UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

SCHOOL OF EDUCATION AND LANGUAGES

PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

"THE CRITICAL READER AS A DIDACTIC TOOL TO PROMOTE MOTIVATION IN READING COMPREHENSION"

RESEARCH PROJECT

As a prerequisite to obtain a:

BACHELOR´S DEGREE IN PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

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La Libertad – Ecuador

2025

La Libertad, November 28th. 2024

In my role as Advisor of the research paper under the title **"THE CRITICAL READER AS A DIDACTIC TOOL TO PROMOTE MOTIVATION IN READING COMPREHENSION"** prepared by **YUL JAIR MÉNDEZ YAGUAL** undergraduate student of the Pedagogy of National and Foreign Languages Career, Faculty of Educational Science and Language at Peninsula of Santa Elena State University, 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,

Leonardo A. Chavez Gonzabay

Advisor

Statement of Authorship

I, Méndez Yagual Yul Jair with ID number 2400219578, undergraduate student from Universidad Estatal Península de Santa Elena, School of Education Science and Languages, as a prerequisite to obtain a bachelor's degree in Pedagogy of National and Foreign Languages in my role as author of the research project "THE CRITICAL READER AS A DIDACTIC TOOL TO PROMOTE MOTIVATION IN READING COMPREHENSION", certify that this study work is my authorship, except for the quotes, statements and reflections used in this research paper.

Yul Jair Méndez Y.

Yul Jair Méndez Yagual

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Declaration

The content of the following graduation work is my responsibility; the

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Acknowledgment

I would like to express my heartfelt gratitude to several individuals who have played a significant role in my research journey. First and foremost, I thank God for His unwavering support and guidance, which has kept me grounded and motivated throughout this process.

I am deeply grateful to my grandmother, Nelly Yagual, whose love and wisdom have been my foundation since birth. Her invaluable advice has been a guiding light in my life. I also extend my heartfelt thanks to my mother, Maroli Mendez, who has raised me single-handedly, embodying both the roles of mother and father. Her moral and financial support has been instrumental in my journey.

My aunt, Melina Mendez, deserves special recognition for being like a second mother to me. She has always been there to represent and support me during my school years. I also want to acknowledge my college friends, Sara Velez, Jonathan Mateo O, Christopher Mendoza, Sofia Moscoso, Marcell Vellin, Hillary Panchana, and Gaddiel Soriano—who have been integral to my university experience. Their moral support and shared knowledge have enriched my academic journey. I would like to extend my sincere thanks to Mr. Leonardo Chavez, who has been my advisor for my research project. His guidance, expertise, and dedication as a professor have been invaluable to my academic growth and the success of this project.

Lastly, I am grateful to my childhood friend, Ribaldo Lainez, whose moral support and advice have been a source of strength for me. Each of these individuals has contributed to my success in unique ways, and I am truly thankful for their presence in my life.

Dedication

I dedicate this project to my beloved mother, Ing. Maroli Méndez MSc., whose unwavering support and sacrifices have been the foundation of my success. Her strength, wisdom, and love have inspired me to persevere and strive for excellence in every aspect of my life. This work is also dedicated to my grandmother, Nelly Yagual, whose guidance and unconditional love have been a source of comfort and motivation, and to my aunt, Melina Méndez, who has always supported me like a second mother.

With love, Yul Jair Méndez Yagual

Abstract

This qualitative study investigates how the didactic tool of The Critical Reader was implemented to motivate EFL students for process reading comprehension at Universidad Estatal Peninsular de Santa Elena (UPSE). The article is based on research that includes the students who attend to Pedagogía de los Idiomas Nacionales y Extranjeros (PINE) and aims at describing the impact of this digital tool on text engagement and reading comprehension abilities as well.

Using a mixed-methods approach, the study assesses reading comprehension scores quantitatively but gathers qualitative insights through interviews and focus groups with students. The results indicate the ways in which "The Critical Reader" helped students to engage with texts, think critically and read actively. The main ideas are the effectiveness of tools in comprehension skills, how more interesting content motivates students, and technology should be part of language learning.

It also highlighted areas for improvement, including the lack of variety in reading materials and expanded interactive features. Focusing on these parameters, therefore, the research seeks to prove that new type of pedagogical tools have a potential to revolutionize reading teaching practices and instill a passion for reading among EFL learners. In conclusion, this study will serve to move the conversation forward about improving language instruction and give classroom teachers tangible results they can incorporate within their own reading practices with a student population that in some cases does not operate as a printed based culture anymore.

KEYWORDS: Reading comprehension, EFL education, digital didactic tools, student motivation, qualitative research, phenomenological study.

Resumen

Este estudio cualitativo investiga cómo se implementó la herramienta didáctica "The Critical Reader" para motivar a los estudiantes de inglés como lengua extranjera (EFL) en el proceso de comprensión lectora en la Universidad Estatal Peninsular de Santa Elena (UPSE). El artículo se basa en una investigación que incluye a los estudiantes que asisten a la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros (PINE) y tiene como objetivo describir el impacto de esta herramienta digital en el compromiso con los textos y en las habilidades de comprensión lectora.

Utilizando un enfoque de métodos mixtos, el estudio evalúa cuantitativamente las puntuaciones de comprensión lectora, pero también recopila percepciones cualitativas a través de entrevistas y grupos focales con los estudiantes. Los resultados indican las maneras en que "The Critical Reader" ayudó a los estudiantes a comprometerse con los textos, pensar críticamente y leer de manera activa. Las ideas principales son la efectividad de las herramientas en las habilidades de comprensión, cómo un contenido más interesante motiva a los estudiantes, y la necesidad de que la tecnología forme parte del aprendizaje de idiomas.

También se destacan áreas de mejora, incluida la falta de variedad en los materiales de lectura y la necesidad de ampliar las características interactivas. Enfocándose en estos parámetros, la investigación busca demostrar que las nuevas herramientas pedagógicas tienen el potencial de revolucionar las prácticas de enseñanza de la lectura e inculcar una pasión por la lectura entre los estudiantes de EFL. En conclusión, este estudio servirá para avanzar la conversación sobre la mejora de la instrucción en lenguas y proporcionar a los docentes de aula resultados tangibles que puedan incorporar en sus propias prácticas de lectura con una población estudiantil que, en algunos casos, ya no opera como una cultura basada en la impresión.

PALABRAS CLAVES: Comprensión lectora, educación EFL, herramientas didácticas digitales, motivación estudiantil, investigación cualitativa, estudio fenomenológico.

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Introduction

The development of reading comprehension skills represents a primary goal in the teaching of English, particularly in the English as a Foreign Language (EFL) context. Nevertheless, numerous EFL students encounter considerable difficulties in responding to the reading texts, resulting in disinterest and subsequently poor levels of comprehension skills. This is why this research project (called 'The Critical Reader' as a Didactic Tool to Promote Motivation in Reading Comprehension) was set out to tackle such an urgent problem.

This is a complex issue: conventional methods are out of sync with students who grew up in the technology age. With educators' intent on bringing their pedagogies up to date, there is an urgent requirement for novel and engaging didactic tools that may enhance motivation and understanding while reading. This study, in particular, looks into 'The Critical Reader', a reading instrument intended to energize EFL learners through pleasurable topics and promote critical thinking and intrinsic motivation.

The purpose of this research is to analyze how "The Critical Reader" influences the reading engagement of EFL students from Pedagogía de los Idiomas Nacionales y Extranjeros (PINE) at Universidad Estatal Península de Santa Elena (UPSE). Using a mixed-methods approach, the study will analyze quantitative and qualitative data to give an overall perspective of how this tool supports reading comprehension and motivation.

This research is important because it might link reading teaching and student motivation. This project, through implementation of 'The Critical Reader', aims not just to improve reading skills but also to ensure that the students develop a love for reading. At the same time, it opens a wider discussion about sound practices in EFL teaching

concerning motivation, understanding of instructional content and appropriate use of technology in language learning.

To conclude, this research attempts to investigate how The Critical Reader is able to serve as a didactic instrument of change that could bring EFL learners more interested in reading and help them improve their comprehension abilities.

Chapter I

The Problem

Research Topic

Didactic tool to enhance reading skills

Title of the project

 'The Critical Reader' as a Didactic Tool to Promote Motivation in Reading

Comprehension.

