UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

SCHOOL OF EDUCATION AND LANGUAGES

PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

"DIDACTIC STRATEGIES TO ENHANCE READING SKILLS IN UNIVERSITY STUDENTS"

RESEARCH PROJECT

As a prerequisite to obtain 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 "DIDACTIC STRATEGIES

TO ENHANCE READING SKILLS IN UNIVERSITY STUDENTS" prepared by Liliana

Maribel Suárez Lindao, undergraduate students of the Pedagogy of National and Foreign

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University I declare that after oriented, studied and reviewed the project, I approve in its entirety

because it meets the requirements and is sufficient for its submission to evaluation of the

academic tribunal.

Sincerely,

Lcda. Rosa Elena Niola Sanmartín, MSc.

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Statement of Authorship

I, Suárez Lindao Liliana Maribel, with ID number 093035397-4, undergraduate student from Universidad Estatal Península de Santa Elena, School of Education Science and Languages, as prerequisite to obtaining a bachelor´s degree in Pedagogy of National and Foreign Languages in my role as author of the research project "DIDACTIC STRATEGIES TO ENHANCE READING SKILLS IN UNIVERSITY STUDENTS," certify that this study work is my authorship, except for que quotes, statements, and reflections used in this research paper.
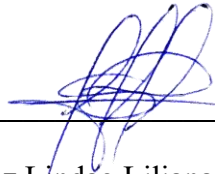
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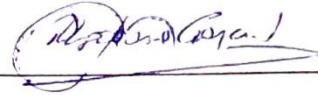Suárez Lindao Liliana Maribel

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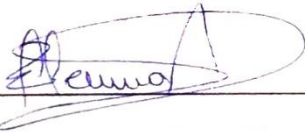**PEDAGOGY OF NATIONAL AND**

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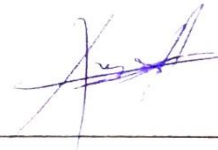**SPECIALIST PROFESSOR**

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I thank God for being there and illuminating my life, my parents Germán Suárez and Maribel Lindao who are the best and are with me day by day supporting me, and my children who are my reason for being for giving me strength and understanding my days of anger, frustration, and uneasiness, I also thank my boyfriend who has been very important in this process and has given me all the constant support with love. To Elizabeth I am infinitely grateful, she has been an important companion and guide in the final process of this achievement, I also thank my group of five friends "Las Chikis", they are the best, they turned my study days into the best university moments, finally I thank the professors who have been my guide and have given me a lot of knowledge throughout my career, without you I would not have reached this achievement so significant for my life, here I am finishing my career, thanks to you, I love you very much.

-Suárez Lindao Liliana Maribel

Dedication

I dedicate this project to my children and especially to my boyfriend Gustavo Tigrero, for being my support from day zero until now, for being there with his words of encouragement giving me security and confidence to continue in the most difficult moments when I wanted to leave everything, that warm support full of love that pushed me not to give up, thank you love for everything, I know that without you I would not have achieved all this so I dedicate this project to you because it is the best gift I can give you for being the man who has made me happy and has been my complement to achieve this in my life, I love you.

-With love, Suárez Lindao Liliana Maribel

Abstract

Developing reading strategies in university students requires the integration of specific didactic strategies into the teaching practice. This study identifies and explores effective instructional strategies for improving college students' reading skills. This study was carried out through a qualitative and phenomenological research method, interviews was the technique for data collection with five professors of the PINE career at Universidad Estatal Península de Santa Elena. Based on evidence, the research identifies crucial strategies for skill development: inferring, skimming, scanning, questioning, and predicting these strategies in reading have yielded positive results in students and improved their academic proficiency in the foreign language. These strategies have been identified to improve comprehension, and the commitment to make reading activities more relevant and interactive has provided favorable results. Also highlights the importance of the teacher as an important guide to motivate students and improve their critical thinking by developing their analytical skills.

KEYWORDS: Didactic strategies, reading, challenges, motivation.

Resumen

El desarrollo de estrategias de lectura en estudiantes universitarios requiere la integración de estrategias didácticas específicas en la práctica del docente. Este estudio identifica y explora estrategias didácticas efectivas para mejorar las habilidades lectoras de los estudiantes universitarios. Este estudio se realizó a través de un método de investigación cualitativo y fenomenológico, la entrevista fue la técnica de recolección de datos con cinco profesores de la carrera PINE de la Universidad Estatal Península de Santa Elena. Basándose en evidencias, la investigación identifica estrategias cruciales para el desarrollo de la habilidad; inferir, leer por encima, escanear, preguntar y predecir estas estrategias en la lectura han dado resultados positivos en los estudiantes y han mejorado su competencia académica en la lengua extranjera. Estas estrategias han sido identificadas para mejorar la comprensión, y el compromiso de hacer las actividades de lectura más relevantes e interactivas proporcionando resultados favorables. También destaca la importancia del profesor como guía importante para motivar a los estudiantes y mejorar su pensamiento crítico desarrollando su capacidad analítica.

PALABRAS CLAVE: Estrategias didácticas, lectura, desafíos, motivación.

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Introduction

Reading proficiency is fundamental to academic success, particularly at the university level where students are expected to engage with complex texts. Despite its importance, many university students face significant challenges in reading comprehension. Addressing these challenges requires a strategic approach to teaching that goes beyond traditional methods.

Didactic strategies, encompass a range of instructional techniques and approaches and offer a promising solution to enhance reading skills among university students. These strategies are designed to make reading more interactive and relevant to student's academic and personal lives. By integrating reading into functional contexts, fostering in-depth discussions about texts, and providing explicit instruction in reading strategies, educators can create a more engaging and effective learning environment.

One key aspect of effective didactic strategies is the use of reading materials that motivate students to develop critical thinking and analytical skills. Additionally, integrating reading tasks with other academic subjects can provide a more holistic learning experience, allowing students to see the connections between different areas of knowledge.

This thesis aims to explore and analyze various didactic strategies that have been proven to enhance reading skills in university students. Through a comprehensive literature review, the study seeks to provide educators with didactics strategies to implement in their teaching practices that can help students become more proficient readers, and better prepared for the demands of their academic and professional futures.

To provide an overview of this research, the content is divided into five chapters, which are described below.

Chapter I explains the problem and the context of the research, together with the general and specific objectives and the justification for this study. Chapter II presents the background and the theoretical, pedagogical, psychological, and legal bases related to the purpose of this research. Chapter III explains in detail the methodology of this study, including the type of research, the data collection technique, the instrument, the population, and the sample, and finally a description of the data collection process. Chapter IV provides an interpretation and analysis of the results related to the literature review. The last section, Chapter V, presents conclusions and recommendations based on the results found about the stated objectives of this research.

Chapter I

The Problem

Title of Project

Didactic Strategies to Enhance Reading Skills in University Students

Research Topic

Didactic Strategies and Reading Skills

Problem Statement

The learning of English and the development of the four skills have presented many complications in all areas and it is evident how students in educational institutions, especially in universities at different levels that receive English as a subject do not achieve a good command of the language, since they have not had a good performance in the teaching-learning process. The reading strategies taught by the teacher must be innovative because they are important factors for teaching. Therefore, didactic strategies are fundamental tools that are useful in the teaching-learning process to facilitate the development of this reading skill since it is considered one of the most important skills in the English language. (Medranda et al., 2023)

According to research Zamora (2021) Teaching English to non-native speakers often challenges developing language skills, particularly reading. Teachers do not prioritize reading but somewhat focus on teaching grammar. It leads to difficulties in student learning, such as lack of knowledge, disinterest, and discouragement. Technology and science demand better reading skills. It is essential to recognize that reading is fundamental to gaining background knowledge. Some advantages allow us to enhance this skill from an early age. In everyday life, reading plays an essential role, enabling us to process and understand written texts. Therefore, reading can be considered an activity for obtaining information or messages conveyed through written

language. (Dewi, 2020) It means it is essential to acquire the habit of reading from the beginning, such as in school, college, and university, and especially to maintain it constantly.

Reading is one of the essential foreign language learning skills for university students. This skill increases comprehension and improves oral and written communication. That is why they must practice reading to comprehend and achieve further learning in the educational and work environment. Therefore, students must be committed to using or implementing strategies with reading materials to develop the skill through individual study, participation, and homework preparation. (Ali et al., 2022) However, practicing reading is often overlooked even though we know that it reflects complexities. That is why teaching of learning to read should be necessary in a comprehensive manner to master the language.

