



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

**“Context Clues Strategy to Enhance Reading Comprehension
in EFL Learners”
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 “Context Clues Strategy to Enhance Reading Comprehension in EFL learners” prepared by Bazán Reyna Kelvin Justino and Zambrano Cedeño Cristhian Andrés, undergraduate students of the Pedagogy of National and Foreign Languages Major, at School of Educational Sciences and Languages at Universidad Estatal Peninsula de Santa Elena I declare that after oriented, studied and reviewed the project, I approve in its entirety because it meets the requirements and is sufficient for its submission to evaluation of the academic tribunal.

Sincerely,

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Declaration

The information and content in this degree and research work are the responsibility; the intellectual property belongs to Universidad Estatal Peninsula de Santa Elena.

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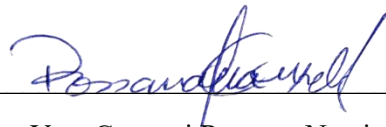
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Acknowledgment I

First, I would like to greatly thank God for providing me with strength, wisdom, and perseverance to finish this important chapter of my academic life, for allowing His blessings to guide me through every problem and uncertainty that I faced, giving me the will to continue, and faith to believe in myself; without such divine aid, this work would not have been possible.

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- Zambrano Cedeño Cristhian Andrés

Dedication I

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Abstract

This research explored how the context clues strategy enhances reading comprehension in teenage English as a Foreign Language (EFL) learners. The study aimed to examine teachers' perceptions of this strategy, focusing on its effectiveness, advantages, and disadvantages in EFL Learners. A qualitative method was applied through one-on-one interviews with five English teachers experienced in using the context clues strategy. The results showed that teachers regard the strategy as effective in improving students' comprehension. They observed that students became more confident and independent readers when they learned to deduce the meanings of unfamiliar words from the context, which also increased their vocabulary and fostered critical thinking. However, some disadvantages of this strategy were identified, such as students' fear of making mistakes and their reliance on simple context clues, which limited their effective use of the strategy. The study concludes that the context clues strategy contributes significantly to the development of independent reading skills in students learning English as a foreign language when implemented with appropriate guidance and progressive teaching.

Keywords: Context Clues Strategy, Reading Comprehension, EFL students, Independent Reading, Limitations.

Resumen

Esta investigación exploró cómo la estrategia de pistas contextuales mejora la comprensión lectora en adolescentes que aprenden inglés como lengua extranjera (EFL). El estudio tuvo como objetivo examinar las percepciones de los docentes sobre esta estrategia, centrándose en su efectividad, ventajas y desventajas en los estudiantes de EFL. Se aplicó un método cualitativo mediante entrevistas individuales con cinco docentes de inglés con experiencia en el uso de la estrategia de pistas contextuales. Los resultados mostraron que los docentes consideran que esta estrategia es efectiva para mejorar la comprensión lectora de los estudiantes. Observaron que los alumnos se volvieron más seguros e independientes al aprender a deducir el significado de las palabras desconocidas a partir del contexto, lo que también aumentó su vocabulario y fomentó el pensamiento crítico. Sin embargo, se identificaron algunas desventajas, como el temor de los estudiantes a cometer errores y su dependencia de pistas contextuales simples, lo que limitó el uso efectivo de la estrategia. El estudio concluye que la estrategia de pistas contextuales contribuye significativamente al desarrollo de habilidades de lectura independiente en los estudiantes que aprenden inglés como lengua extranjera cuando se implementa con una guía adecuada y una enseñanza progresiva.

Palabras clave: Estrategia de pistas contextuales, comprensión lectora, estudiantes de inglés como lengua extranjera, lectura independiente, limitaciones.

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Introduction

Today, developing reading comprehension skills is one of the major challenges faced by teachers of English as a Foreign Language (EFL). Many students find it difficult to understand English texts because of their limited vocabulary and lack of effective reading strategies, which affects their general performance in reading activities. This situation often leads to despair, lack of motivation, lack of confidence in dealing with unfamiliar words. In this context, the context clues strategy emerges as a valuable pedagogical tool that helps students infer the meaning of unknown words and ideas through hints found within the text. Therefore, it allows learners to focus on the overall message, improve their comprehension, and gradually expand their vocabulary as a secondary benefit.

The application of the context clues strategy not only supports students in becoming more independent and confident readers, but also encourages active engagement with the text, fostering critical thinking and deeper comprehension. This strategy enables learners to connect ideas, make inferences, and understand meaning beyond the literal level, which is essential for reading comprehension in EFL contexts. Therefore, it is important to highlight how the effective use of this strategy can enhance students' understanding of texts and contribute to more meaningful and successful language learning experiences.

The main objective of this project is to explore the experiences and perceptions of English teachers regarding the use of the context clues strategy to enhance reading comprehension in EFL classrooms. Specifically, the study examines how teachers implement this strategy, what benefits it provides for students' comprehension, and what challenges arise

during its application. Understanding these aspects will help identify effective teaching practices that promote independent, strategic, and reflective reading among teenage EFL learners.

The research is divided into five chapters, organized as follows:

Chapter I. Introduce the topic in question, presenting the problem statement, guiding questions of the research, and the objectives, while providing a justification that highlights the relevance and importance of the topic in the field of education.

Chapter II. Presents the theoretical framework, detailing the background of the study on three levels (international, Latin American, and national) and the pedagogical and theoretical basis, delving into the fundamental concepts of reading comprehension, along with the use of context clues strategy and legal bases.

Chapter III. Details of the methodological framework, the type, and design of the research, the group of participants, the instruments used, and the data collection techniques employed.

Chapter IV. Analyzes and interprets the interview data, focusing on the patterns and themes that emerge around the use of context clues in reading English as a foreign language.

Chapter V. Conclusions and recommendations of the study, based on the findings, which point out the necessity of utilization of Context Clues Strategy in improving the reading comprehension of the EFL learners.

Chapter I

The Problem

Research Topic

Teaching strategy and Reading comprehension

Title of your project.

Context Clues Strategy to Enhance Reading Comprehension in EFL Learners.

Problem Statement

Reading in English is considered one of the most important skills in academic institutions and the most significant of all four skills (Abeer, 2022). However, many English as a Foreign Language (EFL) students face difficulties in understanding what they read, often due to low motivation, limited prior knowledge, and insufficient vocabulary (Nanda & Azmy, 2020).

Reading comprehension is a process that allows an individual to process, comprehend, and make meaning from written texts, which is essential for knowledge acquisition in all fields (Kim et al., 2021). Yet, when students encounter words, they have not seen before, their motivation and confidence decrease, leading to superficial reading and poor comprehension. (Raza et al., 2022).

Studies in various contexts illustrate this issue. An international study in Indonesia found that not only were the students' comprehension limited by difficulties with vocabulary, but a negative attitude toward reading hindered comprehension, which indicates the need for effective strategies to assist these students with their reading and to enhance their comprehension of texts (Nussy & Pekpekay, 2024).

In Latin America, a study conducted by Hess et al. (2025) in Mexico highlighted that reading comprehension can be enhanced using context clues strategy; however, reading

comprehension in the region remains below international standards. Suggesting that these strategies are not yet common or routinely practiced in classrooms.

In Ecuador, Vargas (2024) pointed out that teaching reading comprehension in English as a foreign language sometimes lacks an adequate strategy. Medranda et al. (2023) argued that employing effective strategies and designing programs that encourage understanding and critical thinking is essential. Similarly, Burgin and Daniel (2023) mentioned that many schools do not openly emphasize the development of this skill, resulting in students being unprepared to manage texts that involve broader knowledge or inferences.

Given these challenges, using context clues seems like a highly promising strategy. context clues mean figuring out what strange words mean by looking at the surrounding text, such as other words and sentences (Nurhaeni, 2022). Furthermore, the main objective of reading is not to memorize facts, but to understand main and secondary ideas and relate them to context (Grabe & Stoller, 2020).

There is a limited amount of research on using context clues to understand English as a Foreign Language in texts, particularly in the Ecuadorian education context, specifically in Santa Elena Province. There is a need to explore the application of this kind of strategy in educators' pedagogical practices. Thus, the research explores how using context clues helps comprehension, promotes critical thinking, aids students in coping with unknown vocabulary, and provides evidence for relevant conclusions for effective learning.

