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**FACULTY OF ARTS AND HUMANITIES
SCHOOL OF PEDAGOGY OF NATIONAL AND FOREIGN
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**ANALYSIS OF EFL READING COMPREHENSION SKILLS AMONG STUDENTS
OF THE SECOND BACCALAUREATE AT *CENTRO DE ESTUDIOS LA MODERNA*
IN THE SCHOOL YEAR 2022-2023.**

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PROJECT ADVISOR

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FACULTY OF ARTS AND HUMANITIES
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CERTIFICATION

We certify that this research project was presented by Luis Ivan Mosquera Velasquez as a partial fulfillment of the requirements for the **bachelor's degree in EFL Pedagogy**.

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I, Luis Ivan Mosquera Velasquez

HEREBY DECLARE THAT:

The Senior Project: **Analysis of EFL reading comprehension skills among students of the second baccalaureate at *centro de estudios La Moderna* in the school year 2022-2023**, prior to obtaining the **Bachelor's Degree in EFL Pedagogy**, has been developed based on thorough investigation, respecting the intellectual property rights of third parties regarding citations within the corresponding pages whose sources are included in the bibliography. Consequently, this work is of my full responsibility.

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Authorize the Catholic University of Santiago de Guayaquil to **publish** this Senior Project: **Analysis of EFL reading comprehension skills among students of the second baccalaureate at *centro de estudios La Moderna* in the school year 2022-2023**, in the institutional repository. The contents, ideas, and criteria in this paper are my responsibility and authorship.

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De mi consideración:

Sírvase encontrar en la presente el *print* correspondiente al informe del software URKUND, correspondiente tema de Trabajo de Integración Curricular «**ANALYSIS OF EFL READING COMPREHENSION SKILLS AMONG STUDENTS OF THE SECOND BACCALAUREATE AT CENTRO DE ESTUDIOS LA MODERNA IN THE SCHOOL YEAR 2022-2023**», una vez que el mismo ha sido analizado y se ha procedido en conjunto con su autor, el estudiante: Luis Iván Mosquera Velásquez, a realizar la retroalimentación y correcciones respectivas de manejo de citas y referencias en el mencionado documento. Cuyo resultado ha obtenido el siguiente porcentaje: 0%.

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Atentamente,



Prof. Arturo J. Ramírez Morán, Mgs. en educación.
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Abstract

Humans weren't born to read; reading is a longitudinal process that must be taught and developed with time. Students learned to read in their native language L1 before acquiring another language. The research study aims to ease the acquisition and understanding of a new language L2, by implementing L1 effective reading comprehension methods, techniques, and strategies. A qualitative method with the use of a case study analysis was chosen since it allows the researcher to narrate what people do in their everyday lives without influencing the environment. The study was conducted in *La Moderna* high school located in Samborondon-Guayaquil in the scholastic year 2022-23. A total of 24 EFL second baccalaureate students and seven teachers participated in the study. The findings of the study not only determined the relationship and similarity of L1 Spanish reading skills with L2 English but also that these skills could be transposed to the target language. The research findings will benefit *La Moderna* staff including students and parents. Equally important, the research findings will support any educator interested in transposing L1 effective reading skills for long-term reading comprehension achievement into L2 environment. Finally, as more people continue to show interest in learning a second language, it is essential to find common grounds to explore existing reading skills from L1 to be transposed and used in second language acquisition.

Keywords: (Reading, transposed, effective, reading comprehension, L1, L2, EFL, acquisition)

Introduction

The development of effective reading skills contributes to unlocking EFL learners' reading comprehension. These reading skills will enable the learners to acquire faster and more efficient target language usage in the process. The achievement of such abilities not only enables students to read better but also to improve the spelling and usage of words. The combination of these two skills will ensure reading comprehension for EFL learners. Hence the importance of conducting a case study analysis of EFL Reading Comprehension Skills among students of the second baccalaureate at *La Moderna High School* in the year 2022-2023.

Snow & Ninio (1986) mentioned that among the basic ingredients to achieve reading comprehension is to ensure background knowledge, inference-making, and metacognition. (p. 116). For this reason, researchers have sought in this area of research to enhance their students' abilities to decode words and create a sense of what they read. Reading is a complex process that must be taught and learned. (L. Spark et al., 2012). The hypothesis of the research is based on the idea that students already attend their English classes with a background of existing skills knowledge in reading from their native language (L1). Therefore, the research focuses on the need to analyze what is hindering their second language (L2) reading comprehension acquisition. Overall, it is necessary to identify the possible issues that affect students' EFL reading comprehension skills. Consequently, this process of research will enquire: how does the implementation of L1 effective reading skills affect the development of L2 reading comprehension for second baccalaureate students at *La Moderna High School*?

One of the main objectives of the research is to shed light on the affair for teachers, students, and educational institutions to perform to the best of their abilities in the teaching-learning, achievement, development, and implementation process of a second language (L2).

Justification

The importance of this research lies in the urgent need to document the issues affecting the development of reading comprehension skills among second baccalaureate year students from *La Moderna High School*, located in Guayaquil-Ecuador. It is of special interest to know what issues analyzed from a learner's perspective prevent the practical application of reading comprehension skills in students and ways to ensure that L2 production can be developed in learners. The proposed research will analyze what hinders students from applying effective reading comprehension skills as they engage in reading in a second language process at *La Moderna School*.