Problem Statement

In English language teaching, developing reading comprehension skills remains

a fundamental goal to improve and master, particularly for English as a Foreign

Language (EFL) students. As fundamental as the acquisition of reading comprehension

proficiency is, many students need help to motivate and engage in reading activities.

Nowadays, teachers face complex challenges when modernizing their traditional

teaching method focused on reading to a technology-based environment, applying

didactic resources as a successful way to improve students' motivation and reading

comprehension.

This research focuses on the application of "The Critical Reader" as a teaching

tool designed to promote reading comprehension and motivation among EFL students

through its varied and exciting reading topics. A new approach that combines critical

thinking with motivational elements is needed because of the persistent problem of

students' lack of engagement with texts.

The problem of reading comprehension for students learning EFL is varied and

complex. Traditional pedagogical methods are seldom supported by students, which

decreases their motivation to read. (Marcelo & Santillan, 2020, p. 5198)however, improving reading comprehension can increase students' motivation because it connects the two main components of reading: motivation and comprehension. Building on this idea, the lack of teaching strategies that can foster intrinsic motivation within reading results in improved comprehension skills by encouraging students to engage with readings continuously.

Nowadays, students still need help with reading comprehension. Taking advantage of the digital age, which increasingly offers diverse didactic tools for better and deeper understanding, they are looking for ways to improve their reading skills. Reading is fundamental to fostering the development of various aspects of the human personality (Hoblidar, 2022, p. 223).

The standard approach to teaching reading often must meet the needs of EFL learners by being more interactive and personalized due to the diversity of students and their diverse ways of learning. According to (Bialystok et al., 2010, p. 525) reading instruction must consider individual differences in language proficiency, cultural context, and cognitive development to improve the engagement and comprehension of bilingual students.

The aim of this study is to state whether the didactic tool "The Critical Reader" is able to encourage ESL learners from the Pedagogía de los Idiomas Nacionales y Extranjeros (PINE) at the Universidad Estatal Península de Santa Elena (UPSE) to read critically or not, to basically see the impact the didactic tool has on the students when reading in an appropriate manner and as a reader in general.

Research is important here because it helps to connect motivation to reading instruction. The Critical Reader can be analyzed for its impact on enhancing the reading

of the English language learners. In this regard, it also addresses the urgent demand for evidence-based strategies that promote motivation and critical thinking in language teaching.

Problem question

General question

How does the implementation of 'The Critical Reader' as a didactic tool, could impact reading comprehension skills and motivation among students of Pedagogía de los Idiomas Nacionales y Extranjeros (PINE) of 7th Semester?

Specific questions

What are students' perceptions of how "The Critical Reader" influences their reading comprehension skills in comparison to traditional teaching methods?

How does 'The Critical Reader' affect students' intrinsic motivation to engage with complex texts?

What specific features of 'The Critical Reader' contribute most significantly to improvements in both comprehension and motivation?

Objectives

General Objective

To examine "The Critical Reader" as a didactic tool to improve reading comprehension and enhancing motivation among students of Pedagogía de los Idiomas Nacionales y Extranjeros (PINE) at Universidad Estatal Península de Santa Elena.

Specific Objectives

To explore students' perceptions of how "The Critical Reader" influences their reading comprehension skills in comparison to traditional teaching methods.

To analyze how the use of "The Critical Reader" influences students' intrinsic motivation to engage with complex texts.

To identify the specific features of "The Critical Reader" that contribute most significantly to improvements in both reading comprehension and student motivation.

Justification

Nowadays, students have several difficulties in the acquisition of English as a foreign language (EFL), being reading comprehension one of the most difficult skills to develop and simultaneously one of the most important. Consequently, reading frequently leads to a swift decline in student engagement. One of the most promising and essential ways to end the problem may be the implementation of technological tools inside and outside the classroom. Traditional teaching methods often fail to capture the attention of EFL students, resulting in low motivation and poor learning outcomes. According to (Khalaf, 2018), traditional educational approaches are less effective and receive less student support than authentic, learner-centered ones. The topic of this research work is to keep the motivation of students from using a didactic tool and it aims to improve reading comprehension by developing their vocabulary acquisition and ability to get grammatically correct language structures from interesting readings that stimulate interest in the entire learning process. New research has emphasized the complicated connection between motivation and coarse-grained comprehension. Specifying different aspects of reading motivation predicted word reading, comprehension, and summarization skills (Mcgeown, et al., 2015) Thus a multifaceted motivational approach is needed. Motivation becomes crucial for developing various skills in foreign language acquisition, especially for improving reading skills through tools that foster interest and appropriate use of this skill. In addition, self-determination theory was applied to reading motivation (De Naeghel, Van Keer, & Vansteenkiste,

2012), demonstrating that autonomous motivation toward reading, driven by personal interest and enjoyment, is related to higher reading frequency, engagement, and comprehension.

These results validate the development of educational resources that encourage intrinsic motivation. This is where automation can work wonders. For example, (Each & Suppasetseree, 2021) showed that mobile technology can enhance cooperative learning in English as Foreign Language (EFL) reading and comprehension, as well as motivation. In addition, (Gong et al., 2023) also mentioned that mobile technology could enable customized, all-present learning effort for learners, thus promoting their autonomy as well as their motivation. The Critical Reader' is a strategy that can be practiced with a student to improve vocabulary as well as understanding of a foreign language (English). When students use strategies, such as questioning the text, predicting, considering the author's purpose and perspective, and judging the validity of arguments, they become active readers and participants in the meaning-making process rather than passive recipients of information. Based on the work of, this framework emphasizes questioning as a metacognitive strategy that facilitates better comprehension of expository texts, reinforcing the argument for critical reading. Overall, this study intends to focus on the factors interplaying with reading comprehension, motivation, and technology use in learning foreign language(s). To this end, a research study based on reflective design is expected to inform the design and development of a didactic tool that integrates motivational strategies, critical reading tactics, and technologies in order to create an engaging learning environment that promotes autonomous reading motivation and enables improved reading comprehension skills of English as a foreign language learners with motivational and cognitive specificities.

Chapter II

Theoretical Framework

Background

This chapter highlights the theoretical framework to support the research on the didactic tool The Critical Reader that will be used with students to promote motivation towards reading comprehension. This scenario functions as an approach in which the research problem is analyzed, offering a fundamental perspective on the complex connection between digital tools, reading motivation and reading comprehension. The research studies the pathways between educational technology, reading pedagogy, and motivational theory to clarify the basic principles and theoretical perspectives associated with the research question; this chapter condenses the available international and regional literature, particularly emphasizing studies conducted in Ecuador. This method allows the research to be based on previously established theories while confronting challenges and opportunities particular to Ecuadorian education, done both nationally and internationally. The most relevant are shown below.

A study made in Dubai in 2022 by (Ayad & Jabbar, 2022a) with the title; The Impact of Online Practice Reading Using ReadTheory.Org on Second Language Learners' Reading Skill Improvement, demonstrated during the COVID-19 pandemic investigated the effectiveness of ReadTheory.org in improving reading skills among second language learners. In addition, it found that using digital tools such as ReadTheory.org was necessary and beneficial for improving reading skills during distance learning. The study evidence that the implementation of specialized tools such as ReadTheory was imperative to exercise reading with students and is still used for its crucial contribution to this skill.

Research by (Thylander, 2021), Readtheory for Swedish Year 6 Pupils' L2 Reading Comprehension and Motivation, suggests that Thylander's study focused on Swedish sixth-grade students studying English as a second language Based on these results, they suggest that teachers are willing to use ReadTheory as a unique method to improve students' motivation and, at the same time, their reading comprehension. The results show a positive effect of ReadTheory on students' reading comprehension. In addition, it increased their confidence by providing them with strategies to develop both their reading proficiency and motivation. This article describes the case of 72 university students who participated for one semester in the Examining the effect of ReadTheory on EFL students' reading proficiency study. It also aids in improving grammar and expanding vocabulary while motivating students to view it as a resource since it is available at no cost (Setyaningsih, 2021, p. 372). The study underscores the advantages of reading platforms in educational settings for language acquisition.