Justification

The use of context clues to teach English as a Foreign Language (EFL) learners is a tremendously effective way of developing reading comprehension. As Widyaningsih and

Ratmanida (2023) explained, the context clue strategy encourages independent reading because learners can determine the meaning of an unknown word with the surrounding text, rather than relying solely on a dictionary or a teacher to define unknown words. This is a vital skill for EFL learners because it fosters fluency development, reduces frustration, and keeps students focused on the overall message of the text.

In a study about the context clues strategy, Khairani (2022) noted that students participating in classroom instruction using the context clues strategy showed considerable improvements in reading comprehension. Therefore, the study indicated that using this strategy allows learners to develop autonomy, as students are less likely to rely upon dictionaries or teacher explanations and use reasoning skills instead to make meaning of unfamiliar vocabulary.

Similarly, Rynette (2010, as cited in Hong & Lanh, 2023) highlighted that the context clues strategy has many benefits, such as encouraging readers to grow their vocabulary by using context clues to understand unfamiliar words; students can improve pronunciation through context clues, and readers who use context clues can understand what they are reading. Also, these clues help readers figure out how to say words correctly, connect ideas, and develop critical thinking skills for meaning (Zhou & Wu, 2024).

The principal objective of this research is to explore the use of the context clues strategy to enhance reading comprehension in teenage EFL learners, a strategy that aims to enrich the learning process. By implementing the context clues strategy, students feel more engaged in class. Building up more independence in reading and enhancing their ability to infer meaning without constant external help. This not only enhances their vocabulary knowledge but also sharpens their overall comprehension skills and their confidence when dealing with any complex text.

Problem question

How do teachers perceive the use of the context clues strategy to enhance reading comprehension in teenage EFL learners?

Specific questions

- What are teachers' perceptions of the relationship between context clues strategy and reading comprehension in Teenage EFL learners?
- How do teachers implement the context clues strategy to enhance reading comprehension in teenage EFL learners?
- What advantages and obstacles do teachers encounter when using the context clues strategy to enhance reading comprehension in Teenage EFL learners?

General Objective

To explore teachers' perspectives on the use of the context clues strategy to enhance reading comprehension in teenage EFL learners through qualitative data collection methods, such as interviews.

Specific objectives

- To examine teachers' perceptions of the relationship between the clues strategy and reading comprehension in Teenage EFL Learners.
- To describe how teachers implement the context clues strategy to enhance reading comprehension in teenage EFL Learners.
- To identify the advantages and obstacles teachers encounter when using context clues to enhance reading comprehension in Teenage EFL Learners.

Chapter II

Theoretical Framework

Background

In this study, the theoretical framework is constructed through an analysis of relevant articles within the field of context clues strategy and reading comprehension. By combining current literature, this framework aims to explain key concepts and theoretical perspectives for understanding teachers' beliefs, actions, and challenges when using clues while teaching reading in the classroom. Additionally, according to Luft et al. (2022), a literature review should directly inform and align with the theoretical framework chosen for a study, ensuring that the insights from the theoretical framework are clearly connected to the research aim and guide the analysis of qualitative data.

International background

Worldwide, some research has been conducted on the use of context clues to help students understand what they read in English classes. Important studies from various countries explain how this strategy helps students learn unfamiliar words, understand texts, and participate more in class. This research builds on those ideas. This section presents some important results from international studies on the use of context clues to improve reading comprehension in English as a foreign language.

Some research carried out by Sison et al. (2023) in the Philippines showed that students understand the basic concept of context clues and consider them to be beneficial to their vocabulary knowledge and comprehension skills. However, the students' overall ability to practically employ context clues is only average at best, due to their limited command of strategies. The authors concluded that students' comprehension is moderate due to a lack of

instruction and practice, and similarly, they found that if context clues strategy were explicitly taught and adjusted into the lesson plans, reading comprehension and vocabulary growth would improve significantly. In conclusion, the study shed light on the importance of raising awareness of the strategic use of context clues strategy for improving students' understanding of text.

Furthermore, a crucial study in Indonesia by Ilahude et al. (2021) found that there was a significant interaction, which indicated that the context clues strategy had a significant contribution to pupils' understanding of reading texts. The authors claimed that this strategy is useful because it can be easily applied by the teacher while encouraging independent learning. The article also highlighted that the context clues strategy does help create a more active learning process, which enhances pupils' enthusiasm for learning English.

Similarly, Oktaviyanti et al. (2024) explained that context clues serve as hints to help students understand unknown words without trusting the dictionary. The authors emphasize that the strategy can improve students' ability to identify key ideas, vocabulary, cohesion, and grammar in texts, making reading more meaningful and enjoyable. In addition, students who used the context clues strategy showed significant improvements in the results of reading comprehension.

Finding from Oclarit and Casinillo (2021) in the Philippines showed that reading comprehension improved once context clues were introduced. The authors highlight that students' consistent use of context clues helps them comprehend what they read, and teaching learners how to identify these clues over time can contribute to comprehension. Therefore, the study concludes by recommending the integration of context clues into school reading programs to strengthen reading sessions and foster comprehension development.

Another study in Indonesia by Stevani et al. (2022) highlighted that readers with strong vocabulary, grammar, and decoding skills are more effective at using context clues than those with lower literacy skills. The findings of this study indicated that a reader's proficiency in reading is significantly linked to their ability to infer word meanings from context clues. The authors suggest teaching these clues step by step, starting with the easiest and progressing to the most difficult, so that all students can improve their reading skills.

Although other authors have pointed out the usefulness of context clue strategy for improving reading comprehension, Soma et al. (2023) found that teachers noticed challenges even when students were provided with hints or clues about the text such as students' inability to confidently guess, students' frustration or impatience, and difficulty effectively applying context clues. The study noted that context clues can improve reading comprehension if they are taught gradually and carefully scaffolded.

Overall, studies across the globe have shown that using context clues helps students comprehend English texts when learning it as a foreign language. Research in Indonesia and the Philippines shows that this strategy helps students understand texts better and be more involved in class. The results also point to the need for organized teaching and enough practice, along with positive attitudes from teachers and students about using context clues. However, some students experience problems when trying to use context clues, such as frustration, confusion, and lack of confidence in inferring meaning. Consequently, educational support should be provided gradually, with ongoing support and appropriate scaffolding, in order to facilitate the successful use of context clues by students in their school environments.

Latin American background

In Latin America, considerable studies have identified the role of context clues in the instructional process of developing reading comprehension in English language learners to be quite useful. The studies suggest that learners benefit from the knowledge of individual words, especially as they can consider the deeper and more meaningful interpretations of texts. By teaching the use of context clues, learners are encouraged to move beyond the simple act of translating words literally and develop skills that engage the text in a more evidentiary and interpretative manner.

Esparza et al. (2025) conducted a study in Mexico that demonstrated the effectiveness of using the strategy, which was based on assisting people to make inferences by prompting individuals to find clues in the text that would help them figure out what the text meant. The authors suggested that context clues have a deeper meaning in that context clues were used to read more deeply and more meaningfully, enough to read beyond the literal interpretations to build more complete interpretations.

Cedeño et al. (2025) in Paraguay, another pivotal study, examined active strategies that help students in recognizing key ideas and comprehension of meaning. They mention that students have done well in seeing main ideas with the use of context clues. They also mention that students are not restricted to word-for-word translations; this process aligns with clues, as students not only skim the surface meaning but also create meaning, which makes reading comprehension more robust.

In summary, the results of the Latin American studies have found context clues to be instrumental in the improvement of reading comprehension. The studies conducted in Mexico and Paraguay both noted, for example, that learners using context clues were able to identify

main ideas, make inferences, and construct meaning without only literal translations of the text on the surface. The context clues attribute not only to inform a useful instrument in language learning, but also an influential means of interacting with the textual meanings.

National background

In Ecuador, studies have shown that context clues are effective for reading comprehension among Ecuadorian students; however, this strategy has not been thoroughly researched in the province of Santa Elena, and therefore, there is little information on how context clues facilitate textual comprehension. Consequently, these factors support the need to investigate their effectiveness.

A study in Ambato by López (2023) found that the use of the context clues strategy improves reading comprehension by helping readers figure out the meanings of unknown words or ideas in text by using surrounding words or ideas as context clues. Doing this requires active engagement with the text and ultimately leads to better comprehension. The Author highlighted that the process of using nearby words and sentences is how readers create meaning while connecting their new information with existing knowledge. In this way, the reader engages in critical thinking by making predictions and inferences from the writing, leading to better comprehension and retention overall.