The exploratory findings that were observed in EFL classes chosen for this research in the scholastic year 2022-23, pointed out that there are strong indications that students still need to revisit their acquired reading comprehension skills in L1 so they can successfully apply them across their EFL classes during the academic year.

The proposed case study research seeks to provide valuable references that can be used across the larger educational community in Guayaquil on how teachers can better implement and apply reading comprehension skills from their first language (L1) in EFL classrooms when learning a second language (L2). The case study will examine the transferability of reading comprehension skills from L1 among students learning a second language. It will also explore how teachers can use different approaches to better implement reading comprehension skills in the EFL classroom when teaching a second language (L2). The aim of the research is to identify and interpret factors that result in a low implementation of reading comprehension skills observed in section A - second baccalaureate students of classroom "A" at *La Moderna High School*, based on the student's application of practical reading comprehension strategies. In addition, the case study research outcomes can shed light on addressing similar problems that might be present in other EFL classrooms across the city. Furthermore, the case study research findings will be beneficial for school stakeholders including, students, teachers, administrators, and parents since it would enable them to strategize and create more comprehensive educational

school policies to improve students' reading comprehension skills in L2. The use of a case-study approach has strong methodological usefulness since other educational settings will be able to replicate this inquiry to validate current and future findings. The application of a case study approach will also generate interest in future researchers experiencing similar issues in institutions with a varied student population.

In summary, the sooner EFL learners incorporate practical L1 reading skills into the second language, the easier its acquisition will be. EFL learners tend to overlook the importance of their previous reading knowledge in their native language and the importance of incorporating it into the second language acquisition. The educational value of this research project will allow people to understand the nexus between reading comprehension skills acquired across the student's first language (L1) and the way youngsters learn English as a Foreign Language through the successful implementation of effective reading skills from their native language (L1) into their chosen second language (L2).

Problem Statement

Comprehension is the ultimate goal of reading in any language. Valuable reading comprehension skills require students to decode words accurately, apply vocabulary knowledge and use critical reading strategies that aid in the literal and inferential comprehension of what is being read. Ecuador's educational system has shown across the years a low percentage of reading interest in the Spanish language compared to other countries within our continent. According to data maintained by UNESCO's Regional Center for the Promotion of Books in Latin America and the Caribbean (CERLALC) (2016) in Ecuador approximately 0.5 books are read per year per person. An average of less than one complete book per year read by an Ecuadorian citizen is a dismal result when one compares Ecuador's figures with other countries. Countries like Chile or Argentina, for example, register a figure of 5.4 and 4.6 books read by individuals per year respectively. The percentage of the reading population in Latin America, according to this same organization, places Argentina at 85%, Chile at 82%, Brazil and Mexico at 78%, Colombia at 77%, and Ecuador at 43%. Just like in the past, today, reading skills and comprehension of reading content are used to promote proficiency in a second language. Furthermore, the ability to read a text, process it, and understand its meaning in a student's native language will contribute to develop EFL learners' language acquisition and strengthen their social-cultural competence. In education, reading is one of the fundamental activities that promote communication skills in learners. Students and teachers must engage in some form of reading skills across the educational stages; therefore, these skills are important in every educational system, and they are measured across the year with different evaluation instruments to ensure their development. (Riadil 2020, pg. 48).

The best research approach for the proposed case study will be to apply a qualitative perspective. Merriam (2001) "Through case studies, researchers hope to gain an in-depth understanding of situations and meaning for those involved". In England, qualitative research was pioneered by educational evaluation researchers [...] In the United States, qualitative approaches began to be adopted in 1983, within research on subject matter instructions - initially in literacy studies. (Denzin & Lincoln, 2018, p. 110-111). Qualitative research entitles the researcher to follow answers given by

responders in real time generate valuable conversation around the study. The type of methodology to follow is observational, where data is collected through human observation and open-ended surveys. This research process is designed to reflect as much as possible, the natural ongoing context being studied. (Hancock & Algozzine, 2006, p. 10). Qualitative methods also allow the researcher to get a wider scope of the problem and examine more in-depth how people interpret it, in ways to determine a potential solution. In this case study, the instruments for data collection will be interviews, focus groups, questionnaires, and participant observation to gather data for later interpretation.

The data for the research will be collected from the second baccalaureate section-A students from the Bilingual International High School “*La Moderna*” located in Samborondon-Guayas with approximately thirteen hundred students combine with the elementary and pre-K site. The average students at *La Moderna*, a private educational institution, are from the middle and upper class which enables them easier access to school supplies and educational resources. At *La Moderna*, the school staff is made up of qualified teachers who hold bachelor's as well as master's degrees with a domain in a variety of languages that include English, French, and Spanish. The school's philosophy is based on the provision of an initial, basic, and high school education entity with 35 years of experience that provides comprehensive bilingual education through its immersion system in English and Spanish. The school's language methodology is based on the intercultural worldview that requires students to be multilingual. The school also promotes the development processes of critical thinking based on critical, creative, and constructive pedagogy.

