardo Moncayo High School. From these class looks, some questions were made to find the problem junior students have. Then, number and word data were got to check if targeted reading instruction helps make reading comprehension better. Two main tools were used to get data: a survey with yes/no questions for students and a planned talk for English teachers. Experts in English teaching saw the tools and said good. With okay from school heads, tools ran during usual classes. Once data was got, it was put neat and studied via Microsoft Excel. Easy stats made pie charts of survey info, shares per group. Teachers' views n' responses rounded up and reviewed. Last step: eyed how targeted reading instruction lifts junior reading comprehension skills.

CHAPTER III: ANALYSIS OF THE FINDINGS

This chapter checks word data and number data from student surveys and teacher talks to find good ways for reading comprehension in high school. It looks at what teachers think and live with the targeted reading instruction (TRI) way. The number check shows clear ideas that TRI helps a lot to make students better at reading comprehension skills.

3.1. Qualitative Interpretation

An interview with seven open-ended questions was conducted with English teachers of junior students at Abelardo Moncayo School. These questions were designed to analyze teachers' points of view about the use of Targeted Reading Instruction as a didactic strategy to enhance reading comprehension. Also, interview permitted teachers to share their experiences, challenges, and suggestions in relation with the implementation of this strategy in their class. The information obtained through this interview gives an in-depth understanding of the perceptions, experiences, and meanings that teachers maintain to the process of reading comprehension, contributing an interpretive vision that enriched and contextualized the results of the study.

3.1.1. Teachers' Interview Analysis

QUESTION 1: Which common activities do you use to activate your students' prior knowledge before a reading activity?

Teachers' Responses

- Teacher 1:

The teacher stated that there are several ways to work on reading skills; however, he usually asks comprehension questions related to the reading or reviews key vocabulary so that students can better understand the text before continuing with further activities.

- Teacher 2:

The teacher explained that, to initiate reading activities, she prefers to organize class discussions about the reading, ask open-ended questions, and present images or videos related to the text so that students can better contextualize what they are going to read.

ANALYSIS:

The responses to Question 1 show that both teachers do pre-reading activities to wake students' old knowledge, but in different ways. Teacher 1 uses questions for understanding and word check to help link new things with what they know and get first ideas before reading. Teacher

2 does more talk with group chats, open questions, and pictures or videos to make text clear and get kids active. This means prior knowledge activation mixes word prep and real-life help, both good to ready students for reading comprehension.

QUESTION 2: How you identify that a student has a difficulty to comprehend a reading?

Teachers' Responses

- Teacher 1:

The teacher noted that it was easy to identify when a student had difficulty understanding a reading passage, as this was reflected in their gestures or gaze. He added that students who struggled with comprehension often remained passive and found it difficult to participate in class discussions.

- Teacher 2:

It was noted that a student's difficulties in understanding a text became evident when reading lacked accuracy and fluency. The teacher added that this problem could also be observed when students made great effort to read but still failed to comprehend, often resulting in stress and decreased interest in class.

ANALYSIS:

The responses to Question 2 indicate that developing reading sub-skills, particularly reading comprehension, remains a significant challenge for many students. Both teachers emphasized that when students struggle to understand a text, they often show signs of demotivation, insecurity, and reduced participation in reading activities. These reactions not only slow the development of comprehension skills but also weaken students' interest in reading tasks. Furthermore, teachers noted that repeated comprehension difficulties can affect students emotionally, as feelings of embarrassment and fear of making mistakes arise when they perceive themselves as falling behind their classmates, ultimately influencing their overall learning experience.

QUESTION 3: Which kind of activities do you use when students encounter challenging readings?

Teachers' Responses

- Teacher 1:

The teacher stated that when students encountered difficult readings, various strategies were employed to assist them, even though there was not enough time for all students. He noted that students often worked on research using dictionaries to identify unknown words. Additionally, the teacher explained that group readings were conducted to help contextualize the text, and tasks were sometimes assigned for at-home group research using the internet.

- **Teacher 2:**

The teacher stated that when students struggled with difficult reading material, they were usually asked to underline and note words or passages they did not understand so these could be reviewed and explained in class. It was added that students were also asked to summarize the readings and draw a picture representing what had been read. Additionally, key vocabulary was practiced to help students infer the meaning of the text, and at the beginning of each reading, a table was created listing each word with its meaning.

ANALYSIS:

The responses to Question 3 highlight the activities teachers use to address reading difficulties, with a primary focus on vocabulary support and guided text exploration. Teacher 1 emphasized that the use of dictionaries, group reading, and collaborative research activities helps students understand unfamiliar words and comprehend the text, while Teacher 2 highlighted strategies such as underlining key information, note-taking, summarizing, creating visual representations, and organizing key vocabulary. These activities aim to reduce comprehension barriers by reinforcing lexical knowledge and encouraging active engagement with the text. However, the teachers' responses suggest that the development of deeper reading skills, such as overall text comprehension, may remain limited if instruction continues to focus mainly on vocabulary acquisition rather than higher-level comprehension processes.

QUESTION 4: Have you ever listened about the Targeted Reading Instruction (TRI)?

Yes: ____ **No:** ____

Teachers' Responses

- **Teacher 1:**

Yes

- **Teacher 2:**

No

ANALYSIS:

The responses to Question 4 reveal that only Teacher 1 demonstrates familiarity with the Targeted Reading Instruction (TRI) strategy, indicating that its implementation is sometimes limited within this educational context. In addition to this, it diagnostic suggests that TRI may be a relatively recent approach or one that is more commonly applied in other teaching-learning spaces. Similarly, Teacher 1 associates this strategy with work in small groups and with younger learners; however, from a pedagogical standpoint, TRI presents a clearly structured and sequential framework that can be effectively adapted to junior students. By the same way, these stages support the systematic development of reading comprehension by guiding students progressively through the text, which highlights its potential value for improving comprehension skills at this level despite its limited current use.

QUESTION 5: If your answer to question 4 was affirmative: What do you know about Targeted Reading Instruction (TRI)?

Teachers' Responses

- Teacher 1:

The teacher stated that Targeted Reading Instruction (TRI) has been used for many years to facilitate student learning. However, he noted that implementing this approach in the current context is challenging, primarily due to the limited instructional time of only three hours per level per week and the fact that it was designed for small groups, while most classes involve a single teacher with more than 30 students.

- Teacher 2:

No response

ANALYSIS:

The responses to Question 5 indicate the way how TRI is acknowledged as a good strategy designed to support student learning; however, its practical application is perceived as unrealistic in this educational setting. At first glance, Teacher 1 highlights structural limitations, particularly the reduced number of weekly teaching hours and large class sizes, which contrast with the small group conditions for which TRI was originally designed. From a realistic perspective, these limitations restrict opportunities for individualized instruction and comprehensive monitoring of student progress in reading. As a result, despite recognizing the pedagogical value of TRI, teachers believe that its application is limited by institutional factors rather than a lack of pedagogical effectiveness.

QUESTION 6: Would you like to know what function has Targeted Reading Instruction (TRI) to improve students' reading comprehension?

Teachers' Responses

- Teacher 1:

The teacher stated that more learning about TRI was desired, as continuous training was believed necessary to understand how this strategy truly worked. The teacher added that although some knowledge existed, deeper understanding was needed to identify its positive aspects and implement it in class.

- Teacher 2:

The teacher stated that knowledge of how this strategy worked was desired. It was added that courses were sometimes attended, but TRI had never been heard of. The strategy was found innovative and would help improve students' reading comprehension.

ANALYSIS:

The responses to Question 6 show a clear disposition by teachers to learn more about the role of TRI in improving students' reading comprehension. Although, both teachers acknowledge that their prior knowledge of TRI are minimal; however, they express a positive attitude in regard to professional development and they recognize the potential value of this didactic strategy for their teaching practice. Furthermore, this interest reflects the importance of continues teacher training like a mean of improving teaching effectiveness. Moreover, the teachers view of TRI is so innovative that could support the development of reading comprehension, suggesting that, with appropriate training and guidance, this strategy could be viably incorporated into their classrooms to address students' reading needs.

QUESTION 7: When teaching your classes, do you mainly use a coursebook, teaching guides, your own digital materials or a combination of these?

Teachers' Responses

- Teacher 1:

The teacher stated that she enjoyed working with a variety of materials. He explained that coursebooks suitable for the level being taught were generally preferred. Additionally, he noted that teaching guides were used and digital materials were often incorporated, as students, being teenagers, generally respond positively to technology, making learning more engaging.

- Teacher 2:

The teacher stated that work with government coursebooks was liked, as they were considered well-structured and to have good content for teaching. In addition, the teacher noted that teaching guides were also used to better develop the different activities during class.

ANALYSIS:

The responses to to Question 7 show teachers like different teaching things as a key base for lessons. Both teachers like textbooks because they are easy to use and keep lessons the same in plan and content. They choose other stuff different. Teacher 1 uses many things like books, guides, and computer tools to fit what kids like and how they learn good, with tech to make class fun. Teacher 2 mostly uses government books and guides because they are well put together and good quality. Old stuff stays main, but new digital things depend on teacher's way and tech skills. Picking teaching things is not only school rules—teachers need open mind and want to try new for more kid interest.

