



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
SCHOOL OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**

**“FACTORS THAT AFFECT THE DEVELOPMENT
IN READING COMPREHENSION IN EFL
LEARNERS IN POST- PANDEMIC”**

RESEARCH PROJECT

As a prerequisite to obtaining a:

**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL
AND FOREIGN LANGUAGES**

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ADVISOR'S APPROVAL

In my role as Advisor of the research paper under the title **“FACTORS THAT AFFECT THE DEVELOPMENT IN READING COMPREHENSION IN POST PANDEMIC”** prepared by **Chichande Figueroa Anthony Enrique** and **Banchón Caicedo Ivonne Cristina** undergraduate students of the Pedagogy of National and Foreign Languages Major, at School of Educational Sciences and Languages at Universidad Estatal Peninsula de Santa Elena, I declare that after oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,



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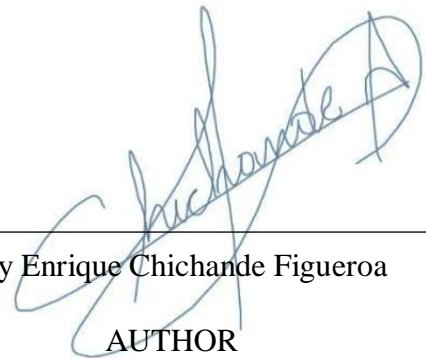
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First and foremost, I want to thank God, our source of life, I thank him for the health and the strength he gave me to not give up and keep going.

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Anthony Enrique Chichande Figueroa

Dedication

This work was done with a lot of effort I dedicate it to the fundamental pillar of my development as a person which is my family, without them this would not have been possible, to my friends who were a great support at all times encouraging me not to give up, this long road full of ups and downs of emotions made me a person who knows what he wants and how to get it.

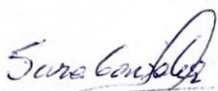
Ivonne Cristina Banchón Caicedo.

I would like to dedicate my thesis to my parents, Lorena and Enrique, the fact that they have supported me always makes them creditors of this project, without them, I would not have achieved anything, as I remember that they have always been present in my academic life. My best friends, Odalis and Nayeli. Without them, I would have given up countless times, but they always kept me positive, reminding me how smart and persevering I am.

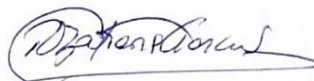
I dedicate this achievement to them.

Anthony Enrique Chichande Figueroa

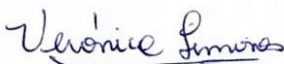
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Abstract

English is a language which if managed correctly can give you many benefits on a personal and professional level, comprehensive reading in the English language goes hand in hand with one of the main skills such as reading, the ability to grasp the message of a text is achieved with practice and methods for concentration. This research focused on analyzing the factors affecting this ability since during the COVID-19 pandemic a decline was observed in all branches of education.

The adaptation to the new era such as virtual classes for both teachers and students was a challenge which was evidenced throughout this research process, getting to collect fundamental information to give strength to this project and thanks to the experiences of the surveyed teachers it was possible to locate the factors that made reading comprehension in EFL learners decline in an unimaginable way that could even be said to have stagnated during the process of virtual education.

Thanks to all this information collected, it was possible to determine those impediments to good reading comprehension, both the environment where the student's education is developed, the technology, and even the customs in their social environment were triggers for teachers to prefer face-to-face classes, since in virtual classes it was impossible to have control of them, making education does not advance in what corresponds to reading comprehension.

Keywords: Teachers, Students, virtual classes, pandemic, environment, classroom control, reading comprehension, face-to-face classes, adaptation, EFL learners, technology.

Resumen

El inglés es un idioma que si se maneja correctamente puede darte muchos beneficios a nivel personal y profesional, la lectura comprensiva en el idioma inglés va de la mano con una de las principales habilidades como lo es la lectura, la capacidad de captar el mensaje de un texto se logra con la práctica y métodos para la concentración. Esta investigación se enfocó en analizar los factores que afectan esta habilidad, ya que durante la pandemia del COVID-19 se observó una disminución en todas las ramas de la educación.

La adaptación a la nueva era como lo son las clases virtuales tanto para los docentes como para los estudiantes fue un reto que se evidenció a lo largo de este proceso investigativo, llegando a recolectar información fundamental para darle fuerza a este proyecto y gracias a las experiencias de los docentes encuestados se pudo ubicar los factores que hicieron que la comprensión lectora en los estudiantes de EFL decayera de una manera inimaginable que incluso se podría decir que se estancó durante el proceso de educación virtual.

Gracias a toda esta información recolectada, se pudo determinar aquellos impedimentos para una buena comprensión lectora, tanto el entorno donde se desarrolla la educación del estudiante, la tecnología, e incluso las costumbres en su entorno social fueron detonantes para que los docentes prefirieran las clases presenciales, ya que en las clases virtuales era imposible tener el control de estas, haciendo que la educación no avanzara en lo que corresponde a la comprensión lectora.

Palabras claves: Profesores, alumnos, clases virtuales, pandemia, entorno, control del aula, comprensión lectora, clases presenciales, adaptación, alumnos de EFL, tecnología.

Index

Acknowledgment	4
Abstract	6
Resumen	7
Index	8
Introduction	12
Chapter I	14
The Problem	14
1.1. Research Topic	14
1.2. Title of the project	14
1.3. Problem Statement	14
1.4. Problem question	16
<i>1.4.1. General Question</i>	16
<i>1.4.2. Specific Questions</i>	16
1.5. Objectives	16
<i>1.5.1. General Objective</i>	16
<i>1.5.2. Specific Objectives</i>	16
1.6. Delimitation of the Study	17
1.7. Justification	17
Chapter II	20
Theoretical Framework	20

2.1. Background	20
2.2. Pedagogical Basis	20
2.3. Theoretical Basis	23
2.3.1. <i>Constructivist Theory</i>	24
2.3.2. <i>Cognitive Process and Neuropsychology</i>	25
2.4. Legal Basis	26
2.5. Aspects/Factors of study	26
2.5.1. <i>Teachers'/students' reading comprehension perspective in virtual classes</i>	26
2.5.2. <i>Negative/negative effects of the Pandemic on EFL learners</i>	27
Chapter III	28
Methodological Framework.....	28
3.1. Methodology	29
3.2. Type of Research	30
3.2.1. <i>Case Analysis</i>	30
3.3. Data Collection Techniques	31
3.3.1. <i>One-on-one Interview</i>	31
3.4. Instruments	31
3.4.1. <i>Survey</i>	31
3.5. Data Collection Processing and Resources	32
3.5.1. <i>Population and Sample</i>	32