English language learning, primarily reading, has proven to be a constant challenge for students. Poor English practice and teaching have resulted in college students having difficulties in mastering the language. Therefore, they must practice primary strategies such as prediction, speed reading, scanning, and inference, which are essential for success in teaching reading. (Zamora, 2021)

During college classes, it was possible to experience how uninteresting and tedious research can be since students often neglect the importance of reading. This lack of interest poses a challenge to become proficient in English.

Problem Question

General Question

What are the didactic strategies applied to enhance reading skills by the teachers of the major in Pedagogy of National and Foreign Languages at "Universidad Estatal Peninsula de Santa Elena" (UPSE)?

Specific Questions

How didactic strategies used by teachers improve and promote reading in young adult learners?

What are the teaching strategies applied by university professors for reading enhancement to students of PINE major?

What effects do the didactic strategies applied by teachers have on the students´ reading enhancement process?

Objectives

General Objective

To determine the didactic strategies that favor the development of the reading competence of the English language by the teachers of the major in Pedagogy of National and Foreign Languages at the Universidad Estatal Peninsula de Santa Elena.

Specific Objectives

To analyze existing research on reading strategies that have proven successful in improving reading comprehension among university students.

To identify the teaching strategies for enhancing reading comprehension and engagement in English language learners.

To explore the challenges that may hinder students' progress in developing effective reading skills.

Justification

This research is essential in the academic and professional environment, where reading is increasingly important. For that reason, it is necessary to analyze strategies to improve reading, thus generating high academic performance and development of this skill. Therefore, learning a

foreign language has become an obstacle mainly for university students who are not willing to read freely. The mastery of a foreign language is relevant to obtaining more professional opportunities in Ecuador and globally. The principal objective is to analyze and promote reading strategies in students to encourage the practice and development of teaching methods in reading comprehension. (Salvatierra, 2021)

Although difficulties in reading are more focused on the development of thinking, comprehension, and analysis of various information, strategies applied to reading prove to be effective through strategic and adaptive approaches to students so that reading impact exists. With this, it can be said that educators should fully support or encourage students to improve this skill.

Zamora & Ramírez (2021) suggested that they seek to expand educational strategies or recommendations to improve the teaching of reading. Focusing on the constant challenges and needs that students face when reading, the authors conducted research to analyze and learn more effective strategies to encourage students to read and provide them with reading strategies to develop their potential.

This research provides information on reading strategies that have been applied to other groups and have proven effective. It also provides teaching strategies to improve the reading comprehension of PINE students. This research also contributes to the knowledge of different challenges and alternatives that can be applied when there is difficulty in developing reading skills.

Chapter II

Theoretical framework

Background

This study is anchored in well-established theories, concepts, and studies related to Didactic Strategies and Reading Skills. It focuses on the impact of didactic strategies on English reading skills among university students in Ecuador. Developing effective reading skills is crucial for the academic and professional success of these students.

Despite educational efforts, many university students face significant challenges in reading English. This research aims to address these gaps by analyzing didactic strategies based on established educational theories.

The theoretical framework provides a foundational perspective for understanding specific instructional strategies to improve English language reading skills. It gives a solid foundation for understanding how these strategies can improve English reading skills. To this end, relevant theories, such as Piaget's theory of cognitive development and Freire's dialogical approach, are identified and analyzed.

In the research "Reading Strategies in Enhancing Students' Reading Comprehension: Are They Still Relevant?" by Rusgandi (2023) strategies were applied that showed that students prefer to use two strategies: cognitive and metacognitive. The first consists of using textual materials for students to analyze, summarize, synthesize, and organize information easily, creating a passion for reading and the experience of developing reading comprehension. On the other hand, the metacognitive approach is focused on collecting information about each student about reading failure to manage study plans, evaluations, homework, and the organization of materials in learning and improving the reading habit; research also pointed out that the teacher

plays an important role as a guide to adapt the strategy according to the expectations of the students in the learning process.

A study carried out by Deviyanti (2020) explores the use of the Visualization Strategy in reading. This strategy relies on the learner's imagination when reading, creating images, drawings, and diagrams that are continuously memorized, making reading motivating. This process involves technical steps and actions that readers use in learning by teaching them to use their imagination when reading. This strategy can enable students to construct and create images to achieve the goal of teaching reading comprehension. However, this strategy has its disadvantages because the teacher must limit himself to giving extensive readings, this should be done little by little so that the result is optimal.

A study conducted by Pourhosein & Sabouri (2016) from Macothink Institute explains that reading strategies are paramount in students and that teachers must convey to them the motivation to read; the impact that reading has generated is significant because readers have applied these strategies, and the results have been effective. The strategies applied in this study such as activating Prior Knowledge, Formulated Questions, Make Inferences, Predict, Summarize, Visualize, and Monitor Comprehension, generated positive results in students comprehending a text.

According to the findings published in the thesis for "Cognitive Strategies to develop reading comprehension in junior students at Luis Ulpiano de la Torre High School" (Andrade, 2023), carried out in Ibarra, it presented how cognitive strategies allow the improvement of reading strategies such as summarizing and memorization have improved concentration and reading motivation inside and outside the classroom. On the other hand, the need to read remains

constant, and it is advisable to apply the strategies in different ways to capture the students' desire to read.

Evidence from a study by Salvatierra (2021) explored that reading failure is one of the most consistent challenges for students, prompting the implementation of precise strategies to improve reading comprehension and achieve optimal learning. In this study, strategies such as scanning, reading aloud, looking up unknown words in dictionaries, and looking at the figures to imagine the context of reading gave optimal results in reading, which facilitated comprehension, and students and teachers realized that applying scan and reading aloud intensified the ability to comprehend and obtain information from a text. Through another strategy called "Reading Contest" designed to involve the entire educational community, this observed that it was necessary to implement it with three stages: pre-reading, during, and post-reading, with which teachers obtained effective results by establishing activities that facilitated reading comprehension in students.

In this research, we will analyze the strategies that can be applied to promote reading and that have been effective in other studies since they have allowed students to improve their reading comprehension levels. The teacher is another primordial factor in guiding students' learning.

Pedagogical Basis

Cognitive Theories

The formal operational stage of the theory of cognitive development is the last stage of Piaget's theory, indicating that the increase in the ability to develop reasoning and reading comprehension is due to logic. Cherry (2023) inquired about young and older who can search for

solutions and analyze different reasons, such as thinking about moral, ethical, philosophical, social, and political issues and obtaining systematic planning that will give results in the future.

According to *Chery (2020)*, that mention to Piaget that the Goal of Education is to help people develop their creativity through innovative initiatives. This theory is known to generations who figure things out on their own. However, it is essential to have an adaptive and welcoming environment at the beginning of learning so that students can have optimal learning. It also indicates that teachers should always be involved in creating these educational spaces and implement didactic materials to encourage them and to generate security and freedom to express their knowledge.

The relationship between the cognitive theory mentioned by the author is crucial in teaching reading for both the teacher and the students, learn to adapt to the methods and strategies that allow the skill to improve. This theory fosters the development of reading comprehension.

Reciprocal Teaching

A study by Fitzgerald (2005) concludes that Reciprocal Teaching is an interactive approach to improving reading skills through a process of direct comprehension of the text. The teacher performs instructional activities that allow the student to develop reading skills through concrete strategies such as summarizing, clarifying, questioning, and predicting in order to be able to perform them on their own.

Theory of Sociocultural Development

The theory based on Vygotsky's cognitive development says: "Each function in cultural development appears twice: first, at the social level, and then, at the individual level; this applies equally to voluntary attention, logical memory, and concept formation". In other words, learning

is strongly influenced by interaction where students are integrated into a group and interact to perform any activity and to develop mental abilities. Therefore, this highlights cognitive development and the zone of proximal development to promote the improvement of cognitive abilities and allow the student to think, reason, and understand a text better.

Zone of Proximal Development (ZDP) and scaffolding by Vygotsky, refers to the relationship between these two parts from independent problem-solving to problem-solving according to the concept of scaffolding cognitive development is crucial in various learning and teaching analyses. That is, the scaffolding of the zone of proximal development allows teachers to implement step-by-step strategies to achieve an understanding of complicated readings for students so that they can acquire new skills and develop them without help. (Khadidja, 2020)

Piaget and Vygotsky have contributed significantly to education with practice and theory. Applying this theory emphasizes that the learner should not stagnate in learning and that the teacher should use strategies to motivate students to be willing to acquire new knowledge and develop their creativity to become self-confident individuals capable of doing anything they set their minds to. It also tells us that teachers should be the motivators in the classroom through the sociocultural theory based on group work to generate changes. In other words, cognitive theory, reciprocal teaching, and sociocultural theory go hand in hand because when practicing reading is essential to go step by step in teaching until achieving an optimal result that allows students to work independently.