The goal of learning to read is reading to learn, where reading comprehension is the central focus. Ultimately, the basic ingredients of reading comprehension from the perspective of individual skills, include the importance of background knowledge, inference-making, metacognition, memory, and word recognition skills enables learners to become effective readers. (Snow & Ninio, 1986, p. 116-138). Reading is taught in Ecuadorian classrooms according to what is expressed in the Basic Education curriculum by levels for the Reading Areas in Ecuador. The Ecuadorian curriculum for compulsory education levels pursues its learning achievements based

on reading blocks. The students, in turn, learn, develop, and apply the use comprehension strategies to interpret the messages of the different types of texts. In addition, the curriculum generates in teachers the importance of training people who are passionate about reading, and who seek it to quench their thirst for information and entertainment (Ministry of Education, 2016).

Elementary Basic Education teachers must understand the teaching of reading as a process to acquire a competence that allows the reader to build and rebuild cultural and social meanings expressed in a text. For the students of the Elementary Basic Education sublevel, the learning of mechanical reading is fundamental. At the end of the fourth year of basic education, students must read aloud and fluently, properly intoning each word in significant learning contexts. (Ministry of Education, 2016. Translated by Luis Mosquera).

Thesis Statement Case Study Analysis

Analysis of EFL reading comprehension skills among students of the second baccalaureate at *Centro de Estudios La Moderna* in the school year 2022-2023.

Research Question

How does the implementation of L1 effective reading skills affect the development of L2 reading comprehension for second baccalaureate students from La Moderna High School?

General Objective

Analyze the contribution of students' reading habits to enhance EFL reading comprehension skills among second baccalaureate high school students from "La Moderna High School", in the year 2022-2023.

Specific Objectives

- To analyze factors that hinder the development of reading comprehension skills among the students from La Moderna High School, in the years 2022-23 and how these skills can be improved.
- To motivate students to seek reading as a form of enjoyment as well as to develop levels of confidence in reading through the acquisition and the strengthening of reading comprehension skills.
- To generate in students long-term reading techniques and habits to enhance reading comprehension in the second baccalaureate students.

CHAPTER I

Theoretical Framework

What is Reading?

According to Emerald Dechant (1991), reading is a visual and cognitive process that begins with one's ability to use vision and interpret graphics symbols. To read effectively, learners must be able to visualize and distinguish each letter, identify it, and have a visual memory to associate the sound with the letter. Experts agree that skilled readers are those who can fluently decode text effortlessly as fluency increases the reading becomes automatically strategic, and readers can employ different levels of effort and deliberation as they encounter difficulties or barriers in reading. As readers get better at using reading skills, they read all types of text in a better fashion as they progress. (Bright, 2021, p. 12).

Improving society's reading skills is indeed a lifelong process and it is our responsibility, as educators. Classroom teachers should always support and generate interest in students to become better readers by making reading come alive for them in the classroom. We should constantly seek to introduce them to good picture books, novels, poetry, and nonfiction by implementing engaging response modes that will contribute learners to reveal and to deepen their understanding of the reading. (Swartz, 1986, p. 11).

Numerous studies have been conducted to address a common reading issue shared by a high percentage in many educational zones around the world. Israel (2017) stated that "In recent years there has been more interest among literacy educators in supporting the reading development of diverse learners than perhaps any other area of reading research." (p. 459). Does the process of learning to read and write have similarities across languages and cultures? The answer to this fundamental question will always be both yes and no because it will depend crucially on the lens through which we address these issues. The goal of learning to read can also be defined as reading to learn, where reading comprehension is the central focus. Ultimately, the basic ingredients of reading comprehension from the perspective of individual skills,

include the importance of background knowledge, inference-making, metacognition, memory, and word recognition skills. (Snow & Ninio, 1986, p. 116-138).

What is Reading Comprehension?

Comprehension is the essence of reading to comprehend where readers must be able to cognitively process the words by drawing meaning from their own experience and knowledge to understand the author's message. Bright (2021) stated that "Comprehension is the ability to understand and interpret what is read." (p. 17) Reading is a dialogue that takes place between the reader and the author and during the dialogue, the reader should generate questions to help anticipate meaning search for information respond intellectually and emotionally and infer ideas from and explain further the content of the text. (Dechant, 1991, p. 5).

Sometimes the ultimate goal of the reading activity is not met by the students, and this could lead to frustration or demotivation to read in a youngster. Robin Bright (2021) stated that students who struggle with comprehension are either not fully engaged or not motivated as they are work very hard without much success, resulting in frustration for the learner. (p. 128). Based on his findings, Bright (2021) mentions that at times learners have tried hard to memorize as much information as possible because they think that is what they are supposed to do when reading a text. The outcome of this approach is that the student is unable to keep the main idea of what is reading in mind because of constantly trying to remember every little detail making effective comprehension of a reading passage a very difficult process for them. (p. 128).

Reading Comprehension Strategies

Responsive reading comprehension strategies are used with effort and attention, in relation to a reader's goals and abilities. These strategies are developmental in nature, learned, and then practiced by increasingly accomplished readers until fluency in strategies is achieved. This creates the paradox in which the more successful we become with the use of particular reading strategies the less aware we may be that we are using them. (Israel, 2017, p.111). Cain & Allan. (2017) mentioned that irrespective of the difference between the learners' languages, the precursors to

word reading, either from phonological awareness or morphological awareness, in particular, seem to be shared across L1 and L2. Finally, L2 reading comprehension is highly dependent on the breadth and depth of vocabulary knowledge being learned within a second language, and it is here where the L2 readers tend to persistently lag behind their L1 peers, emphasizing the importance of strong language and literacy development for L2 learners through the transposition of reading skills learned at the L1 level. (p. 126).