Chapter IV	33
Analysis of Findings	33
4.1. Interpretation of data from the interview or focus group	34
<i>Question 1</i>	34
<i>Chart 1: word cloud 1</i>	35
<i>Question 2</i>	35
<i>Chart 2: word cloud 2</i>	35
<i>Question 3</i>	36
<i>Chart 3: word cloud 3</i>	37
<i>Question 4</i>	37
<i>Chart 4: word cloud 4</i>	38
<i>Question 5</i>	38
<i>Chart 5: word cloud 5</i>	39
<i>Question 6</i>	39
<i>Chart 6: word cloud 6</i>	40
<i>Question 7</i>	40
<i>Chart 7: word cloud 7</i>	41
<i>Question 8</i>	41
<i>Chart 8: word cloud 8</i>	42
Chapter V	47

Reflections of the Study	47
References	52
Annexes	0
Annex A: Interview Transcripts	0
Table 1	0
Table 2	1
Table 3	2
Table 4	3
Table 5	4
Table 6	5
Table 7	6
Table 8	7
Annex B: Certified Anti-plagiarism System	0

Introduction

English, being considered a language with high demand in the labor, social and academic fields, plays a fundamental role in the development of the human being, since it influences in a current way in the current society, therefore, learning it, understanding it, and speaking it makes you have many job opportunities. In the educational field, learning a new language helps the interaction between cultures, many people choose to learn a new language to have better job opportunities and thus be able to demonstrate their language skills in other countries, thus having a fruitful development.

EFL education is elemental for educational systems worldwide, becoming a way of development for society, being this language a fundamental tool that leads to professional success or a tool that oppresses us under capitalism, neoliberalism, and the global market.

In 2019 the world entered a new era that revolutionized the way of teaching, education took a brutal turn since the arrival of the virtual era was a challenge of adaptation for all generations, both teachers and students saw a forced adaptation by the pandemic of COVID 19, a virus originating in China in the city of Wuhan marked a before and after in education.

Teaching online led to various challenges for teachers who were trained for direct (face-to-face) interactions, since after the closure of the institutions they had to go into online education to ensure a good education for students. (Eileen invierno, 2021)

English teachers play a fundamental role in this formative development in education, being bearers of wisdom and facilitators of educational tools, applying the best strategies for the good development of English language skills.

Based on this research project, which is developed starting from the teacher as the protagonist of this research, the same that talks about how reading skills have been affected due to various factors and how teachers carried out strategies to maintain or improve the good development of reading comprehension of students during virtual classes due to the pandemic.

The basis of our project is to focus on the objective of the project which is to analyze the factors that deteriorated reading comprehension in EFL learners after the pandemic. We were able to successfully collect the desired results for this research project thanks to the information provided by the PINE teachers at UPSE University.

This project is divided into 5 chapters:

Chapter I: It encompasses the problem statement, which is based on how reading comprehension has been affected in students during virtual classes due to the pandemic.

Chapter II: Presents information based on research on the topic, legal sources, and even key definitions for a better understanding of the project.

Chapter III: Explanation of the methodology, including the type of research, all data collection techniques, and instruments used in this research project.

Chapter IV: Analysis and interpretation of the data, word clouds, and comparison of the results with the Theoretical Framework.

Chapter V: Comparison of the research results with the research objectives, personal findings, reflections, thoughts, and conclusions.

Chapter I

The Problem

1.1. Research Topic

EFL Reading comprehension and post-pandemic.

1.2. Title of the project

Factors that affect the development of reading comprehension in EFL learners in post-pandemic.

1.3. Problem Statement

According to the criteria of several professionals in the educational area, it was deduced that the mastery of students in the English language has decreased considerably in the management of the skills that are presented in it after a pandemic that put the whole world to develop ways to solve various problems that arose, among them is education, which was carried out practically during this global pandemic. The focus is the problem that arises in English classes when students try to understand the content of some text, all this in face-to-face classes today.

Based on experiences from the social environment, students learn very little during their learning process through the virtuality that had its heyday during the pandemic years. According to research, exposing EFL learners to texts with different levels of difficulty is a practical way to develop their reading comprehension abilities. Therefore, using websites/applications that provide EFL learners with this exposure may efficiently improve their abilities through digital scaffolding that allows them to reach higher levels of comprehension. (Alghizzi, 2022)

Unfortunately, it can be observed that especially in English there was a setback in the development of skills in that language, so the main interest of this project is to find out what was the cause of the students' inability to grasp the main message of a read text even if they read it correctly in English.

The objective is to find out what is the main reason why the pandemic affected this ability especially because reading and understanding the main message of a text is one of the most important things for proper communication worldwide being the most spoken language, Ecuador has a low rate of English, according to research conducted, it was found that This year Ecuador ranked 81st out of 100 countries evaluated, considered to have a "Very Low" level of English, with a score of 46.57, equivalent to level A1 according to the Common European Framework. Within the Latin American countries, there is also a lot of work to be done as a country since it is positioned in last place. (Villafuerte, 2020)

Based on this, knowing why this happens and in turn, understanding why the confinement further aggravated the learning of students preventing them from developing a good understanding and ability to grasp the main messages in English in person is a topic in which to deepen is a priority.

Future research will be a feasible avenue to achieve this purpose, with questions related to English language teaching and how the pandemic affected it along with virtuality, all based on experiences and observations that teachers have experienced during the process of incorporating virtual classes regarding the lack of English language development in face-to-face classes.

1.4. Problem question

1.4.1. General Question

What was the reason that students' reading comprehension performance declined after virtual classes during the pandemic?

1.4.2. Specific Questions

- How did the use of technological resources influence the cognitive development of the students?
- Does the lack of practice in reading and the little interaction between teacher and student affect the comprehension of the main idea of an English text?
- Were students able to master finding the main idea of a text during the virtual classes during the pandemic?

1.5. Objectives

1.5.1. General Objective

To analyze the factors that affect performance in English Foreign Learners after the pandemic.

1.5.2. Specific Objectives

- To determine the main factors, why reading comprehension does not develop correctly.
- To compare the experiences of teachers who handled both modalities (face-to-face classes and virtual classes) to reach a final idea.

- To identify the development of reading comprehension in EFL classes based on the statements of teachers to reach a final consensus.

1.6. Delimitation of the Study

The present research project focuses on a qualitative approach, analyzing the factors that affect the process of reading comprehension. This study will be carried out at UPSE University, located in La Libertad.

1.7. Justification

The proposed research seeks through various sources to know the main reasons why English students a problem has in capturing the main idea of a text in face-to-face mode, in English classes after going through a pandemic that forced them to study virtually.

It is good that students can develop their skills to acquire a new language gradually, but the fact of going through a pandemic and affecting the face-to-face study with the teacher has intervened negatively in the development of these skills. The pandemic that affected the world in 2019 and put the educational community in a problem to continuing traditional education in educational institutions in 2020, boosted the new era of virtual education worldwide, in our country, it was a big problem to see that students could not engage and learn in this new modality as several factors influenced this as the lack of technological resources and even the problem of motivation.