Another study in Quito by Doicela (2021) found that the use of the context clues strategy directs students to use both language-based and non-language-based clues in a text to better interpret the meaning of unfamiliar words or concepts, which promotes students' reading comprehension. Research indicates this is important because it requires the reader to interact

with the text and make connections with new vocabulary and their knowledge, as well as determine meaning by looking at the words, sentences, and the whole context surrounding the word he or she is trying to understand.

In conclusion, this data provides an impetus to study how context clues are taught and developed in the classroom in Ecuador. Although previous research has demonstrated that they are effective, studies regarding the use of context clues in the province of Santa Elena are very limited. Studying the teacher's beliefs and practices about using the context clues to support students' reading comprehension will provide an opportunity to increase our understanding of how using this strategy can positively affect students' reading comprehension. This is a contribution to the development of academic knowledge and also provides the basis for developing high-quality teaching practices that take into account regional educational settings.

Pedagogical basis

Constructivism

As Umida et al. (2020) constructivism is a pedagogical approach that emphasizes the active role of learners in constructing their own understanding and knowledge through experiences and interactions. Learners find knowledge meaningful when they can create their own meanings, concepts, and ideas with their prior knowledge. A primary responsibility for teachers is to support students to identify learning methods, skills, and strategies that work best for them, thus facilitating students to engage actively, personally, and reflectively on their learning which then enables students to make connections between their learning and the real-world context, as well as develop their abilities to think critically and creatively, solve problems, and develop meaningful learning experiences.

According to Piaget (1970, as cited in Erawati & Adnyana, 2024), constructivism supports the idea that learning is an active process where students construct new knowledge by relating and associating the current information they are learning with their prior or existing experiences by modifying their existing mental constructions. This process enables peers to deepen their understanding and retain knowledge more effectively.

In the case of English as a foreign language (EFL), reading comprehension is not simply a passive act of decoding words and sentences, but an active process of making meaning from these informative texts. The use of context clues strategy connects to this aspect of learning because it encourages students to infer the meanings of unknown words or ideas from the surrounding text, which allows them to construct an active and deep understanding to help with comprehension.

Theoretical basis

Definitions

Context Clues Strategy

According to Nurul (2019), “Context clues are hints which are found around unfamiliar words or phrases in the form of words or phrases in a sentence or paragraph” (p.21). Moreover, context clues are hints that the writer gives explicitly or implicitly in the text to assist the learners in understanding a difficult or unfamiliar word. The most important thing is that students not only understand the meaning of words but also understand the contextual meaning of words (Innaci & Sam, 2017).

Types of Context Clues Strategy

Definition clues

As mentioned by Daiu (2025), definition clues supply the meaning of the unknown or specialized word at the word itself, either directly following, but it is typically in the same phrase or sentence. This helps learners' comprehension of this term and its meaning, as they will not have to guess as the definition is provided at the word. When learners are reading carefully, they will understand the precise meaning and use it in the context of the story, and this strategy can help beginners or learners who are not masterful in the vocabulary they are encountering.

Synonym clues

As noted by Khusanova (2025), synonym context clues occur when words that are the same or have similar meanings are found close to each unknown word in the text. These provide anchors or mental connections for students to understand and derive the unknown word with some accuracy. This use of synonyms also makes learners more aware of the differences and similarities in meaning of words for meaning clarity.

Antonym clues

As explained by Samah (2019), antonym clues contain words or phrases that have the opposite meaning of the unknown word. Students can derive the meaning of the unknown word by recognizing the opposing signal words such as but, however, still, or instead) that convey the contrast. This type of context clue is important for provoking critical thinking because the reader must weigh two ideas and effectively compare their relationship. The text should offer a better chance that the content can clarify the meaning of a new word.

Example clues

As claimed by Norhayati (2022), example clues give specific examples that illustrate the meaning of the word. Learners can also see how the word could function in context and explain or derive a word's meaning. As students come to recognize example clues, they start to make connections to the abstract idea in a specific context and make meaning, making a more meaningful pathway. Examples can also help learners to think of how the word may function in various settings and situations, allowing learners to build their reading skills.

Inference clues

Inference clues require that the reader guess the meaning from the surrounding text that will give clues to derive the meaning of the unknown word, since the meaning is not provided. Similarly, (Durotul, 2023) mentioned that “the author gives non-specific clues to help the reader guess the meaning of the description of a situation. The author gives some general clues to the meaning of words, often spread over several” (p.55).

This is a higher-order processing strategy that engages students to evaluate context, connections, and conclude about the meaning of the word. According to Rice et al. (2023) inference clues are advantageous since they develop independent learning skills that help learners reason and perceive the construction of meaning from text, which has implications for the comprehension of more complex passages.

Reading

As mentioned by Ariyanti et al. (2025), reading is an essential skill for learning and communication, offering both enjoyment and intellectual development. Interacting with diverse texts not only expands one's knowledge of a language, but also one's understanding of foreign cultures and perspectives. Furthermore, reading is a fluent process when readers bring together

information absorbed from text and combine it with their own background knowledge in a process of meaning-making (Nunan, 2003, as cited in Ayu & Budiasih, 2021).

Reading Comprehension

As reported by Zainal et al. (2022), reading comprehension involves a variety of reading skills, such as word recognition, fluency, vocabulary, and prior knowledge, and these must be applied in a timely manner to provide knowledge from the passage read. Thus, comprehension is not a passive activity; it is an active cognitive process that requires continuous interaction between the reader and the text. The effectiveness of reading comprehension relies on the improvement of each one of these skills systematically.

Reading Comprehension in EFL Learners

Reading comprehension refers to the process of constructing meaning, interpreting, and understanding written texts. According to Fergina et al. (2024) it involves recognizing spelling, as well as understanding both explicit messages, such as the main ideas and details of the text, and implicit messages, including inferences, vocabulary, and meanings.

Nonetheless, to achieve effective comprehension, readers must understand the material, make inferences, and then connect the information they have learned with their own prior knowledge. Nurdianingsih (2021) emphasized that reading comprehension is about the reader's interaction with the text and the skills they use, not about decoding words. To interact with the text, readers must use other strategies. This strategy can help students link new information to their prior knowledge and promote critical thinking.

Similarly, Patty et al. (2025) noted that reading comprehension in English as a Foreign Language (EFL) is particularly challenging for learners, not only because of their limited

vocabulary but also due to their limited familiarity with linguistic forms that are likely less easily accessed; therefore, strategic approaches are crucial to comprehension and learning altogether.

Theories

Scaffolding theory

The use of the context clues strategy to enhance reading comprehension is supported by Vygotsky scaffolding theory. According to this theory, scaffolding involves taking large blocks of information or skills and breaking them down into smaller chunks that students can more easily understand (Vygotsky, 1978, cited in Maldonado, 2024).

In the EFL classroom, the use of scaffolding is essential for engaging the students through the gradual stages of using context clues to assimilate unknown vocabulary and comprehend texts. Initially the teacher should provide explicit modelling of the easier context clue types (that is, synonyms, definitions, examples) and limited, structured practice and feedback. As learners become competent with the work, this assistance should be rendered ineffective, so that learners will be able to use the strategy. This process of gradual release of responsibility, by the teacher to the student, leads to the eventual confidence and mastery in reading comprehension development over time. Also scaffolding Theory is particularly salient in this study since the use of the context clues strategy occurs by requiring learners to move from the passive act of word recognition to the active reasoning and inferring of meaning, the latter which requires higher order thinking skills.

Schema Theory

The schema theory, proposed by Frederic Bartlett, posits that readers perceive new information through schema preexisting mental paradigms. Bartlett (1932) asserted that learners are never simply given information but reconceptualize it as if they would any new information,

drawing on that information and their prior knowledge. When readers are confronted with unfamiliar text the materials, contexts, themes, and perspectives it contains, they draw on their schemas to understand the content, predict its content, and infer its meaning. The more closely new words or ideas are linked to what people already know, the better their reading comprehension, and independent reading.

Similarly, Wankun (2024) mentioned that when people understand new things, they need to relate new things to known concepts and experiences. It implies that adolescent learners may interpret the meaning of unknown vocabulary and texts more easily when these words can be interpreted in the light of previously known knowledge. This occurs in the process of using context clues, in which students are asked to connect words and sentences with that which surrounds them. This not only assists reading but the acquisition of vocabulary. This reinforces the necessity of a combined use of prior knowledge for efficient and independent learning.