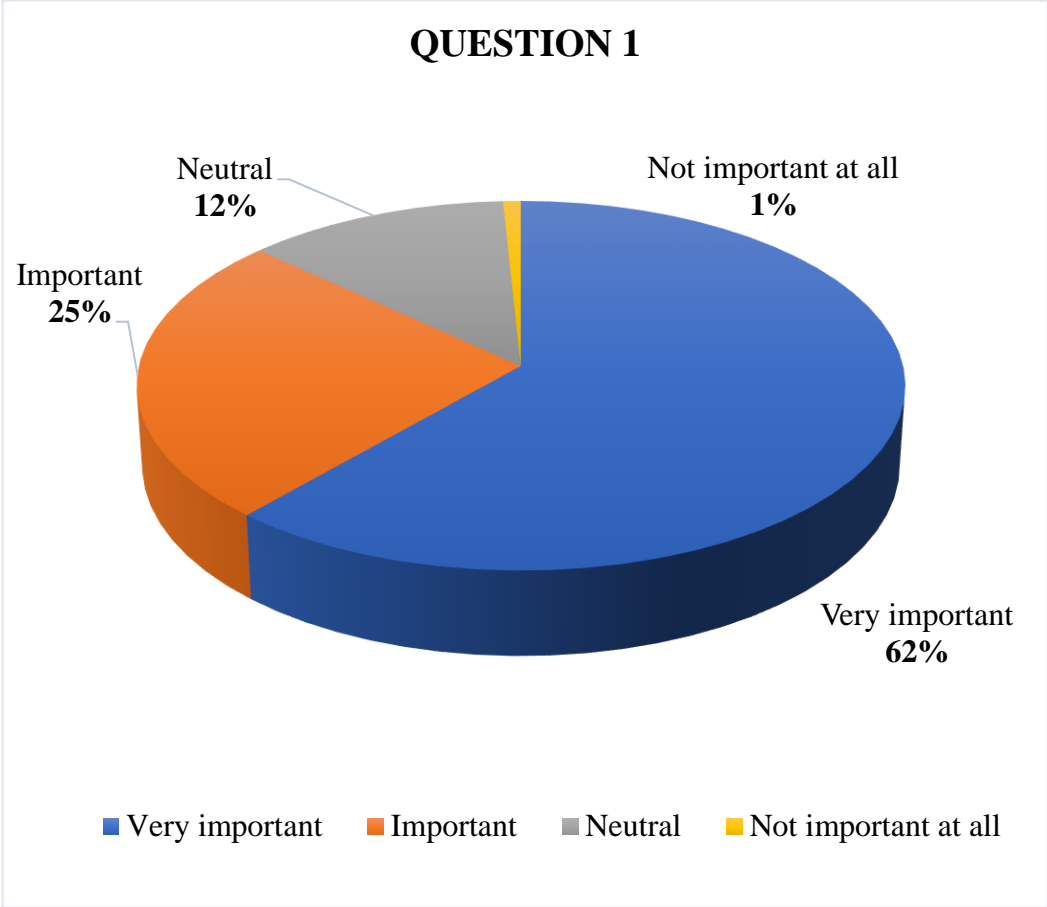
3.2. Quantitative Interpretation

A survey with closed-ended questions was administered to junior students at Abelardo Moncayo High School; first of all, this quantitative instrument was designed to obtain measurable data about students' perceptions of reading comprehension activities and instructional practices. Also, the results made it possible to identify common patterns and tendencies in students' responses, providing an objective perspective that supported and reinforced the qualitative information obtained in the study.

3.2.1. Students' Survey Analysis

Question 1: How important do you think reading comprehension is in improving your English?

Figure 1
The importance of reading comprehension in improving English



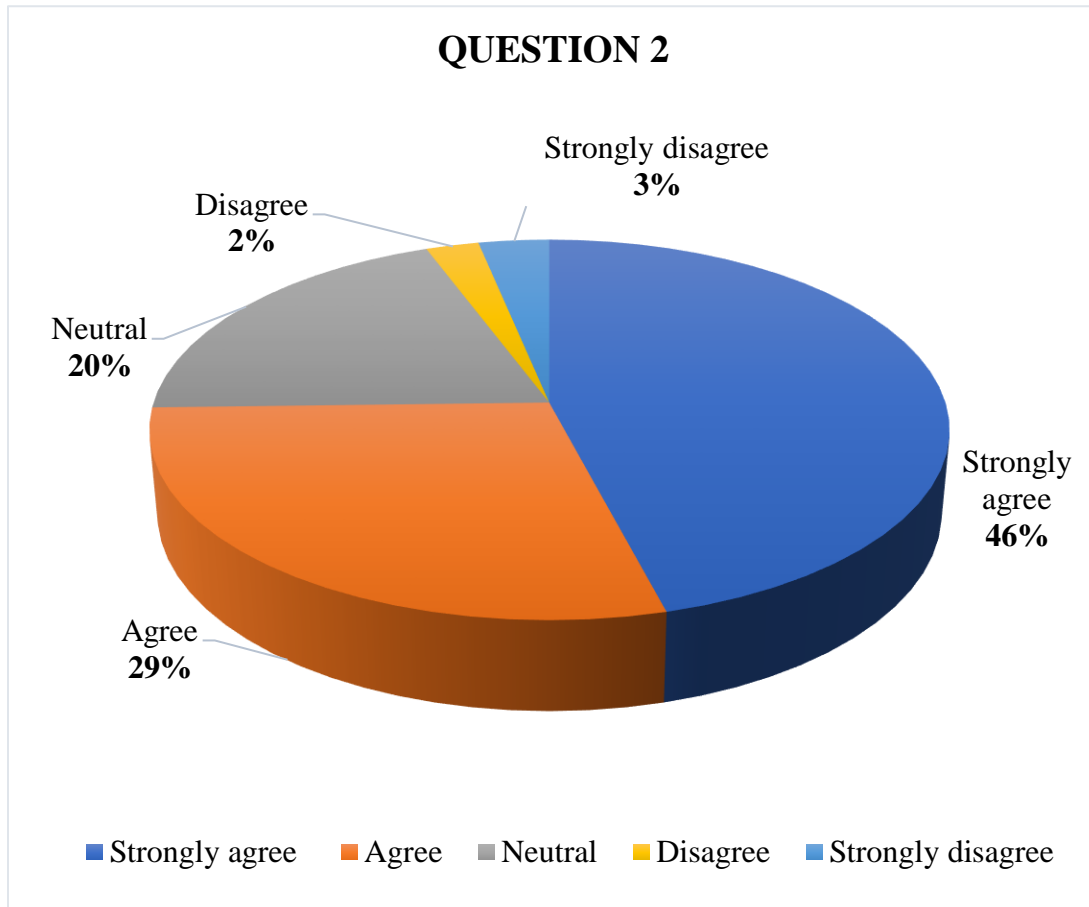
Source: *Researcher elaboration.*

Figure 1 shows that 62% of students consider reading comprehension very important for improving their English, while 25% rate it as important, 12% remain neutral, and only 1% perceive it as not important at all. These numbers show junior students know well how reading helps language grow, since most give it big value. This good think means students see reading as main for learning words, grammar help, and all-around skill up. But knowing it is good does not always mean they use right ways or practice a lot. In school view, when kids like a skill but no good help to build it step by step, it is time to make teaching better to turn like into real change. So the data say that the teachers need planned teaching steps to use this good feeling about reading comprehension.

Question 2: Do you think that practicing reading comprehension regularly in class helps you improve your reading skills?

Figure 2

The relevance of regular reading



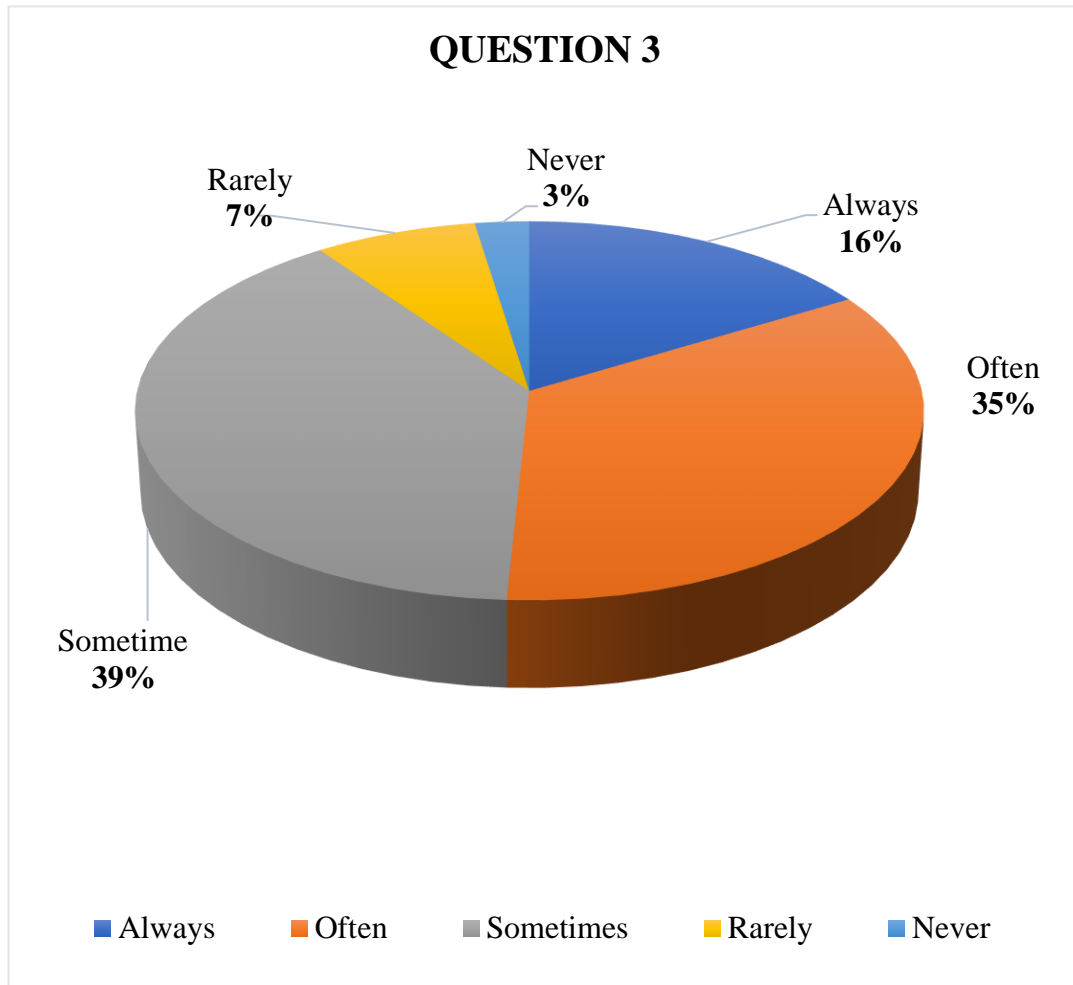
Source: *Researcher elaboration.*

Figure 2 shows that 46% of students strongly agree and 29% agree that doing reading practice often in class helps get better at reading skills, while 20% have a neutral position and only a little of the group are disagree (2%) or strongly disagree (3%). This gives a mostly good opinion about doing reading practice every day as a way to get better at skills. The numbers show that students connect how much they practice with doing well in school, seeing doing it again and again and time practicing as main parts of learning. But the "maybe" answers show that just doing it often by itself may not be enough for good change in all students. From a thinking point of view, the results stress the teaching value of ongoing reading activities while showing the need to guide such practice well to get clear gains in understanding.

Question 3: How often do you have reading related assignments?