In the area of English, which is what the research focuses on, there were also very significant drops in education at the national level because if there was already a problem due to the poor command of the foreign language after this pandemic this problem worsened, however to try to solve it the whole world had to succumb to online education, thus forcing the

educational community, teachers and students to commit to teach and learn virtually, thus developing a heavy environment and full of complications for both.

The deterioration in the quality of education is very noticeable at present since at the time of resuming on-site classes in educational institutions it could be observed that students failed to learn the English language satisfactorily, especially reasoning logically and with their criteria before a text, you can see a notorious deficiency in the way to grasp the information, understand an idea and express it wrongly by not understanding the main message is of a worrisome level. For this reason, it has been proposed to find out why students developed this type of failure through their study process, one of the main reasons why this problem is made known is because currently students are being affected. After all, the drastic change in modalities has brought them problems to adapt to the "new environment" after virtual teaching, thus avoiding the lack of practice in reading comprehension in English.

Using several theoretical processes such as a well-planned survey system, it will be possible to understand from the teacher's point of view which are the failures that they could see during their teaching process in virtuality and how they currently see the development of the same in face-to-face classes at present. These questions will be by the topic of this research to carry out a more focused and well-structured study, thus reaching a final analysis thanks to the interviewees, resolving doubts about these learning problems.

Through this research we will be able to understand a little more about what we experienced during the pandemic and the virtual environment to know what the main reasons were why the English students were not able to develop reading comprehension correctly, being

a little complicated for them to adapt it to face-to-face classes. Knowing what the reasons were, new processes or methodologies can be developed so that students can reinforce the failures in their oral skills, and at the same time teachers can understand how to handle this situation in future virtual classes since as we know education took a big step forward when entering online classes and as the years go by this will be an essential part of education since it is a very positive way to move forward if it is handled in a very satisfactory way, favoring both teachers and students.

Chapter II

Theoretical Framework

2.1. Background

Based on the undervaluation or the little capacity that students have now of understanding some reading, some of the theories are the lack of practice when reading, the little concentration, and even the easy access to technological tools, which allow them to have a direct response making them mechanical and little thinking. Reading is essential in all academic disciplines to develop excellent comprehension while reading. (Figuerola, 2018)

2.2. Pedagogical Basis

To understand more about this research, it is necessary to know what is going to be studied, and reading comprehension is involved as the main topic of the research. Many people throughout their lives learn to read since it is something that is taught from an early age, but knowing how to understand a text is something that involves a little more than just reading. To understand a little more about the subject it must contextualize the term "reading comprehension". Reading comprehension is a cognitive process that is specifically oriented to achieve understanding the meaning of a text, this requires time and practice because to master reading must develop a series of strategies that are refined over time to achieve good fluency and understanding.

Reading comprehension involves several factors and strategies since "It is a bidirectional process that integrates information from the text-based model with information from prior knowledge through inferential processing." (Woolley, 2011). This leads them to relate concepts

according to the text they have just read. In turn, for students' reading comprehension to develop correctly, "teacher-directed comprehension strategy instruction; opportunities for collaborative and peer learning; and time to discuss what they have read" are needed." (Fielding & Pearson, 1994). On the other hand, if independent readers are developed, it is based more on those people choosing what they want to read to have more motivation. The Schema Theory focuses on improving students' comprehension to analyze a reading through teaching suggestions for building prerequisite knowledge. (Luo, 2018)

To define the reading comprehension strategies considered by pre-service classroom teachers to be applicable in the classroom and their practical designs related to these strategies in a text, and correct use of the strategies in the reading process (pre-reading, during-reading, post-reading. (Aşıkcan, 2018)

Two main objectives analyze the strategies before reading, which is Pre Reading and the other is Post Reading its importance, and its performance in the construction of the text analysis in the student.

Pre-reading activities play an important role by focusing on investigating the analysis of pre-reading activities (eg, brainstorming, pre-learning vocabulary, questions, etc.) on student performance on task understanding. (Tran Thi Thanh Thuy, 2018)

This good development of creativity with the emergence of hypotheses allows the reader to develop this ability to understand a text. It should be considered that apart from neuroscience other factors are observed in students, such as personality patterns and how they manage to develop their learning, in short, "learners depending on the type of their personality resort to

different learning styles or preferences which--in turn--affect their learning performance". (Sadeghi & Kasim, 2012). Whether positively or negatively, this is a very relevant aspect since it greatly influences the ability to acquire knowledge.

Based on reading comprehension no research reflects that personality patterns or different learning styles affect it as such, so it is a very important topic to investigate because neuroscience has to do with it. It is known that personality and ways of learning are associated with the brain, Furthermore, with this information you can get good scientific research on the subject.

During the virtual classes, there were several problems around Education due to the arrival of COVID-19, taking all students and teachers to an era of virtual education, during this process there was a lot of devaluation in the abilities to learn, especially in English, to be more precise in the reading comprehension of the English language. In this research it was found that students were unable to understand the teachers, they could not find the idea of a text either due to lack of vocabulary or lack of detailed information, making them unable to summarize or make inferences. (Badriyah Badriyah, 2020)

Several studies have been conducted to see that the performance of students has decreased in virtual classes, one of them was conducted at UIN Sultan Maulana Hasanuddin Banten to second-semester university students in the 2019/2020 period to know what happens to the academic development of their students evidenced that The results of the study were that EFL students were not satisfied with online learning as they did not achieve the desired performance in the acquisition of the new language. (Mohammad, 2021)

Another study conducted in an intensive English course in Indonesia, specifically in Stikes Banyuwangi during the pandemic period 2020/2021 showed that there are positive and negative points, there are limitations with internet access and poor connectivity, while they were not sufficiently motivated to continue with the class, the internet generated a cost that many could not afford and that generated little stability in education and therefore did not have that interaction between student and teacher, but it also reflects that the students who were key to this research tell them that they prefer face-to-face classes since there is more interaction and good resources, helping themselves with the internet to reinforce their knowledge and thus expose it in class in front of the teacher to correct or shape the shortcomings of the students. (Roudlotun Nurul Laili, 2021)

2.3. Theoretical Basis

The brain fulfills diverse functions throughout the growth of the human being, its evolutionary power has evidenced how logical and reasonable a person can become with previous foundations based on information. The reasoning and the way to understand situations are thanks to the ability to collect enough ideas to reach an accurate conclusion. Narrative neuroscience, which, although still a new area, has shown that brain structures are activated during narrative processes. These brain areas appear to be exclusively for narrative processing, separate from sentence and paragraph identification. (Raymond A, 2004)

According to this, it can be evidenced that the brain plays a fundamental role in the development of the comprehension of any text, sentence, or even short phrases, reflecting that

neuropsychology influences it, thus making a better understanding of them, relating it to what they previously know, and giving them meaning to what they can understand, in this way reading comprehension works, the brain focuses on sending new information to assimilate it and relate it to a meaning which can be clear to the person who is reading the text. To assimilate it to a meaning that is clear to the person reading the text.