In conclusion, Scaffolding Theory states that learners do best when supported in a temporary and adjustable way for a task slightly beyond their available competence. Within it, as more support is given, students gradually take on greater responsibility. If this is combined with Schema Theory, which holds that learners interpret new information through the frameworks of their previous knowledge, it becomes clear to see why guided learning is effective. In the case of EFL reading, teachers help students learn first to use context clues, and then the students put new vocabulary and concepts with their previous knowledge and so construct their own understanding and so improve their comprehension of reading.

Legal basis

The Constitution of the Republic of Ecuador (CRE) acknowledges education as a right in perpetuity and asserts that it is the primary responsibility of the State. Article 26 establishes that education is amongst the top priorities of public policy and public investment, with the principles of equality, inclusion, and opportunities needed for a good life. Article 27 stipulates that education shall foster the full development of each person, ensuring it is inclusive, and that intercultural understanding is a part of the experience, while also cultivating critical thinking, participation, and creativity.

These principles offer a solid grounding for the current research study, which investigates the use of the context clues strategy as an instrumental tool for improving reading comprehension in EFL students. Context clues empower students to infer the meaning of vocabulary that is new to them, thereby enhancing autonomy and developing linguistically competent students that are actively engaged with reading texts. The use of context clues thus attends to the constitution's calls to foster critical thinking as well as cognitive development, within an educational response that is inclusive and thoughtfully engaged to support the learning of individuals and collectives.

In the Constitución de la República del Ecuador (2008), the following articles are mentioned:

Art. 26. - Education is a right of individuals throughout their lives. It is also an inescapable and inexcusable duty of the State. It is a priority area of public policy and state investment. It guarantees equality and social inclusion and is an indispensable condition for a good life. People, relatives, and community have the right and the responsibility to participate in the educational process (CRE. 2008, art. 26).

Art. 27. - Education will be centered on the human being. It will guarantee their holistic development with respect for human rights, a sustainable environment, and democracy. Education will be participatory, compulsory, intercultural, democratic, inclusive, and diverse, with quality and warmth. It will promote gender equity, justice, solidarity, and peace; it will stimulate critical thinking, art and physical culture, individual and community initiative, and the development of skills and abilities to create and work (CRE. 2008, art. 27).

In closing, Articles 26 and 27 of the Ecuadorian Constitution present education as a transformative process aimed at achieving equality, inclusion, and the overall development of learners. Within this shaping of educational practice aligns the application of the context clues strategy to improve reading comprehension in EFL classrooms, allowing students to imply meaning through context, build vocabulary and reading development, and support critical thinking, autonomy, and participation. For these reasons, the use of context clues is beneficial when teaching English in ways that not only support academic needs but also embody what is required in the Constitution for education to succeed, allowing all the pieces to fall together in a quality education, allowing students to operate examination critiques as independent and participative readers through their learning process.

Chapter III

Methodological Framework

This study employed a qualitative method, focusing on the perspective and experiences of teachers in the province of Santa Elena who integrated the context clues strategy to enhance reading comprehension in English as a Foreign language, particularly among teenage learners. This research aims to help teachers understand how to efficiently apply this strategy in their classrooms.

As reported by Lim (2025), qualitative research is a methodological approach that seeks to understand and interpret phenomena in the social world through non-numerical data, such as observations and experiences. The author states that it attempts to interpret and analyze the meanings, insights, and experiences of individuals or groups in the contexts in which they occur. He highlights that, in educational research, qualitative research provides further detail on human behavior and creates a picture of teaching and learning processes.

Data collection included five English teachers who used the context clues strategy to facilitate reading comprehension. The interviews were conducted via Zoom for greater flexibility for the teachers, and a structured format of eight open-ended questions related to the research problem.

Type of Research

Phenomenological Studies

The research project used a phenomenological design. As stated by Pandin and Yanto (2023), phenomenological design is frequently employed to understand a phenomenon based on the lived experiences of those who have lived it. By adopting this methodology, the current study facilitated an opportunity for teachers' perceptions and experiences to be deepened regarding

their usage of the context clues strategy for improving reading comprehension in EFL classrooms, especially of adolescent students. The primary focus is on teachers' views, as we can describe the phenomenon to provide a rich description, as happens in teaching practice.

Data Collection Techniques

One-on-one Interviews

This research is based on interviews with English teachers, with a specific focus on the teaching of adolescents at three schools in the province of Santa Elena. The interviews focused on how the teacher participants have employed the context clues strategy in their own classrooms, and if they felt that it contributed to their students' reading comprehension.

According to Roulston (2010, as cited in Chand, 2025), interviews serve as a means of communication between researchers and participants, providing access to how people build their understanding of the world. Allowing two people to share a conversation gives the researcher the added benefit of gathering rich descriptive data, which is important in studying human behavior and beliefs, and in exploring social interactions.

Instrument

Questionnaire

According to Taherdoost (2021), “A questionnaire is an important instrument in a research study to help the researcher collect relevant data regarding the research topic. It is significant to ensure that the design of the questionnaire is arranged to minimize errors” (p.8). A well-organized questionnaire improves the reliability and validity of data gathered as well as confirming that the questions are unambiguous, unbiased, and relevant to the research purpose. In addition, the questionnaire should be pre-tested and piloted to preclude vagueness and

misinterpretation, thus giving responses a chance of being valid and significant, improving the integrity of the research process.

Type of questions

Open-ended Questions

The questionnaire encompasses eight open-ended questions directed at teachers who have experience of using the context clues strategy. Open-ended questions are those that allow the participant to provide their own opinions, feelings, or thoughts without predefined answer options. They are useful in qualitative research, as they allow the participant to respond in depth, and in real terms, giving rise to discovering subtle distinctions, differences in understanding, or perspectives (Lahmer & Lahmar, 2022).

The purpose of these questions was to explore the experiences of teachers utilizing the context clues strategy in reading comprehension, within an EFL classroom with adolescent students. By allowing educators to describe their practices and observations, the open-ended questions allow for details to be provided about the relationship between practice and student learning. The interviews were conducted on the Zoom platform, enabling flexibility for Educators from three different schools. This approach allows the provided information to represent the experiences of the educators accurately, which is particularly important to the rigor and depth of this qualitative research.

Data Collection Processing and Resources

Table 1 Data collection

Questions	Explanation
What?	To obtain the data collection
Where?	In Three different schools in the province of Santa Elena, such as: Unidad Educativa Árbol de Vida, Unidad Educativa Capitán Rafael Moran Valverde, Unidad Educativa Almirante Poveda Burbano
When?	September 2025
How?	One-on-one interviews using a questionnaire
What for?	To explore the experience of English teachers with the use of the context clues strategy to enhance reading comprehension and examine the advantages and obstacles of using this strategy.

Note: This table outlines the guiding questions used to define the data collection process, including its purpose, context, and timeline.

Population and sample

According to Ahmad et al. (2023), “The population represents the entire group of interest, while the sample, a smaller subset, serves as a representative window into that larger world” (p.23). This research explores teachers' experiences with the context clues strategy in the context of improving reading comprehension; thus, our population consists of English teachers working with adolescent students at secondary schools.

The sample is a select group of participants from whom information was collected as part of conducting the study. Diverse English teachers from three secondary schools in the province of Santa Elena, Ecuador, were selected based on their use of the context clues strategy as part of

their practice. In total, five teachers were selected to actively use the context clues strategy to develop reading comprehension for their adolescent EFL students.

Chapter IV

Analysis of Findings

This chapter presents the analysis and interpretation of data collected from five English as a foreign language (EFL) teachers who had experience in applying the context clues strategy with adolescents. The aim of this chapter is to analyze how the context clues strategy improves the reading comprehension of teenage EFL students. The context clues strategy allows readers to analyze the context of the situation to determine the meaning of unfamiliar words, while helping them understand the text.

Furthermore, the five teachers provided responded to eight open-ended questions regarding their experiences and opinions on the use of the context clues strategy in English language teaching and its application to students' reading comprehension. Also, their past teaching experiences present and dimension of possibilities, indicating some benefits and struggles of applying the context clues strategy.

In summary, the interviews showed how the context clues strategy is used in the English learning process, as it helps teachers monitor students' reading comprehension progress and development through inference, meaning, synonyms, and antonyms. Teachers highlighted the value of the context clues strategy for identifying comprehension difficulties, as it offers an immediate alternative through prior knowledge. Although the context clues strategy has advantages, teachers mention some challenges. These interviews highlighted the advantages and

complexities of using the context clues strategy to enhance reading comprehension in EFL learners in language classrooms.