Figure 3

Frequency of reading related assignments



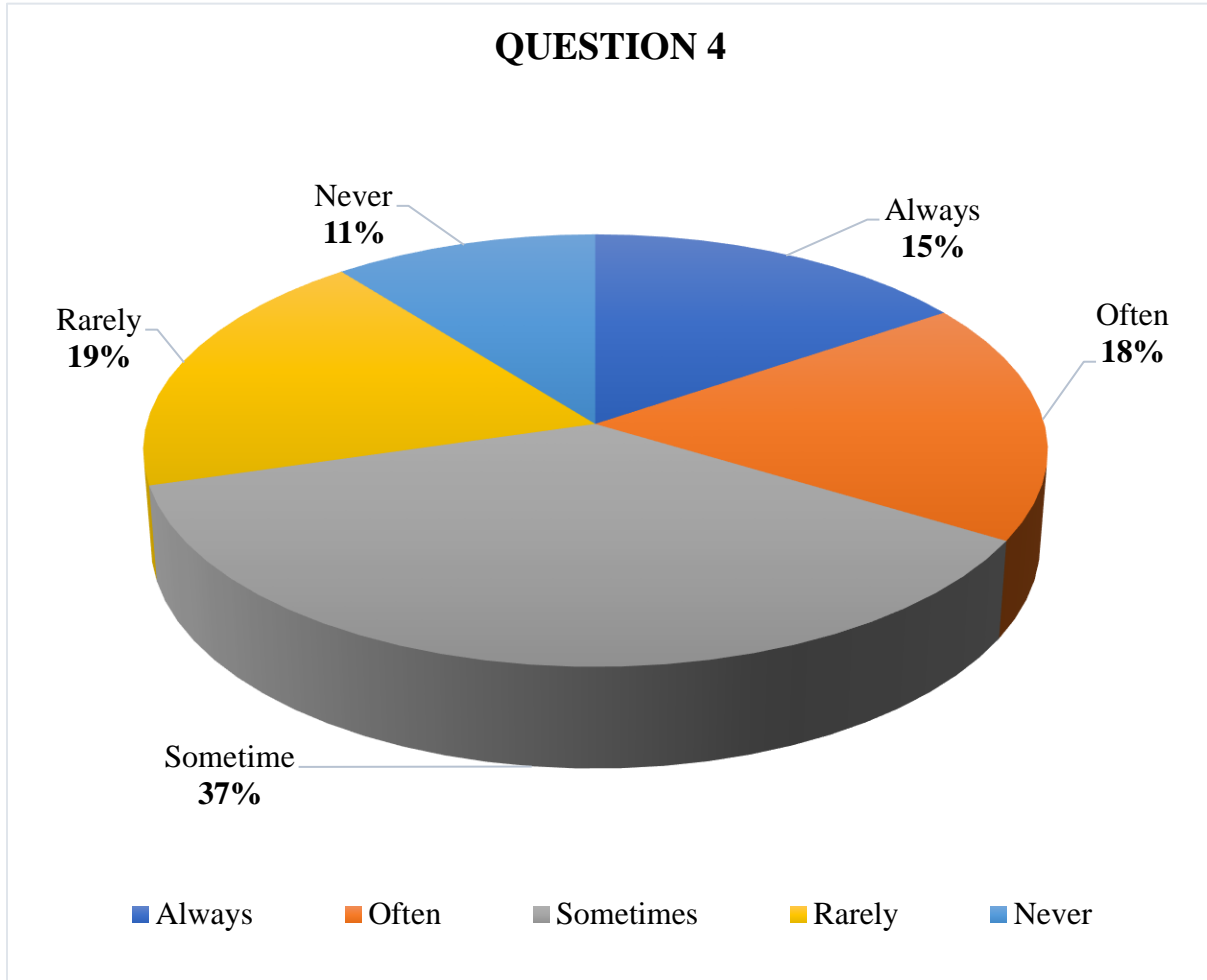
Source: *Researcher elaboration.*

Figure 3 shows that 39% of students say they sometimes have reading tasks and 35% say they often get them, while 16% say always, 7% rarely, and 3% never. These numbers tell that reading work happens in class but not too much, since most answers are in "sometimes" and "often". This mix means reading activities are part of class time, but maybe not every day or strong. Getting reading tasks looks normal but not always set. This little part of the group "always" demonstrates that reading can be made more consistent and planned to help comprehension skills improve.

Question 4: Do you practice reading comprehension at home?

Figure 4

Reading comprehension practice at home



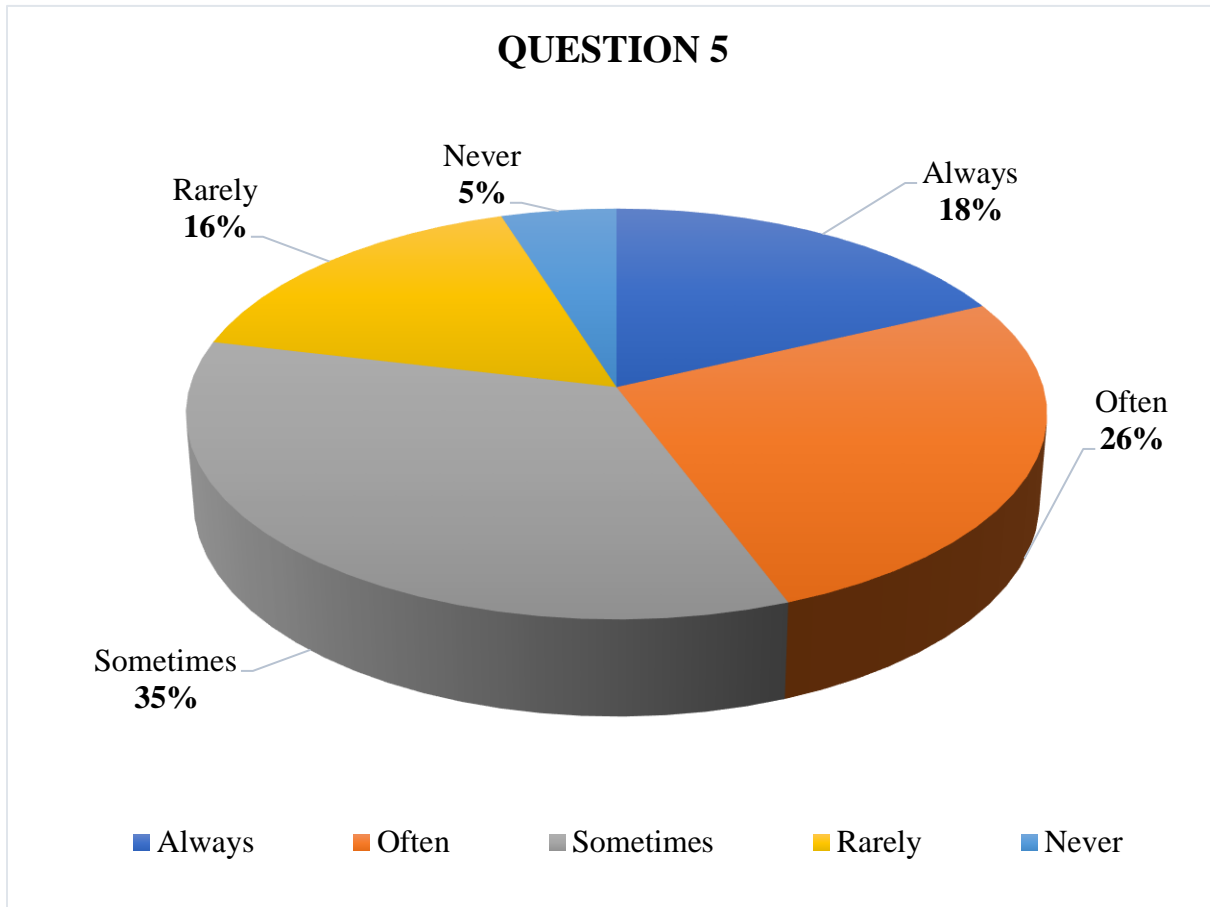
Source: *Researcher elaboration.*

Figure 4 shows that 37% of students sometimes do reading comprehension at home, 18% often do it, and 15% always put in practice this of activity, while 19% rarely and 11% never practice reading away the classroom. This mix shows home reading practice happens but not steady for students. Most say at least some doing, but "sometimes" is biggest, so practice not regular or habit. Also, 30% who rarely or never do home shows big hole in self-practice for reading skills. This data points different study ways and self-work, so class time gives start, but lasting better reading may come from kids keep practice after school.

Question 5: When reading a text, how often do you stop to check if you really understand what you're reading?

Figure 5

Checking understanding while reading



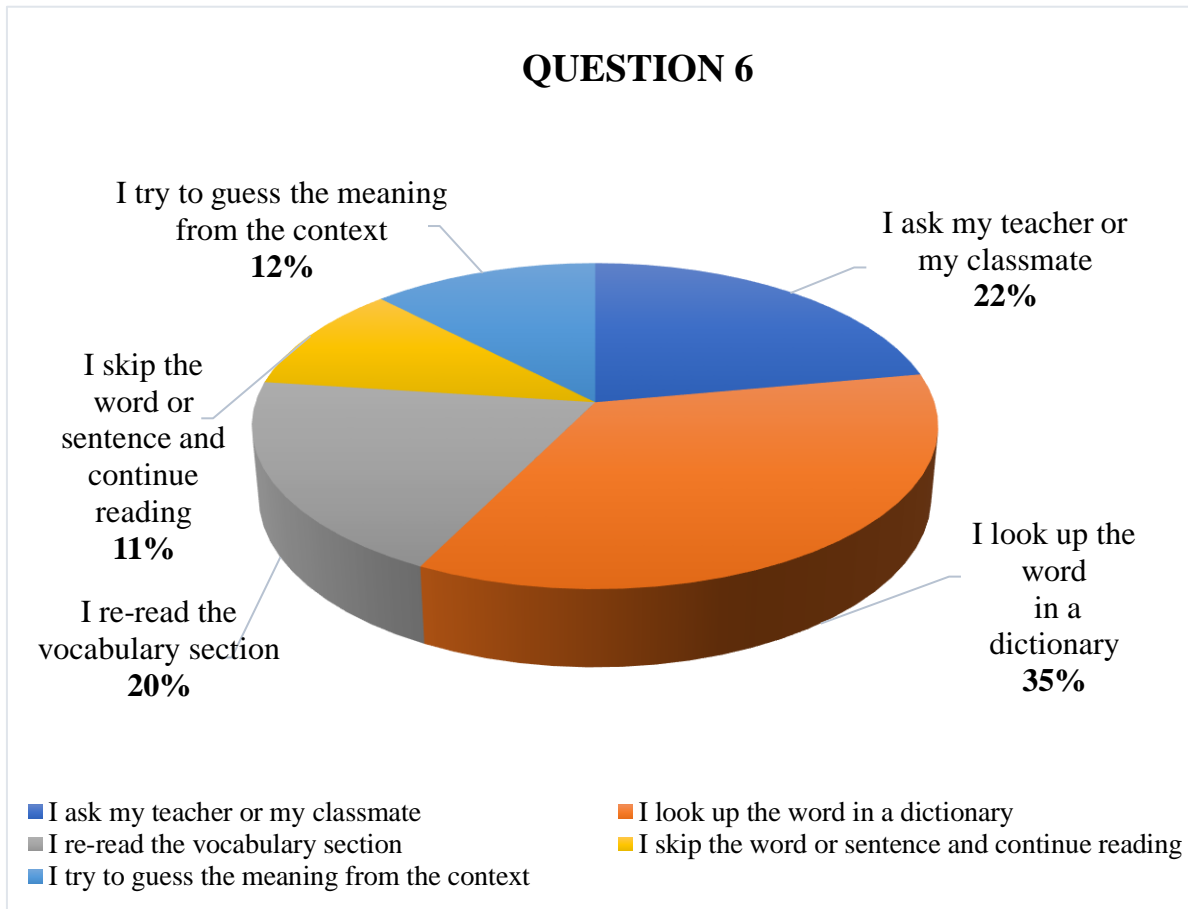
Source: *Researcher elaboration.*

Figure 5 shows that 35% of students sometimes check their understanding during the reading process, 26% often do this, and only 18% always do the metacognitive practice, the 16% rarely and 5% never check their comprehension. These numbers show many students know a bit about watching their own learning, but the habit of checking is not steady for deep reading work. Most pick "sometimes," so checking is spotty or quick, not a real plan or inner way. Also, 56% who do not check steady shows a big need for self-fix skills to beat language blocks alone. This info gives a good chance for teaching help, so moving from basic lessons to clear strategy focus can close the space between just reading words and the strong self-check that top readers do.