Theoretical Basis

Reading Skills in Language Learning

Reading is essential to understand the foreign language through paragraphs, texts and ideas. That is, the words that are written in a book, magazine or article that the brain must

elaborate or interpret. In other words, Reading is also known as a process and, therefore, it is important because it promotes communication, exchange of thoughts and ideas, and acquisition of language. (Zamora & Ramírez, 2021)

Reading comprehension is the process by which the written language relates the text with the reader to interact and engage in a social context. It should be emphasized that interaction, mental representation, and complex processing are key points in developing this skill and enabling the reader to further comprehend a text by creating and deriving meaning from the reading.

Didactic Strategies

In a study by Navarro & Piñeido, (2012) define didactic strategies as activities for implementation and consider the comprehension of ideas in foreign language teaching. They are also a set of activities implemented to enhance students' learning.

Besides, Fabroni (1998) was cited in the magazine Kañina and says that didactic strategies are the guide that students have from teachers to help them better understand reading concepts. Therefore, in this study, the decalogue "Ten words for didactics" was designed, which contains activities for the different skills as in the readings that were implemented to have good reading comprehension. The strategies that were applied in this study resulted in an optimal improvement such as Phrases with images, Bingo of verbs in irregular tense, Imagination, Observation of people, The journalist, and Concentration. These activities focus on student learning and participation under the cognitive approach.

Comprehension strategies

Reading strategies can also be referred to as "mental tools" because they support, understand, and resolve reading behavior. Reading skills characterize readers as strategists

because they use cognitive and metacognitive comprehension strategies that are considered important and help readers support, restore, and monitor a text. (Bruggink et al., 2022.)

Cognitive comprehension strategies are those that allow the reader to adequately understand a text and improve comprehension. Activities such as content visualization, predictions, and questions that the reader does before, during, and after are strategies that help to develop and better understand a text.

Metacognitive comprehension strategies adjust the goal of reading by monitoring and evaluating while reading. To achieve optimal reading, it is necessary to apply the main reading objective, monitor reading comprehension, and clarify any doubts that remain after reading a text. Both strategies go hand in hand when reading, If the reader does not understand or has doubts about the reading, they will always ask questions and begin to analyze the text; that is why the strategies will always work together and be able to have a good reading comprehension. (Bruggink et al., 2022.)

The specialists indicate that reading should be interactive. Since students should always be encouraged to read, exercises can be carried out to obtain information through strategies. These can be elaborated according to the phases of reading, such as re-reading, reading, and post-reading.

Pre-reading activities allow the student to define and discuss criteria for what is going to be read by obtaining prior knowledge about the text. These activities can be brainstorming, discussing text topics, and reviewing stories to create an optimistic atmosphere before reading.

While-Reading is the phase in which students understand, develop, and improve reading skills. The teacher can select strategies that allow them to read easily and comprehend what they

are reading through activities. These activities consist of observing, looking up, and predicting the content of a reading with the help of a dictionary.

Post-reading is exercises that check the comprehension of what has been read, and then the analysis of it is discussed. The discussion allows the students to debate the content, or doubts have about what they have read to understand the deeper part of the text.(Toprak & Almacıoğlu, 2009)

According to Hock & Mellard (2005) the four strategies that can be effective for adult learners to improve reading comprehension are self-questioning, visual imagery, and multi-passing; the strategies mentioned are models of strategic instruction. However, Hulk concluded that the strategies that fit perfectly in teaching adult learners are summarizing and making inferences, efficiently generating good results in adult literacy.

According to research by Banditvilai (2020) conducted, the following reading comprehension strategies mentioned below have proven to be effective in improving text comprehension and have allowed the optimal development of reading interpretation. The use of techniques such as skimming, scanning, making predictions, and questioning provide tools that allow the comprehension of complex texts.

Skimming is a very fast technique that aims to find the main idea in text passages in an organized way. The idea of the paragraph can be a sentence that can be in different forms and can be found in the first and last lines of each text.

Scanning is a skill that a reader has that allows him or her to find information quickly. By the time they read, they know what they read, and their goal is to find specific information. This strategy allows you to analyze paragraphs in a precise way by scanning each word and understanding the context.

Making predictions is to create ideas in advance of existing knowledge, this makes readers understand more of the readings. According to their experiences, it allows them to interact and increases their ability to read. Learners also tend to use reading information such as titles and images to develop their imagination and have an idea of what they are going to read.

Questioning allows students to understand a text from direct answers about the reading, facilitating comprehension quickly. This strategy allows them to concentrate and reflect on the main idea making them active and independent.

In conclusion, the implementation of reading didactics strategies is very important for both students and teachers since they allow them to improve comprehension and develop reading skills. Strategies such as skimming, scanning, making predictions, questioning, paraphrasing, visual imagery, story grammar, and visual interpretations have given good results in their level of comprehension and reading skills according to the studies cited in this section.

Legal Basis

In Ecuador, the curriculum standards for English teaching state that teachers must use methodological approaches, considering the most effective ones to obtain optimal results in the foreign language. They should also create strategies to teach the language in a learner-friendly environment to acquire positive results. For the mastery of a foreign language, it is primordial to put into practice different activities such as listening to music and recordings, listening to conversations, reading books and magazines, and using programs that allow the better acquisition of skills that stand out in the foreign language such as Reading, Speaking, Listening, and Writing. (Curriculo para la Ensenanza del Idioma Ingles, 2014.)

This researchtakes into consideration the laws and regulation from the Ecuadorian Constitution regarding education, which is a fundamental right of the State. It highlights the

integral, intercultural, and qualitative parts, together with pedagogical methods. It allows legal

authorization to address these innovative pedagogical strategies. Constitutions strongly support

teaching and allow the implementation of all techniques to improve education.(Asamblea

Constituyente, 2008)

Chapter III

Methodological Framework

The methodological framework for this study will be discussed in this chapter. Information such asthe method, the data collection techniques and instruments will be displayed.The chapter ends with an analysis of the selected population and sample in relation to the objectives of this research.

Method

Qualitative research is a method used to delve deeper into a study to understand ideas, thoughts, and concepts through words expressed through interviews, observations, and reviews on unfamiliar topics. Qualitative research also involves the collection of empirical approaches, i.e. accounts of experiences, motivations, and behavior. (Aspers & Corte, 2019)

According toAspers & Corte (2019) Qualitative research is a recurrent process in which new and novel information is analyzed and generated to understand information. It is also inclusive. It involves induction and deduction in what is analyzed or investigated to improve or update existing information. It focuses on approaches to collecting data and obtaining a broad investigation with more explanatory information.

This qualitative research, which we will apply to teachers, will analyze data on didactic strategies in teaching reading in foreign languages. It will help to determine the didactic strategies used by teachers to improve reading proficiency.

Type of Research

Phenomenological Studies

The phenomenological approach is a specialized and appropriate strategy for experiencing problems and helping to improve or redirect them through a research approach.

This approach understands the essence of the experiences lived by human beings to develop new meanings. Understanding is necessary to be clear about the study conducted because they are similar and linked.(Neubauer et al., 2019)

According to Neubauer et al., (2019) Phenomenology is an interpretation inspired by the phenomenological approach, which makes it possible to explore the essence of the didactic strategies that teachers have applied during the teaching of reading. This approach emphasizes the importance of describing which didactic strategies teachers can implement to improve reading comprehension.

Data Collection

One-on-One Interview

The individual interviews allow the researcher to obtain data with greater clarity and it is advisable to conduct face to face, the individual interviews take into account facial expressions, eye contact and body language, which will facilitate deciphering more complex details. (Cronin, 2016)

This approach ensures that participants foster a pleasant and comfortable environment for developing questions and obtaining acceptable responses, making interviews a safe and effective tool for a qualitative study. The key to a favorable impact of the interview is when the questions are well-developed and relate to the study being conducted.

The interviews are audio-recorded to extract the answers and transcribe them. With this, the process of extracting the information collected is carried out to analyze the didactic strategies applied in educational teaching that have had a positive impact on the students.

In this research, the interview will allow to collect data through questions that will be applied to teachers and will provide with the necessary information to obtain data on experiences

they have had during the teaching of reading and to know the importance of applying strategies to develop this skill.

Instrument

Questionnaires are primary research tools created to collect information. (Sharma, 2022) In this study, eight open-ended questions will be created that will allow respondents to elaborate answers based on their experiences and opinions about the teaching strategies applied during their work as a foreign language teacher.