Questions report.

Table 2 Questions report

Results obtained from Context Clues Strategy to Enhance Reading Comprehension in teenage EFL learners.

CATEGORIES	ANSWERS	AUTHORS
Teachers' perception of context clues strategy in reading comprehension	The interviewees reported that teachers consider the context clues strategy a valuable tool for helping students infer the meaning of unfamiliar words from the surrounding text, rather than relying on translation or dictionaries. They emphasized that the strategy encourages learners to attend to the context around unknown terms, promoting active engagement and deeper comprehension.	Oktaviyanti et al. (2024) mentioned that the context clues strategy serves as hints to help students understand unknown words without trusting the dictionary. It improves students' ability to identify key ideas, vocabulary, cohesion, and grammar in texts, making reading more meaningful and enjoyable.
Instructions and implementation in context clues strategy	The interviewees agreed that applying the context clues strategy leads students to use associated words such as synonyms, antonyms, examples, and inferences. The interviewees point out that one should start with clear explanations and simple examples, usually with synonyms and examples. Through practical, interactive, and progressive exercises that help students	Context clues strategy should be introduced step by step, starting with the easiest and progressing to the most difficult, so that all students can improve their reading skills (Stevani et al.,2022).

	<p>move from teacher guidance to independent deduction.</p>	
<p>Benefits of using context clues strategy in reading comprehension</p>	<p>The teachers who participated in the study indicated that there are some advantages of the context clues strategy for developing EFL learners that include supporting vocabulary development through using context to determine the meaning of an unknown word, developing students' confidence and motivation to engage in independent reading, critical thinking, and encouraging learners to be flexible and strategic readers who make sense of the text overall.</p>	<p>Rynette (2010, as cited in Hong & Lanh, 2023) highlighted that the context clues strategy has many benefits, such as encouraging readers to grow their vocabulary by using context clues to understand unfamiliar words; students can improve pronunciation through context clues, and readers who use context clues can understand what they are reading.</p>
<p>Challenges using the context clues strategy</p>	<p>The interviewees stated that the main challenges when teaching context clues are students' low self-esteem, their tendency to look for quick answers or translations, and the frustration that arises when vocabulary is limited or the context is complicated. In addition, they highlighted that students tend to use the strategy in a limited way or avoid trying it for fear of making mistakes.</p>	<p>Soma et al. (2023) found that teachers noticed challenges even when students were provided with hints or clues about the text, such as students' inability to confidently guess, students' frustration or impatience, and difficulty effectively applying context clues.</p>

Note 2 This tablet depicted the results obtained from interviews conducted with teachers who had using context clues strategy to enhance reading comprehension versus bibliographic review.

The questionnaire contained eight questions in which the study purposes to obtain relevant information. However, four categories were established for the in-depth analysis. The four categories are depicted in the table, which is clear and provides a specific summary. After teachers' answers were analyzed, relevant information was obtained about the context clues strategy and its processes in improving reading comprehension.

The first category addresses teachers' perceptions of the context clues strategy in reading comprehension. Teachers agreed that this strategy is effective in terms of vocabulary and text comprehension without the need for translation. Educators emphasized that the strategy teaches students to infer meaning based on contextual reading, which improves their reading ability and allows them to become interactive and follow the reading without problems. According to the interviewees' guidance, support from teachers are necessary, as they can help students learn by clarifying their misconceptions, helping them connect ideas, and, basically, helping them build their knowledge.

The second category is instructions and implementation in context clues strategy. The evidence from the interview data indicates the teachers adopt a sequenced structure with the context clues strategy for teaching reading comprehension with their English language learners. The first phase involves the teachers introducing context clues by defining the strategy and providing clear understanding using simple sentences, visuals, gestures, and examples for interest and comprehension to the teenage students.

Nonetheless, the teachers instruct contextual clues, such as synonyms, definitions, examples, antonyms, and inference, and support students to notice and utilize clues centrally with controlled practice. After modeling, the students practice independently or collaboratively in small groups with interactive learning attributes, such as progressively highlighted text,

mystery word finder games, and clues hunt, which promotes active learning efforts and makes learning fun.

Additionally, the teachers encourage students to begin with simple clues to boost some confidence, and then increase the complexity of clues, while repetition, and collaborative practices foster first-hand control of learning, vocabulary development, reading fluency and shifts of more control.

The third category focused on benefits of using context clues strategy in reading comprehension. Teaching participants identified a number of benefits to using the context clues strategy for reading comprehension. They suggested that it allows for vocabulary growth since students can derive the meaning of a word using context clues. It also improves their critical thinking, confidence and motivation for engaging in self-selected reading. Participants viewed context clues as giving students an opportunity to be flexible and strategic readers. This allowed the students to successfully comprehend the text.

The last category challenges using context clues strategy. During the interviews, teachers described some drawbacks surrounding the teaching of students using context clues for increased reading comprehension. The majority of challenges revolved around the fact that students did not trust their guesses and wanted a definitive answer from the teacher or the dictionary, did not use the unknown word at all, or switched to Spanish too quickly. Additionally, some texts have either weak clues or strong clues, which leads to inaccurate interpretation, especially if students do not have sophisticated vocabulary knowledge. Teachers expressed their frustration with students who wanted an explicit answer, and did not reason based on context clues; in some instances, they were unmotivated to read and that showed in engagement. Some students get stuck on only a part of a clue, like synonyms, and do not utilize all clues. In conclusion, these

challenges demonstrate that while context clues can support the reader, the conditions under which they are most effective include that the student is competent, motivated, and able to use multiple strategies in a flexible manner.

The chapter that follows is dedicated to presenting and analyzing the outcome of the study. The data collected will be carefully examined to discover substantial findings, trends, and patterns toward understanding the topic of study. This analysis will allow for the determination of clear conclusions that will directly address the research purpose in Chapter I and answer the guiding research questions in the study. In addition, the chapter will illustrate evidence-based recommendations for practice and future research grounded in the conclusions. These recommendations will be designed to serve as a guide for future studies and practical uses in teaching.

Chapter V

Conclusions and Recommendations

This chapter presents the conclusions and recommendations generated from our investigation of the Context Clues Strategy to Enhance Reading Comprehension in teenage EFL learners. The specific purpose of the study was to investigate teachers' perceptions of the context clues strategy, including its effectiveness and feasibility, as well as benefits and challenges related to its use. The conclusions discussed here are based on the qualitative data gathered during interviews with EFL teachers and connected to the objectives from Chapter I.

Conclusions

The findings indicate that the teachers perceived the use of context clues to be important in reading comprehension for adolescents who are learning English as a foreign language. The teachers believed that providing guidance on inferring meaning from context supports vocabulary acquisition while developing students' confidence to encounter unknown texts. This also limits the students' dependence on dictionaries, which fosters a more interactive experience while developing their reading comprehension.

From the collected information, it can be said that teachers enact the context clues strategy, utilizing both examples and guided practice to support students and help them gradually develop independence for inferring word meaning. Teachers emphasized that the required scaffolding and detail for instructional practice is important for success, as students frequently showed struggle when they were asked to apply the strategy in the classroom without support. In this respect, the utility of the context clues strategy appears to depend significantly on how teachers introduce and integrate context clues into classroom activities.

According to the information we gathered, the use of context clues is not a benefit only for enhancing reading comprehension, but it also improves vocabulary and supports critical thinking. Context clues ask students to examine, contrast and assess text, rather than just recall definitions. Teachers noted that in addition to vocabulary development, the use of context clues is important in developing higher-order thinking abilities that are an essential component of education. However, they also pointed out that challenges such as frustration and impatience among students continued to persist, as many students are afraid of making mistakes and tend to rely solely on lower-level context clues.

To sum up, the findings suggest that the context clues strategy provides students with the capability for self-directed and reflective learning. Teachers noted that with sustained practice using this strategy, students are developing as independent readers who transcend needing support from the text to create meaning. Teachers are aware that there are challenges, such as time constraints and students with different levels of reading competence in a classroom, but still see the context clues strategy as a valuable strategy in their pedagogy. They believe that when integrated regularly and consistently across EFL classrooms, the context clues strategy could increase reading comprehension and motivation for language learners.