L1 VS L2

The role of natural ability.

Human beings are born with a natural ability or innate capacity to learn a language. This leads to the belief that several facts must be soon in order for children to begin to learn their L1 at the same age. Children master the basic phonological and grammatical operations in their L1 near the age of five or six regardless of what languages children can understand; they develop spoken words, and statements, with appropriate vocal sounds. (Saville & Troike, 2012, p. 18). In another word, children are not limited to repeating what they have heard and indeed the utterances that children produce are often systematically different from those of the adults around them.

As described by Saville & Troike (2012) L1 and L2 learning is divided into 3 phases. The first is the initial state, which many linguistics and psychologists believe includes the underlying knowledge about language structures and principles in the learner's head at the start of L1 or L2 acquisition. The second phase, known as the intermediate stage, covers all stages of basic language development. This includes the maturational changes which take place, in what the authors have called child grammar in the L2 developmental sequence which is known as the learner's language. For this phase, they compared processes of L1 and L2 development, and then compare the conditions which are necessary or will facilitate language learning. The third and final state is the sum of the outcome of L1 and L2 in learning (Saville & Troike, 2012, p. 18).

L1 vs L2 Acquisition

There are remarkable differences that characterize the L1 and L2 learning situations. On the other, there is much that is similar in terms of the learning process. Indeed, historically there have been periods of time when it has been claimed that learning a second language is very similar to learning a first language. (Hummerl 2021, p.19). Hummerl posited that behaviorist views led to the perspective that the two acquisition processes were similar except for the fact that first language habits needed to be purged during the L2 learning process. On the other hand, views advocated in other periods have tended to emphasize the differences between L1 and L2 learning. (Hummerl 2021, p.19).

L1 Acquisition vs L2 Acquisition Contrast

One very noticeable dimension of difference in acquiring reading skills is age. All L1 learners are exposed to their first language in the earliest stages of life at a time when many other developmental processes are just beginning to appear. The infant has no other repertoire of signals to rely on, other than basic sounds, gestures, and reflexive noises. The development of the brain and cognition are at an early stage; infants are incapable of advanced reflective thinking and planning. Thus, language is an intrinsic component of the child's overall cognitive and social development. (Hummerl 2021, p.19).

Another significant difference that distinguishes L2 from an L1 acquisition is that the older learner already has one linguistic system to fall back on when necessary. This contributes to effective and emotional differences. Learning an L1 it's essential to satisfying a person's basic needs such as food, as well as ensuring all the basic care and security, on the other hand, for the older learner of an L2, one linguistic repertoire is already in place to ensure efficient communication to satisfy basic needs and desires. (Hummerl 2021, p.19).

Introduction to reading theory

The aim of this section is to describe in simple terms the complexity inherent in the reading process. Reading is a process that involves a variety of complex processes:

- Physiological
- Social
- Psychological
- Developmental

There are four main types of language knowledge:

1. Phonological – Sounds
2. Syntactic – Grammatical; phrases; rules
3. Semantic – Concepts, background knowledge
4. Pragmatic – Use in social situations

Physiological issues:

1. Vision
2. Hearing
3. Information processing (memory...)

How does it all come together in reading and where do the phonics pieces fit?

Reading is a language process that builds proficiency from these basic language domains that we use in oral language. The first factor regarding a language process relates to letters and sounds. Letters are represented in the alphabet and sounds correlate to letters; the symbols become the graphic representation of sounds. Kids begin to link sounds to letters which are graphic representations of sound combinations; kids need to learn these as they learn to read. The English language tends to be tricky for L2 learners because it is comprised of 26 letters in the alphabet, but it has 44 sounds it is not one-to-one as it is in many languages. Where one letter represents one sound. The reason for this wide phenomenon is due to English has been drawn from many languages many of which are very different from English with the result of the difficulty in the combination of sound production, which is essential for a foreign language learner to read.

Three areas of domains in the English language

Grapho - Phonic. – Graphics being the letters and phonics the sounds (phonics). Learners do need to know the relationship between letters and sounds and how they operate in the target language.

Syntactic. - How are words put together to produce meaningful sentences in English as a rule to govern how we put messages together. The term will also give the reader knowledge about the word order and how to differentiate it from L1 language, even when the structure will differ in a second language (L2), as in the case of verb or adjective placement. This is essential to understand to achieve the ultimate goal of reading which is comprehension. To exemplify when there are issues present in the syntactic domain is when one may get word-by-word readers that can identify words. Still, they read them in a way that doesn't reflect meaning to them affecting their reading comprehension.

Semantic. - involves background knowledge and conceptual knowledge, which is reflected in vocabulary and the meaning of words. All these aspects are to be combined to make meaning in reading.