As Sharma (2022) indicates, a questionnaire is a set of essential questions to assess people's knowledge. Creating a quiz is valuable because you design questions that allow you to get important information.

This questionnaire will provide information on the impact of teaching strategies on the ability to read in a foreign language. The responses will be transcribed and interpreted to present an acceptable and accurate result on the teaching strategies. The interviews will be face-to-face with the teacher and recorded for the confidentiality of the interviewees and interviewer.

As already mentioned, this research contains eight open-ended questions that will allow for unlimited information with freedom of expression for each interviewee. This questionnaire is essential to obtain information about didactic strategies for reading proficiency in a foreign language.

The study "Didactic Strategies to Enhance Reading Skills in University Students" is related to the questions designed. The answers of the interviewees will provide qualitative data on reading strategies, cognitive methods and responses from teachers who have experienced during teaching reading. Each question is designed to elicit responses based on teachers' experiences in the process of teaching students. The approach applied in this research allows us

to obtain information from each interviewee and gives us to know their experiences for developing reading skill to foreign language learners.

Population and sample

The population refers to a group of people that researchers have selected to conduct research in order to obtain specific data. The selected population are university professors of the National and Foreign Language teaching course at the Faculty of Languages, who teach the subject of reading and writing, which is essential for my research.

A sample is a subset selected from the population for research. It is used when the population is complex and it is almost impossible to investigate it due to time or accessibility. The sample is intended to represent the information obtained from the selected individuals; in this case, five university professors who teach the subjects of reading and writing at PINE were selected. The participants are teachers who have pedagogical knowledge related to the teaching of reading and can contribute this knowledge to improve the different innovative teaching methods. This research analyzes strategies that favor reading proficiency in the English language. This approach helps us to know the positive effects that have had a great impact on teaching strategies for reading.

In conclusion, this research focused on applying a qualitative method through interviews with teachers to obtain answers about experiences of strategies that have been applied to improve reading comprehension in students in a foreign language. In the following chapter, after the data collection, there will be an analysis of the information that will allow to understand how strategies can improve reading ability.

Chapter IV

Analysis of Findings

This chapter provides an analysis of the data obtained in the interviews. It will show in detail an interpretation of each question, the bibliographic interpretation and analysis of the data collected. The author of this research study was able to gather information from the interviews. Their experiences with these strategies have allowed them to provide relevant information to improve their reading skills.

Each response varied according to opinions and experiences that each interviewee posed, with some relying on methods that have generated optimal results and others relying on strategies that are feasible to apply for good academic performance. By sharing their knowledge and thoughts, the participants gave us positive responses that allowed us to know the great importance of the reading strategies. This data collection technique shows a wide range of information about the teachers' opinions on didactic strategies in reading skills.

Interpretation of Bibliographic Review

Question 1: From your professional experience, what is the most suitable method for developing reading skills in university students?

Table 1

Suitable method to develop reading skills.

	Interviewee 1	**Interviewee 2**	**Interviewee 3**	**Interviewee 4**	**Interviewee 5**
Question 1	Apply active reading	Apply The Critical Reader every day	Collaborative methods	Cooperative learning and communicative activities	Organize the information in mind maps.

Note: Suitable methods applied by teachers in their classes.

The answers provided by the participants reflect that it is necessary to know different methods to be able to apply them when teaching reading. Since participants say that it is difficult

for students to read and concentrate, they indicate that it is necessary to have a method according to the class and apply strategies that allow them to understand the text that is being read. In this way, teachers can teach freely and make students love to read.

As indicated by the participants, they apply strategies such as The Critical Reader which is a technological strategy to improve reading. The critical reader provides students with daily questions with explanatory answers. Another participant mentioned that active reading is necessary to apply in reading because university students should have active preparation, especially in reading, also they have used the collaborative methods because students learn to share or exchange information among themselves and determine that different strategies improve reading, it should be emphasized that everything depends on the level of study.

Teachers must encourage students to read or maintain a reading habit to develop comprehension and critical thinking skills. Reading makes it easier for students to interpret any topic because they acquire various knowledge and the confidence to understand a paragraph. Reading is crucial in foreign language learning because it develops the necessary skills for reading comprehension.

Question 2: What didactic strategies do you apply to improve and evaluate the level of reading proficiency of students?

Table 2

Didactic strategies for improve and evaluate reading

	Interviewee 1	**Interviewee 2**	**Interviewee 3**	**Interviewee 4**	**Interviewee 5**
Question 2	Working in group Reading circles	Fluency Read out loud	Apply different tests	Activities with interview	Skimming and scanning.

Note: Apply didactic strategies to improve and evaluate reading.

The information gathered shows that teachers apply different strategies, but it cannot be said that there is a specific strategy for reading improvement since it depends on the level of

knowledge of the students to be able to apply any strategy and be able to achieve good reading comprehension.

Didactic strategies are very important in reading to develop and understand a text; therefore, the reading level of students must be taken into account to find or apply the best strategy and obtain an optimal result for learning to read in a Foreign Language. The strategies that were mentioned were reading circle, read-out load, fluency, interviews, skimming, and scanning, which have allowed the students to develop reading skills.

According to Banditvilai (2020), who mentions that reading comprehension strategies such as skimming, scanning, making predictions, and questioning have proven to be effective in improving text comprehension and have allowed the optimal development of the interpretation of complex readings.

Another study conducted by Salvatierra (2021) mentions and agrees with the participants responses and highlights that another strategy that has proven to be effective in the students is reading aloud and rereading to improve reading skills and improve reading comprehension.

Question 3: Provide examples of how you adapt those strategies for students at different levels of reading proficiency?

Table 3

Strategies for different levels

	Interviewee 1	**Interviewee 2**	**Interviewee 3**	**Interviewee 4**	**Interviewee 5**
Question 3	Implement reading circles in groups	Read and interpretate of picture	Readings with a specific vocabulary	Read and opinion of reading	Short quizzes, multiple choice, true and false about text.

Note: Differents strategies that can be apply for reading proficiency.

The examples provided by the participants in each answer have been different, proving that the strategies and methods to be applied for teaching reading should be according to the

level of study. It is important to emphasize that the strategies give a good result if they are implemented at the appropriate level

The teachers mentioned that there are several strategies that can be adapted depending on the subject being taught. The strategies mentioned have been used at higher levels as the readings with specific vocabulary have developed better skills and comprehension by the students related to the opinion of another participant who has used the descriptions of images, which allows them to look for words to explain the images, this leads to seek information by reading, with this you can also implement the reading circles as mentioned by another participant where students through groups can exchange answers according to the questions asked by the teacher for example: what is the main idea, identify the conclusion, here the strategies mentioned above skimming, scanning and inferring are used. With all this and carrying out a good teaching plan, it can be achieved that the students maintain their reading skills and do not become bored when they do it.

In this answer, according to Biyavanti (2020), it can be proved that the visualization strategy in reading is effective because the student can interpret the information in the text through images, making it easy for him to understand the text.

Question 4: What technological tools do you integrate into your classes to enhance the development of reading skills?

Table 4

Technological tools for reading skills

	Interviewee 1	**Interviewee 2**	**Interviewee 3**	**Interviewee 4**	**Interviewee 5**
Question 4	Artificial Intelligent and Tiktok	Laptop, cellphone and tablets	Website and ethernet	Is better to use physical material	Applications of reading in plataform

Note: Different technological tools to improve reading.

In this question, several interviewees gave their point of view about technology and its implementation in the teaching of reading, most of them indicated that it is often necessary to use technology since we are in a technological era. The technological tools that were mentioned are the most common in students such as laptops, cellphones, and tablets, which nowadays have been necessary to include in their academic life.

With technology, we can use different reading apps or interactive reading platforms mentioned by the participants. Technology has sometimes facilitated teaching by implementing these tools such as the internet, laptops, cell phones, and other tools students are encouraged or believe that the classes are dynamic because they have the opportunity to do quizzes with different platforms. On the other hand, it is mentioned that by reading online they have the accessibility to find the reading they want, that is why the students have mentioned that technology has helped them a lot, also applications such as artificial intelligence, voccaroo and tiktok.

These applications have been used by teachers in readings because they mention that artificial intelligence helps them to find information about readings and tiktok to be able to record and interact with themselves, so they can make daily if they make a mistake. However, there was a response from participants who would prefer not to use technology, emphasizing that it is better to use physical materials such as books, magazines, and reading texts, which they prefer because they greatly help students develop their reading skills.