Question 6: What do you do when you don't understand an important word or phrase while reading a text?

Figure 6

Strategies used when facing unknown vocabulary



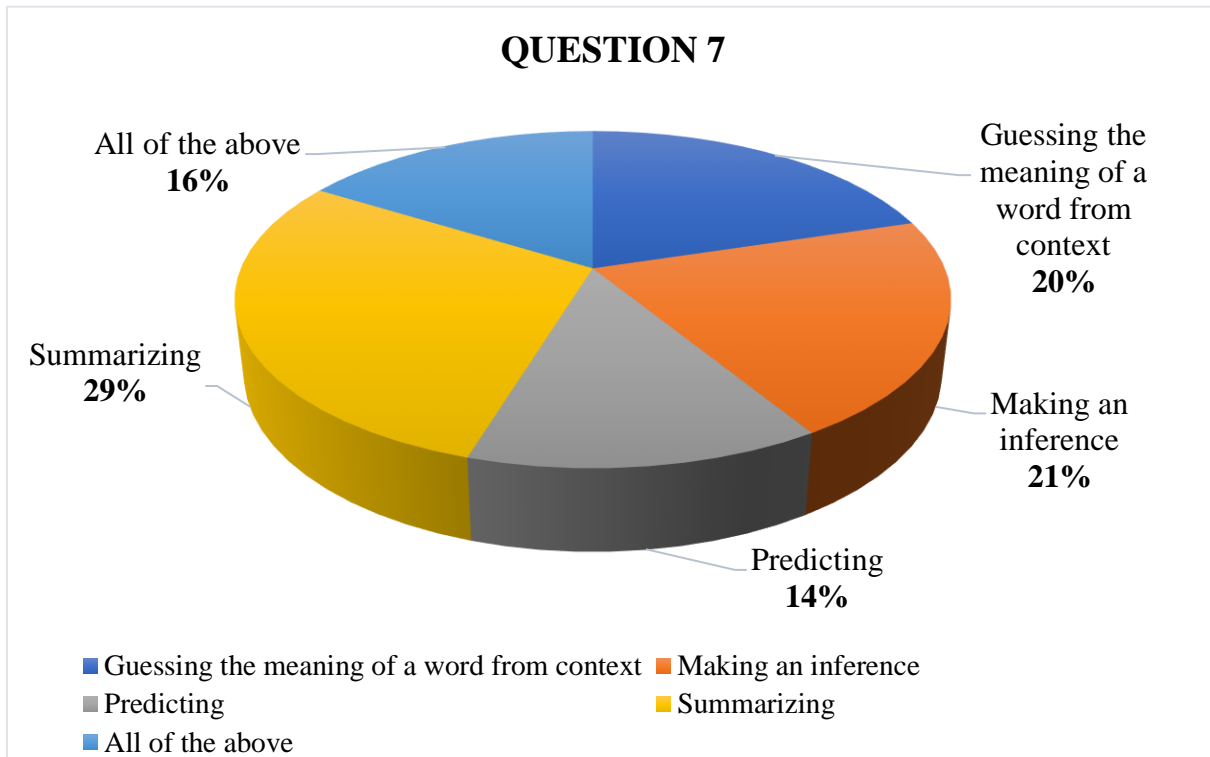
Source: *Researcher elaboration.*

Figure 6 shows that 35% of students look up unknown words in the dictionary, 22% ask their teacher or a classmate, and 20% re-read the vocabulary section, while 12% try to guess the meaning from discover the context and 11% skip the word or sentence in a complete way. These numbers show that the students mostly use extern help and fast word looks instead of their own ways to figure out words. Most use dictionaries or ask teacher, so they stop reading to get quick meanings, which can slow down getting the whole text. Also, only a few (12%) use context clues shows a big need for better guess skills. This info says we need teaching change, to help students go from needing dictionaries to being strong readers who handle hard texts alone.

Question 7: Which of the following strategies helps you better understand a text, do you think?

Figure 7

Reading strategies for better understanding a text



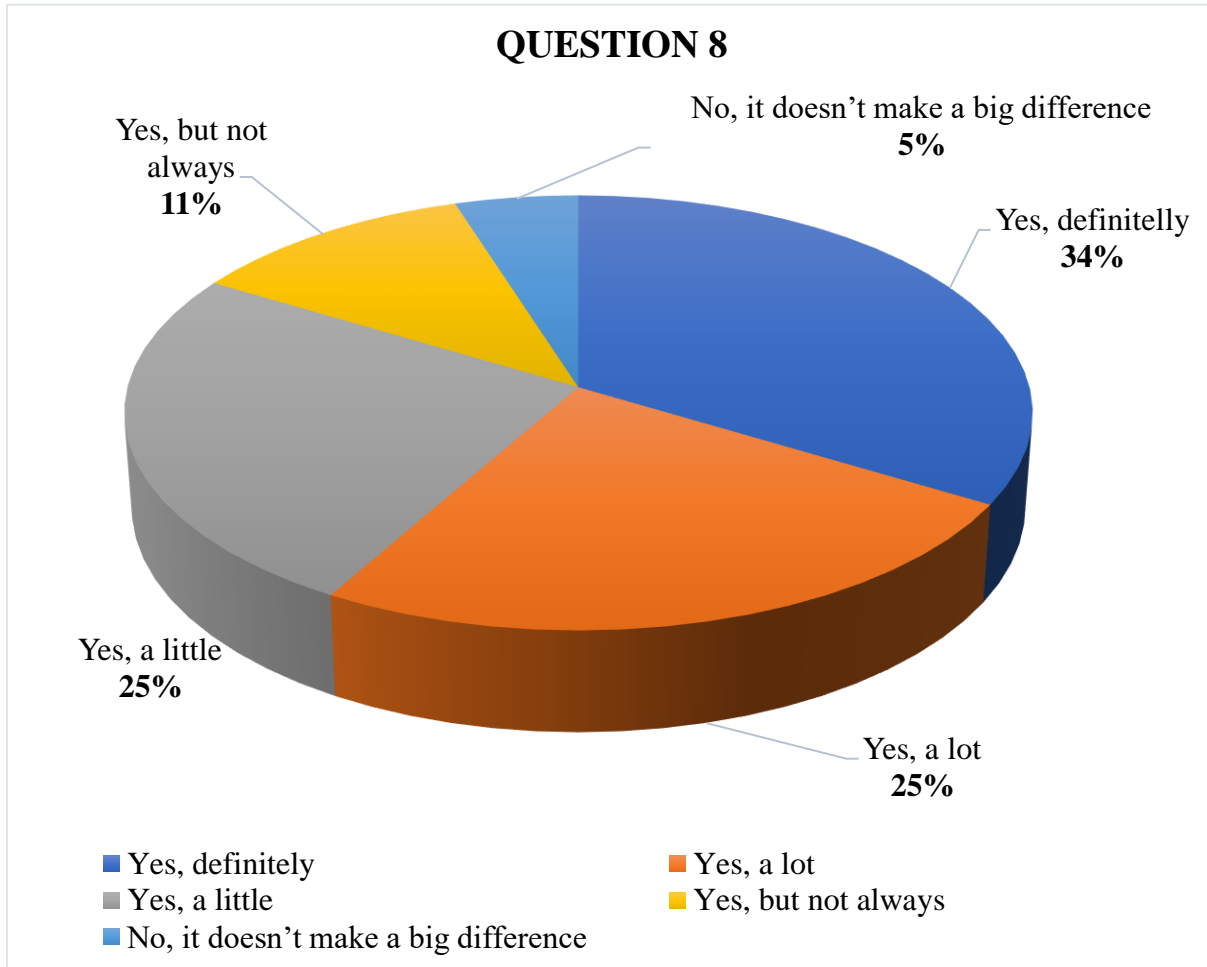
Source: *Researcher elaboration.*

Figure 7 presents the students' perspectives on effective comprehension tools, revealing that 29% favour summarizing, followed by making inferences at 21% and use the famous context clues at 20%, while 14% prefer predicting and 16% value a combination of all strategies. These results suggest that while learners can identify individual strategies, there is a divided to understanding of how to apply them as a comprehensive way. Only a few students see the full power of using all strategies together, so most stick to single tricks instead of a complete thinking approach. They use predict and guess methods less, which means they look back at the text more than think ahead while reading. This setup offers a big chance for better teaching that goes past just naming tools, by mixing different mind steps to help kids reach smart, self reading skills.

Question 8: Do you think that reading different types of texts (stories, articles, instructions, etc.) helps you better read in English?