Each person has a very different opinion at the moment of giving their idea about a deep reading since each person understands in a very unique way, but when referring to the main idea of a text based on the comprehensive reading, it must have the same meaning, since the main idea does not interfere in the thoughts of the readers, it can be interpreted in different ways, but the message will always be the same.

2.3.1. Constructivist Theory

The constructivist theory is very relevant in this aspect since investigating how people behave at the time of capturing information by their methods leads them to dive into constructivism, this is a theory that focuses on the teacher as the facilitator of tools and resources for the student or the person who is under its regulations have the facility to develop on their own using the tools provided by the facilitator, in this case, the teacher. to have self-taught learning.

While learning various factors influence the acquisition of the same, either by social, psychological, or physical factors for example “Social constructivism provides a psycholinguistic explanation for how learning can be fostered effectively through interactive pedagogical practices. It emphasizes that learning takes place in a sociocultural environment and

views learners as “active constructors of their learning environment” (Kurniawan Yudhi, 2017) thus reinforcing the theory that a person's environment affects the learning process.

Reading is a difficult skill in English because students cannot understand when, what, where, why, how, and with whom they read. A study was carried out in which several difficulties were found such as: (Jubran, 2016)

- “1. Interacting with a variety of texts for different purposes;
2. Observing how language is used within different texts;
3. Making sense of what the writer is saying;
4. Deducing meaning from context;
5. Explaining the author’s purposes for writing the text.”

These difficulties show that students are exposed to many more factors that involve both the study environment and the interaction between people.

2.3.2. Cognitive Process and Neuropsychology

Cognitive neuropsychology is to demonstrate the relationships between explicit theories of normal cognitive processes and the patterns of behavior exhibited by people in whom brain damage has caused alterations in cognitive processes. (Coltheart, 2016)

This hand in hand with the cognitive process of each person shows that there are two versions to study, such as the explicit theories and the actions or behaviors that make people atrophy their brain, causing injuries to the same and preventing it from developing favorably for a correct understanding of reading, it should be noted that within these processes there may be other factors that prevent the development of reading comprehension such as diseases and disorders, such as attention deficit and even dyslexia.

In the case of university students, the type of reading they read would also have an influence, since just because college students can read academic texts doesn't mean they always understand the information. (Lei, 2010)

2.4. Legal Basis

With the arrival of the pandemic due to COVID-19 the whole world was forced to opt for new changes to progress as a society, forcing many people to do new things and adapt to new modalities.

There are significant changes in education that have been visualized in the research that has been done, revealing that education took a complete turn with the arrival of Covid19, leaving teachers adrift in the face of this new virtual modality. (Garcia Penalvo, 2021)

The adaptation was a process that both students and teachers had to live in this new era of virtual education where there were advantages and disadvantages of it. It was an advance as a society to implement a new modality of study from home, but at the same time, there was a great drop in the level of learning of students due to various factors that could not be controlled since everyone was experiencing this new change during the pandemic.

2.5. Aspects/Factors of study

2.5.1. Teachers'/students' reading comprehension perspective in virtual classes.

The autonomy of the students when doing a comprehensive reading has a very big effect on this research, studies conducted in Indonesia on teachers have shown that they have a lot to do in the correct development of this autonomy and it was much more evident in online classes since there was no direct interaction, face to face, between teacher and student, For this reason, it

was reflected that student autonomy is important, also how English teachers promoted it, the challenges they implemented, the responsibility of teachers in virtual classes, observation, reading comprehension activities, preparation of English teachers in the reading comprehension class, all this in the virtual modality. (Margaret, 2022). As a result of this research, it became evident that student autonomy during the pandemic was greater than before the COVID-19 pandemic.

2.5.2. Negative/negative effects of the Pandemic on EFL learners.

Virtual and face-to-face classes have a great difference in terms of learning. Although virtual classes were a great help for education not to be lost in times of pandemic, it has become evident that they were not entirely a success because there were several factors that led them to affect the development of skills in EFL students, although they had absolute access to the internet, they were able to have much more ease in reading, having all the necessary material to achieve a good reading comprehension, but there are several factors that prevented that so many environmental based on technology and interaction between teacher and student in turn going into psychological aspects on the other hand face-to-face classes are much more focused on the environment around them having sometimes implications for students as the size of the classrooms, although it limits the opportunity for interaction and quality of care they receive from their teachers, studies have pointed out advantages such as face-to-face interaction, immediate feedback, direct social environment. and body language. (Baha, 2013)

Chapter III

Methodological Framework

Recent studies showed that if there was a significant change in English, students had problems during the pandemic demonstrating their skills in this language, given the research conducted could be shown that during this period had to implement various strategies to help students develop skills in the English language.

Various neurodevelopmental factors such as ADHD have caused an attention deficit, fear of being judged for their opinions, and even lack of practice is some of the factors mentioned according to professionals in this field of research, through new projects to optimize and improve their reading skills.

It can be evidenced that the problem that brought about the pandemic is the lack of reading practice in the face-to-face environment, the face-to-face classes have been affected since the comprehension of texts in English students is pitifully poor in the mastery of reading skills.

As well as implementing new methods so that students could improve their reading skills or focus more on trying to unravel what they read, according (Mezynski, 1983)

The student must improve on the content of words learned, having a large vocabulary increases the likelihood of understanding the content of a text.

For many people it was complicated to study and learn in the virtual mode as due to several complications the learning could not take place. "For those who cannot adapt due to

misinterpretation of the subjects learned, especially English language, [being a different subject from those studied as it encompasses too much information being a new language] cannot submit the assignment on time due to poor internet coverage and cannot finish it, as well as the fear of losing grade, increases the level of stress among students [thus impeding the ability to learn correctly]", along with this it can be understood that both teachers and students were exposed to this problem, but the problem is more inclined towards students who cannot correctly develop their education.

"In addition, without the assistance and support of friends, family, schools, and governments amid the COVID-19 pandemic, students find e-learning tedious" Considering that the pandemic caused a huge impact worldwide it should be taken into account that people who are constantly on a technological device, in a new and different environment than what they were used to concerning education causes students to develop that little enthusiasm for learning.

Although education during the pandemic was a bit catastrophic for the students we cannot rule out that the use of technology to teach and the lecture was a very big advance for this educational format as far as the English language is concerned, according to (Alhumaid, 2020) emphasize that the use of online teaching and learning improves the students' English language learning, but there are still many questions to be asked since at present the reading comprehension in English had a visible notoriety since it was not properly developed in the English students in face to face classes.

3.1. Methodology

The method to be applied for this research study is qualitative where non-standardized data will be collected since it is applied research work on how ESL students' reading comprehension is currently affected in face-to-face classes.

This methodology is based on collecting all kinds of data and valuable non-numerical information, based on the experiences and observations of teachers who worked in virtual and face-to-face classes to find the problem or problems that affect how students understand a text, based on the problems that teachers and educational institutions that have implemented in their curricula the subject of English has.