The investigation findings emphasize how the elements of ReadTheorys' gamification influence students' reading abilities. The study employed interviews and questionnaires with the King Saud University English Language Institute (KSA YELI) students. The results indicate that the main feature of Readtheory is its playful design, where students receive a reward for overcoming a challenge; points or rewards, if they complete the task following the guidelines (Sewelem Alalwany, 2021, p. 59). This playful approach had a positive effect on students' motivation and attitude towards reading.

According to research conducted by (Habók et al., 2024); The Effect of Reading Strategy Use on Online Reading Comprehension, investigates impact of online reading strategies on reading comprehension among lower secondary students in Hungary. The researchers discovered that employing problem-solving and supportive reading

approaches notably boosts students' comprehension skills in settings (Habók et al., 2024, p. 5). In today's era this study emphasizes the importance of using reading techniques to enhance students' understanding abilities.

Data collected from an article in 2015 by Flotts, M. P., Manzi, J., Jiménez, D., Abarzúa, A., Cayuman, C., & García, M. J. (2016). Logros de aprendizaje: Informe de resultados TERCE. UNESCO Publishing. This UNESCO report on reading comprehension in Latin America highlighted significant challenges in the region. The authors point out that students in Latin America still have difficulties in inferring meaning from texts and comprehensively analyzing reading information (Flots et al., 2015, p. 48). This study underlines the importance of innovative instruments for learning to read in the locality, including the possible application of the pedagogical tool The Critical Reader.

According to (Soracco et al., 2020, p. 3) explored the experiences of Chilean elementary school students using the digital platform Leer+, to enhance reading comprehension and vocabulary skills. From the viewpoint of the writers involved in the research most of the students expressed opinions about the platform by recognizing its value in improving their comprehension of reading resources. This research also highlights the effectiveness of using digital tools to support the development of literacy comprehension in primary school settings in Latin America.

This research indicates that there are no notable differences between students of different ages with respect to their ability to understand a text in the Ecuadorian context; additionally, technology appears to be beneficial equally across age groups (Morejón Silvia et al., 2020, p. 525). In addition, he highlights the importance and necessity of integrating technology into reading instruction because it is conducive to students of all ages.

Theoretical Basis

Constructivist Learning Theory

Constructivist learning theory holds that students actively construct their understanding and knowledge of the world rather than passively receiving information. According to (Elliott et al., 2000), the constructivist perspective of learning holds that students energetically construct or modify their own knowledge and that their experience affects reality. This method helps to highlight the relevance of actively involving students in their educational journey.

Furthermore, Piaget (1977) and Fosnot (1989) cited by (Elliott et al., 2000, p. 257) argue that the large-scale application of constructivist learning involves the active construction of interpretation in an environment in which learners play a variety of roles, focusing on autonomous learning, inquisitive intellect, and critical inquiry.

This approach is linked to the goals of The Critical Reader as an educational didactic tool, due to the incentive for students to become actively involved with the texts, improving their reading comprehension.

Self-Determination Theory (SDT)

Self-Determination Theory, formulated by (Deci & Ryan, 2000), provides a useful model for understanding motivation in teaching contexts. The SDT proposes that there are three universal intrinsic needs possessed by individuals; Competence emphasizing the need to feel competent and effective in what they do; Autonomy focused on the need to feel in control of one's own actions and pursuits, finally Relatedness which fixed the need to connect with others and feel a sense of belonging.

When these needs are met, individuals exhibit increased self-motivation and mental health (Ryan & Deci, 2017). Within the realm of reading, SDT proposes that if

students perceive themselves to be proficient in their reading skills, have choice in what they read, and can link to the content, they are more likely to be motivated to engage with texts (De Naeghel et al., 2012).

Reader Response Theory

Reader Response Theory, most closely associated with Louise Rosenblatt (1978), focuses on the interaction that takes place between the reader and the text to create meaning. This allows the theory to shift the focus from the text itself to the reader's experiences and understanding of the text.

According to Rosenblatt (1978) suggested that reading is a transaction between reader and text in which meaning is constructed through the transaction. This perspective is particularly relevant to reading comprehension research as it emphasizes the active role played by the reader in the construction of meaning.

Bloom's Taxonomy

Originally developed in 1956 by Benjamin Bloom and revised by Anderson & Krathwohl in 2001, Bloom's Taxonomy encourages higher-level thought in education and, consequently, a hierarchical scheme of cognitive processes involved in learning. The six grades are recalling, comprehending, applying, analyzing, putting a value on & designing. (LW et al., 2001). It shows that Bloom's Taxonomy remains a valuable and effective tool for teaching, demonstrating its adaptability and applicability across a range of subjects and learning environments.

Pedagogical Basis

Zone of Proximal Development Theory

As cited in (Shabani et al., 2010)Zone of Proximal Development (ZDP) theory by Vygotsky emphasizes the difference between what a student can achieve without

support and what he or she can achieve under the guidance of a trained individual. This theory emphasizes the relevance of educational experiences with structure.

The Critical Reader adopts this theory in this situation by offering a structured environment where students can deal with increasingly complex texts and comprehension exercises. Because the tool can provide guidance and support and thus gradually decrease as the learner's reading skills improve, it contributes to the learner's ZPD to foster reading comprehension and motivation.

Metacognitive Theory

(Flavell, 1979) suggested the Metacognitive Theory, which focuses on a person's ability to reflect on his or her mental processes. This theory highlights the value of determining cognitive processes and learning strategies, it also relates to the didactic tool under study, as it encourages students to reflect on their reading processes, regulate their comprehension and use various reading comprehension strategies. The promotion of metacognitive awareness through the use of The Critical Reader effectively transforms students into more efficient and self-directed readers.

Legal Basis

Nowadays, many governmental systems emphasize the importance of education, with the purpose of achieving a properly educated population to meet the needs of the country and future technological advancement. The Ecuadorian Constitution adequately defines its responsibility towards its citizens and education.

Constitución de la República del Ecuador

Art. 26.- La educación es un derecho de las personas a lo largo de sus vidas y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de la política pública y la inversión estatal, una garantía de igualdad e inclusión social y una

condición indispensable para una buena vida. Individuos, familias y sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo (Constitución de la República del Ecuador, 2008)

Art. 27.- La educación estará centrada en el ser humano y garantizará su desarrollo integral, en el marco del respeto a los derechos humanos, el medio ambiente sostenible y la democracia; será participativa, obligatoria, intercultural, democrática, inclusiva y diversa, de calidad y calidez; promoverá la equidad de género, la justicia, la solidaridad y la paz; estimulará un sentido crítico, el arte y la cultura física, la iniciativa individual y comunitaria, y el desarrollo de competencias y capacidades para crear y trabajar. La educación es indispensable para el conocimiento, el ejercicio de derechos y la construcción de un país soberano y constituye un eje estratégico para el desarrollo nacional (Constitución de la República del Ecuador, 2008)

Art. 343.- El sistema educativo nacional tendrá como fin el desarrollo de capacidades y potencialidades individuales y colectivas de la población, facilitando el aprendizaje, la generación y uso de conocimientos, técnicas, saberes, artes y cultura. El sistema estará centrado en el estudiante, y operará de manera flexible y dinámica, inclusiva, eficaz y eficiente. El sistema educativo nacional integrará una visión intercultural de acuerdo con la diversidad geográfica, cultural y lingüística del país, y el respeto a los derechos de las comunidades, pueblos y nacionalidades (Constitución de la República del Ecuador, 2008)

Through these articles of the "Constitución de la República del Ecuador", it can represent the right to Education and its quality to carry out an appropriate education process, in addition to incorporating social equity to promote civic engagement. In addition, the relevance of this right is emphasized since it is ratified worldwide by all nations of the planet.

The research project The Critical Reader as a Didactic Tool to Promote Motivation in Reading Comprehension, is in perfect harmony with these constitutional and universal purposes. By promoting critical reading and understanding texts, the project contributes directly to the education of well-trained Ecuadorian citizens, able to face the technological and social challenges of the future.

Finally, The Critical Reader as a didactic tool, favors as a crucial project that connects the constitutional purposes of Ecuador with the best teaching practices on a global scale, contributing significantly to the creation of a critical society, capable of facing the challenges of globalization in the 21st century and contributing to national and global progress.