Figure 8

Impact of textual variety of reading skills in English



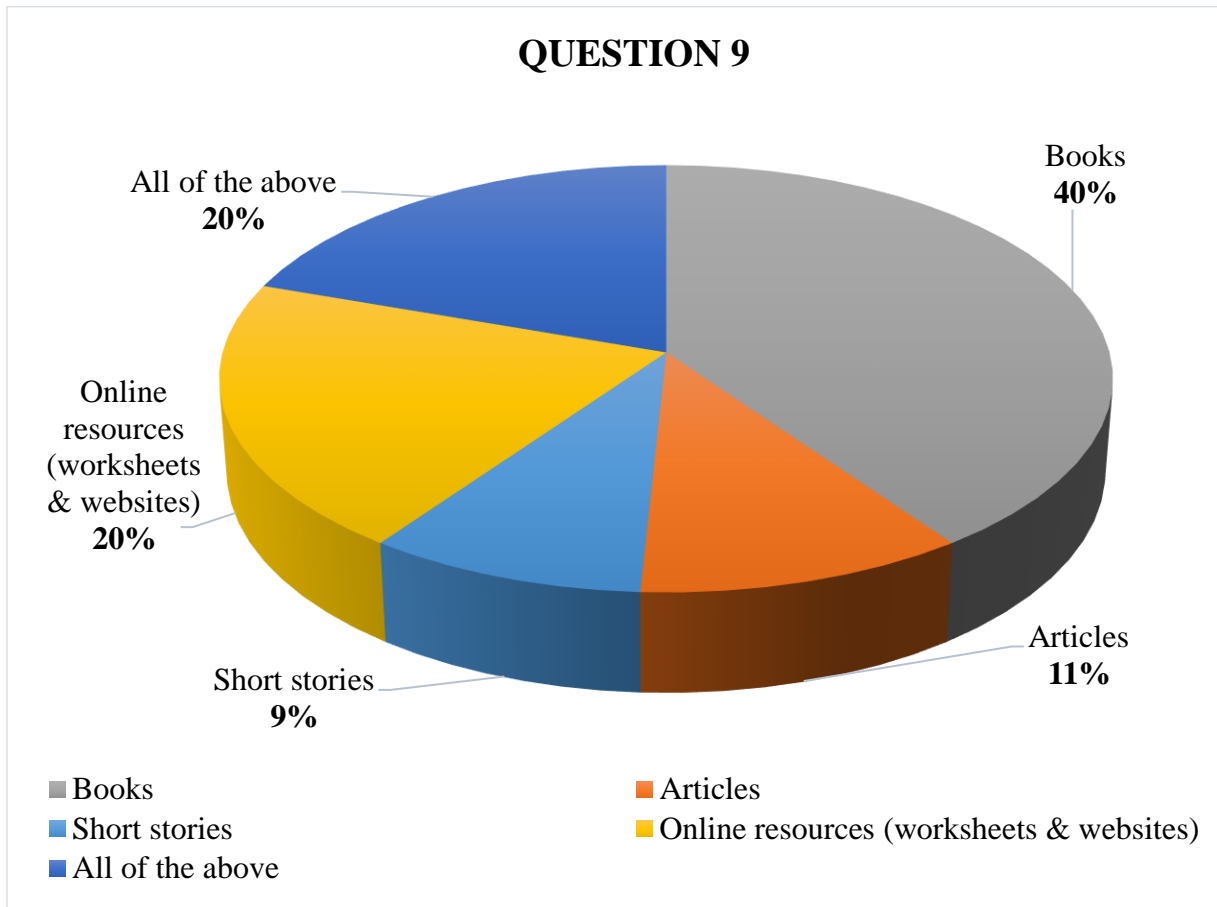
Source: *Researcher elaboration.*

Figure 8 shows students' strong positive views on how varied reading formats help English reading skills. Top pick is "yes, definitely" at 34%, so over a third firmly believe diverse texts boost skills. Then, "yes, a lot" and "yes, a little" both get 25%, making half the students see real gains, though at different strengths. Also, 11% say "yes, but not always," so they like variety but note it depends on the case. Just 5% pick "no, it doesn't make a big difference," proving almost all value text mix for better reading growth

Question 9: Which materials do your teachers use most to help you improve your reading comprehension?

Figure 9

Materials used to improve reading comprehension



Source: *Researcher elaboration.*

Figure 9 shows that 40% of students see books as the main resource teachers use, while 20% pick online resources and 20% say a mix of all materials. Articles and short stories are way less common, at just 11% and 9%. This points to old-school teaching focused on textbooks, which gives a solid base but cuts exposure to varied story types and real language in other formats. Heavy use of one media type means classrooms could gain from mixing in more books, digital tools, and short pieces. Low use of stories and articles also means fewer chances to work on quick, modern texts that test different reading skills. Overall, this opens doors for flexible teaching with a wider range of stuff to prep kids for real-world English reading.

3.3. Discussion

The research was developed at Abelardo Moncayo high school, it is located in the city of Atuntaqui, where a sample of junior students was taken as the main object of study. The base of this group's analysis includes, in particular, the problematic that junior students face in developing reading sub-skills, specifically comprehension, as many of them have difficulty understanding the full meaning of words or phrases in readings, which affects their daily classes and their overall learning. This shows that the difficulty goes beyond simple vocabulary issues. On the other hand, this research can be considered an initial point for finding solutions to this controversial issue, as the results help clarify how serious the situation is in practice.

Regarding qualitative analysis, interviews were considered the most suitable instrument for obtaining the necessary information for the research, according to the perspectives of two teachers who work directly with the junior students. In general, the existing problems for the development of reading comprehension in this specific group were investigated, as well as how these teachers address this situation. Somewhat alarming data were obtained, as they indicate that teachers recognize the prevalence of this problem in the learning of this group of students and, in turn, its consequences on the emotional aspects of the students; however, it was found that teachers rarely apply innovative didactic strategies for the development of this reading comprehension sub-skill, preferring the most common ones in the classroom. This difference between what teachers know and what they apply is significant. Likewise, it was identified that both teachers have a certain interest in learning new teaching strategies to develop this reading sub-skill, despite the lack of clarity regarding their use and application. Their interest suggests openness to change, but also uncertainty about how to proceed. It is highly likely that it will be necessary to experiment with some new strategies to discover how to combine tangible and technological resources and thus improve reading comprehension without pressuring students and adapting to their learning rhythm.

Considering another aspect, quantitative analysis was carried out using a survey instrument applied to 123 junior students, representing a sample of the total group in the junior section. Based on the data obtained, it was possible to statistically summarize some variables regarding students' appreciation and knowledge of reading comprehension, as well as the ways in which they reinforce it directly and indirectly inside and outside the classroom. On the one hand, it was found that junior students consider it extremely important to learn reading comprehension and practice it regularly through different daily tasks. However, most resort to using dictionaries or simply asking their teachers or classmates when they do not understand what they read. This may reflect limited confidence in their own reading abilities. It leads directly to many not developing the sub-skill of reading comprehension, but rather attempting to summarize everything without first contextualizing the content, thus skipping many important phases. Such practices suggest gaps in how reading strategies are being taught. In the end, most of them said that while it's important to be exposed to a variety of literary content to improve reading comprehension, it was also counterproductive that a large percentage of them got support through books and very little from other types of materials, both technological and printed. This could be affecting their level of engagement with texts.

The problems faced by junior students are undeniable. On the one side, the arguments given by teachers in the interview are concrete and indicate that, although they try to help them,

something else is needed for reading comprehension to improve satisfactorily. Similarly, the responses of junior students reveal certain inconsistencies, since although many of them claim to attach great importance to reading comprehension in their various practices, they also show that they do not know how to develop it properly, using different tangible resources and web-based technology alternately. Overall, the findings suggest that the issue is not only about effort, but also about guidance and instructional support.

In conclusion, the results show that the main difficulty identified in this study is related to reading comprehension. The junior students present problems when trying to understand the overall meaning of texts, identify relevant information, and make basic inferences. At the same time, the data suggest that classroom practices do not always promote clear and consistent strategies to guide well this learning process. This situation makes it evident that reading comprehension needs to be approached in a more structured way. As a didactic strategy, TRI concisely addresses the problems observed, as it focuses specifically on supporting students in the step-by-step development of reading comprehension skills through guided and intentional practice.

CHAPTER IV: PROPOSAL

4.1. Relevance

This research proposal addresses the need to improve English reading comprehension skills among junior students at Abelardo Moncayo High School. The proposal is based on data collected using research instruments that have been validated and reviewed by experts in English language teaching, ensuring its reliability and methodological rigor. The main component is the implementation of Targeted Reading Instruction (TRI) as a didactic strategy to reinforce reading comprehension skills. The intervention is carried out through a digital educational blog designed to support and improve the teaching-learning process in a systematic and organized way.

4.2. Problem Statement

At Abelardo Moncayo High School, junior students face a serious barrier in their linguistic development because of a marked deficiency in English reading comprehension. As a result, they struggle to grasp the semantic depth of the texts used in class. The situation is evident in a pattern of "passive reading," as many students avoid using autonomous strategies such as contextual inference or self-monitoring and turn instead to dictionaries or direct teacher assistance to clarify lexical doubts. These difficulties are compounded by institutional conditions, including a weekly schedule of only three hours and overcrowded classrooms with more than 30 students, which make individualized instruction difficult. Over time, this context contributes to academic insecurity and low motivation, leaving noticeable knowledge gaps that delay progress toward the B1 proficiency standards established by the Ecuadorian national curriculum

4.3. Objectives

General Objective

- Strengthen reading comprehension skills of junior students at Abelardo Moncayo High School through target reading Instruction

Specific Objectives

- Consolidate the implementation of Targeted Reading Instruction (TRI) within the English teaching practice to ensure sustained improvement in students' reading comprehension.
- Promote the continuous use of the educational blog as a structured digital resource to support teachers' pedagogical practices.

4.4. Theoretical Fundamentals

Internationally, the debate on teaching reading comprehension is divided between those who support purely global processes and those who advocate targeted intervention. While Medranda-Morales et al. (2023) argue that reading comprehension should be a process of autonomous discovery to avoid fragmentation of the text, Institute of Education Sciences (2021) argues that Targeted Reading Instruction (TRI) is the superior technical strategy for closing learning gaps through differentiated instruction. This approach allows students to be grouped according to their specific processing needs, transforming the conventional classroom into an environment where support is precise, timely, and tailored to each student's reality.

In this same global context, there is a marked contrast in the depth required in text processing. Fem (2025) states that the primary goal of reading in a foreign language should be to obtain general information through rapid scanning of data; in contrast, Castells et al. (2022) asserts that true reading success depends on the development of higher cognitive processes such as inference and synthesis. By focusing instruction on these technical micro-moments, the aim is for students to cease being passive recipients and develop true reading independence by actively processing information.

In the Latin American context, the main challenge has been the disconnect between curriculum materials and students' motivational reality. Gebremariam and Weldeyohannes (2025) point out that traditional texts often fail to consider students' actual proficiency levels and interests, leading to frustration and low motivational impact. In contrast to this approach, Shettigar et al. (2025) propose the use of narrative and gamified resources that integrate themes of digital identity and youth culture to increase the engagement of B1.1-level students. By understanding what they read through meaningful stories, students strengthen their confidence and academic engagement.

There is also debate about how to manage assessment in classrooms with large groups and limited time. While Leek et al. (2026) believes that time constraints hinder effective personalized attention, Saikia and Das (2024) argue that the use of constant self-assessment tools allows for immediate diagnosis without overloading the teaching day. The implementation of reflection mechanisms at the end of each lesson allows students to visualize their own achievements and feelings, fostering a culture of learning where instruction is tailored to needs detected in real time.

The pedagogical link between the PDP (Pre, During, Post reading) framework and the DAPA reflection template forms the preventive core of the TRI strategy to ensure accurate and adaptable instruction. Firstly, Mendoza et al. (2025) state that the PDP framework justifies the need for a chronological structure of 10, 20, and 10 minutes to optimize 40-minute sessions, It ensures that students effectively transition through the micro-moments of predicting, guessing the meaning, making inferences, and summarizing. This planning is complemented by the DAPA tool, which allows for “scientific reflection” that, unlike the subjective observation proposed by Lopzz (2023) is based on an analysis of objective and quantifiable data, such as the success rate on the technical identification of the causes behind detected learning gaps. The DAPA Interpretation and Action Plan process allows teachers to stop teaching the “average” student and make strategic decisions to differentiate instruction in the next session, ensuring that each intervention is timely and tailored to the real needs of the classroom.