Discovering were the main reasons for the low performance of students during the global pandemic where several countries were affected.

According to (Novak, 2021) "The WIDA consortium, a research group based at the University of Wisconsin, published a study on ESL students. It found that English proficiency and growth in English studies declined during the 2020-2021 school year."

3.2. Type of Research

3.2.1. Case Analysis

In conducting a phenomenological study, it focused on the experiences of the interviewed teachers and how from their point of view they can see the change that has been evidenced in the classroom with students who have had shortcomings in comprehensive reading in English.

3.3. Data Collection Techniques

3.3.1. One-on-one Interview

The research will rely on a system of individual interviews guaranteeing a wide variety of answers and thus being able to relate them to draw more concrete conclusions. Based on a questionnaire, everything previously investigated will be applied to bring the answers to a more closed and controlled environment for the interviewees.

3.4. Instruments

3.4.1. Survey

The survey system will have eight open questions, through a method of both face-to-face and virtual modality, it will be possible to collect the necessary information.

The questionnaire focuses on how teachers can perceive the development of students when they try to collect information from a text since the study focuses on determining what factors are affecting this skill.

The information is collected to have a clear idea of why the ability to read and comprehend readings in ESL students has decreased, thanks to the collaboration of the teachers at university, all this information can be collected. When everything is perfectly structured, it will be possible to implement it in a face-to-face and virtual way to reach a consensus and a favorable result for this research. By supporting this research with UPSE University teachers, this objective will be achieved by focusing on six teachers to obtain the results of this research work. The study focuses on the experiences and observations of teachers of educational

institutions to the problem of lack of English language speaking skills in students of different grades of school and college.

3.5. Data Collection Processing and Resources

3.5.1. Population and Sample

The population consists of seventeen teachers specialized in the field of English language education at UPSE University currently in force in the year 2023 fulfilling their role as qualified educators.

The research and question bank will focus on five English language teachers, who will be randomly chosen to be surveyed with questions in line with my research.

This study focuses on the experiences and observations of the teachers of the educational centers regarding the problem of the lack of reading skills as far as comprehension is concerned, this is in the English language of the students of the sixth semester of the Pedagogy of National and Foreign Languages (PINE).

Attached survey

1. What has been the main factor that prevented the good development of reading comprehension in the EFL?
2. How does the virtual environment affect students' reading comprehension to catch a main idea?
3. Having handled both modalities, what has been the biggest problem you have faced in online classes to teach reading comprehension?

4. How does the pandemic affect your way of working when entering a virtual environment for the first time?
5. According to you what has been the most noticeable change in students during the pandemic and today in reading comprehension?
6. Based on your experience, is there a difference in teaching reading comprehension in virtual vs face-to-face environments? explain why
7. Since the beginning of the pandemic what resources have you started to implement to teach reading comprehension?
8. Do you think that technology helped reading comprehension in any way? why?

Chapter IV

Analysis of Findings

Based on the surveys conducted thanks to the response of several university teachers of the PINE career of the UPSE on Factors that affect the development of reading comprehension in

learners of English as a foreign language in post-pandemic, the researchers have managed to obtain certain information that is required to make sense of this research proposal.

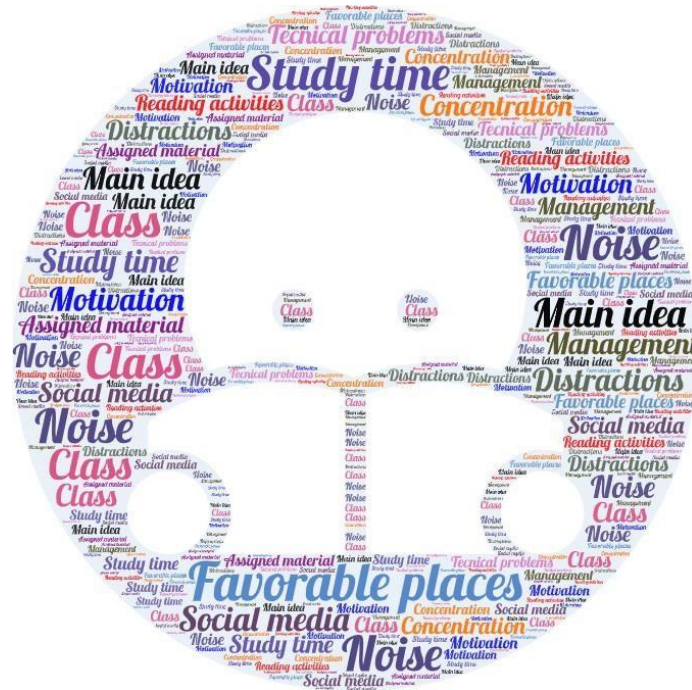
Since several hypotheses have been launched which should be reinforced or disarticulated according to the opinions of the teachers, based on their work experience this research will be reflected, thus knowing with more certainty what was the problem that generated low academic performance in ESL learners.

It proceeded to use a method of collecting personal opinions to arrive at an analysis of which it will present the conclusions reached after reviewing the responses. This method of qualitative data collection allows them to know the perspective of the teachers of the University Peninsula of Santa Elena regarding the effect of the pandemic on reading comprehension in the English students of the university, thus comparing the expectations that were held at the beginning of this research, thus resolving several doubts that gave purpose to it, from which it is expected to measure whether or not there is a noticeable change in the development of this skill such as reading comprehension.

4.1. Interpretation of data from the interview or focus group

Question 1

- What has been the main factor that prevented the good development of reading comprehension in the EFL?

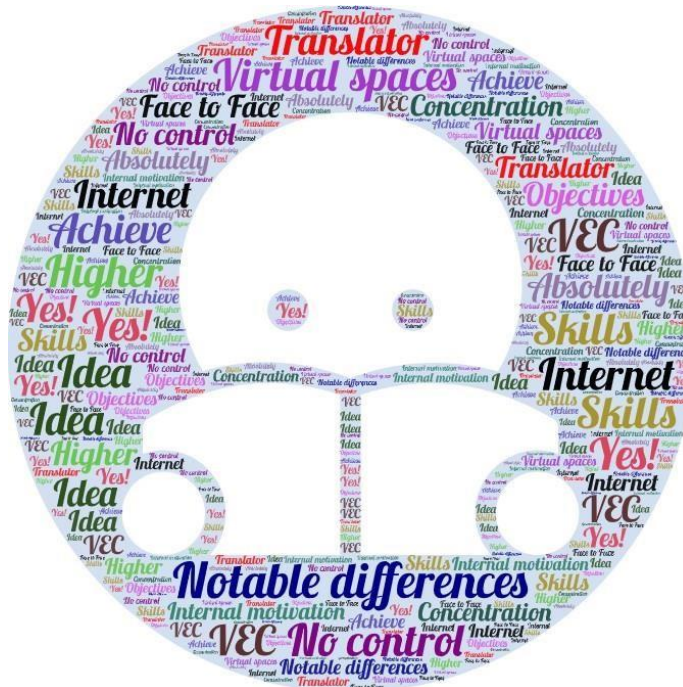


As could be seen in chart 2, this question covered the issue of online classes, resulting in the Virtual Environment classes (VEC) cannot have complete management of the class because there are too many distractions when reading, in fact, according to the answers collected can be noted that everything is encompassed in the environment in which they are studying, even affecting academic performance as they often do not read the proposed material, much less understand the idea of a text.