Chapter III

Methodological Framework

Method

Qualitative Methodology

The researcher will use qualitative methodology, in accordance with (Aspers & Corte, 2021), Qualitative research is a process of enhancing the scientific community by making meaningful new distinctions through closer engagement with the phenomenon being studied. This method allows for a better understanding of how The Critical Reader influences student motivation in real-world settings.

This type of research is qualitative in nature, and it aims to collect and analyze non-numerical data so that the specific aspects related to reading motivation can be understood. One might collect information by means of one-to-one interviews and open-ended questions in view that it is likely to facilitate the collection of data based on opinions, conceptions as well as experiences lived among students who are using The Critical Reader.

Characteristics of qualitative method

The qualitative method has five characteristics. According to Gail M. Sullivan, and Joan Sargeant in their report about Qualities of Qualitative Report in table 1 Quantitative versus Qualitative research this method: Explore hypotheses, semi-structured, rigidly categorize answers, flexible to elicit more answers, largely deductive reasoning, and appreciate contextual variables (Sullivan & Sargeant, 2011).

These characteristics allow the researcher explores hypotheses, utilizes semi-structured formats, categorizes answers rigidly, remains flexible to draw out additional responses, relies primarily on deductive reasoning, and values contextual variables which will be crucial for the development of this research project.

Type of Research

Phenomenological Studies

Phenomenology is helpful to understand the essence of lived experiences in education. As stated by (Qutoshi, 2018), phenomenological research is understanding these experiences and gets inside how people view their realities. This paradigm foregrounds experience and interiority, allowing researchers to explain richer takes about social encounters and how people make sense of them. By putting subjective experiences of individuals at the center of analysis at event-level, phenomenology provides a useful framework to explain the complexities of human behavior and social interaction. This phenomenological study's primary aim is to understand students' experiences and beliefs regarding the use of The Critical Reader as a motivational tool for reading comprehension. Emphasis is laid on personal perceptions and understandings of subjects, focusing on how students, in their daily practices, perceive and make sense of their experiences with the didactic tool.

Data Collection Techniques

As a technique, the researcher will use an individual interview. According to the research by (Vinchur, 2021) inspired on Brigham and Moore, the interview serves as a purposeful dialogue. It is common for interviewers to demonstrate variability in their approach. Potential inconsistencies can arise from the interviewer, the interviewee, or the dynamics between them. Therefore, it is essential to prepare for the interview, beginning with a topic that captures the interviewee's interest.

Focus group Interview

Focus group interviews are a basic and important method of qualitative research in which a group discussion is guided, allowing for the sharing of experiences, perceptions, and attitudes related to a topic (Krueger & Casey, 2015) This technique is different from conventional questionnaires that are dependent on indirect data collection. Focus groups allow for a natural flow of interaction among participants, allowing them to elaborate on each other's responses and offer detailed nuanced insights that are sometimes difficult to collect through more traditional data collection methods. Through the creation of an atmosphere where participants feel free to openly chat, focus groups provide important context about the behavior above by being able to reflect complexity in how we experience and understand the world.

Instruments

An instrument could be defined as a useful tool to collect information. The researcher will use questionnaires as an instrument. According to Dennis Thwaites Bee "if appropriately designed and administered, can be an easy and efficient way to collect data. However, a well-designed tool is essential to provide meaningful answers." (Thwaites Bee & Murdoch-Eaton, 2016). To collect data a questionnaire can yield valuable insights when used correctly; the questions should be consistent and objective.

Additionally, the researcher must avoid redundancy and unclear information. Open-ended questions should also be included.

Questionnaire

According to the questionnaire, it serves as a widely used tool for gathering information. It consists of a structured set of questions along with designated response options, which participants from a particular demographic complete to provide the researcher with the necessary data for the investigation. The information obtained through a questionnaire cannot be sourced from secondary resources (Pandey & Pandey, 2015). The questionnaire is defined objective conversation which will be captured in tangible material since it will serve as material for future references. This data needs to be analyzed in contrast to the theories presented in this paper

Type of Questions

Open-ended Questions

According to (Allen, 2017) open-ended questions are questions that do not delimit the answers of the participants but encourage them to be able to express themselves openly before the interviewer. These types of questions are the most appropriate for the development of this research project due to the researcher needs objective and accurate information.

Data collection processing and resources.

This research mentions vital steps to follow when conducting focus group research. Step one is to design focus group questions. The second step includes creating a focus group guide, and the last is schedule and coordinate logistics (Dube, 2013). These steps stress the need for pinpointing who the specific participants are and what information is needed, articulating questions in a delineated manner to promote clarity, and capturing responses as correctly as possible through the selected data collection

method. The author used Google Form in this research, to facilitate focus group discussion so that everyone can answer at their own pace and have it as forum to cluster information. The researcher developed structured questions to facilitate the discussion and hoped participants could complete the survey in about 20 minutes. The responses obtained from Google Forms will be conducted in the next Chapter 4 analysis which explores insights related to the experience and participants perspectives for using The Critical Reader.

Data collection Processing and Resources

Table 1

What	Focus group
Where	At Universidad Estatal Peninsula de Santa Elena
When	November 5th, 2024
How	Questionnaire, Google Forms
What for	To analyze how the didactic tool improves comprehension reading in students, explain what the benefits during reading are focused on motivation in reading comprehension.

Population and Sample

During the period 2024-2, this research is conducted at Peninsula Santa Elena State University. The target population is the students who use The Critical Reader as a didactic tool for reading comprehension. The total population is 46 students who have

been exposed to the Critical Reader, while the selected sample is 21 students. And this sample was selected according to representative methods, to ensure the validity and reliability of the sample with respect to the experiences and opinions of students in general. The students who were selected had an experience with The Critical Reader that they found substantive and relevant. The impressions and experiences of these teachers will provide significant and timely data on the use and impact of this tool on student engagement and motivation with reading comprehension. Their broad access and diverse experiences bring immense value to the research by presenting a wealth of opinions on how the device influences motivation toward reading.

Chapter IV

Analysis of Findings

Brief explanation of the findings

The following chapter provides an analysis of the data that was collected through a questionnaire using Google Forms. An overall analysis of the answers, together with an exploration of how students engage with and receive "The Critical Reader" as a didactic tool to promote motivation in reading comprehension, will be provided. This questionnaire was administered virtually through Google Forms to twenty-one volunteer students from the seventh semester of PINE (Pedagogía de los Idiomas Nacionales y Extranjeros) in 2024-2. All the questions were in English since this was the language of a platform that had already been implemented with the students during their studies. The survey comments collected in this questionnaire provided information on:

- Student experience using "The Critical Reader" as digital pedagogy

- The influence of the tool on motivation and engagement in reading comprehension

- Engagement with this didactic tool and the advancement of English language learning

- How students diagnosed the platform both inside and outside the classroom.

The sample of this study was voluntary, in which there were twenty-one respondents who filled out the questionnaire with detailed answers. Depending on individual experiences of using the platform, responses ranged from summarizing key benefits and facilitating increased motivation to learn, through to constructive feedback outlining barriers experienced. Specifically, open-ended questions were useful as the answers of participants could be expressed fully without being restrained by a template. Thus, this method of gathering the data provided solid results as they illustrated a myriad of student responses regarding how effective "The Critical Reader" was at promoting reading comprehension. This methodology allowed for the collection of unique student feedback and, in other words, provided key insights about how reading comprehension, along with motivation, was driven through digital didactic tools in learning the English language.

Interpretation of data from the focus group

Question 1

- How has The Critical Reader changed your approach to reading comprehension?

Note: This figure shows that the most used words in responses to my question on how The Critical Reader has changed reading comprehension were comprehension, understanding, analyze, engagement and strategies.

The results clearly indicate that 'The Critical Reader' has significantly enhanced readers' ability to connect with texts. Feedback reveals that users have become more attentive and engaged in their reading, transitioning from a passive to an active approach. They are primarily focused on analyzing key arguments and main ideas, which has led to improved comprehension. Additionally, participants have reported that the program has increased their confidence in tackling more challenging materials and has inspired them to read more extensively while expanding their vocabulary. 'The Critical Reader' provides a systematic, strategic framework for reading, facilitating the retention and comprehension of information.