4.5. Structure of the Blog:

This digital space presents Targeted Reading Instruction (TRI) as a didactic strategy to enhance reading comprehension among junior students at Abelardo Moncayo High School. By combining academic fundamentals with real classroom solutions, the TRI Teachers' Blog offers helpful content to enable teachers to effectively address the issues present in this group of students. To this end, the blog first has an entry that presents information that acts as a link connecting the author with the general public and gives them the opportunity to get to know the author and obtain more information about the TRI strategy. It is then divided into three specific sections, each of which has a space at the end for the public to interact with the author and leave comments.

These sections are detailed below:

Home: it section establishes the philosophical and technical basis of the project. It presents the Mission of the Proposal, which seeks to propose the TRI strategy to personalize instruction according to the needs of each student, and the Vision, which aims to consolidate this model as the educational benchmark in this institution to eliminate knowledge gaps. Its approach can be summarized as follows: instead of teaching everyone equally as if they were an average group, this strategy seeks to provide practical answers to each student according to their own learning rhythm.

Did you know that?: it section presents the rationale for the project based on direct observations in the classroom. Three critical problems are identified: the challenge of reading comprehension (students who do not process the current modules), time constraints (only three hours of class per week), and the negative motivational impact on students who do not comprehend what they read. The TRI strategy is presented as a way to make better use of time, dividing classes into small, highly specific teaching moments.

Resources: it is the most extensive operational section, where you will find the tools to implement the proposal: first, the TRI methodological framework is introduced: it explains the four key moments (Predicting, Guessing the meaning, Making inferences, and Summarizing) and defines the roles, where the teacher diagnoses and supports individually while the student develops reading comprehension. The following support material is then presented:

- The workbook “The Paulis' Adventures”: it is a resource for student learning, designed specifically to reach level B1.1 of the CEFR, aligned with the Ecuadorian English curriculum and with activities developed based on the TRI strategy. The material is divided into three units: Something about me, Legends and time travel, and Inner Strength. A character named ‘Paulis’ guides students through these reading adventures. To motivate students, the book includes stickers, bookmarks, and exit tickets that help them evaluate

how they feel and what they learned at the end of each class.

- The TRI Reading Comprehension Rubric: it is a practical tool to measure student growth fairly. It uses four levels to track how students manage the core dimensions: predicting, guessing meaning, making inferences, and summarizing. It shows exactly how well a student can guess new words, connect non-obvious ideas, and summarize information using their own vocabulary.
- The PDP Lesson Plan Template: it is designed to make the most of the 40-minute class period using the TRI strategy. The lesson is divided into three parts: Pre-reading (10 minutes for predicting), During reading (20 minutes for guessing meanings and making inferences), and Post-reading (10 minutes for summarizing). This template helps teachers better organize their time, assignments, and everything else they need for class.
- The DAPA template: this is a tool for teachers to review how their class has gone. It helps them to use fully descriptions of key moments during the class to identify what aspects of the lesson have supported learning as well as what aspects have hindered learning. So that with this information, the teacher may come to interpretation, theory informed generalizations that leads to generate action plans to immediately be implemented in the search not only of better pedagogical practices but in benefit of students' progress.

4.6. Proposal Title

TRI TEACHERS` BLOG

4.7. Visual Representation of the Blog

Illustration 1

Main entry of the TRI Teachers' Blog



The image shows a screenshot of a blog post. At the top, there is a navigation bar with a hamburger menu icon on the left and three items: "HOME", "DID YOU KNOW THAT?", and "RESOURCES". Below this is a large header area with the title "TRI TEACHERS' BLOG" in large, white, serif font. Underneath the title is a subtitle: "A space for teachers where teaching reading comprehension is an extremely easy task." The main content area features a post title: "From the classroom to comprehension: transforming reading in the junior students at Abelardo Moncayo High School!". Below the title is an illustration of a teacher with long black hair and glasses, wearing a colorful apron, standing in a classroom and pointing at a whiteboard. Several students are seated at desks, some with their hands raised. The classroom has a window on the left, a bookshelf on the right, and a whiteboard with numbers 2, 3, 5, and 9. Below the illustration is a paragraph of text: "Welcome! 😊 If you're here, you're probably a teacher at Abelardo Moncayo or someone who believes that reading is freedom. In the other pages, you'll find my data and resources, but here we want to tell you why we spent months researching targeted reading instruction: because". At the bottom left of the post area is a button that says "Post a Comment" with a speech bubble icon, and at the bottom right is a button that says "READ MORE".

TRI TEACHERS' BLOG

TRI TEACHERS' BLOG

A space for teachers where teaching reading comprehension is an extremely easy task.

HOME DID YOU KNOW THAT? RESOURCES

TRI TEACHERS' BLOG

From the classroom to comprehension: transforming reading in the junior students at Abelardo Moncayo High School!



Welcome! 😊 If you're here, you're probably a teacher at Abelardo Moncayo or someone who believes that reading is freedom. In the other pages, you'll find my data and resources, but here we want to tell you why we spent months researching targeted reading instruction: because


Post a Comment READ MORE

Source: Researcher elaboration

Illustration 2

Contact form with the author

←



TEACHER PAULIS

I am a teacher who is passionate about teaching English. One of my greatest motivations is being able to help many colleagues maximize the potential of their classes and show them that creativity is the key to touching the hearts of many students.

[VISIT PROFILE](#)

Contact Form

Name

Email *


Message *

TEACHERS' BLOG

...ing reading comprehension is an easy task.

HOW THAT? RESOURCES

Comprehension: the junior students at School!



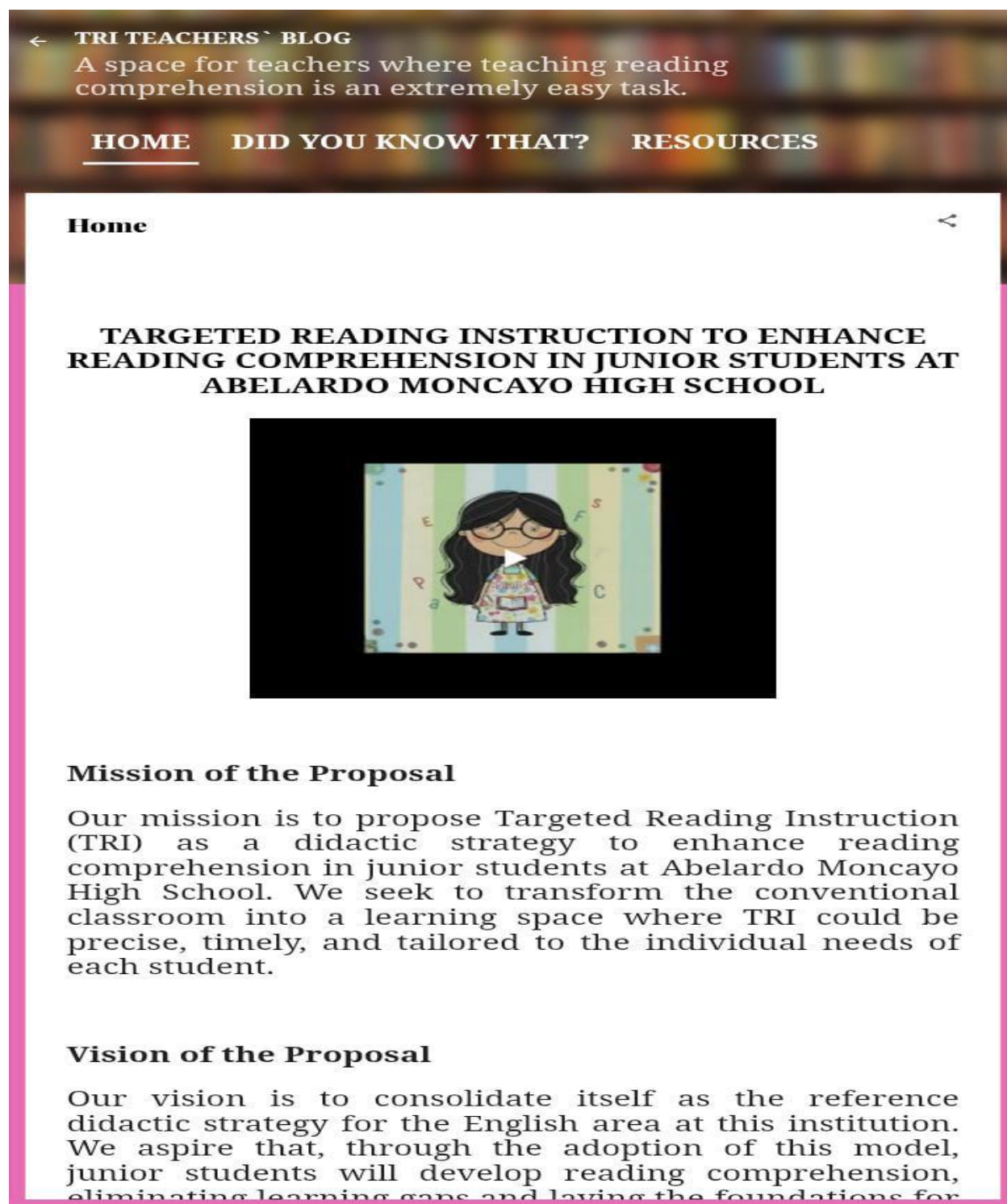
...you're probably a teacher at... who believes that reading is... you'll find my data and... to tell you why we spent... reading instruction: because

[READ MORE](#)

Source: Researcher elaboration

Illustration 3

Home section




The image is a screenshot of a blog post. At the top, there is a navigation bar with a back arrow, the text 'TRI TEACHERS` BLOG', and a subtitle 'A space for teachers where teaching reading comprehension is an extremely easy task.' Below this is a menu with three items: 'HOME' (underlined), 'DID YOU KNOW THAT?', and 'RESOURCES'. The main content area has a 'Home' header and a large title: 'TARGETED READING INSTRUCTION TO ENHANCE READING COMPREHENSION IN JUNIOR STUDENTS AT ABELARDO MONCAYO HIGH SCHOOL'. Below the title is a cartoon illustration of a girl with long black hair and glasses, wearing a colorful dress and holding a book. The background of the illustration features vertical stripes and scattered letters. Below the illustration, there are two sections: 'Mission of the Proposal' and 'Vision of the Proposal', each followed by a paragraph of text.

← TRI TEACHERS` BLOG
A space for teachers where teaching reading comprehension is an extremely easy task.

HOME DID YOU KNOW THAT? RESOURCES

Home

TARGETED READING INSTRUCTION TO ENHANCE READING COMPREHENSION IN JUNIOR STUDENTS AT ABELARDO MONCAYO HIGH SCHOOL



Mission of the Proposal

Our mission is to propose Targeted Reading Instruction (TRI) as a didactic strategy to enhance reading comprehension in junior students at Abelardo Moncayo High School. We seek to transform the conventional classroom into a learning space where TRI could be precise, timely, and tailored to the individual needs of each student.