Question 3

- Having handled both modalities, what has been the biggest problem you have faced in online classes to teach reading comprehension?

Chart 6: word cloud 6

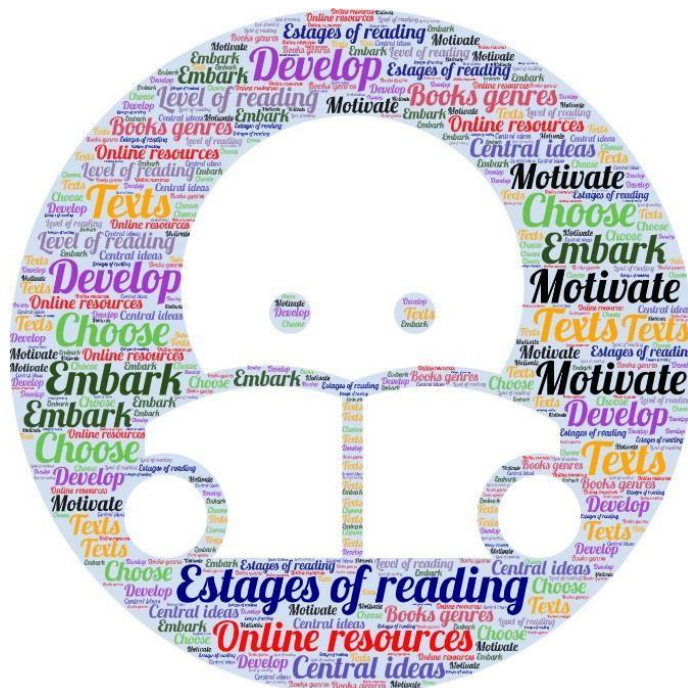


As could be seen in Chart 6. Comparing the responses of the interviewees can determine that there is a notable difference in the way of teaching, comparing virtual classes vs. face-to-face classes, all the respondents gave a similar opinion, referring to the fact that it is much more feasible and above all that they prefer to teach their classes in the face-to-face environment to have better control of it and to be able to properly manage the technological resources avoiding the excessive use of the internet as a means of translation because they do not develop their reading comprehension.

Question 7

Since the beginning of the pandemic, what resources have you started to implement to teach reading comprehension?

Chart 7: word cloud 7



As could be seen in Chart 7. There were several opinions regarding this question since the teachers relied on the technological resources offered by the internet such as books and the variety of genres that exist, and at the same time they tried to match the reading with the level of the students, the process they used to use these resources was to reinforce reading and its stages (pre-reading - reading – post-reading). In this way they tried to motivate the students to undertake reading, putting to their choice books of their liking and thus be able to have a better retention of ideas.

Question 8

Do you think that technology helped reading comprehension in any way? why?

Chart 8: word cloud 8



As could be seen in Chart 8. The respondents came to the unanimous conclusion that technology is very useful and helps both teachers and students, since it opens a world of possibilities, providing them with free texts and relieving them of the monetary expenses involved in acquiring a physical book. However, as well as being a help, technology becomes a tool that makes students dependent on it because they do not know how to handle it responsibly and abuse it in such a way that they do not develop their creativity and retention of information.

4.2. Interpretation of bibliographic review

The own criterion is a fundamental part of the development of the human being as a rational being, reading is a habit which is used too much in the educational field to develop these skills such as the collection of ideas (main and secondary), data and details of a text is developed so that people have a wide vocabulary and a range of options to make decisions when interacting with the world.

In education, comprehensive reading in the English language plays an important role as it encompasses the ability to read as the main component, English foreign language learners who have been developing this skill over the years aim to improve their level of text comprehension, however, in recent years due to the pandemic that forced the whole world to enter the online teaching, certain factors contributed negatively to the development of reading comprehension in the area of English in students, for this reason, this research was initiated since it is very different to read in Spanish to read in a second language which you are in the process of learning as in this case is the English language.

The objective of this research was to analyze the factors that affect performance in English Foreign Learners after the pandemic, doing qualitative research with the help of PINE (Pedagogy of National and Foreign Languages) teachers at the Peninsula Santa Elena University in the year 2023.

The study used a system of qualitative data collection, using a system of surveys with open questions to the criteria of PINE teachers, through this method it was shown to compare the experiences of teachers against the versatility of their work, having handled both modalities and living every day how the comprehensive reading developed or how it evolved in the students of the PINE career, thus obtaining crucial information to clarify concepts of this research.

As for the factors that came to limit comprehensive reading in students during the pandemic based on the answers given by the respondents were the following: Lack of practice, time, study time, noise, conformist students, low motivation, low concentration, low level of English, the surrounding environment in this case the home, since it was during the pandemic, and what most caught our attention was the lack of reading habits, This was attributed to the fact that in the homes they do not consider reading or have not established reading as a pastime since our interviewees say that the environment plays a fundamental role in this aspect, becoming an important factor for comprehensive reading not to have the development that was expected, these factors were obtained thanks to the analysis based on questions one and two.

On the other hand, it also sought to investigate how the teacher felt during the process of adaptation to the virtual world and how he/she feels today, concluding that anxiety was a factor that was present in all teachers because the management of their class was complicated by not being able to have full control of it facing poor concentration, lack of motivation, students' discipline, as well as the fact that there were factors that prevented complete teaching because they had to manage their time and they could observe that several students did not have the necessary resources to learn, this analysis was reached thanks to questions three and four.

The comparison made in question five together with question six showed that reading comprehension has not improved at all since the pandemic began, it has remained stagnant since the students became very conformist and not very responsible, however, teachers manage to notice a big difference in the way of teaching in face-to-face classes, it is easier for them to have control of the class and it is expected that reading comprehension can be improved in the following months and recover the time lost in the pandemic.

With the help of technology, the teachers felt comfortable since it was a help for them and the students, facilitating access to all the information they needed; however, the students abused this resource (Internet) in their academic work, thus preventing them from developing their criteria and retaining information from a text as they read; all this was collected under the analysis of questions seven and eight.

4.3. Analysis

Based on the results obtained in this survey, as researchers and under the experiences that could be observed throughout this process, it has been possible to appreciate that there is a diversity of thoughts and opinions which yield favorable results for this research, along with the support of the respondents as were several teachers of the career of Pedagogy of National and Foreign Languages (PINE) was effectively addressed throughout this comparative research process.