Question 2

- What specific features of The Critical Reader do you find most helpful for understanding complex texts?

Note: The most frequently used words in responses about The Critical Reader's features for understanding complex texts were helpful, explanations, strategies, analyze, and examples, easier.

Students have identified several key features of The Critical Reader that enhance their understanding of challenging texts. They emphasized the importance of the post-section questions, which encourage deeper thinking and reflection, and appreciated the comprehensive explanations for each question type that clarifies complex concepts in a structured way. Additionally, the inclusion of examples and practice passages reinforces learning and allows for the application of various strategies. This active reading approach shifts engagement from superficial details to deeper analysis, while the program's focus on tone and purpose aids in developing analytical skills. Overall, this systematic method fosters improved comprehension and retention of complex materials.

Question 3

- Could you describe a specific instance where The Critical Reader helped you overcome a reading comprehension challenge?

Note: The most frequently used words in responses about The Critical Reader's effectiveness in overcoming reading comprehension challenges were strategies, remember, academic, understand, vocabulary, and confidence.

Some of the highlights that students identified as extremely helpful in the process of moving through difficult texts, include They enjoy knowing the certain ways in which we break up solid material, which makes it more accessible and understandable. With a focus on vocabulary development, students are provided techniques on how to cope with challenging words. Finally, the critical analysis method involving determining the crux and attitude of the author is comprehensive. Directed questions also help break down a confusing section, encouraging gradual understanding. In short, The Critical Reader not only builds student confidence but also encourages greater analytical interaction with difficult texts that will help students understand and remember the material more effectively.

Question 4

- What aspects of The Critical Reader could be improved to better support your learning needs?

1.

Note: The most frequently used words in responses about aspects of The Critical Reader that could be improved were practice, efficient, examples, personalized, interactive, and diverse.

According to those who participated in the interviews, students have suggested several enhancements for 'The Critical Reader' to better support their learning needs. A common theme is the desire for more practice exercises and diverse reading materials, which would provide opportunities to apply learned strategies in various contexts, such as science, history, and literature. In addition to it, respondents mentioned personalized learning - with a specific need for more detailed explanation on certain subjects and also a demand for interactive technology. Also, they recommended useful graphics such as charts and diagrams to give clarity for those who acquire a visual component. In summary, while no resource is free from criticism and 'The Critical Reader' certainly has its merits, I recommend the following as potential improvements and/or complements that might better serve a range of student needs.

Question 5:

- How has your motivation to read in English changed since using The Critical Reader?

Note: The most common responses to the question on motivation to read in English compared to before using The Critical Reader included words such as: motivation, confidence, understanding, fun/enjoyable and skills.

The participants in their interviews indicated that The Critical Reader had greatly increased their motivation for reading in English. Numerous commentators reported that the program has turned reading from a source of dread to an exciting challenge, with an authentic desire to grow. Students have felt more prepared to take on these difficult texts with the scaffolded steps given in 'The Critical Reader', and can better approach & comprehend materials. That confidence has led them to explore an increasing range of different reading materials and engage with the content more. In sum, The Critical Reader has both improved students an overall reading quality but also made the process an enjoyable and gratifying activity as well.

Question 6

- How do you integrate The Critical Reader into your daily study routine, and what challenges do you face?

Note: The most frequently used words in responses about integrating The Critical Reader into daily study routines were practice, time, consistency, challenges, and strategies.

Many participants have written in to say how they weave The Critical Reader into their daily study routines, but ultimately, no matter how you do it or when, the key is that you have time set aside set aside for practicing. Multiple respondents have specific time slots for focused reading and analysis work often spent their morning facing extracts or exercises. But there are some challenges too, mostly in maintaining consistency due to competing commitments & the time-consuming nature of some exercises. Many students cited concentrating in practice as a challenge; others referenced balancing the amount of theory and practical work. In sum, The Critical Reader is widely regarded as a useful resource that strengthens the reading section skills, but time management and motivation appears to be one area that could improve in terms of fully incorporating it into their learning routine.

Question 7

- What difference do you notice in your reading comprehension when use The

    Critical Reader?

Note: The most frequently used words in responses about the differences in reading

comprehension when using The Critical Reader were understanding, confidence,

analysis, details, and efficiency.

The Critical Reader students have said their reading knowledge has vastly

improved. Users frequently report a greater feel for the text, above all in terms of

subsequent retention regarding what the article was about and their reading quality

generally. They reported feeling more confident, none felt as if they were stuck on the

complex material. The Critical Reader offers helpful strategies such as active reading

methods and passage mapping to help students pinpoint the main idea, dissect subtle

arguments, and see how different parts of a piece connect. Users also noted that their

reading is now more organized and targeted, resulting in faster evidence finding and

better understanding of the questions. For example, Critical Reading of texts and their

structure has become easier to memorize. In the end, we found that The Critical Reader

has completely changed how students approach reading, helping them develop a more analytical mindset and improving their comprehension dramatically.

Question 8

- How has The Critical Reader influenced your confidence in tackling complex reading materials?

Note: The most frequently used words in responses about how The Critical Reader has influenced confidence in tackling complex reading materials were confidence, tackle, strategies, understanding, and analysis.

The Critical Reader students have said their reading knowledge has vastly improved. Users frequently report a greater feel for the text, above all in terms of subsequent retention regarding what the article was about and their reading quality generally. They reported feeling more confident, none felt as if they were stuck on the complex material. The Critical Reader offers helpful strategies such as active reading methods and passage mapping to help students pinpoint the main idea, dissect subtle arguments, and see how different parts of a piece connect. Users also noted that their reading is now more organized and targeted, resulting in faster evidence finding and

better understanding of the questions. For example, Critical Reading of texts and their structure has become easier to memorize. In the end, we found that The Critical Reader has completely changed how students approach reading, helping them develop a more analytical mindset and improving their comprehension dramatically.

Interpretation of a Bibliographic Review

The bibliographic review highlights the abstract notions of reading comprehension in relation to English as a Foreign Language (EFL) teaching, especially for PINE students from the Universidad Estatal Península de Santa Elena. Incorporating tools for explicit focus like The Critical Reader is suggested as an essential approach to building students' reading ability and interest. So, by using a traditional way to teach reading skills hardly enjoys the EFL learners' scientific engagement to read hardly enjoys which may be lose motivation for read and comprehend. The study stresses the requirement of new methodologies by applying technology to create interactive and personalized learning experiences. Recent research suggests that the use of digital tools can enhance reading comprehension. For example, due exampling a study during the COVID-19 titled as " The Impact of Using ReadTheory Website in Developing Reading Comprehension Skills Among Second Year Intermediate Students" which demonstrates that digitization is mandatory domain for present age (Ayad & Jabbar, 2022b). In addition, the results of different studies indicate that gamification and AI-mediated teaching can increase motivation, engagement and learning effectiveness (Moleka, 2023). Research-based concepts like Constructivist Learning Theory and Self-Determination Theory offer insight into making texts come alive for students and engaging them in reading intrinsically. This is consistent with the goals of "The Critical Reader," which seeks to create active learners who engage in analysis and critical responses.

Consequently, the bibliographic review highlights the complex interaction that exists between reading comprehension, motivation, and how technology is utilized within EFL [English as a Foreign Language] education. With the integration of tools such as, "The Critical Reader" into their classrooms, educators will have a solution that overcomes every issue a student may face in becoming an effective reader, all while shaping each and every learner in to more engaged and capable students. This study discusses the insights of these two well-known concepts in English as Foreign Language (EFL) teaching and learning to close the gap between formerly adopted pedagogical practices and present-day language education at both comprehension and motivation levels.

Analysis

The results of the focus group interviews suggest that "The Critical Reader" is effective in reading comprehension and motivation. Participants consistently reported that the tool had changed their approach to reading and had made them feel more engaged and confident when working with challenging texts. Recently, strategies outlined in The Critical Reader have been used to guide a shift from passive reading to active, i.e. move students away from merely silencing (and forgetting) the information input into print nudging them closer towards synthesizing and critiquing text. This method has worked well to increase their understanding of the material and keeping this information in mind. Post-section questions and detailed explanations are among the specific tool features identified by students as enhancing their engagement in a more analytical and reflexive processing of texts. This correlates to the conceptual foundation of Reader Response Theory, or the reader response theory which focuses on the relationship between reader and text and how that interaction helps create meaning. Students reported increased preparedness in handling difficult content, which has not

only instilled a sense of confidence but also inspired them to pursue a greater variety of reading materials. Despite this, there is still a way off to ensure that "The Critical Reader" has fully integrated into the daily study routines. Several factors prevented students from practicing regularly, including time management and competing academic responsibilities. Such an observation further highlights the importance of educators helping to support and facilitate use of this new component in their learning.