Question 5: What is the role of the teacher in the development of reading proficiency in college students?

Table 5

Role of the Teacher in development of reading

	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5
Question 5	Define level of students.	Motivate the student	Be a guide for the student	Provide Previous information	Be a guide and motivate students.

Note: Teachers' opinions on how they have performed their role in the classroom.

The responses obtained about the role of teachers have been almost similar because they all agree that the role of the teacher in the classroom should be motivating so that students feel the confidence to learner mentioned by participant motivation is crucial before teaching subject reading, after motivate the students the student's mentality is different, and the process is easier. It is also suggested that you are telling students them experiences or anecdotes related to the subject to students will feel confident and will be able to develop the skill without difficulty.

On the other hand, they indicate that they are a guide to the student feels safe to develop certain skills, especially in the skill of reading, which requires motivation and knowledge to be able to read and understand a text. The teachers mentioned that they should always be a guide and should provide materials according to the reading so that they can practice reading comprehension and formulate critical questions. The teachers mentioned that they should always be a guide and should provide materials according to the reading so that they can practice comprehension and formulate critical questions.

According to Rusgandi (2023), teaching strategies are important to developing reading skills and also mentions that the role of the teacher is to be a guide that adapts the appropriate methods and strategies for the improvement of reading comprehension, which coincides with the answers acquired in this question.

Question 6: How do you provide feedback to students on their reading progress?

Table 6

Feedback in reading progress

	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5
Question 6	Analyze with the student the errors	The growing mindset	Ask questions at random	Reread and analyze	Give concrete suggestions

Note: Feedback during reading progress.

Feedback is important and necessary after each class, so the teacher must be clear that the students have no doubts and have been able to understand what they have been taught. There are several ways to give feedback from the point of view of each interviewee have the following suggestions: analyze together with the student, encourage the student's willingness to read to correct any mistakes ask random questions to see if the student has managed to grasp what has been taught.

All this is necessary and even more so in reading skills since it is the way to know if the student is motivated to read later and understand the reading. In reading, feedback can be distinguished immediately because the learner is gaining knowledge about what he/she is reading and will be able to answer any question about the text.

Question 7: What are the common challenges you have faced in trying to improve reading skills and how have you addressed those challenges?

Table 7

The common challenges for improve the reading comprehension

	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5
Question 7	Don't like to read. They don't understand texts.	Do not have the same reading level	They do not like to read.	Low interest to read.	They do not like to read.

Note: How have you addressed challenges in classes to improve reading comprehension.

According to the participants, they said that students do not like to read and that the best way to incentive them to choose they like you what they want the most and can be enthusiastic

about reading. The participants also mentioned that it is difficult for them to find a balance in knowledge about reading skills, since some are good readers and others do not read at all, and that is why it is difficult to teach reading.

For this, it is necessary that the teacher motivates the student and can maintain a constant reading habit and accompaniment in each reading process. Here we can confirm what this research says, that motivation is a major component in reading because it has created an impact on the strategies that are applied, giving favorable results in reading skills. If motivation and educational accompaniment in reading appropriately are practiced, it is probable that the student will be encouraged to read and will be able to develop his reading comprehension.

Question 8: What strategies do you think college students can apply to address challenges in developing reading skills?

Table 8

Strategies to address challenges in reading skills

	Interviewee 1	**Interviewee 2**	**Interviewee 3**	**Interviewee 4**	**Interviewee 5**
Question 8	Scanning, Inferring and skimming	Conceptualization and summarize	Grammar structures and vocabulary	Choose the reading material	Summarize, highlighting, underliner, take note

Note: Strategies for addressing reading challenges.

Some differences in the responses have been identified, and it can be mentioned that there are many strategies that can be applied to face challenges in the development of reading skills. The participants have shared their experiences in teaching reading, so it can be observed that strategies are fundamental to developing or facing the challenges. The strategies implemented by teachers have had a favorable result in the academic environment and have motivated students to read.

This confirms that strategies such as summarizing, scanning, skimming, and inferring have shown that they can be effective and applied according to the level of study to obtain achievement in reading comprehension. Another of the strategies that had a coincidence of response is the practice of constant reading, which will allow students to have reading skills and will facilitate the comprehension of a text.

A study by Pourhosein & Sabouri (2016) agrees with the participants' responses where it tells us that the applied reading strategies such as Formulating Questions, Predicting, Summarizing, Skimming, and Visualizing generated positive results in students comprehending a text easier.

Table 9

Questions and answers related to the author

Question	What didactic strategies do you apply to improve and evaluate the level of reading proficiency of students?	What is the role of the teacher in the development of reading proficiency in college students?	What strategies do you think college students can apply to address challenges in developing reading skills?	How do you provide feedback to students on their reading progress?
Answer	Didactic strategies are important in order to develop reading skills, implement scanning and skimming to develop and understand a text well.	The teacher must be a motivational guide with the students in the teaching of reading.	Skimming, scanning and inferring are the most used strategies that have given good results in reading comprehension during reading instruction.	The feedback should be strategic and motivating at the moment of informing the student so that he/she does not feel demotivated and can recognize where he/she failed or what is missing to achieve the objective.
Author	Applying scanning and reading aloud intensified the ability to understand and obtain information from a text. (Salvatierra, 2021)	Teacher plays an important role as a guide to adapt the strategy according to the expectations of the students in the learning process. (Rusgandi, 2023)	Strategies such as scanning, skimming and inferring have proven to be effective in improving text comprehension and have enabled the optimal development of reading interpretation. (Banditvilai, 2020)	Teachers must convey to them the motivation to read. (Pourhosein & Sabouri, 2016)

Chapter V

The goal study of this research is to determine the different didactic strategies that have had an optimal result in improving reading comprehension in the students at Universidad Estatal Peninsula de Santa Elena. After extensive research, it was determined that didactic strategies are crucial and must be applied according to the student's level of study. Didactic strategies influence reading, generating good development and comprehension of reading skills; however, strategies should be implemented according to student's level of study so that they can analyze and understand the context of the readings. In this section, we analyze the conclusions based on the data collected on didactic strategies to improve reading comprehension.

Conclusions

Didactic strategies allow the good development of reading skills and can have a significant impact on reading comprehension. This study has analyzed and visualized that didactic strategies allow the good development of text comprehension. Applying skimming, scanning, and inferring to teaching reading is essential because the results will be the best in academic performance. However, these strategies are not unique; depending on the level of the students, new strategies can be applied and adapted to influence comprehension and acquisition of new strategies in reading in the foreign language.

According to the research, it was found that didactic strategies are crucial to improving reading comprehension and applying them without students understanding a text. However, when there are adequate strategies, there is usually confusion and little desire to read. It is here where the teacher must have the ability to recognize what strategies to implement to encourage the student and to encourage him to read and understand the reading. The teacher must be the constant guide in the teaching process and implant the habit of reading.

It is concluded that the challenge that can hinder the development of reading competence is the lack of motivation to read; teachers could emphasize that motivation in the classroom should be focused on the growth mentality which consists of making the student believe that they can read and understand a text, this factor is what makes students not like to read. To understand and analyze a text, the teacher must first be accompanied by methods and strategies that activate the students' interest in reading and thus ease reading comprehension.

Recommendations

In order to have a deeper improvement in reading comprehension, it is recommended to carry out more advanced research with a quantitative method in which data from in-classroom practices with students and teachers can be determined in order to verify which are the most effective didactic strategies that can be implemented to reach a high level of reading comprehension and to be able to develop this skill without difficulty and by themselves.

From the study of this research on the implementation of different reading strategies and the positive results it has generated, it is necessary to recommend that teachers apply effective reading strategies such as inferring, skimming, and scanning and motivate students to read, implementing activities with didactic strategies that improve reading comprehension skills.

Finally, based on the results obtained to reduce reading challenges, it is advisable to emphasize that motivation in the classroom is fundamental and that teachers should be the main guide so that students feel confident when reading and can develop reading comprehension with ease, so that the low interest in reading can be improved.

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Anexes

Annex A: *Certified Anti-plagiarism System*

La Libertad, 28 de noviembre del 2024

Certificado Sistema Anti-Plagio

En calidad de tutora del Trabajo de Integración Curricular denominado "DIDACTIC STRATEGIES TO ENHANCE READING SKILLS IN UNIVERISTY STUDENTS " elaborado por la estudiante Suárez Lindao Liliana Maribel, de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con % de la valoración permitida, por consiguiente se procede a emitir el informe.

Atentamente,

Lcda. Rosa Elena Niola Sanmartín, MSc.