Addressing the experiences shared by teachers focusing on the factors that hindered the development of reading comprehension from virtual classes during the pandemic and after it in face-to-face classes, in turn, eloquently arguing each point of view and experience given by the respondent.

The respondents provided methods that were used to carry out the development of their classes through this whole process of virtual teaching, showing that it was complicated to adapt and carry out good communication and therefore a great development of academic activities the respondents shared with us that they prefer by far the direct interactions since they feel much

more comfortable and manage to have total control of the class to redirect the path of bad reading habits in students by directing them to better development of reading comprehension.

Thanks to this relentless search, it was able to clear all the doubts that it had at the beginning of the research, because of the answers, that barrier that this research had was demolished, now with a clearer context of how the pandemic significantly affected reading comprehension in English during the whole learning process, it can say that the objectives of this research have been fulfilled, however, this research can give way to many others, investigating new factors that affect different skills in the English language, even opening gaps for a new search of knowledge.

Chapter V

Reflections of the Study

It was very rewarding this whole research process, along this way of finding answers and inquiring about our topic has shown us that, if there are problems that go far beyond what can be seen superficially, all this background of research and surveys conducted allowed this project to be carried out with logic and reasoning, So, focusing on our general objective, which was an impulse to continue with the mass, our research project had the purpose of analyzing which were the detonating factors for not developing correctly the reading comprehension in students after a virtual era due to the pandemic.

The objectives set at the beginning of this research have been achieved satisfactorily, as researchers made several hypotheses to begin investigating this problem, which gave rise to the objectives of this research were formed, the first objective sought to determine the main factors, why reading comprehension does not develop correctly and fortunately with the help of our respondents we could do it, several factors emerge from the problem of the pandemic, which triggered a virtual era. Those factors are reflected in complications with technology, the physical spaces where students received classes, and the little interest in reading rooted from home due to the little habit and lack of commitment to it, this being a trigger for reading comprehension has had a decline over the years of the pandemic, being favored as researchers with results of teachers who lived this problem and by the research done to investigate in depth was successfully determined what were the most influential factors of this problem.

The second objective was to make a comparison of the experiences of teachers who handled both modalities to conclude. This objective was a key point to know how the teachers perceived the academic development of the students based on the comprehension of texts in English and at the same time it helped us to discover how the teachers felt at the moment of going through this sudden process, analyzing their experiences we have been able to observe that the teachers prefer above all the face-to-face education, Having direct contact with the students allows them to have a better control of the class, in this way they can go deeper into teaching and reinforcing the habit of reading, although the technology helped them a lot during the online classes they argue that they were not very fruitful, the students lacked resources and even the lack of importance for the classes did not allow a good development of the same, without knowing that this problem would bring long-term consequences.

Finally, we had the third objective, which sought to identify the development of reading comprehension in EFL classes based on the statements of teachers, in this objective, we could see that yes, indeed we were able to locate whether there was a problem in the development of reading comprehension. As a result of the analysis, we could realize that there is a huge failure in the development of reading comprehension, as one respondent said, "Reading comprehension has remained stagnant", in the classroom we can see the consequences of what the virtual classes left to the students, they made them little creative, without reasoning and little thinking. Many teachers have problems when trying to adapt the classes according to the level of the students, since due to the lack of a good level of English they are not able to participate in the classes, thus causing an alteration in the learning process.

At the end of the research, we could realize that the solutions to this problem not only go beyond education in educational institutions, there is cultural background, and as well as it can give advantages it can also harm students, a solution for good reading comprehension is to start from the pleasure of reading, encourage students to read texts depending on their preferences, even if they are not academic interest in reading is the first step for there to be good management of the information in the books thus reaching a good understanding of the texts, As well as encouraging reading, the learning of the English language should be encouraged, since that is the basis of our research. Beyond methodical strategies for good reading comprehension, which in turn are very useful, we should focus more on the love for what they read, if there is no interest, the strategies and methods applied to exploit the reasoning and thinking ability of the students will be of no use.

As researchers we came to have a certain similar approach to this research, it was very gratifying to know that you can investigate and support with knowledge about a problem, the fact of being able to investigate in depth with information from people who have called attention to similar issues and relying on pedagogical bases quite structured has allowed us to advance both personally and professionally in the educational field, we acquired new knowledge about problems in the world that sometimes for human perception are not so important but have a great impact that affects the socio-cultural and educational environment.

We had a couple of challenges at the time of conducting this research, one of them is that being an event that happened very recently as is the pandemic, there are few articles with good information, finding a good basis to support hypotheses was a bit complicated.

The great advantage we had when doing this research is that we lived in first person how the virtual environment worked, for that reason we started this research, due to our experiences we already had several ideas of how to execute this project and where to take it, the approaches were very direct to reach the desired results, we believe that being part of the problem helped us to understand and link us a little more about the subject.

One of the great lessons that this research project has left us is that the effort behind a screen to have an advance in education is very large, full of sacrifices, stress, and anxiety, knowing this makes us value the work that teachers do every day to improve the quality of education, We realized that it is not easy to adapt to new environments, it is a very long process for everything to work favorably, this project takes us far beyond analyzing a problem, it gives us an in-depth view of how teachers had to handle various situations to carry out a good English class.

At the beginning of this research, we threw several hypotheses, we believed that the factors that prevented a good development of reading comprehension would have to do with something neuronal or something that goes hand in hand with diseases or disorders, but when we continued investigating and analyzing several points of view of the teachers we could show that most of the students could not develop reading comprehension due to lack of interest, The low level of English and the lack of technological resources during the online classes, for this reason, the teachers remain firm and unanimously prefer the face-to-face classes since the control and management of the class are superior to that of the virtual environment.

This study has influenced the opinions of our research project, there are different points of view but all lead us to a favorable result for it it has shown us that there are several factors that influence the development of reading comprehension, although the lack of interest was a factor, we continue with the idea that there may be other shortcomings to develop this skill such as mental disorders/problems.

So, in future research on this interesting topic, we feel that we would focus a little more on finding out with neuroscience bases and interviewing professionals in this area to give us their views and opinions about this whole issue so we can give more out to future research on this research project.

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Annexes

Annex A: Interview Transcripts

Table 1

N	QUESTION	SPEAKER 1	SPEAKER 2	SPEAKER 3	SPEAKER 4	SPEAKER 5
1	What has been the main factor that prevented the good development of reading comprehension in the EFL?	Lack of vocabulary, low grammatical knowledge and pleasure for reading that is not developed from the L1.	The relevant factor is the cultural tendency of lack of reading habits. Students, for the most part, copy behavioral tendency from home, and reading is one of them. Therefore, if the culture of reading is not planted at home, then results of reading in High School is not followed.	This situation negatively affects the progress of English language learners in college due to their low level of language comprehension, which in turn is attributed to a shortage of reading habits, vocabulary, and practice.	The fact is that students have a low level in many sub skills for example the lack of vocabulary. And they need to develop habits of reading which is important for the learning outcomes.	I consider the way that employ the class in virtual or face-to-face classes.