Vision of the Proposal

Our vision is to consolidate itself as the reference didactic strategy for the English area at this institution. We aspire that, through the adoption of this model, junior students will develop reading comprehension, eliminating learning gaps and laying the foundations for

Source: Researcher elaboration

Illustration 4

Did you know that? section

← **TRI TEACHERS` BLOG**
A space for teachers where teaching reading comprehension is an extremely easy task.

HOME **DID YOU KNOW THAT?** **RESOURCES**

Did you know that?



Recently, we made a direct observation process during three class sessions with the junior students at the Abelardo Moncayo High School (Atuntaqui, Antonio Ante Canton). The findings revealed a challenging scenario that motivated the creation of this proposal:

The reading comprehension challenge: It was detected that students have critical difficulties processing and understanding the content of the current English modules. This is not a lack of ability, but rather a disconnect between the material and the strategies used.

Time constraints: They have only three hours of class time per week. This limited time, coupled with a lack of innovative and differentiated strategies, has created knowledge gaps that directly affect students' proficiency standards.

The motivational impact: When junior students fail to understand what they read, their interest in the language diminishes. This lack of motivation is a symptom of a system that needs more didactic strategies.

Our proposal (TRI): Targeted Reading Instruction emerges as the technical solution to this problem. By dividing our sessions into micro-moments and working in groups according to specific needs, we seek to maximize those three hours per week, regaining students' interest and raising their level of reading comprehension.

Source: Researcher elaboration


Illustration 5

Resources section

← TRI TEACHERS` BLOG
A space for teachers where teaching reading comprehension is an extremely easy task.

HOME DID YOU KNOW THAT? RESOURCES

Resources



Our methodology: TRI framework

What is TRI?
It is a teaching strategy based on differentiated instruction. Its goal is to group students according to their specific reading needs in order to provide them with targeted support in developing reading comprehension.

The strategy in action

- 40-minute lessons: each class is optimized and adapted into four TRI micro-moments .
- Key activities: we focus on predicting, guessing the meaning, making inferences, and summarizing to develop a deep comprehension.
- Dynamic groups: small groups with specific objectives where the teacher provides constant feedback and modeling.

Roles in the classroom

The role of the teacher	The role of the student
Diagnosing needs	Actively participate in

Source: Researcher elaboration

You can view the entire blog by scanning this QR code:

Illustration 6

QR code for accessing the blog



Source: Researcher Elaboration

Blog link: <https://tri-teachers.blogspot.com/>

CHAPTER V: IMPACT ANALYSIS

This research contributes meaningfully in academic, sociocultural, and technological dimensions. Firstly, in academic terms it supports the strengthening of key learning processes through the use of organised and instructional approaches that guide junior students step by step in the development of reading comprehension. From a sociocultural perspective, it fosters greater motivation, confidence and participation by recognising individual differences and promoting a conducive learning environment. Furthermore, in the technological area, it encourages the incorporation of a digital educational blog through flexible resources and up-to-date tools, which contributes to renewing traditional practices and aligning them with current educational contexts.

5.1. Academic Impact

Table 8

Academic impact

Indicators	-3	-2	-1	0	1	2	3
Student reading comprehension level							X
Teacher use of innovative strategies							X
Student reading autonomy							X
Optimization of instructional time (40 min)							X
TOTAL							4 6
Level of academic impact							
Σ / Number of indicators							
$10 / 4 = 2.5$							
Academic impact level: Medium positive impact							

Source: Research elaboration

Analysis

In the case of students reading comprehension level, a medium positive impact is expected because the proposal integrates structured strategies aimed at strengthening specific sub-skills. The guided and instructional approach may enhance junior students' ability to comprehend texts more effectively, contributing to measurable academic progress.

In terms of teacher use of innovative strategies, the impact is considered medium positive as the proposal promotes methodological renewal through the incorporation of updated instructional approaches. This may enrich classroom practices and diversify teaching methods, generating a noticeable but progressive transformation in instructional delivery.

In relation to student reading autonomy, a medium positive impact is projected since the structured guidance is designed to gradually transfer responsibility to learners. By engaging with step-by-step strategies, students may develop greater independence in approaching reading tasks, reinforcing self-regulated learning behaviours.

As for the optimization of instructional time (40 minutes), a medium positive impact is anticipated because the organized structure of activities can contribute to more efficient classroom management. Clear stages and defined objectives may allow teachers to maximize available time, improving productivity within the established period.

5.2. Social Impact

Table 9

Social impact

Indicators	-3	-2	-1	0	1	2	3
Student motivation and commitment							X
Academic self-confidence and security							X
Classroom climate and active participation							X
Reduction of anxiety with complex texts							X
TOTAL							4 6
Level of social impact							
Σ / Number of indicators							
10 / 4 =2.5							
Social impact level: Medium positive impact							

Source: Researcher elaboration

Analysis

Regarding student motivation and commitment, a medium positive impact is projected because the proposal incorporates structured strategies that can promote more consistent engagement in reading activities. The methodological approach is designed to stimulate sustained interest and greater academic involvement. This represents a meaningful improvement in the learning process, although its consolidation will depend on systematic and continuous implementation.

In terms of academic self-confidence and security, a medium positive impact is expected since the structured guidance provides students with clearer procedures to approach reading tasks. This progressive support may strengthen their perception of competence and control over the activity, gradually reinforcing their academic confidence as part of their reading development.

Concerning classroom climate and active participation, the proposal is expected to generate a medium positive impact because it encourages interaction and collaborative learning dynamics. By fostering opportunities for shared construction of knowledge, a noticeable improvement in participation and classroom functionality is anticipated.

With respect to the reduction of anxiety when facing complex texts, a medium positive impact is projected as guided strategies may facilitate a gradual understanding of more demanding materials. This process can contribute to lowering emotional tension associated with reading in a foreign language, promoting a more balanced and confident academic attitude.

5.3. Technological Impact

Table 10

Technological impact

Indicators	-3	-2	-1	0	1	2	3
Teacher digital literacy							X
Access to organized didactic resources (Blog)							X
Innovation in multimedia material design							X
TOTAL							4 3
Level of academic impact							
Σ / Number of indicators							

7 / 3 =2.33

Technological impact level: Medium positive impact

Source: Researcher elaboration

Analysis

With regard to teacher digital literacy, a medium positive impact is anticipated because the proposal promotes the incorporation of digital tools into regular teaching practice. This exposure may enhance technological competence and encourage more confident use of educational platforms.

Concerning access to organized didactic resources through the blog, a medium positive impact is foreseen as the platform is designed to systematize and centralize instructional materials. Structured access to resources can facilitate planning processes and support more coherent and efficient lesson development.

In relation to innovation in multimedia material design, the impact is considered medium positive since the proposal encourages the development of updated and interactive digital materials. This initiative may contribute to more dynamic learning environments and gradual methodological modernization.

CHAPTER VI: CONCLUSIONS AND RECOMMENDATIONS

This chapter presents an overview of all the work carried out and the findings obtained, as detailed below:

6.1. Conclusions

- It was identified that junior students at Abelardo Moncayo High School consider it very important to comprehend what they read, but they do not know how to do so correctly. Many rely solely on dictionaries or asking the teacher instead of using strategies that allow them to grasp the full meaning of the texts.
- Teachers mainly use textbooks and traditional methods because they only have three hours of class time per week and very large groups. Although they are interested in innovating, the lack of time and new tools makes it difficult for them to provide more personalized attention.
- Targeted Reading Instruction (TRI) is presented as an effective solution because it does not teach everyone the same way, but rather adapts to each student's actual level. The strategy allows for faster progress by focusing on specific skills such as predicting, inferring, and summarizing.
- The creation of an educational blog for teachers facilitates access to modern and organized materials, such as workbooks, rubrics, lesson plans, and structured reflective class assessment documents, helping to make English classes more engaging and easier to adapt for junior students.
- When Targeted Reading Instruction (TRI) is applied consistently, its effects extend beyond individual reading skills. This strategy reinforces teachers' pedagogical practices and provides a clear framework for developing comprehension progressively. Eventually, this change can foster a strategic reading environment in the classroom, where students engage with texts more actively and confidently.

6.2. Recommendations

- Teachers are encouraged to implement the four key moments of the strategy (predicting, guessing meanings, making inferences, and summarizing) in their daily classes. This will help students move away from passive reading and begin to process information more deeply.

- It is important that teachers take advantage of the tools offered on the blog, such as assessment rubrics and lesson plan template on 40 minutes per class. These resources are designed to optimize the limited time available and measure students' actual progress.
- The institution should promote training opportunities for teachers to master new strategies such as TRI and the use of Web 2.0 tools. Better technical preparation will allow teachers to feel more confident when using technology in the classroom.
- It is suggested that students be encouraged to practice reading comprehension outside the classroom, using the suggested digital and physical materials. By improving their independent reading habits, students will gain confidence and be able to reach the required level of English more easily.
- The implementation of TRI should incorporate periodic assessment periods. These assessments allow teachers to examine the progress of students' reading skills and classroom interactions. This monitoring confirms the pedagogical effectiveness of the strategy and facilitates specific adjustments for sustained improvement.

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ANNEXES

Annex 1: Survey format for the students



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACION CIENCIA Y TECNOLOGIA
PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS – INGLÉS

Topic: Targeted Reading Instruction as a Didactic Strategy to Enhance Reading Comprehension in Junior Students at Abelardo Moncayo High School

SURVEY FORMAT FOR THE STUDENTS

Your information will be confidential, and the results will be used solely for educational purposes. All collected data will remain anonymous.

Objective

To identify which strategies, use teachers to enhance reading comprehension in junior students 'at Abelardo Moncayo High School.

Personal Information

- **Age:**
 14-15 16-17 More than 18
- **Gender:**
 Female Male Other

1. How important do you think reading comprehension is in improving your English?

- Very important
- Important
- Neutral
- Not important
- Not important at all

2. Do you think that practicing reading comprehension regularly in class helps you improve your reading skills?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree



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3. **How often do you have reading – related assignments?**
 - Always
 - Often
 - Sometimes
 - Rarely
 - Never
4. **Do you practice reading comprehension at home?**
 - Always
 - Often
 - Sometimes
 - Rarely
 - Never
5. **When reading a text, how often do you stop to check if you really understand what you're reading?**
 - Always
 - Often
 - Sometimes
 - Rarely
 - Never
6. **What do you do when you don't understand an important word or phrase while reading a text?**
 - I re-read the vocabulary section
 - I look up the word in a dictionary
 - I ask my teacher or my classmate
 - I skip the word or sentence and continue reading
 - I try to guess the meaning from the context



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7. **Which of the following strategies helps you better understand a text, do you think? You can choose more than one.**
- Guessing the meaning of a word from context
 - Making an inference
 - Predicting
 - Summarizing
 - All of the above
8. **Do you think that reading different types of texts (stories, articles, instructions, etc.) helps you better read in English?**
- Yes, definitely
 - Yes, a lot
 - Yes, a little
 - Yes, but not always
 - No, it doesn't make a big difference
9. **Which materials do your teachers use most to help you improve your reading comprehension?**
- Books
 - Articles
 - Short stories
 - Online resources (worksheets & websites)
 - All of the above

Annex 2: Interview format for teachers



**UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACION CIENCIA Y TECNOLOGIA
PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS – INGLÉS**

Topic: Targeted Reading Instruction as a Didactic Strategy to Enhance Reading Comprehension in Junior Students at Abelardo Moncayo High School

INTERVIEW FORMAT FOR TEACHERS

Your information will be confidential, and the results will be used solely for educational purposes. All collected data will remain anonymous.