Tutor

Annex B: *Questionnaire*

Didactic Strategies to Enhance Reading Skills in University Students

Population: Teacher UPSE of major PINE

Sample: 5 Teacher of subject reading and writing of PINE

From your professional experience, what is the most suitable method for developing reading skills in university students?

What didactic strategies do you apply to improve and evaluate the level of reading proficiency of students?

Provide examples of how you adapt those strategies for students at different levels of reading proficiency?

What technological tools do you integrate into your classes to enhance the development of reading skills?

What is the role of the teacher in the development of reading proficiency in college students?

How do you provide feedback to students on their reading progress?

What are the common challenges you have faced in trying to improve reading skills and how have you addressed those challenges?

What strategies do you think college students can apply to address challenges in developing reading skills?

Annex C: *Interview Transcripts*

Interview with professors

P1

Q1: From your professional experience, what is the most suitable method for developing reading skills in university students?

A: OK. Hello. Thank you for this interview. Well, yes, I Have to mention suitable methods. Could we talking about this level of students at the school, at college, and at university, the level is going to be like more a very high level because as a student from university need to have first active readiness, maybe active reading, we can apply active reading even in other kind of subjects. As you have different kind of subjects like reading specifically or in this case all the other subject is necessary that you can we as a teacher help in this case giving material so students can read actively doing this kind of activities like that, this reading something is very difficult for a student. Maybe using authentic material, it's another maybe method that could be in this case. Very important for the students and maybe I can mention that I don't know in this case integrated vocabulary development could be another good way that can be used in this kind of try to develop these skills with our students in a very high level like it is in at the university.

Q2: What didactic strategies do you apply to improve and evaluate the level of reading proficiency of students?

A: OK, maybe could be reading circles that I have used with students in the very high levels in the place where work as the university and I have the opportunity to develop this kind of skill already that reading is really difficult sometimes, so I can use like comparative learning too. So, working in groups or making these reading circles it is good so they can read in this case, and they can also discuss about that maybe. I don't know identify the main idea of the reading. I can

group the students and at the end they can even identify what they understood so they can share the information after reading. So obviously we all we also need to give supportive vocabulary. So, like in scaffolding this kind of process we can give the students the level that they need. To identify what is the meaning of the paragraph. So, there is there will be like a combination that we as a teacher has to we need to give the tools so they are ready because if we give like a very difficult reading and we haven't given them vocabulary or topic that are related to that. It's going to be very difficult for them to understand and even more share the information about that text.

Q3: Provide examples of how you adapt those strategies for students at different levels of reading proficiency?

OK, talking about reading circles first depends on the subject that we that we are teaching. Maybe we can create kinds of activities with any subjects. But in this case, if I am talking about maybe reading circle, we can use like to stories in this case or m be topics related to the university so we can give first giving the material to the students. In this case, that they will have to develop all the activities during a semester, and we can have these reading circles maybe in groups so they can divide a reading circle. I like because in each activity, they can divide. All the activities will identify main ideas, support ideas, and maybe identify we this classical examples. We as a teacher must give this reading comprehension activity so they can analyze the text before of all of this obviously is necessary to teach them an important part of the text. What is the main idea? What is a support idea? How to identify conclusion, how to do this kind of scanning, skimming, inferring. Basically, we have to start with that, giving all this information, giving all these examples. Now they are ready to continue with adaptive reading, and they can apply all what they learn during any process and they can start reading and reading because this

is practice the have to read ,read, read and the will be become more the like reading or the have to do read, read, read in a better way that in this case, they don't do it so frequently.

Q4: What technological tools do you integrate into your classes to enhance the development of reading skills?

A: OK, in this case technological tools, maybe one. Well, sometimes I try to find resources online. Well, I like TikTok in this case where I can find some readings that they have this reading and listening at the same time, so they have the option of while they are reading in this case, they are listening at the same time and it's good to improve these two skills. Another maybe I have used not a lot could be in this case, Voccaline. That is something that I found like I don't know, three months ago I don't remember. So it is something that you can give a text and this is artificial intelligence, so you can give the text and even eat this this Voccaline can identify specific information about the text and can give you some aspects about that kind of information and you can practice with that so. You can create question relating to them. In this case, to the reading that you have and you can practice doing that and the same I haven't used a lot. It is read word define. This is another that can give you important main ideas keywords of the text that send you copy a text and you can upload the text. And it can identify some important aspects and some important words. How many words do you have in the text and also it can create some questions related to the topic and you can practice and also give you the opportunity to identify part of the speech. So, it gives you a section that you can see if you're using a non another conjunction preposition. It helps you to identify that so. These are basically with TikTok, maybe one of the and obviously material in this case that sometimes it's online, but these are basically the resources technological that I can mention that I can use when I am teaching reading to improve these skills for my students.

Q5: What is the role of the teacher in the development of reading proficiency in college students?

A: OK, we as a teacher, we have an important role here because we have to identify according to the level of the student. It's like a school or high school, the college, we have to define what is the level of the students, what is the most suitable in this case, material that they need. Depending on all these learning styles, we can identify what is the most suitable way. What is the most suitable vocabulary that we need to give to the students, so they are ready to in this case, and it's very important information, these uh strategies like scheming, scanning and defining main ideas, inferring. All of this is important we as a teacher, we have to combine and explain all of these topics so they are ready to complete the activities of reading and complete all the tasks that we assign. So, the role of the teacher in this kind of activity is important because we have to organize all the material. How we are going to transmit this information to the students and they are ready to assimilate and practice with that information.

Q6: How do you provide feedback to students on their reading progress?

A: OK, according to the activity, we can provide feedback according to the maybe with the final score that they receive, it is important to not only a score. Maybe we give, we give all the material they already know the information about how to apply this strategy. They finish the activity and we only score right. We only score and say, OK, you got 50, you got 60, you have. I don't know you got and your score. It is necessary maybe to identify where is the student Is having this mistake, so it is necessary to analyze all the information. Explain where you got that answer, and they already know that. OK, this was my mistake because I thought that it was the main idea or this one was the this is the statement that was the support conclusion. So, a good feedback in this case to identify where they are failing and where the correct answer is maybe.

When they are doing an activity and they now can correct that mistake and do making again in the future with future, in this case with other activities that they are going to complete.

Q7: What are the common challenges you have faced in trying to improve reading skills and how have you addressed those challenges?

A: Well, I consider the first challenge would be that the students don't like reading. They don't like to read. Even maybe in the Spanish I don't like. So, imagine in English, so they don't like reading. They don't have maybe some bases in this vocabulary, so the vocabulary sometimes they don't know some basic words. So maybe identify and finally they can identify maybe the basis of the tenses. Present simple future so that they don't identify so this maybe has been the challenges that so I give the paragraph for I give a passage I give an essay and the student don't get the main idea of the of the text. Even worse they can't complete the activity of reading comprehension. So these are basically the most difficult, because if we give only them the material to the students, they don't. No, or they don't need to identify because they don't dominate these basic tenses. This basic vocabulary and they don't like. We have to make that change and give all the opportunity to our students to practice and try to encourage them. That reading is another important skill. That is really important in this second language acquisition.

Q8: What strategies do you think college students can apply to address challenges in developing reading skills?

A: Basically, first they need to identify all these strategies that I mentioned before. What is a skimming? What is scanning? What is inferring? How to make a notation? It is another important aspect when we are reading making a notation. First the first part that they need to know all the possible strategies that they are going to apply while they are reading. After that when they a ready with the knowledge of this strategy, they can start making this like listening. Listening is

not only that they practice today and OK, but my listening has also improved. No, the same reading. We have to continue reading practice, practice, practice. Maybe follow assistant. OK. During this month, I am going to read this passage. We can find a lot of material on the Internet and it's like taking a book or taking something instead of taking your cell phone instead of taking that, take a passage and practice. I consider that practice makes this perfect aspect of developing this important skill, as in this case that is reading.

P2

Q1: From your professional experience, what is the most suitable method for developing reading skills in university students?

A: One, this is for interesting questions. Nowadays, due to technology we have many different applications in order to enhance not only enhance but also improve reading skills. The application that I in advanced English used the most is called the critical reader. The critical reader is an application that provides students the opportunity to receive a reading questions every single day. The reading is in a small paragraph and then there is one question and at the end the application will provide the explanation of the different answers and this is the application that I use the most.

Q2: What didactic strategies do you apply to improve and evaluate the level of reading proficiency of students?