Recommendations

From the outcomes of this qualitative research work, various recommendations are made to give teachers help in the development of students' reading comprehension through the context clues strategy. The recommendations are of a nature to offer practical help based on the experiences and perceptions of the group interviewed. They emphasize the importance of planning by design, reflection through activities, and adaptation to the group of students. By

means of the use of these suggestions, it is felt that teachers may assist in the development of vocabulary, reading comprehension, and in eliciting student enthusiasm for learning to read by themselves.

Teachers should know that the context clues strategy is related to students' reading comprehension. For teachers, context clues show students how to figure out the meaning of unknown words, develop vocabulary, and develop their overall understanding of texts. Teachers will appreciate using a strategy when they are watching their students gain progress and confidence while using a strategy. Teachers are encouraged to develop a reflective opportunity for their students so that they engage with their own self-awareness. Teachers value the context clues strategy in relation to students' comprehension to realize how it contributes to students' overall comprehension.

Teachers should carefully plan and organize their teaching when using the context clues strategy during reading lessons, using step-by-step activities that encourage the development of reading comprehension. It is recommended to start with simple sentences and low-level activities and move on to more complex texts. This would be the ideal approach to truly promote the natural development of students' skills as a strategy. Teachers can always evaluate their students' responses and adjust their teaching, but including some time for reflection and conversation will also allow students to apply the strategy more independently.

Teachers must consider the advantages and disadvantages of using context clues. This strategy promotes vocabulary, comprehension, and critical thinking and provides students with an opportunity to be independent learners; however, there will be disadvantages, such as lack of confidence in guessing word meaning, or limited use of context clues. To reduce the impact of these challenges, teachers could provide differentiated lessons or activities, consider supportive

prompts for students to be successful, or use group incursions or portions of an activity to manage a large number of students. As teachers consider the expected challenges while providing students opportunities for enhancing comprehension and engagement, all students will be better positioned to engage with the reading in a purposeful way.

In summary, this research project seeks to add to the English as a Foreign Language knowledge base by examining and understanding the ways in which EFL instructors engage the context clue strategy within their instructional practice in order to support students' reading comprehension. Additionally, this research highlights the significance of this strategy with respect to learners' confidence while reading. The use of context clues is invaluable to students' ability to derive meaning, understand relationships of words and ideas, and become more engaged with texts so that they are able to become more independent and thoughtful readers.

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Annexes

Annex A: Certified Anti-plagiarism System

La Libertad, 29 de octubre de 2025

Certificado Sistema Anti-Plagio

En calidad de tutor del Trabajo de Integración Curricular denominado “ Context Clues Strategy to Enhance Reading Comprehension in EFL Learners” elaborado por los estudiantes, Bazán Reyna Kelvin Justino & Zambrano Cedeño Cristhian Andrés, 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 4% de la valoración permitida, por consiguiente se procede a emitir el informe.

Atentamente,



Lcdo. Sánchez Paguay Jefferson Alberto, MSc.

ADVISOR

Context Clues Strategy to Enhance Reading Comprehension in EFL Learners

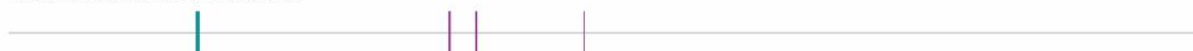


Nombre del documento: Thesis Kelvin and Christian para ti.docx
 ID del documento: f0345e82d7b8ef2734b171fbc9c92ae0011a86f0
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Ubicación de las similitudes en el documento:



Fuente principal detectada

N°	Descripciones	Similitudes	Ubicaciones	Datos adicionales
1	 Documento de otro usuario #e7d3d Viene de de otro grupo	< 1%		Palabras idénticas: < 1% (25 palabras)

Fuentes con similitudes fortuitas

N°	Descripciones	Similitudes	Ubicaciones	Datos adicionales
1	 www.simplypsychology.org Constructivism as a Theory for Teaching and Learn... https://www.simplypsychology.org/constructivism.html	< 1%		Palabras idénticas: < 1% (11 palabras)
2	 repository.uinjkt.ac.id https://repository.uinjkt.ac.id/dspace/bitstream/123456789/66565/1/DEWI_NURHAENI_11170...	< 1%		Palabras idénticas: < 1% (10 palabras)
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4	 dspace.unl.edu.ec Repositorio Digital - Universidad Nacional de Loja: Scaffoldin... https://dspace.unl.edu.ec/jspui/handle/123456789/29808	< 1%		Palabras idénticas: < 1% (10 palabras)



Annex B: Questionnaire

Population: The population is composed of English teachers who have implemented the Context Clues Strategy to improve their students' reading comprehension.

Sample: The sample includes five English teachers with experience applying the Context Clues Strategy in their teaching practices.

Questions

1. From your perspective, how do context clues help teenagers learning English as a foreign language understand the meaning of unfamiliar words in a text?
2. Based on your knowledge, why are context clues important in helping teenagers learn English as a foreign language?
3. How do you typically introduce or explain context clues when teaching reading comprehension?
4. Could you describe a specific lesson or activity in which you used context clues to help students understand a text?
5. What types of contextual clues (definitions, synonyms, antonyms, examples, or inferences) do you use most often, why?
6. What benefits have you observed when students use context clues to support reading comprehension?
7. What challenges have you experienced when teaching students to use context clues during reading?
8. How do you typically address these challenges when teaching context clues to make them more effective for your students

Annex C: Transcriptions of interviews

Categories:

- ✓ Teachers' perception of context clues strategy in reading comprehension
- ✓ Instructions and implementation in context clues strategy
- ✓ Benefits of using context clues strategy in reading comprehension
- ✓ Challenges using the context clues strategy

Interview 1

Kelvin Bazan: Well, hello, my name is Kelvin Bazan, and my partner is Christian Zambrano. Let's start with this interview about content clues to enhance reading comprehension in English as a foreign language learner. Let's get started with the first question, okay? From your perspective, how do content clues help teenagers learning English as a foreign language understand the meaning of unfamiliar word in a test?

Lic. Josselyn Minaya: Okay, so in my perspective, context clues really help students because they guide them to make sense of a word without depending too much on translation. So teenagers often want fast answers, but when they practice looking at the words around and unknown turns, they start to realize that the meaning is usually right there in a text, right? So, this keeps them engaged with reading and makes them feel less anxious when they see new vocabulary. So, it's like giving them a strategy to continue reading without stopping every time.

Kelvin Bazan: Okay, thank you for your answer. The next question is based on your knowledge. Why are content clues important in helping teenagers learn English as a foreign language?

Lic. Josselyn Minaya: Okay, I think that context clues are important because they encourage attractive reading. instead of being passive and waiting for the teacher to explain. So, students have to think, compare, and also connect ideas. So this process makes students stronger. So for teenagers especially, it's very motivating when they can discover the meaning of a word by themselves. It builds self-confidence and also helps them remember the new vocabulary better because they work it out in context instead of memorizing it in isolation.

Kelvin Bazan: Okay, thank you. The third question is, how do you typically introduce or explain context clues when teaching reading comprehension?

Lic. Josselyn Minaya: Okay, normally I start by telling the students that context clues are like little hints the author gives us. I might show them a sentence with a new word and then ask, what other words help you guess the meaning here? So at the beginning, I guide them with clear examples, like showing when a synonym is used or when an opposite word appears. So, after a few practices, I let them try with short passages on their own. I always make sure to keep it simple at first, so they don't feel overwhelmed.

Kelvin Bazan: Okay, I agree with you. And the last question is, could you describe a specific lesson or activity in which you use context clues to help students understand a text?

Lic. Josselyn Minaya: Okay, and a specific lesson or activity? Yes, one activity I like is giving students a reading passage with some highlighted words. and I asked them not to use their fonts or dictionaries, but instead to underline and include around those words. For example, in a text, I used the sentences: The labels tranquil, calm, and peaceful. with no way at all. So, they have to figure it out that tranquil means calm. So, after working individually, they compare their

guesses with a partner or maybe in a group, and then we check together as a class. So this activity always shows them that they can actually discover meaning with just a little practice.

Cristian Zambrano: Okay, miss. For continue, I have the next question for you: What type of contextual clues, definitions, synonyms, antonyms, examples, or inference do you use most often? And why?

Lic. Josselyn Minaya: I mostly use synonyms and examples. So, synonyms work well because students often recognize one of the words, which makes the new one easier to understand. Examples are also very powerful because they connect directly to real life situations that teenagers can relate to. And phonemes can be used too, but sometimes the students feel them trickier. So inference is very valuable, but I usually save it for more advanced levels because it requires more critical thinking and also patience.