In sum, the results indicated that 'The Critical Reader' can be an efficient pedagogical method affecting both reading comprehension and motivation of EFL learners. More importantly, by capitalizing on the challenges raised in this study and continuing to develop the features of the tool, educators now have an opportunity to better assist students with skill practice and encourage a lifelong love of reading.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The research project entitled The Critical Reader as a Didactic Tool to Promote Motivation in Reading Comprehension highlights the need to rethink pedagogical approaches to teaching English as a Foreign Language (EFL) and to focus on the need to improve students' reading comprehension.

The findings from this study indicate that students perceive The Critical Reader as a helpful resource to better their reading comprehension. Participants also expressed that the tool had helped guide and formulate engagement strategies that helped make complex writing more comprehensible, leading to a better overall experience of the text. Overall, qualitative comments suggest that The Critical Reader provides a caring structure, in fairly strong contrast to traditional teaching methods that students felt lacked joy. In addition, The Critical Reader had a profound effect on students' intrinsic motivation to write and analyze difficult texts.

Several participants indicated that the interactive/methodological aspects created confidence and curiosity in their ability to explore literature. This intrinsic motivation is very significant in maintaining their requirement of reading in the context of foreign language learning, comprising English.

Specifically, the study noted that students found vocal exercise techniques effective, guided questions to develop comprehension aid and a focus on critical thinking skills in The Critical Reader very useful. These features were validated by students emphasizing that they not only aided comprehension of challenging texts, but also increased their general motivation to read. These general positive perceptions

expressed by participants further justify the possibility of using such innovative digital resources within language education for an effective learning experience.

Recommendations

In order for this reader's guide to serve as an educational tool that is maximally useful, teachers need to use The Critical Reader in a systematic fashion throughout the English language curriculum. The Critical Reader should be most effective if added as a lesson plan for the English language course. By integrating the tool into specific learning objectives, educators can formulate a framework that extends the development of reading comprehension skills while providing a context that allows for greater interaction with learning. Quality reading strategies that develop this continuum will reinforce engagement and understanding of complexity.

In addition to its being integrated into the curriculum, and being an important element, it is also critical that teachers have plenty of training and support. Teachers can learn how to use The Critical Reader in their classrooms with professional development workshops. Also, creating a community of practices for teachers will allow for the exchange of best practices and new ideas to support student learning and improve instruction.

Finally, it is essential that continuous feedback from students about their. The Critical Reader experience be considered for years to come. Periodic surveys and focus groups can pinpoint areas for improvement, whether that's a greater variety of reading materials or more exercises to practice concepts. This systematic involvement of students in the process of evaluation can ensure that the tool remains relevant to their needs and continues to serve them as a support for reading comprehension and motivation.

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Annexes

Annex A: *Certified Anti-plagiarism System.*

CERTIFICADO SISTEMA ANTI-PLAGIO

**UNIVERSIDAD ESTATAL
PENÍNSULA DE SANTA ELENA**
Facultad de Ciencias de la Educación e Idiomas

La Libertad, Noviembre 28 de 2024

Certificado Sistema Anti Plagio
001-TUTOR LACHG-2024

En calidad de tutor del trabajo de titulación denominado "**THE CRITICAL READER AS A DIDACTIC TOOL TO PROMOTE MOTIVATION IN READING COMPREHENSION**" elaborado por el estudiante Méndez Yagual Yul Jair, de la Carrera de Licenciatura en Inglés, de la Facultad de Ciencias de la Educación e Idiomas, Escuela de Idiomas de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de Licenciado en Inglés, me permito declarar que una vez analizado en el sistema anti plagio **COMPILATIO**, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con **4%** de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Particular que comunico para los fines pertinentes.

Leonardo A. Chávez,
MSc. Advisor

Nov 28 - Full Thesis - Yul

4%
Textos sospechosos

⬭ < 1% Similitudes
0% similitudes entre comillas
0% entre las fuentes mencionadas
⚠ < 1% Idiomas no reconocidos
⚙ 3% Textos potencialmente generados por la IA

Nombre del documento: Nov 28 - Full Thesis - Yul.docx
ID del documento: 15dfd6e0ec4d40750f5617d845080b3d38514002
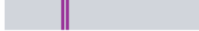**Tamaño del documento original:** 103,52 kB
Autores: []

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Fecha de depósito: 28/11/2024
Tipo de carga: interface
fecha de fin de análisis: 28/11/2024

Número de palabras: 4304
Número de caracteres: 29.915

Ubicación de las similitudes en el documento:

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N°	Descripciones	Similitudes	Ubicaciones	Datos adicionales
1	🏛 **Documento de otro usuario** #6f989a 🌐 El documento proviene de otro grupo	< 1%		⬭ Palabras idénticas: < 1% (20 palabras)

Annex B: *Questionnaire*

The Critical Reader as a Didactic Tool to Promote Motivation in Reading Comprehension.

Population: 46 students from 7th semester of Pedagogía de los Idiomas Nacionales Extranjeros of Universidad Estatal Península de Santa Elena.

Sample: 21 students from 7th semester of Pedagogía de los Idiomas Nacionales Extranjeros of Universidad Estatal Península de Santa Elena.

Questions aimed at students

1. How has The Critical Reader changed your approach to reading comprehension?

2. What specific features of The Critical Reader do you find most helpful for understanding complex texts?

3. Could you describe a specific instance where The Critical Reader helped you overcome a reading comprehension challenge?

4. What aspects of The Critical Reader could be improved to better support your learning needs?

5. How has your motivation to read in English changed since using The Critical Reader?

6. How do you integrate The Critical Reader into your daily study routine, and what challenges do you face?

7. What difference do you notice in your reading comprehension when use The Critical Reader?

8. How has The Critical Reader influenced your confidence in tackling complex reading materials?

Annex C: *Transcripts of focus group aimed at students by Google Forms*

RESULTS OF THE ANWERS TO THE QUESTIONNAIRE	1. How has The Critical Reader changed your approach to reading comprehension?	2. What specific features of The Critical Reader do you find most helpful for understanding complex texts?	3. Could you describe a specific instance where The Critical Reader helped you overcome a reading comprehension challenge?
INTERVIEWEE 1	It made me pay more attention to details and think deeper about what I'm reading instead of just skimming through.	The questions after each section are super helpful. They make me think deeper and actually process what I just read.	Yeah, there was this really confusing passage, and the guiding questions helped me break it down bit by bit. Made it way easier to understand.
INTERVIEWEE 2	The Critical Reader has helped me read better because now I understand more when I read. It shows me how to think about what I'm reading	I find the examples and explanations very helpful. They make it easier to understand difficult parts of a text.	Once, I was reading a text that I found hard to understand. The Critical Reader showed me how to break it down, and then it better

INTERVIEWEE 3	Teaching me about grammar and structure	The explanation of each option in detail	With phrasal verb analysis
INTERVIEWEE 4	Important	carefully listening, writing, conversation, and questioning	focus on improving vocabulary
INTERVIEWEE 5	Boosted confidence in tackling challenging reading materials.	Strategies for identifying key concepts.	Increased reading confidence and Integration into My Routine
INTERVIEWEE 6	The Critical Reader" has transformed my approach to reading comprehension by emphasizing active engagement with texts. It encourages me to analyze passages critically rather than passively absorbing information. This shift has led me to ask deeper questions about the material, identify key arguments, and understand the author's intent, which has significantly improved my overall comprehension.	One of the most helpful features of "The Critical Reader" is its breakdown of different question types commonly found in standardized tests. The detailed explanations and strategies for tackling each question type—such as inference, main idea, and detail questions— provide a clear framework for understanding complex texts. Additionally, the practice passages followed by targeted questions help reinforce	I encountered a particularly dense academic article that was filled with jargon and complex sentence structures. Using "The Critical Reader," I applied the SQ3R method. By surveying the text first and formulating questions based on headings and keywords, I was able to break down the article into manageable parts. This approach allowed me to focus on key concepts and ultimately grasp the main

		these strategies in a practical context.	arguments more effectively.
INTERVIEWEE 7	The ability to analyze	Composite explanations	Expanding the learning of some complicated or new vocabulary that is presented
INTERVIEWEE 8	I can see the grammatical errors	The explanation of the correct option and the incorrect ones.	Sometimes I don't know the correct option but with the explanation it is clear to me
INTERVIEWEE 9	Maybe can be that the differents topics make it interesting	-----	It can be that shorts themes can be more easily to read and you don't think that you are reading a lot, but you are doing it, so you are practicing
INTERVIEWEE 10	It shifts readers from passive to active engagement, teaching strategic approaches to handle complex texts confidently.	In my opinion, The Critical Reader excels at teaching active reading and strategic question analysis, which makes tackling complex texts much easier and more effective.	I outlined key points and identified the author's tone. Its strategies for contextual vocabulary also helped me understand difficult words.