Reading theories

In 1978, Lev Vygotsky suggested in his reading theory that students learn by connecting what they know to new learning. (Vygotsky, 1978, p. 102). John Piaget's reading theory suggested that children begin the process of reading and language acquisition by first gathering sensory and motor information. Reading can be thought of as a way to draw information from a text and form an interpretation of that information. However, the definitions found in the work of both authors failed to address what happens when we read and how we comprehend a text. Reading comprehension is remarkably complex involving many processing skills that are coordinated in very efficient combinations because we also read for different purposes. Seen in this light, the ability to read is a remarkable type of expertise that most humans develop; even after many years of research it is still not fully well understood. In addition, reading and the capacity to acquire written knowledge from

reading texts is a development in human beings that it is still not widely recognized for the significant cognitive achievement. (Grabe & Stoller, 2002, pg.16).

One of the logical places to begin a discussion of reading theory is to define such ability as the fluent L1 reader acquires and uses it. One needs to understand what strong reading skills are, in order to explore how they are learned and what can be done to teach such abilities to learners. The same logic applies equally well whether the goal is to understand how a person learns to read in his or her L1, or L2. Even though the path of development and the rate of progress may vary for different L2 readers, the end goal of highly skilled fluent reading looks quite similar for both L1 and L2 learners when advanced expertise emerges. At the same time, many research studies, as well as teaching and teacher-training resources, highlight the difficulties involved in describing the nature of reading abilities and how they are learned. These difficulties reveal the need for all of us to develop our own investigative practices in our classrooms. We need to explore how to observe and analyze student learning in their context that can allow us to analyze and test competing research claims as well as draw conclusions that will make us all more effective teachers. (Grabe & Stoller, 2002, pg.17).

Grabe and Stoller (2002) asserted that L1 and L2 reading literature often assumes that “one can take useful ideas from a bottom-up perspective and combine them with key ideas from a top-down view” (pg. 33). This reason leads to a self-contradictory model as the central component of the bottom-up process. For Dambacher, (2010), the role of bottom-up and top-down processes during reading is an issue that is discussed controversially in psycholinguistic research. (p.7).

Bottom-up information: word frequency

One perspective on reading is that it is determined by the bottom-up processing of visual information. As the signal propagates along a hierarchy of increasingly complex neuronal detectors, the mental operation becomes more and more elaborate. In particular, the left occipitotemporal cortex is gradually sensitive to lexical information come on ranging from individual letters in bigrams to morphemes and,

finally, entire words. Undoubtedly, word recognition substantially depends on the visual processing of word characteristics; indeed, there are more than 50 stimulus properties affecting performance. (Dambacher, 2010, p. 8).

Among the stimulus, probably one of the most important characteristics is the frequency with which a word occurred in the language. A person starts with the observation that identification requires longer tachistoscope presentation times for low than for high-frequency words research over the last decade has consistently yielded robust and sizable frequency effects across numerous tasks. For instance, in isolated word recognition reactions, times are shorter, and accuracy is higher for high than for low-frequency words. (Dambacher, 2010, p. 8).

Top-down information: Word predictability

For a long time, the concept of visual perception was dominated by the view that sensory processing relies first and foremost on the hierarchical bottom-up flow of information. Recent findings, however, have radically changed this unit's directional picture. A second theoretical perspective known as the top-down process has developed in the last few decades. This theoretical perspective believes that attentional control or expectations of a common sensory event, affect perception on virtually every level. (Dambacher, 2010, p.8).

The interplay of bottom-up and top-down information

The interplay of these two approaches at the moment of sensory input concedes the rapid and simultaneous influence of the top-down and bottom approaches when recognizing words. Dambacher (2010) stated that lexical processing is debatable on the two most common stream roles; word frequency and content-based predictability. (p. 18)

Literature Review

For the analysis of EFL Reading Comprehension Skills Among Students of the section-A Second Baccalaureate at Centro de Studios *La Moderna* in the School Year 2022-2023. Three reading comprehension theories were chosen to be analyzed due to their closeness/proximity to the phenomenon.

- A. Reading comprehension theories.
- B. Second language acquisition theories.
- C. Theories on the use of reading comprehension to develop second language acquisition.

A. - Reading comprehension theories

Are the teachers at *La Moderna* aware of the type of reading comprehension theory they are currently applying to the students? Have they been effective? How many have they implemented across the different academic years? Although there are many theories in reading comprehension due to the time and focus of the study The Behaviorist Approach Theory (Bottom-up approach) and The Psycholinguistic Approach Theory (Top-down approach) are the ones considered in this researcher to be appropriate perspectives for the analysis of reading comprehension.

The Behaviorist Approach Theory

In the year 1913, John B. **Watson**, who is considered the father of behaviorism, in his book *Psychologic from a Point of View of a Behaviorist* defined behaviorism as “attempts to find the principles underlying changes in behavior.” (p.5). Watson also stated that “behavioristic psychology attempts to formulate, through systematic observation and experimentation, the generalization, laws, and principles which underly man’s behavior.” (p. 5). A systematic observation that includes a stimulus from the environment and the desired behavior that could be aimed at the comprehension aspect of reading. In the year 1972, Philip Gough, while working on a scientific analysis of the mechanism of reading in a kindergarten class, noticed that kids that were there learning to read had established a pattern to reading, some of

them fast and others with just a few clues up to how it was supposed to be done. One of his implications noted was the presence and absence of prior knowledge. Later on, relating it to the Bottom-up approach where the students will start learning from the basics of grammar such as letters, sounds, word recognition, sentences, and phrases, eventually leading to comprehension. (Reading Open New Worlds, 2013, p. 1).