Interview Transcription question 1

Table 2

N	QUESTION	SPEAKER 1	SPEAKER 2	SPEAKER 3	SPEAKER 4	SPEAKER 5
2	How does the virtual environment affect students' reading comprehension to catch a main idea?	The environment in which the student is, usually students do not have favorable places for their study time and all the noise around them affects.	In Virtual Environment classes (VEC), there is NOT full class management for many reasons, therefore, to maintain a full concentration in reading activities is somehow complicated. As a result, many students do not even read the material assigned, let alone comprehend the main idea.	This situation negatively affects the progress of English language learners in college due to their low level of language comprehension, which in turn is attributed to a shortage of reading habits, vocabulary, and practice.	It is revealed that it addressed online classes, and its results indicate that this didactic tool faces challenges in maintaining effective control over teaching. It occurs due to the presence of various distractions during reading, which is clearly reflected in the students.	On the online classes there are several disadvantages to acquire the learning comprehension, one factor is that there are many distractions at home and the objective of the class cannot be achieved for example identify the main idea in an article or paragraph.

Interview Transcription question 2

Table 3

N	QUESTION	SPEAKER 1	SPEAKER 2	SPEAKER 3	SPEAKER 4	SPEAKER 5
3	Having handled both modalities, what has been the biggest problem you have faced in online classes to teach reading comprehension?	Lack of interest in students, and low language proficiency.	Very simple, lack of participation in VEC. Ecuadorian students are NOT disciplined enough to participate in VEC in a way that teachers would like to.	It was found that the main challenge during virtual education was the lack of commitment and discipline on the part of the students. Lack of interest and low participation in class.	As a teacher I can identify a low interest because students don't feel confident furthermore teachers can a total control of the entire clas becuae they usually turn the camera off, all this factor avoid the process of teaching-learning.	In the classroom, the main problem is the motivation and the distractions with the technology.

Interview Transcription question 3

Table 4

N	QUESTION	SPEAKER 1	SPEAKER 2	SPEAKER 3	SPEAKER 4	SPEAKER 5
4	How does the pandemic affect your way of working when entering a virtual environment for the first time?	The pandemic affected my teaching process because I was not used to handle virtual tools for this purpose, despite being good with technology that affected me, in addition to being able to organize my time between my personal things and teaching.	Well, it was the anxiety scenario on the teacher's side to have full technological tools to handle a VC. Then it was the surprise that NOT many students had the necessary tools to log on to classes on regular schedules.	I consider that a significant problem in the adaptation of teachers to virtual education was the anxiety when making the transition to this new modality, due to the lack of familiarity with the complete handling of technology.	One the Maine problems when the pandemic started was that teachers and students had to cope with the technology, this was a great challenge for all students, teacher and parents. Technological tools were very difficult to work with them we need to check a lot of tutorials. This was a hard work.	When the students read a text and do not complete the whole process of catching an idea, they only traduce the text and not analyze it.

Interview Transcription question 4

Table 5

N	QUESTION	SPEAKER 1	SPEAKER 2	SPEAKER 3	SPEAKER 4	SPEAKER 5
5	According to you what has been the most noticeable change in students during the pandemic and today in reading comprehension?	I have not noticed any changes, during the pandemic it can be considered that this skill was stuck.	Well, there is a 180 degree turn around. Responsible students were ready for Face-to-Face classes and the motivation was and has been quite acceptable. On the other hand, there is the other group of students that became used to sleep late and turn on the cell phone to be in class, BUT not the student.	During virtual education (VE), this skill seems to have stagnated due to a lack of motivation or simply because teachers and students became accustomed to turning on their mobile devices or computers and "receiving lectures".	Well, there are not great chances at all, on the contrary, based on the results, the language skills in students were not able to be developed because of the disadvantages of the technology and of course the pandemic.	In the classroom, the main problem is the motivation and the distractions with the technology.

Interview Transcription question 5

Table 6

N	QUESTION	SPEAKER 1	SPEAKER 2	SPEAKER 3	SPEAKER 4	SPEAKER 5
6	Based on your experience, is there a difference in teaching reading comprehension in a virtual environment vs. a face-to-face environment? Explain why	There are notable differences because teaching in virtual spaces leaves us with no control over the activities performed, the student uses a translator to know the end of the main idea or the internet to know the ideas and not to develop the skill as such.	YES! Absolutely. For starters, the level of concentration and internal motivation in Face-to-Face classes are much, much higher than VEC. In addition, class objectives in Face-to-Face classes are at best more achievable.	There is a notable difference in the way of teaching the classes, comparing virtual classes vs. face-to-face classes, much more feasible and above all to teach the classes in the face-to-face environment to have a better control of it and to be able to properly manage the technological resources.	First teacher can supervise the activity and of course. Students usually use Internet for everything so not to develop skills of comprehension. Finally the class Face to Face is the best.	Obviously, the way that the students learn and understand the text.

Interview Transcription question 6

Table 7

N	QUESTION	SPEAKER 1	SPEAKER 2	SPEAKER 3	SPEAKER 4	SPEAKER 5
7	Since the beginning of the pandemic what resources have you started to implement to teach reading comprehension?	Activities focused on first developing the pleasure of reading, considering that they choose their texts and talk about the central ideas of the text.	Nowadays, there are many online resources to motivate students to embark in reading activities. There are books genres to choose from and for what level of reading, we teachers are looking for.	The technological resources offered by the Internet such as books and the variety of genres that exist, and at the same time they tried to adapt the reading to the level of the students, the process they used to use these resources was to reinforce reading and its stages (pre-reading - reading - post-reading).	Well, the most important to teach reading is work with books and you need to work with the appropriate book what I mean is that you need.	To identify the right level for students and them you must focus on the process of stages of the reading that they are pre reading, reading and post reading.

Interview Transcription question 7

Table 8

N	QUESTION	SPEAKER 1	SPEAKER 2	SPEAKER 3	SPEAKER 4	SPEAKER 5
8	Do you think that technology helped reading comprehension in any way? why?	It does help, although our students are not responsible in the aspect of giving a utility to it. Additional help because you have the opportunity to open up a world without limitations to take readings are at your fingertips.	Yes, absolutely. Technology has not only motivate students to read, but also it has alleviate the monetary factor that affects certain students to acquire reading material.	Yes, technology has undoubtedly played a significant role in enhancing reading comprehension in several ways. Because you can access to a vast range of resources, adaptive learning platforms and improve the ability.	Technology is very useful and helps both teachers and students, since it opens up a world of possibilities, provides free texts and frees them from the monetary costs of buying a physical book.	However, besides being a help, technology becomes a tool that makes students dependent on it because they do not know how to handle it responsibly and abuse it in such a way that they do not develop their creativity and information retention.

Interview Transcription question 8



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