INTERVIEWEE 11	Personally, it has helped me a lot in motivating me to read more and gain new vocabulary.	It is a guide that teaches us to identify what type of response is expected, helping to recognize details that could go unnoticed.	When in an evaluation in the subject of advanced English, I was able to identify when commas are used within a small text.
INTERVIEWEE 12	The Critical Reader was changer my perspective from many topics and things that I didn't know.	The Question Of the Day	That website helps me a lot because they contain a lot of information about that type of readings.
INTERVIEWEE 13	Critical reading is a very effective method for reading comprehension, it helps a lot to understand and learn about various topics.	I consider that the explanation of the answers helps us understand the grammar and logic of the texts.	Thanks to The Critical Reader I was able to get an excellent exam
INTERVIEWEE 14	The Critical Reader helped me develop a more analytical and strategic approach to reading comprehension, focusing on identifying arguments, structures, and underlying assumptions.	Emphasis on understanding the author's tone, purpose, and perspective.	The Critical Reader helped me better understand nuanced arguments in scientific articles by recognizing patterns and structures.

INTERVIEWEE 15	It has helped me understand how to find main ideas and important details. Now, I read with a plan to find answers more easily.	The tips on question types and answer traps are helpful. I understand how to avoid mistakes and find the right answers.	One time, a passage was difficult because of hard words. I used the strategies to find clues in the text, and I could understand it better.
INTERVIEWEE 16	Today, the critical reader is not only focused on understanding what the text says, but also on analyzing, questioning and reflecting on it.	The critical reader approaches complex texts by analyzing their structure, identifying biases, and placing them in their historical context.	Susana read a complex academic article on climate change. By applying a critical approach, she analyzed the sources cited, identified biases in the arguments, and contextualized the information with prior knowledge, allowing her to better understand the implications of the text and form an informed opinion.
INTERVIEWEE 17	It taught me specific strategies, improving my analysis and understanding of difficult texts with greater speed and accuracy.	The clear explanations and practical exercises in The Critical Reader make it easier to identify themes, main ideas, and structure patterns.	While analyzing a complex essay, I used its techniques to break down arguments, which made comprehension and critical analysis easier.

INTERVIEWEE 18	I can read and understand the readings a little more	Interesting topics, punctuation marks and phrasal verbs	Helped me with punctuation marks and granatical rules
INTERVIEWEE 19	I have managed to identify themes and structures that help me better understand the content.	The most useful features of The Critical Reader are the detailed reading guides, comprehension exercises, and structure and vocabulary analyses.	I remember an English literature text that I found very difficult to understand and by using The Critical Reader, I was able to identify the main themes and structure of the text.
INTERVIEWEE 20	The Critical Reader has changed my approach as I now focus on identifying the main ideas and it not only improves my comprehension but also helps me retain the information better.	Identify the key ideas of each paragraph, and the practice questions have helped me to understand the texts in a way that I did not do before.	Before, I had a hard time understanding the main argument, but by applying the strategies of summarizing, analyzing the key points, this helped me to understand the texts and I was able to help others as well.
INTERVIEWEE 21	It has helped me change the way I view reading comprehension, making me more aware of the importance of methodical analysis and the use of strategies.	Some of the features that I find most useful in The Critical Reader for understanding complex texts are: focus on the use of evidence and active reading	I don't have a specific case but I remember that The Critical Reader has helped me in various cases such as in readings that I usually read on the internet, many of these

		strategies. I consider these to be very useful because they allow for a more organized approach to complex texts.	texts are very dense and with a rather high vocabulary. And in these cases I have used some strategies that the Critical Reader provides, such as breaking down texts and searching for evidence in the text.
RESULTS OF THE ANWERS TO THE QUESTIONNAIRE	**4. What aspects of The Critical Reader could be improved to better support your learning needs?**	**5. How has your motivation to read in English changed since using The Critical Reader?**	**6. How do you integrate The Critical Reader into your daily study routine, and what challenges do you face?**
INTERVIEWEE 1	Adding more examples or simpler explanations would help a lot, especially for tougher topics.	I'm more motivated now 'cause I feel like I actually understand what I'm reading, not just guessing. Makes it less frustrating and more interesting.	I try to use it whenever I have reading assignments, but sometimes it's hard to keep up with all the exercises. It can feel a bit time-consuming.

INTERVIEWEE 2	Maybe The Critical Reader could have more practice exercises. This would help me apply what I learn and make it easier	Since using The Critical Reader, I feel more interested in reading in English. I feel like I can understand more, which makes it more enjoyable.	I try to use The Critical Reader every day by doing a little practice. Sometimes, it's hard to stay focused, but it helps me get better
INTERVIEWEE 3	No aspect. I find it efficient as it is	It motivates me to learn more and look for details in texts	I use it during classroom practice and it presents a reading comprehension challenge
INTERVIEWEE 4	critical reading skills, practice annotating texts	the ability to use a language in real-world situations	the writer's authority
INTERVIEWEE 5	Offer a more personalized learning experience	I am motivated by the possibility of improving my critical skills	I do exercises and analysis on what I read
INTERVIEWEE 6	While "The Critical Reader" is highly effective, one area for improvement could be the inclusion of more visual aids, such as charts or diagrams, to complement textual explanations. Visual representations can enhance understanding, especially for	Since incorporating "The Critical Reader" into my study routine, my motivation to read in English has significantly increased. The structured approach makes reading less daunting	I integrate "The Critical Reader" into my daily study routine by dedicating specific time slots for focused practice sessions. I typically start with a practice passage, apply the strategies I've learned, and then review my answers. One

	visual learners or when dealing with particularly complex information.	and more rewarding. I now feel more equipped to tackle challenging texts, which encourages me to seek out a wider variety of reading materials in English	challenge I face is maintaining consistency, especially when juggling other subjects or commitments. However, setting aside dedicated time helps mitigate this issue.
INTERVIEWEE 7	More varied reading	Becoming more interested	Including it as a practice
INTERVIEWEE 8	Do exercises according to grammar.	I feel safe reading because I know the meaning.	Every day I read the question of the day to learn something new
INTERVIEWEE 9	I have no idea	It improves in a good way, it makes me more confidence	I use to read in the morning after my breakfast, and it works for me
INTERVIEWEE 10	The Critical Reader would be even more effective with a few enhancements. Adding more diverse practice passages would prepare students for various texts, and incorporating interactive online.	Since using The Critical Reader, my motivation to read in English has greatly increased. Reading has transformed from a daunting task into an engaging challenge, fostering a genuine interest in improving my skills and	I integrate The Critical Reader into my daily routine by dedicating time to practice one passage each day, using its mapping techniques and question strategies. I also include vocabulary exercises.

		encouraging me to read more frequently.	
INTERVIEWEE 11	They can add additional examples of critical reading in more varied contexts, such as science, history and literature, helping to understand how to apply the strategies in different areas of study.	I feel like my motivation has improved a lot when learning new words and using them in conversation.	Every morning I read the news and one challenge I may encounter is when I find a word that I don't know its meaning.
INTERVIEWEE 12	I think that The Critical Reader it's good enough for my learning needs.	Well, that website it was very useful for my English improvement, because that little reflections.	I use the information from The Critical Reader for my oral speech,essays, and pre thesis.
INTERVIEWEE 13	I think it is an excellent study tool for learning a foreign language.	The Critical Reader has helped me a lot, since I didn't like to read, but your readings are very interesting.	Every morning I read the questionnaire of the day, and at night I go back to read it again, I don't feel like I'm facing a challenge.
INTERVIEWEE 14	More practice materials and interactive exercises.	The Critical Reader increased my motivation to read in English, making complex texts more accessible.	I incorporate Critical Reader strategies during daily reading, setting aside dedicated time for practice.