The Psycholinguistic Approach Theory

Edward Lee Thornlike a North American Psychologist in the early 1900s laid the foundation for what is known as the science of psycholinguistics. By the year 1946, the term psycholinguistic was used to talk about interdisciplinary science that could be coherent or Sense-Making Theory. Goodman & Friedman (1971), refer to the concept-driven process of psycholinguistics as a Top-Down approach. Which encompasses taking prior knowledge when encountering a reading text to make meaning and understanding attached to the text. The top-down approach works from the comprehension content to the grammar part structures.

Application of the Behaviorist and Psycholinguistic theories

In 2019, a total of 111 high school EFL students participated in a reading comprehension study at The University of Taiwan. The study was conducted using two theories, the Bottom-up approach, and the Top-Down Approach. The students were divided into two groups according to their reading skills: good readers and bad readers. The results of the study indicated that the tendency of using top-down strategies can influence readers' comprehension. There was a significant difference in using top-down strategies between good and poor readers, conversely, no difference was found in bottom-up strategies. Moreover, good readers tend to use their background knowledge and make inferences to comprehend articles compared to poor readers. However, the result also shows that both good and poor readers use both top-down and bottom-up strategies. In contrast, good readers focus more on other aspects, such as background knowledge, the full picture of the article, main points, etc. This difference in reading behavior can influence the degree of reading comprehension. (Yang et, al., 2019, 5-7)

B. - Second Language Acquisition

To continue with the analysis of reading comprehension how is language acquired? How does it happen? The project depicts two theoretical camps that have elaborated perspectives on language acquisition and presented unique views on how language is acquired. - Noam Chomsky representing the language acquisition theory (innateness) on one camp, while Lev Vygotsky and Jerome Bruner were proponents of the interactionist theory on an alternative theoretical camp.

For **Chomsky** (1957) every child's brain has a special language-learning mechanism from birth. Meaning that children possess an innate ability faculty for language acquisition that is biologically determined as that an individual's brain has a neurological track that contains linguistic knowledge at birth. According to Chomsky, a child's natural quest to master a language is triggered by hearing utterances and the brain interprets whatever they hear based on the basic principles or designs it comprises. (Chomsky, 1960).

For **Vygotsky** (1986) and his social-cultural theory, children observe interactions between other people and then begin to develop the same. In other words, children first watch adults in their environment communicating, and later then develop the ability to communicate. He emphasized that a child would learn best when people are around him to solve a problem. Within the interactionist perspective, the adult will teach the child to solve the problem, then the child will be able to solve the problem on his own. Vygotsky asserted that the same principle applied to languages since the adult talks first at the child before the child learns to respond in return. (Vygotsky, 1934).

In conclusion, the language that is first spoken at home (L1) is the language that one learns from birth and speaks confidently. L1 is part of a child's personal and social-linguistic identity. A language that later is reinforced in the classroom to highlight the knowledge of grammatical rules, syntax, idiomatic expressions, metaphor, and many other concepts. On the other hand, a second language acquisition L2 can be formally learned in a classroom or by immersion which means by interacting with native speakers of the target language. Normally, young learners have a faster process of acquiring a second language than adults. According to Guler (2018), "when children are exposed to two or more languages since birth, there's no doubt it is easier for

them to learn a language and more so to acquire knowledge since it's done in a naturalistic way." (p. 78).

Application of the second language acquisition theory

In 2022, a total of 100 students from The Federal University of Technology in Owerri-Nigeria, were exposed to the theory of innateness and interactionism. The study was conducted in the student's native/indigenous Igbo language and English language. When the students were asked, they concluded that due to the inclination towards the usage of the English language, currently used in many Igbo homes as the first code to interact with children from infancy, it becomes a lot easier for the youth to master the linguistic components of the language and get proficient in its use. In the same study, the majority of the students blame their parents for deficiency and their linguistic competence in the Igbo language due to the fact that it was not the language they got exposed to, they also blamed society for elevating the use of the English language as a mark of literacy and civilization. (Onuoha, 2022, p. 104-14). Overall, both language acquisition theories innateness and interactionism play an important role in language acquisition, the same as the younger the learners come in contact with the target language the faster and easier will be for them to master it.

C. - The use of L1 reading comprehension to develop L2 acquisition.

L. Spark et al., (2012), in recent years conducted numerous investigations on the relationship between first language (L1) and second language (L2) learning. "Studies have shown that students with stronger oral and written L2 skills measured in high school exhibit stronger L2 proficiency and achievement. (p.2). Other studies have shown that preschool L1 skills are related to L2 aptitude and achievement in high school (Skehan & Ducroquet, 1998).