For this question #2. The deductive strategy that I apply for my students, and I normally encourage students to use fluency. Fluency will give them the ability to put one sentence after the other, the other without hesitation, and many teachers, when we listen, a good fluency, we understand that the students have read not only have read have practice. And is able to speak English. In addition to that, and another strategy that I use is for the stories to read out loud.

Reading out loud gives them the opportunity to listen to themselves, listen the way they pronounce, and also listen to their hesitation. And that will give them the correct practice to improve influence.

Q3: Provide examples of how you adapt those strategies for students at different levels of reading proficiency?

A: When providing examples a little difficult, but I will try to focus on one because there are many different examples in my classes which I teach advanced English. One of the examples that I use is the picture descriptions I put a picture on the screen and the students are supposed to observe the picture. Read whatever the picture is tell it and then try to explain what they have seen. Of course, they do have strategies on how to explain pictures, for example. They have to explain different colors, different shapes, different environments and also they concentrate on what the picture is all about, so that is one of the strategies that I use the most.

Q4: What technological tools do you integrate into your classes to enhance the development of reading skills?

A: Nowadays, students usually they bring the technological tools. Many times teachers try to encourage students to just to bring the regular book. The regular notebook and a pen and pencil. However, based on advancements and based on technology and how education has improved over the years students they bring their own cell phones, they bring their own laptops and they don't have a cell phone. They will have a laptop. They bring their own tablets in which they have these stories. There they have the books there. So these technological tools, we as teachers, we cannot deny the students they use of this of this tools therefore, in this for these questions, I believe that the students will provide the best tool that they can not only afford to buy and also be able to use this application.

Q5: What is the role of the teacher in the development of reading proficiency in college students?

A: Well, of the role of the. Teacher is very difficult. One is motivation and then after motivation is achieved, then we can we can encourage a lot more reading, reading all type of material, not only. Give them stories and questions and answers. But also regular magazines, regular novels or science fiction books in addition. To that, we as a teacher would. To encourage them to select reading materials, to select what they like to read, not only encouraged by the teacher, but also what they feel comfortable with.

Q6: How do you provide feedback to students on their reading progress?

A: Yes, in this, in, in feedback and we work. A lab because sometimes providing feedback can be positive and negative for the students. We have to be very careful when we provide feedback. The feedback that I usually encourage students is the growing mindset. What is the growing mindset?

The growing mindset is to make the students believe that they can read they can read. They can have it, they can have a good fluency and they can, and they have a good understanding. Once the teacher provides enough feedback, the students mentally start believing that they are capable to read. That is the best feedback that I provide.

Q7: What are the common challenges you have faced in trying to improve reading skills and how have you addressed those challenges?

A: If challenges are difficult to answer as well. The major challenge that we as teachers face is that in one group of students, not everybody has the same. Level of under. Some students, they do have the capability to read and comprehend the context and the in the first reading.

However, some other students need to read repeatedly in order to understand that brings a problem because half of the class is advancing faster, and the other half of the class is staying behind. This is the challenge that we are as teachers need to put a balance in these two different subjects.

Q8: What strategies do you think college students can apply to address challenges in developing reading skills?

A: Wow, that's an interesting question as well. The strategy is because at the college level, students need to read, comprehend, and then they need to answer questions. Therefore, one of the strategies that we try to encourage is contextualization. What is contextualization is the ability to read a paragraph and try to understand what the paragraph is talking about, what is the main message? Once we have conceptualization? Then we can. It's very easy for the teacher to start asking and answer questions because we are students are able to count things. Size and finally, in order for them to read, they also have to summarize, because in the reading sometimes are readings, the one page, sometimes the readings 2 pages they need to summarize the base and the most important information. The most important details. To be able to answer the teachers' questions.

P3

Q1: From your professional experience, what is the most suitable method for developing reading skills in university students?

A: OK as a Method, there are many different methods, but in combination with other skills, I as a professor I use one specific method. Sometimes I use collaborative methods with reading skills because the student has the opportunity to share information about their reading. So, they can ask and answer questions about the reading that they read. So, this is collaborative method and

maybe can be a strategy that I use with the reading comprehension, or maybe a strategy as skimming and scanning that is different strategies to a method in this case. But if you say me on a specific method for me that I consider is the collaborative methods that I can do in this case.

Q2: What didactic strategies do you apply to improve and evaluate the level of reading proficiency of students?

A: OK, in this case to evaluate the reading proficiency in the student of didactic strategies are apply different test. Yeah, this is one option sometimes, and any specific points in the exams they need to read and answer questions where they identify a specific word a specific information they need to identify sometimes. For example, what is the topic for this part of the reading? Yeah, this is maybe some didactic strategies, but to evaluate the proficiency of the level in this case is just to test.

Q3: Provide examples of how you adapt those strategies for students at different levels of reading proficiency?

A: One so in this case the different levels is according to the level that they are. In this case, if I have a student of first semester I. Need to choose readings or reading with a specific vocabulary today. No, I'm not going to apply, for example, be one for the students of a ones. In this case, The example that I can give you in this case that I tried to adapt according to the label, the specific topics vocabulary that they have in the books nowadays, we have an we work with a book. In this book you can find in each unit 1 reading comprehensions they read and these reading are about the topic about the vocabulary that they are. Using this method they identify specific vocabulary, answer questions according to the level strategies.

Q4: What technological tools do you integrate into your classes to enhance the development of reading skills?

A: OK, technological tools that I use maybe can be for example life worksheets. There is one. Well, this is a resource that is a tool. But also I work in a face to face classes this semesters and another semesters, but tools that maybe for reading comprehension in this case on different websites that you can find in the BBC learning, Web sciences and tools, but others are resources, but this kind of material that you have on the Internet, the Internet maybe cannot tool that I use.

Q5: What is the role of the teacher in the development of reading proficiency in college students?

A: The role as a teacher is to try to fold. To detect the students that they identified, importance of reading comprehension of the reading. So, we give these strategies, or we give the different techniques that they need to use to read, for example, the skimming, scanning, we explain how can they identify what the idea of the authors is. But if they don't practice these reading, reading activities, they are going to have a good level in reading comprehension, for example. But the role as a tutor is to direct the students to and correct ways or the path, yeah, we give the different advice, but they need to apply this. It's like motivating the students to read.

Q6: How do you provide feedback to students on their reading progress?

A: OK, the feedback sometimes in the reading is maybe immediately. Yeah, because when we work in a face-to-face class when we work an activity of reading now, for example, the feedback of the vocabulary, answer questions, what is the idea of the authors as a professor I tried to the students. And define that. What is the idea of the author? What is the reading about? There are some questions that we can find in the reading comprehension but. The feedback immediately to it for the students, and so to identify the progress of the having the reading comprehensions. That is the way maybe to give the feedback at the moment. Or to give the feedback in autonomous work maybe to say, analyze more the vocabulary, more the idea of the authors. You can find

information here or there or something like that. Yeah, this is the way to give feedback to the students.

Q7: What are the common challenges you have faced in trying to improve reading skills and how have you addressed those challenges?

A: OK. Is that the students they don't like to read and this is a real challenge the students would like to read. This is in Spanish and this is in English more in English because sometimes they don't understand they have a lack vocabulary and that is another point. And so, to affront this is a way that sometimes I tell to my students, I say to my students they have the opportunity. To read the things that they want to read. I never say OK, you are going to read La Iliada, for example. Yeah. No, they have the opportunity to choose the things that they want to read. That is one point that I consider that is really important, that they feel motivate to read. It's like reading for pleasure and they can read, in those cases, the topic that they want to read.

Q8: What strategies do you think college students can apply to address challenges in developing reading skills?

A: When you say colleges, university students, right? College students, OK, they need to apply strategies that help. But first they need to try to learn more vocabulary and this is one important theme. Try to identify some grammar structures. That is, one is 2 strategies and then they start they need to start to read basic information. Try to read maybe. I don't know different news on the Internet, on Facebook, on the social device and social media, for example. And so with that strategies, they can start to read more and then when they feel comfortable, they start to read a book, one book they like to read, something reading for pleasure and try to identify the words that are in use. In these cases. With that, they learn more vocabulary, and so they continue to

improve the reading comprehensions or the readiness strategy and the reading skills in the world, yes.

P4

Q1: From your professional experience, what is the most suitable method for developing reading skills in university students?

A: OK, thank you. I applied in cooperative learning and also communicative activities inside class. That is the best resort to develop the reading and skills. Because this permit to analyze the reading according with the respective structure.

Q2: What didactic strategies do you apply to improve and evaluate the level of reading proficiency of students?