INTERVIEWEE 15	More practice exercises or online activities would help. They could give feedback right away.	I feel more motivated now because I know useful strategies to understand English texts.	I use it to practice every day, but it's hard to find enough time to study each part carefully.
INTERVIEWEE 16	The ability to quickly identify implicit perspectives in texts and to deepen the comparison of different sources to enrich critical analysis could be improved.	Since using The Critical Reader, her motivation to read in English has increased, as she now feels more confident in understanding complex texts and analyzes more deeply what she reads.	The Critical Reader integrates into his or her daily routine through reading challenging texts, followed by analysis and reflection. Challenges include managing time to delve deeper into texts and overcoming the temptation of superficial reading.
INTERVIEWEE 17	Adding more examples from current texts and interactive guides would be excellent for more applied and contextualized comprehension.	It increased significantly; now I feel more capable and motivated to read English texts without feeling overwhelmed.	I review it daily; sometimes, staying consistent is hard due to other commitments, but the improvement is evident.
INTERVIEWEE 18	I think that long readings distract from the specific point of reading.	I have always liked to read but in Spanish, however I can get distracted very easily but what motivates me to read in	I get daily notifications on my phone and I can remember to read and analyze, I usually read them while I eat breakfast. The challenge

		English is the knowledge acquired.	I have faced is that I lack a lot of knowledge, but by reading I have learned things that I did not know before.
INTERVIEWEE 19	I think it should include contemporary texts, and additional resources for English learners.	. I think it has increased, I feel more confident in my ability to understand complex texts and I enjoy reading more	I dedicate at least 20 minutes each day to reading and analyzing texts with the guidance of this resource
INTERVIEWEE 20	The Critical Reader is an excellent tool, but I think that some explanations could be more detailed on certain topics as they are often not clear enough.	My motivation has increased significantly, as I used to feel dazed, but the critical reader has shown me that it is possible to understand even the most difficult texts with the right technique, which encourages me to read more.	I usually spend some of my time reading and practicing with the comprehension questions.
INTERVIEWEE 21	I would think that there are some aspects that could be improved to better meet learning needs, such as: having a greater critical reading focus on diverse topics, having a more	Since we started using The Critical Reader, my motivation to read in English has improved significantly as before, reading complex texts in	Some of the ways I integrateThe Critical Reader into my daily routine are by applying The Critical Reader to other readings I do, such as articles, essays or

personalized and individualized approach; and the introduction of interactive technology.

English sometimes felt overwhelming specially when it came to identifying specific details. However, thanks to The Critical Reader and its various strategies it offers, I have become morr confident as it teaches me to break down texts and approach questions in a more structured way.

books. I also spend some of my time reviewing incorrect answers to a story I read, identifying why I got it wrong. On the other hand, some of the challenges I have faced are for example lack of time to practice, monotony and having a balance between having a theory and doing the practice.

RESULTS OF THE ANWERS TO THE QUESTIONNAIRE	7. What difference do you notice in your reading comprehension when use The Critical Reader?	8. How has The Critical Reader influenced your confidence in tackling complex reading materials?
INTERVIEWEE 1	I notice I understand way more and can remember details better. It helps me break down complex ideas, so things make more sense.	It's boosted my confidence a lot. I feel like I can handle tougher texts now

		without getting overwhelmed.
INTERVIEWEE 2	When I use The Critical Reader, I notice I can understand more of the text. I feel more confident, and I don't get stuck as.	The Critical Reader has helped me feel more confident when reading difficult texts. I feel like I can understand them now, and I'm less afraid to try
INTERVIEWEE 3	More efficient at understanding texts	It gives me more confidence to read out loud.
INTERVIEWEE 4	deeper analysis or interpretation	person brainstorm over a specific subject
INTERVIEWEE 5	Better understanding of texts	Greater ability to analyze information
INTERVIEWEE 6	When using "The Critical Reader," I notice a marked improvement in my reading comprehension. I am better able to identify main ideas, understand nuanced arguments, and draw connections between different parts of a text. This	The Critical Reader" has significantly boosted my confidence in approaching complex reading materials. With its clear strategies and structured approach, I feel more prepared to

	enhanced comprehension allows me to engage more deeply with the material and retain information more effectively.	face challenging texts that I would have previously avoided. This newfound confidence not only enhances my reading skills but also encourages me to take on more difficult subjects and genres.
INTERVIEWEE 7	Gradually improving	Increase confidence with the exercises that present
INTERVIEWEE 8	It has improved because I have learned from the explanations it provides	I feel more confident because I understand certain words that I didn't before.
INTERVIEWEE 9	I read more fluency and more faster	It makes me more confidence, i always try new kind of materials to read
INTERVIEWEE 10	When using The Critical Reader, I notice a significant improvement in my reading comprehension. for active reading and passage mapping help me identify main ideas and	The Critical Reader has significantly boosted my confidence in tackling complex reading materials. Its structured strategies, like passage mapping

	analyze questions more effectively, leading to more accurate answers.	and active engagement, make difficult texts feel more manageable.
INTERVIEWEE 11	I feel like it has improved since I started reading, now I can identify words that I didn't know before.	I have more confidence when reading something, I improved my pronunciation and my fluency.
INTERVIEWEE 12	After read a paragraph or a section of The Critical Reader, it's more easier than before of know about this useful website.	For example: when I read about information, or the quote for the day, it helps me a lot to expand my english vocabulary.
INTERVIEWEE 13	More than differences, I learn a lot, in relation to grammar, punctuation marks and vocabulary, which is very necessary to have good fluency.	I have learned a lot of vocabulary, it is very helpful…
INTERVIEWEE 14	Improved comprehension, increased confidence, and enhanced critical thinking.	The Critical Reader empowered me to tackle complex texts with ease,

		understanding subtle implications and arguments.
INTERVIEWEE 15	I can find answers faster and understand the main points without feeling lost.	It has made me more confident because I know how to handle difficult passages.
INTERVIEWEE 16	When I use The Critical Reader, my reading comprehension improves as I am able to analyze the text more deeply, identify biases and connect ideas in a clearer and more thoughtful way.	The critical reader improves confidence when approaching complex materials, as it fosters the ability to analyze, question and deeply understand the content, which facilitates the interpretation of challenging texts.
INTERVIEWEE 17	I better understand text structure and purpose, which makes interpreting and retaining key information easier.	My confidence has increased; I feel I can approach advanced readings without frustration, using techniques to grasp important details.
INTERVIEWEE 18	I can read more carefully and check every detail, every painting rule.	At first it was a bit difficult because I didn't know some

		grammar rules but little by little I learned them.
INTERVIEWEE 19	I see a big difference in my reading comprehension. I can better identify the main themes,	I feel more confident and motivated to continue improving my reading comprehension.
INTERVIEWEE 20	The main difference is that now I can read a text with a more analytical and comprehensive approach, before using it I used to read quickly and but I did not always understand the information.	It has greatly increased my confidence, as I now know the different techniques to be able to understand a text.
INTERVIEWEE 21	Some differences I notice when I use The Critical Reader compared to when I read without applying it's strategies are: I hace more structured and focused reading, quick identicarion of evidence, improvement in the interpretation of questions and I have a less depende on personal assumptions, this for me was a common mistake I made because I relied too much on my own	The Critical Reader has had a noticeable impact on my confidence in tackling complex reading materials as the strategies it contains have significantly changed my approach, which has improved my confidence in several ways: reduced fear of error and greater control over speed and analysis

assumptions ir experiences

to interpret the texts.