Cristian Zambrano: Okay, nice answer. The next question for you is what benefits have you observed when students use context clues to support reading comprehension.

Lic. Josselyn Minaya: Okay, so the biggest benefit I've seen is independence, right? So students don't need to study every few seconds to ask for a translation so they can keep reading and understanding the general message. So another benefit is vocabulary growth. by guessing meanings from context, so students remember words much better because they are linked to a situation. Also, it really motivates them. When they succeed in figuring out a word, they feel proud and more confident. So that is a positive feeling, encourage them to keep trying.

Cristian Zambrano: Thank you for your answer, Miss. The next question for you is, what challenges have you experienced when teaching students to use context clues during reading?

Lic. Josselyn Minaya: Okay, One of the main challenges is that many students don't trust their guesses, so they prefer a clear translation from the teacher or maybe from a dictionary. So this can make them afraid of making mistakes. Another challenge is that some students keep note words completely, which means they don't even attempt to use the clues. So There's also the tendency to rely too much on Spanish, so they immediately translate in their heads, and that habit slows down the process of learning how to context in English.

Cristian Zambrano: Thank you, Miss. The last question for you is, how do you typically address these challenges when teaching context clues to make them more effective for your students?

Lic. Josselyn Minaya: Okay, what I do is encourage students to see context clues as a strategy, not like a test. So I explained that the goal is not to find the perfect definition, but to understand enough to keep reading. I give them simple and clear examples first, where the clues are obvious, so they can experience success. Little by little, I increase their difficulty. I also remind them that even native speakers guess words sometimes, so it's normal. By building their confidence step by step, they start using a skill more naturally and effectively.

Cristian Zambrano: I agree with your answer. I respect all your answers. And nice. Thank you for I really appreciate your opinion. This is this is all question for you. Thank you, Miss.

Kelvin Bazan: Thank you

Interview 2

Kelvin Bazan: OK. Hello teacher. Hello classmates. Well, let us start with this interview. Our interview's topic is Contact Closed Strategy to Enhance Reading Comprehension in English

as a Foreign Language Learner. OK, I'm going to introduce myself. My name is Kelvin Bazan, and my classmate is Cristian Zambrano. Let us start with the first question. From your perspective, how do context clues strategy help teenagers to learning English as a foreign language understand the meaning of unfamiliar word in a test.

Lic. Saul Quirumbay: Okay, so in my opinion, context clues help students focus on the overall message of a text rather than getting stuck on single words. By using the surrounding words, examples or situations, they can make logical guesses about meaning. So, this keeps their attention on comprehension and helps them see languages as connected instead of isolated.

Kelvin Bazan: Okay. Based on your knowledge, why are context clauses important in helping teenagers learning English as a foreign language?

Lic. Saul Quirumbay: Okay, so I consider that they are important, yes, because they train students to become problem solvers in reading, instead of translating words by word. They learn to interpret meaning in real time. So, this prepares them for authentic reading experiences. There are, however, not, every word will be known. It also develops autonomy and reduces frustrations.

Kelvin Bazan: Okay, the third question is, how do you typically introduce or explain context clues when teaching reading comprehension?

Lic. Saul Quirumbay: Okay, I usually introduce context clues by comparing them to clues in a mystery story. I explained that, just like detectives, readers need to pay attention to hints around the unknowing words. I often create activities where students work in pairs to solve the mystery of a word meaning. This makes the process fun and memorable.

Kelvin Bazan: Okay, the next question. Could you describe a specific lesson or activity in which you used context clues to help students understand a text?

Lic. Saul Quirumbay: One activity I used was a context clue coverage hunt. I give students a text with several difficult words, and they had to identify what type of clue, for example, definition, synonym, antonym, example, or inference was provided, of course. Then they explain their reasoning, and it makes students more aware of the different strategies they can apply. Yes.

Cristian Zambrano: Okay, mister, for continuing with the interview with the questions, what type of contextual clues, definitions, synonyms, antonyms, examples, or inference do you use most often and why?

Lic. Saul Quirumbay: Okay, I often use definitions and inference clues. Definitions are direct and give students immediate success and while in parent includes push them to think critically about the text. I believe this balance is so important. Students feel support at first but are also challenged to think more deeply later.

Cristian Zambrano: I totally agree with you. Okay, next question is, what benefits have you observed when a student used context clues to support reading comprehension

Lic. Saul Quirumbay: Okay, it's an interesting question. So students who practiced context clues become more flexible readers. They don't panic when they meet a new word. They can share interpretations rather than only waiting for answers. It also increases their motivation to read more.

Cristian Zambrano: Awesome opinion. The next question is, what challenges have you experienced when teaching students to use context clues while reading?

Lic. Saul Quirumbay: One challenge is that some texts don't provide strong or clear clues, so students may guess incorrectly. Another difficulty is that teenagers sometimes relate to heavily on a single strategy, like always looking for synonymous and needs other possible hints.

Cristian Zambrano: Thank you for your answer. The last question for you is, how do you typically address these challenges when teaching context clues to make them more effective for your students?

Lic. Saul Quirumbay: Okay, so to address these challenges, I provide various practices with different types of texts: stories, new articles, and even songs. So students see many examples of clues. I also remind them that context clues are not always perfect. It's okay if they don't find the exact definitions, as long as they understand to generalize it.

Cristian Zambrano: Thank you for your answer, Mr. I really appreciate your participation in this interview. Thank you. That's all. You continue.

Kelvin Bazan: Thank you as well.

Interview 3

Kelvin Bazan: Hello, Mr. Hello classmate. I'm going to introduce myself. My name is Kelvin Bazan, and my partner is Cristian Zambrano. So let us start with this interview. Our topic about our research is about context clues strategy to enhance reading comprehension in English as a foreign language learners. So let us start with the first question is from your perspective,

how do context clues help teenagers learning English as a foreign language understand the meaning of unfamiliar words in a test.

Lic. Erick Vera: Okay, I think context could give students the chance to guess the meaning of **the new words without having to stop all the time to look up a dictionary.** Teenagers can connect the new word with the words and ideas surrounding, which helps them read smoothly and understand the text better. It also makes them more confident because they realize they can figure things out by themselves.

Kelvin Bazan: Okay, thank you. The second question is, based on your knowledge, why are context clues important in helping teenagers learning English as a foreign language?

Lic. Erick Vera: Context clues are important because they make students more **independent readers.** Instead of depending only on the teacher or the dictionary, students learn strategies to **build meaning on their own.** This is very useful not only for understanding stories or articles, but also for developing vocabulary, reading, fluency, and even **critical thinking skills.**

Kelvin Bazan: Okay. How do you typically introduce or explain context clues when teaching reading comprehension?

Lic. Erick Vera: Usually, I start by **showing a short text** with some unfamiliar words highlighted, then I get the students to look at the syntax **before and after the word to see what information is there.** I explain the main types of clues, like examples, synonyms, or explanations, and model how to use them. After that, **I let students practice in small groups or individually.**

Kelvin Bazan: Could you describe a specific lesson or activity in which you used context clues to help students understand a test?

Lic. Erick Vera: One activity I used was giving students a short story where I replaced some easy words with more difficult ones. Students had to underline the difficult words and then, in groups, use the context to guess their meanings. Afterward, we compared their guesses with the real definitions. They enjoyed the challenge, and it showed them how much they could figure out using context.

Cristian Zambrano: Hi Mr. Vera, my name is Cristian Zambrano. Following with this interview, what type of context clues (definitions, synonyms, antonyms, examples, or inference) do you use most often and why?

Lic. Erick Vera: Hi, nice to meet you. I often use examples and synonyms because they are easier for teenagers to notice and understand. Examples show the meaning in a simple way, and synonyms Give a direct hint later. I also introduce inference clues because they encourage deeper thinking and help students become stronger readers.

Cristian Zambrano: Nice answer. The next question is, what benefits have you observed when students use contact clues to support reading comprehension?

Lic. Erick Zambrano: Okay, one of the biggest benefits is that students become more confident. They don't get stuck every time they see a new word, their reading becomes faster and smarter, and develop critical thinking, they enjoy it more. Another benefit is vocabulary growth. Students remember new words better because they discover them throughout context.

Cristian Zambrano: I totally agree with you. The next question is: What challenges have you experienced when teaching students to use context clues during reading?

Lic. Erick Vera: Sometimes, students feel insured and don't trust their guesses, so they quickly want to ask the teacher or use a translator in many cases. Other times, they may choose

the wrong meaning if the context is too difficult. It can also be a challenge to keep all the students engaged because not everyone likes to read.