Melby-Lervåg & Lervåg, (2014), at Oslo University conducted a study on Reading Comprehension and Its Underlying Components in Second-Language Learners. A project called meta-analyses examines first – and second-language learners in relation to four different constructs: reading comprehension, language

comprehension, decoding, and phonological awareness. For this research, only the report on reading comprehension will be described. First, in the meta-analysis of group differences in reading comprehension, they examined the moderators of age, socioeconomic status, home language, instructional language, and differences between first-hand second language. Second, in the meta-analysis comparing language comprehension between first and second-language learners, they also examined the moderators of age, socioeconomic status, home language, instructional language, language type, and test type. In the discussion of the results, Melby-Lervåg & Lervåg stated that:

A review of reading comprehension skills and their underlying components revealed a number of critical findings concerning the differences and factors that moderate the differences between first- and second-language learners. First, first-language learners demonstrated moderately better reading comprehension skills than did second-language learners. Both language comprehension and decoding skills moderated this relationship. Good language and decoding skills were associated with good reading comprehension skills, and the impact of language comprehension on reading comprehension increased with age. (Melby-Lervåg & Lervåg, 2014, p. 425).

Continuing with the result they stated:

Furthermore, the differences between first- and second-language learners in terms of reading comprehension were also moderated by test-specific characteristics: For second-language learners, answering single open-ended questions is more difficult than answering multiple-choice or cloze questions. Moreover, answering questions from passages was more difficult than answering questions from single sentences for second-language learners. Finally, floor and ceiling effects on the reading comprehension tests were associated with attenuated effect sizes of the differences between first- and second-language learners. (Melby-Lervåg & Lervåg, 2014, p. 425).

In conclusion, regarding the components of reading comprehension skills, first-language learners had better oral language comprehension skills than second-language learners. The difference was greater for children from low than from middle or high social economic status (SES) families. The difference was also greater for children who spoke only their first language at home. One could appreciate the role of L1 in the acquisition of L2, although there are many aspects influencing the outcome of the result the better reading comprehension skills the L2 students bring to the equation the greater their chances of acquiring a second language will be.

Therefore, the importance of the elementary teacher in the development of the component of L1 language on the EFL students at the Centro Educativo *La Moderna* in the acquisition of L2 skills.

CHAPTER II

Methodology

Now in this section, the paper will look at the definition of qualitative inquiry in social and educational research. It would introduce the use and definition of a case study. The section will also give a brief description and usage of some of the qualitative data-gathering instruments that include, participant observations, interviews, and focus groups. Finally, the section will also address the role of triangulation, as the ideal instrument to verify the qualitative data-gathering process for this research project.

Qualitative Inquiry in Social and Educational Research

Qualitative inquiry is bound to discover and describe narratively what particular people do in their everyday lives as well as what their actions mean to them. According to Denzin & Lincoln, (2018) “It identifies meaning-relevant kinds of things in the world—kinds of people, kinds of actions, kinds of beliefs and interests—focusing on differences in forms of things that make a difference for meaning” (p. 87). The qualitative researcher aids to first ask, what are the kinds of material and symbolic to which people in this setting orient as they conduct everyday life? The researcher first asks, how many instances of a certain kind are there here? In these terms, quantitative inquiry can be seen as always being preceded by foundational qualitative inquiry, and in social research, the quantitative analysis goes in-depth when it tries to shortcut the qualitative foundations of such research—it then ends up counting the wrong kinds of things in its attempts to answer the inquires.

What is a case study?

A case study allows individuals to analyze in detail a phenomenon without influencing its environment. Schoch (2020) suggested that “Case study research involves a

detailed and intensive analysis of a particular event, situation, organization, or social unit.” (p. 245). He also stated that “the case study design will help you focus your research within the confines of space and time on a specific case. (p. 246). In a case study, individual units (person, community, institution...) may be studied in several ways, for instance qualitatively or quantitatively, analytically, or hermeneutically, or by mixed methods. A second definition stipulates that case studies are intensive. Thus, case studies comprise more detail, richness, completeness, and variance than depth for the unit of study than a cross-unit analysis. Third, case studies stress developmental factors, meaning that a case typically evolves in time, often as a string of concrete and interrelated events that occur at such a time, in such a place, and that constitute the case when seen as a whole. (Denzin & Lincoln, 2018, p. 301).

Finally, case studies focus on the relation to the environment, here lies the importance of a case study that entitles the researcher to study the phenomenon within its context without being part of it or causing any influence on the phenomenon. The drawing of boundaries for the individual units of a study decides what gets to account as a case and what becomes context to the case. (Denzin & Lincoln, 2018, p. 301).

The result of a case study can draw from some or all of the following:

1. The nature of the case itself.
2. The historical background of the case.
3. The physical setting in which the case is bounded.
4. Other contacts, such as economic, political, and legal, that impact upon the case.
5. Other cases through which the case is recognized.
6. Those informants through whom the case can be known. (Laws & McLeod, 1997-9, as cited in Stake in Denzin & Lincoln, 2002).

Qualitative instruments for data gathering

Participant Observation

In 1989, Danny L. Jorgensen in his book on participant observation entitled *A Methodology for Human Studies* stated that the use of participant observation as the methodology of participant observation is appropriate for studies of almost every aspect of human existence. In his research, he noted that through participant

observation, it is possible to describe what goes on, who or what is involved, when and where things happen, how they occurred, and also the whys, at least from the standpoint of participants- things happen as they do in particular situations. Jorgensen added that the methodology of participant observation is exceptional for studying processes, relationships among people and events, the organization of people in events, continuities over time, and patterns, as well as the immediate sociocultural context in which human existence unfolds. (p. 12)

Participant observation is appropriate for scholarly issues when:

- Little is unknown about the phenomenon.
- There are important differences between the views of insiders as opposed to outsiders.
- The phenomenon is somehow obscured from the view of outsiders.
- Or the phenomenon is hidden from public view. (Jorgensen, 1989, p. 12).