Objective

To find out teachers' perceptions about the use of targeted reading instruction as a strategy to enhance reading comprehension.

Informative Questions

Name: _____

Degree: _____

Experience years: _____

1. Which common activities do you use to activate your students' prior knowledge before a reading activity?

2. How you identify that a student has a difficulty to comprehend a reading?

3. Which kind of activities do you use when students encounter challenging readings?

4. Have you ever listened about the Targeted Reading Instruction (TRI)?

Yes: ____ **No:** ____



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5. **If your answer to question 4 was affirmative: What do you know about Targeted Reading Instruction (TRI)?**

6. **Would you like to know what function has Targeted Reading Instruction (TRI) to improve students' reading comprehension?**

7. **When teaching your classes, do you mainly use a coursebook, teaching guides, your own digital materials or a combination of these?**

Annex 3: Validation Instruments



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FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT
PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS – INGLÉS

En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	CRITERIOS DE EVALUACIÓN		
	MUCHO	POCO	NADA
Instrucción breve, clara y completa.	/		
Formulación clara de cada pregunta.	/		
Comprensión de cada pregunta.	/		
Coherencia de las preguntas en relación con el objetivo.	/		
Relevancia del contenido	/		
Orden y secuencia de las preguntas	/		
Número de preguntas óptimo	/		

Observaciones:

.....

.....

.....



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A continuación, marque con una X en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como ítem. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				OBSERVACIONES
Ítem	Dejar	Modificar	Eliminar	
1	/			
2	/			
3	/			
4	/			
5	/			
6	/			
7	/			
8	/			
9	/			

.....
MSc. José Miguel Obando Arroyo

Firma del Evaluador

C.C.: 1001512043

Apellidos y nombres completos	JOSÉ MIGUEL OBANDO ARROYO
Título académico	MAGISTER EN LINGÜÍSTICA APLICADA A LA ENSEÑANZA BILINGÜE ESPAÑOL – INGLÉS
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FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT
PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS – INGLÉS

En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	CRITERIOS DE EVALUACIÓN		
	MUCHO	POCO	NADA
Instrucción breve, clara y completa.	X		
Formulación clara de cada pregunta.	X		
Comprensión de cada pregunta.	X		
Coherencia de las preguntas en relación con el objetivo.	X		
Relevancia del contenido	X		
Orden y secuencia de las preguntas	X		
Número de preguntas óptimo	X		

Observaciones:

.....

.....

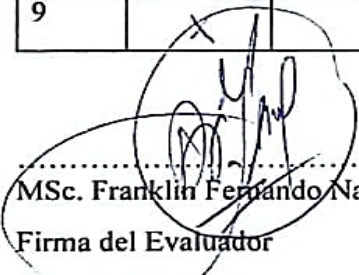
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PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS – INGLÉS

A continuación, marque con una **X** en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como Ítem. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				OBSERVACIONES
Ítem	Dejar	Modificar	Eliminar	
1	X			
2	X			
3	X			
4	X			
5	X			
6	X			
7	X			
8	X			
9	X			



 MSc. Franklin Fernando Narváez Vega
 Firma del Evaluador
 C.C.: 1001758026

Apellidos y nombres completos	FRANKLIN FERNANDO NARVÁEZ VEGA
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Institución de Educación Superior	UNIVERSIDAD TECNOLÓGICA EQUINOCCIAL - UTE
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Annex 4: Evidence of instruments` application



Annex 5: Authorization for the application of instruments



UNIVERSIDAD TÉCNICA DEL NORTE
Acreditada Resolución Nro. 173-SE-33-CACES-2020
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA
DECANATO



Oficio Nro. UTN-FECYT-D-2025-0111-O
Ibarra, junio 06 de 2025

PARA: MSc. Guido Romo
RECTOR DE LA UNIDAD EDUCATIVA "ABELARDO MONCAYO"

ASUNTO: Trabajo de integración curricular Srta. Campués Narváez Paulina Eunice

Reciba un atento y cordial saludo, en nombre de la Facultad de Educación, Ciencia y Tecnología FECYT de la Universidad Técnica del Norte y mi deseo de éxito en las actividades que desempeña.

Me dirijo a Usted de la manera más comedida, con la finalidad de solicitarle su autorización, para que se brinde las facilidades necesarias a la Srta. CAMPUÉS NARVÁEZ PAULINA EUNICE, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, para que obtenga información y aplique los instrumentos de investigación que se requieren para el trabajo de integración curricular con el tema: "TARGETED READING INSTRUCTION AS A DIDACTIC STRATEGY TO ENHANCE READING COMPREHENSION IN JUNIOR STUDENTS AT ABELARDO MONCAYO HIGH SCHOOL".

Por su favorable atención, le agradezco.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

JOSE LUCIANO REVELO RUIZ
MSc. José Revelo
DECANO DE LA FECYT
Contacto: 062997800 ext. 7802
Correo electrónico: decanatofecyt@utn.edu.ec

Firmado digitalmente
por JOSE LUCIANO
REVELO RUIZ
Fecha: 2025.06.06
11:45:01 -05'00'

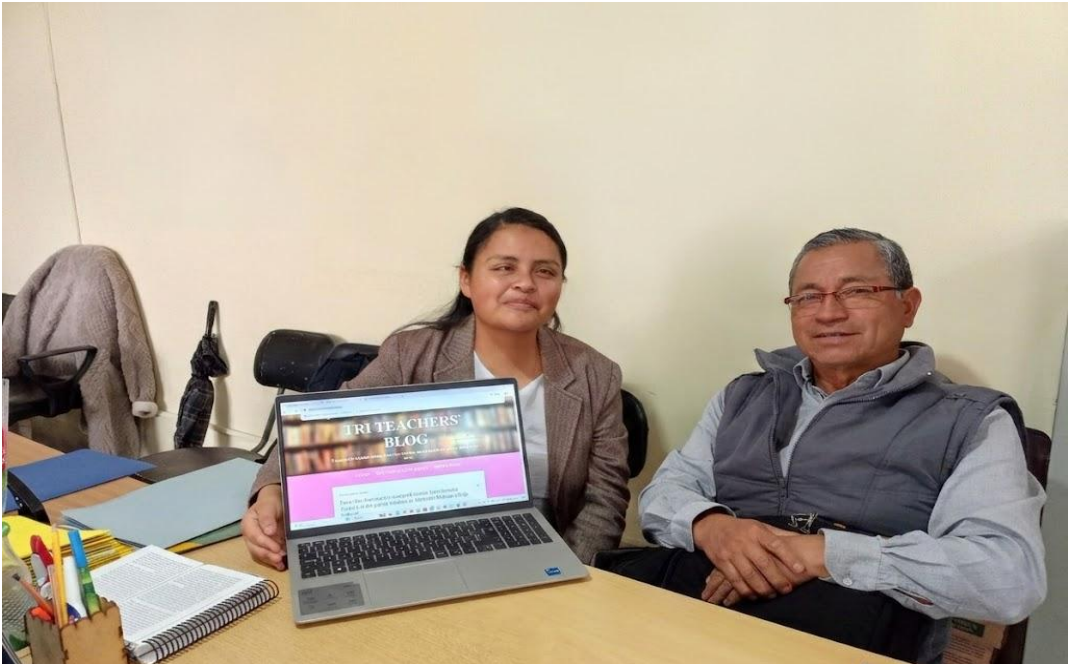
JLRR/M.Báez

Automas 00

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UNIDAD EDUCATIVA
"ABELARDO MONCAYO"
VICERRECTORADO

Annex 6: Evidence of the proposal's socialization



Annex 7: Authorization for the socialization of the proposal



UNIVERSIDAD TÉCNICA DEL NORTE
Acreditada Resolución Nro. 173-SE-33-CACES-2020
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA
DECANATO



Oficio Nro. UTN-FECYT-D-2026-0064-O
Ibarra, 23 de febrero de 2026

PARA: MSc. Alexandra Armas
RECTORA DE LA UNIDAD EDUCATIVA ABELARDO MONCAYO

ASUNTO: Socialización de la propuesta del Trabajo de integración curricular Srta. Campués Narváez Paulina Eunice.

Reciba un atento y cordial saludo, en nombre de la Facultad de Educación, Ciencia y Tecnología FECYT de la Universidad Técnica del Norte y mi deseo de éxito en las actividades que desempeña.

Me dirijo a Usted de la manera más comedida, con la finalidad de solicitarle que, se brinde las facilidades necesarias a la Señorita CAMPUÉS NARVÁEZ PAULINA EUNICE, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, para que socialice la propuesta con el tema: "TRI TEACHERS' BLOG" correspondiente al trabajo de integración curricular: "TARGETED READING INSTRUCTION AS A DIDACTIC STRATEGY TO ENHANCE READING COMPREHENSION IN JUNIOR STUDENTS AT ABELARDO MONCAYO HIGH SCHOOL".

Por su favorable atención, le agradezco.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO



Firmado digitalmente por:
JOSE LUCIANO REVELO
RUIE
Validar firmante en: [Firmas](#)

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JLRR/M.Báez

*Coordinar
Msc. Inés Pata*

*Recibido
A.A.B.
24-02-2026
Amador*



Annex 8: Certificate of having socialized the proposal



Ministerio de Educación

UNIDAD EDUCATIVA "ABELARDO MONCAYO"
Antonio Ante-Imbabura- Ecuador- Telf.: 2906135-2906731
DISTRITO EDUCATIVO 10D02


MAGÍSTER ALEXANDRA ARMAS
RECTORA DE LA UNIDAD EDUCATIVA
ABELARDO MONCAYO

CERTIFICA,

Que: La señorita **CAMPUÉS NARVÁEZ PAULINA EUNICE**, con cédula **Nro. 1050378577**, practicante de Pedagogía de los Idiomas Nacionales y Extranjeros, realizó la socialización del tema "TRI TEACHERS' BLOG" a docentes de nuestra Institución.

Es todo cuanto puedo certificar.

Atuntaqui, 26 de febrero de 2026


MSc. Alexandra Armas B.
RECTORA
Cel. 0996637702



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