A: Yeah, OK, according with this activity related really reading proficiently. Yes, I like a lot yeah, to use their specific information. Related with the real problems that are happening around the world and other connected with technology, with medicine, with education. Yes, I prefer the same segmentations and sometimes interview activities.

Q3: Provide examples of how you adapt those strategies for students at different levels of reading proficiency?

A: OK, I consider that students can, according to the different level. About him all of them are prepared to read, are prepared, specific with the specific Analysis According with the context and also, they can analyze different types of reading and then the students can you can analyze the reading when you're reading something or text. You can give one opinion according with your point of view, but I consider that all students. With this level, this inside in university for example here, yes, are prepared to analyze a topic, yes.

Q4: What technological tools do you integrate into your classes to enhance the development of reading skills?

A: OK, first of all, I consider that reading as the especially that's sorry reading skills has a different estate. Yes, first of all. We must analyze the title above the topic. First of all, that is the main idea. When you read the title, you have an idea about the next step. After that we have the general introduction about the topic and also the readers can analyze the what is the next step or what is the next information according with the topic. Remember that the reader the reading presents that the first paragraph with main ideas and the second paragraph with another one and so on like that. But all those paragraphs inside the content are related with the most important aspects related with the title and finally we have the conclusion topic. But remember you can read it also a topic analyzing for main idea or I don't know main purpose is that you can read it, but I don't know this to try to understand what is the best result about something. It depends according on the teacher's necessities or according with students level.

Q5: What is the role of the teacher in the development of reading proficiency in college students?

A: Yes, the teacher must provide. Or information according with these special skills, by remembering if a person can read or also at the same time that information must be analyzed, yes, but each one of our students also given special instructions about trying to understand what is the meaning about them trying to understand the vocabulary about this story, if a student practice in every moment is this the student practice with their reading, there's all those reading can be related with different story or different arguments and also this will provide the specific extreme, say, for each one of them, remember that the reading skills permit to analyze all information and at the same time can learn new vocabulary or vocabulary that can be very stressful.

Q6: How do you provide feedback to students on their reading progress?

A: OK, good. Good question. Yes, I always am mentioned to my students when each one of them practice with reading. If they don't understand the most important ideas. I recommend them, to read again to analyze it according with their ideas connected with different, maybe this connectors, and also if we analyze that a part from that, checking information about what is the meaning about it, I don't know about the. Vocabulary that sometimes can be very difficult, but I suggest to try again. Looking For more information according with the topic. Maybe if I read in this moment and information about maybe I don't know this is about. So, it is civil engineering. Yes, I can understand some technical words, but if I check it more information about that looking for other, I don't know texts or maybe other resources I can. Yes, I am going to check it. I am going to understand more information, practice and practice and practice is for me. Thank.

Q7: What are the common challenges you have faced in trying to improve reading skills and how have you addressed those challenges?

A: OK. Thank you. Yes, I think, yeah, I think this is in a positive way when I encourage my students to to practice their reading this activity each one of them the practice step by step. Remember, the reading is like this is a practicing little by little. Yes, and also and the best and at the same time the students can analyze other kind of directive resources to improve this special Skills. But for me, yes, in my experience, according with that is to go for this for a specific information in each class analyzing different type of readings. It isn't only about culture, about education is about this maybe with literature is about information related with social problems that will permit to visualize the real world at the same time looking for and learning more vocabulary.

Q8: What strategies do you think college students can apply to address challenges in developing reading skills?

A: I like to use a study tool at the same time as my student to choose the story, magazine, articles or arguments from different topics that can be very emotional or very interesting for them. I suggest that the students choose the topic, choose the best reading and also this will probably need to learn in an easy way when something that. You can like a lot and then at the same time each one of them will learn in the best way. Also, I consider that the most important aspect or the best strategy to practice vocabulary is according with the reading skills. But remember that this is this special skill different aspect, and we can read for fifteen minutes because I don't know how to manage more vocabulary every day. Everyday recognizing sounds, recognizing vocabulary and of course this will for me to wave the arguments or the best ideas that is for me.

P5

Q1: From your professional experience, what is the most suitable method for developing reading skills in university students?

A: Ok. I think one of the most suitable methods for developing reading skills in university students are case studies. Providing students case studies something from real life, recent articles related to specific subjects. Some articles that have relevant information that can be interesting for students, right? And that connect theory to practice. I think that those are there is a suitable method, especially for university students. Another method could be the use of graphic organizers, right? Given the students opportunity to organize the information in mind maps. So, they organize the information in a visually way and they make these connections so that their ideas are clearer.

Q2: What didactic strategies do you apply to improve and evaluate the level of reading proficiency of students?

A: Well, when we. One to evaluate the level of reading proficiency of students. We also follow the necessary steps for listening comprehension exercises. For example. With interpretative reading stage, for example, they preview the text they use skimming or scanning, reading the material. Before they have a detailed reading so they look at the headings, subheadings, summaries. They have a visual context of the of the information they're going to read, right? So, this way they activate their prior knowledge. During the second stage, that is during the reading well teachers, we need to guide the reading work with the students letting them but first we need to check the vocabulary or concepts so the content is clear for them right? And after that if we want the students to understand the reading completely well. Maybe. In most of the cases, they have to summarize the information so they have to write brief summaries or paraphrase what they have read. So, they in this way identify the main ideas and all the details.

Q3: Provide examples of how you adapt those strategies for students at different levels of reading proficiency?

A: Well, we usually follow a textbook. In different levels, so all the readings that are in this different text are according to the level, right? But well. If we follow a text, we use the material that we have in that textbook or we can complement the material from the textbook with other types of. Quizzes for example, short quizzes of multiple choice, true and false. Or a short answer based on the reading material so we can evaluate the student's comprehension. We can check their vocabulary understanding right? So, with short reading. Comprehension quizzes. We can identify the level of reading proficiency of the students. And well, if they are in a higher level. Also, we try to let the students discuss about the reading or maybe they present a summary or

analysis of the reading, but this is in in higher levels, especially right when they have a higher level. and sometimes, well, they can work in groups and present have a presentation. Where they work in groups, maybe in the analysis or things synthesis. Of the rating that could be. A strategy according to the level of the students.

Q4: What technological tools do you integrate into your classes to enhance the development of reading skills?

A: Well, right now, with the help of the technology, we can use different reading apps or interactive reading platforms, right? So, the students involved in discussions say. They have the opportunity to take quizzes or the with the help of the different reading platforms, they can also. Participate in a collaborative way. So, I think with technology we have access to different materials according to the level of the students. So. Using technology is something beneficial for students.

Q5: What is the role of the teacher in the development of reading proficiency in college students?

A: Well, the teachers should be a guide always they should always encourage the students to read right, and they should provide material for the students to practice reading comprehension to ask critical questions. Use the material so they can identify the main ideas. So, the teacher should always be a guide and they create opportunities for discussion, right? So, they need to read in the next class. Maybe the teacher provides a reading that they have to prepare for the next class. Maybe that they have to present. Or they have to work in groups, they should have opportunities for discussion and the teacher should give them the material. So, teachers should guide students using active reading strategies.

Q6: How do you provide feedback to students on their reading progress?

A: OK, feedback is very important after each exercise, so this the teacher should give specific suggestions for the students to improve. Right. So, the guidance will help the students improve in their reading strategies. So always the teacher should provide constructive feedback so that the student. Maybe. What in what way he or she needs to improve so it is something that the teacher should always provide feedback.

Q7: What are the common challenges you have faced in trying to improve reading skills and how have you addressed those challenges?

A: Well, maybe a motivation could be one of the biggest challenges that teachers can have. Because some students don't like to read, don't have this culture of reading. Or maybe they are not interested in some types of reading they see that or they think that it is boring. So maybe that is the most Challenging situation right to get the student's entrance. Make them be interested in reading.

Q8: What strategies do you think college students can apply to address challenges in developing reading skills?

A: Well, well they can apply some strategies when they are reading. It is important that the teacher's guide them to highlight, underline or take notes. Check for the words from both the new words that they don't understand. Make some reflections about the about the reading right, but that could be with the help of the teacher. Right? So, practice this. Class so that the student knows what to do when he's alone, right? So. Just with those techniques. Taking notes, highlighting, underlighting. Answering questions, OK, but maybe summarizing a paragraph also I think those are the main strategies that that, that can be applied by students. Keep a vocabulary journal so they have a. Like a Bank of words, of new words that they can study until they are familiar to them, and then that can they, they can apply or incorporate to their vocabulary, right?

And. Yeah. Yes, I think that those could be the most important Techniques or strategies that can be applied by the students.