Cristian Zambrano: The last question for you is how do you typically address these challenges when teaching context clues to make them more effective for your students?

Lic. Erick Vera: To help the students, I encourage them by reminding them that making mistakes is part of learning. I also design activities with clear and simple examples. First, so they feel successful before moving on to harder texts. If a word is too difficult, I guide them step by step by analyzing the context. Over time, with practice, they become more confident and accurate in using context clues.

Cristian Zambrano: Thank you, a lot, Mr. Vera. That's the final part of the interview. Thanks for all.

Kelvin Bazan: Thank you so much. Thank you for your participation.

Interview 4

Kelvin Bazan: Hi, my name's Kelvin Bazan and my classmate, my partner is Christian Zambrano. Our research topic is a context clause strategy to enhance reading comprehension in English as a foreign language learners. So, let us start with the first question is, from your perspective, how do context clause help teenagers learning English as a foreign language understand the meaning of unfamiliar word in a test?

Lic. Grace Vidal: Okay, good afternoon. Hello. Okay, I think that context clues help any teenager because they allow students to infer the meaning of new words without translating them

directly. So, for teenagers, context clues give them confidence and motivation to continue reading without feeling that they are blocked by unknown words.

Kelvin Bazan: Okay, the second question is, based on your knowledge, why are context clues important in helping teenagers learning English as a foreign language?

Lic. Grace Vidal: Okay. They are important because they promote reading independence. When students use context clues, they develop comprehension strategies and do not depend only on the teacher or the dictionary. So I think that it is essential because teenagers try to guess meanings through so many strategies, pictures, gestures, examples, or just familiar words.

Kelvin Bazan: How do you typically introduce or explain context clues when teaching reading comprehension?

Lic. Grace Vidal: Okay, I try to be so visual. Okay, so I start with pictures, gestures, and concrete examples. I show them that an unknown word can be understood by looking at the illustrations or the other words around it. I also use role play or simple routines like asking what word could be heard, what can be heard next.

Kelvin Bazan: Okay. Could you describe a specific lesson or activity in which you use context clues to help students understand a test?

Lic. Grace Vidal: Okay. Well, a simple activity. I think that reading, a reading about animals. a tail, yeah, because I think that it's important that leaders also know the tails in English. So, for example, if in the tail there is a characteristic about animals, the elephant and the mouse, and in the reading the word huge appears. So, I tried that I showed them a picture of the elephant that is so, so, so big. And then I show a picture of a mouse that is really, really, really small. So

that is my strategy to teach them what is the huge meaning, looking at the difference between the elephant and between the mouse, what is the difference that is the size.

Cristian Zambrano: I agree with your answer, miss. Okay, for continuing with the interview, the next question for you is, what type of context clues, definitions, synonyms, antonyms, examples, or inference? do you use most often and why?

Lic. Grace Vidal: Okay, I usually use, well not the most, I use examples, pictures, images and very simple synonyms. because these work best because they are still beginning to read. And it is important that they relate the visual and the words in the reading.

Cristian Zambrano: Thank you for your answer, miss. The next question for you is, what benefits have you observed when a student used context clues to support reading comprehension?

Lic. Grace Vidal: Okay, I have observed that teenagers feel more confident and participate more when they show that they are curious about reading and more active in trying to guess the meanings instead of waiting just for the teacher to provide the answer. So I think that is the class is more dynamic and active. The students are really engaged with the class and with the topic they are teaching.

Cristian Zambrano: Totally agree with you. The next question says, what challenges have you experienced when teaching students to use context clues during reading?

Lic. Grace Vidal: Okay. Challenge. I think that one of the challenges is that when we are trying to read them, some teenagers just want a quick and guiding translation, or they get frustrated if they don't understand immediately. I think that is one challenge. Another can be when they don't know what the around words is, what is, because the vocabulary is still limited

at this age. So they feel frustrated, they feel so angry. So I think that is another challenge for them.

Cristian Zambrano: Following the interview, the next question is, how do you typically address these challenges when teaching context clues to make them more effective for your students?

Lic. Grace Zambrano: OK. I use a lot of repetition, visual support, and practical examples. I also include games, role play, as I mentioned before, because I consider that role play activities, they engage that is as something funny at the time that they are learning. So, and when they guess incorrectly, I encourage them that explaining that is a step by step is part of the learning process. and try to motivate them to look for another answer, another option to get the right answer.

Cristian Zambrano: Thank you for your participation, Miss. I really appreciate your answers and your opinions. That's all for the interview today. Thank you.

Interview 5

Kelvin Bazan: Hello, Mister. My name is kelvin Bazan, and my partner is Cristian Zambrano. Our research is about context clues strategy to enhance reading comprehension in English as a foreign language learner. So let us start with the interview. The first question for you is, from your perspective, how do context clues help teenagers learning English as a foreign language understand the meaning of a familiar word in a text?

Lic. Jose Escobar: Okay, about-context clues are powerful because they turn reading into an active process. Teenagers learn to look for patterns, examples, and hits, which improve

comprehension and vocabulary. It also motivates them. When students realize they can discover meanings on their own, they become more confident and eager to read.

Kelvin Bazan: Okay, thank you. Based on your knowledge, why are context clues important in helping teenagers learning English as a foreign language?

Lic. Jose Escobar: Okay, about that, context clues are important because they help teenagers are motivated. If they stop at every unknown word, reading becomes boring and frustrating. But with context clues, they can keep going, enjoying the stories, and feel proud that they figured things out without outside help.

Kelvin Bazan: Okay, how do you typically introduce or explain context clues when teaching reading comprehension?

Lic. Jose Escobar: I usually play a game. For example, I write a sentence with nonsense words like, Yesterday I bought a flibber at the store. I only paid two dollars and ate it after lunch. Then I asked, What's flibber? They laughed, they guessed, and they realized they already knew because of the clues. From there, I explained the different types of clues, and suddenly it clicked.

Kelvin Bazan: Okay, mister, could you describe a specific lesson or activity in which you used context clues to help students understand a text?

Lic. Jose Escobar: I once made a mystery words challenge. I gave students a text with 10 difficult words, and each team had to unlock them by finding the clues. Every correct guess gave them points, like a competition. Teenagers loved challenges, and they got super excited trying to beat each other. At the end, they didn't even notice how much vocabulary they had picked up.

Cristian Zambrano: Thank you for your answer, Mr. Following the interview, the next question for you is: What type of context clues, definitions, synonyms, antonyms, examples, or inference do you use most often and why?

Lic. Jose Escobar: I like to start with **examples and synonyms**, because they are more obvious and give students quick wins. Teenagers need that little success at first, once they are confident, and I push them into inference clues, which are trickier but make them feel like detectives. They really enjoy the detective role.

Cristian Zambrano: Nice answer. Following the interview, the next question for you is: What benefits have you observed when a student uses context clues to support reading comprehension?

Lic. Jose Escobar: Okay, they stop fearing news words, very new words. That's the biggest benefit. Suddenly, reading is not a boring exercise but a puzzle to solve. Their speed **improves. they remember vocabulary better**, and most importantly, they are start enjoying reading and reading in English and enhance **critical thinking**, which is half the battle with teenagers.

Cristian Zambrano: Okay, Mr. Benefits is important. Following the interview, the next question for you is: What challenges have you experienced when teaching students to use context clues while reading?

Lic. Jose Escobar: Okay, one challenge I often face is that teenagers sometimes want instant answers instead of trying for themselves. They all say, I give up, just tell me. Another issue **is that even when they guess correctly, they don't always trust their own thinking.** they give

is to encourage them, celebrate their success, and gently guide them to rely on their instincts so they gradually become confident and independent readers.

Cristian Zambrano: I totally agree with you. The last question for you is: How do you typically address these challenges when picking context clues to make them more effective for your students?

Lic. Jose Escobar: Okay, I use encouragement and humor. If someone makes funny guesses, we laugh together and then analyze why it didn't work. I remind them it's okay to be wrong because even native speakers guess sometimes. And when someone guesses correctly, I make a big deal about it. Applause, points, stickers, whatever. Teenagers respond to energy and positive. So I keep the atmosphere dynamic.

Cristian Zambrano: Thank you, mister, for your answer. I feel thankful to you so much. I feel grateful for your answer. That's all.

Kelvin Bazan: Thank you for your interview.

Lic. Jose Escobar: You're welcome.