On the other hand, it is important to mention that the methodology for participant observation might not be appropriate for every scholarly problem. Raising a question when it is a fairly large population, precise causal relationships, or among a limited set of variables. Measurable amounts of something are better addressed by other methods, such as surveys or experiments. Participant observation is most appropriate when certain minimal conditions are present:

- The research problem is concerned with human meaning and interactions view from the insider's perspective.
- The phenomenon of investigation is observable within an everyday life situation or setting.
- The research can gain access to an appropriate setting.
- The phenomenon is insufficiently limited in size and location to be a study as a case.
- The study questions are appropriate for a case study.
- The research problem can be addressed by qualitative data gathered by direct observation and other means pertaining to the field setting. (Jorgensen, 1989, p. 13).

Jorgensen summarized that participant observation is especially appropriate for exploratory studies, descriptive studies, and studies that are aimed at generating theoretical interpretation. Though less useful for testing theories, findings of

participant observational research certainly are appropriate for critically examining theories and other claims to knowledge. (Jorgensen, 1989, p.12-3).

Triangulation

What Is Triangulation?

In simple words, the concept of triangulation means that an issue of research is considered—or, in a constructivist formulation, is constituted—from (at least) two points or perspectives. Meaning that the process of turning this concept into a methodological principle in qualitative research was substantially advanced by Denzin in the 1970s by formulating the concept of triangulation as a more systematic approach for social, particularly qualitative, research.

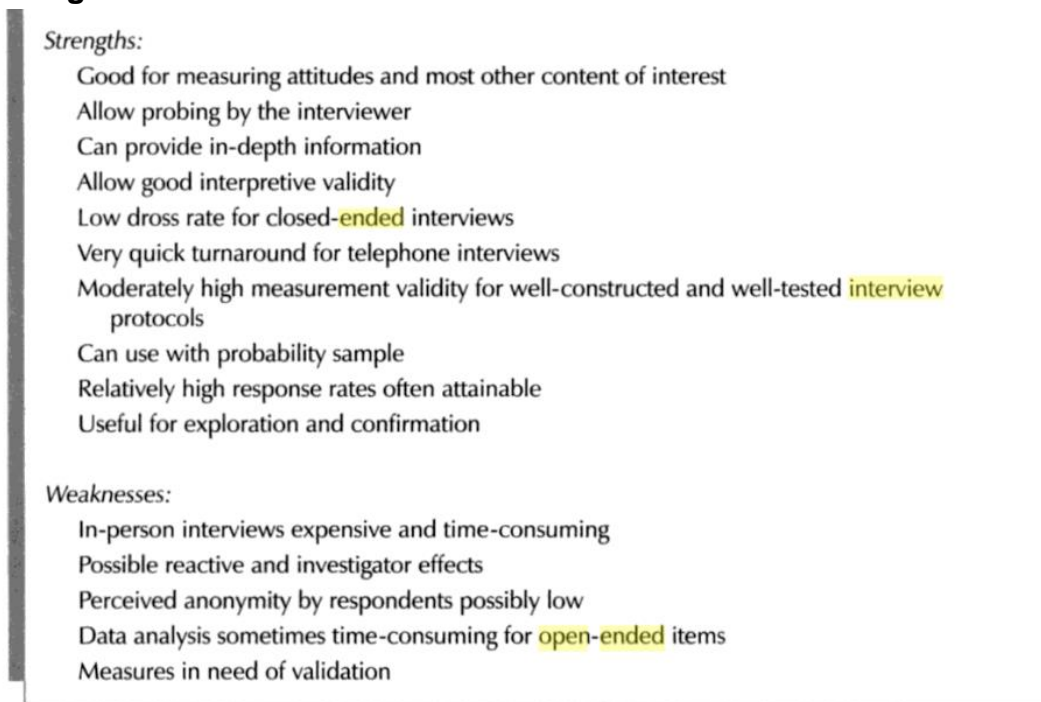
Methodological application of Triangulation

From the years 1970 to 1978, Denzin originated the idea of triangulation as the discussion of qualitative research in the combination of methodologies in the study of the same phenomenon. He introduced the definition of triangulation as a strategy of validation. He distinguished various types of triangulations. Data triangulation refers to the combination of different data sources that are examined at different times, places, and persons. Investigator triangulation means the employment of different observers or interviewers to control or correct the subjective bias of the individual. Theory triangulation refers to “approaching data with multiple perspectives and hypotheses in mind. Various theoretical points of view could be placed side by side, to assess their utility and power. The central concept was and is methodological triangulation, either within the method (e.g., using different subscales in a questionnaire) or between methods. Denzin further suggested three principles of methodological triangulation: First, the nature of the research problem and its relevance to a particular method should be assessed.... Second, it must also be remembered that each method has inherent strengths and weaknesses.... Third, methods must be selected with an eye to their theoretical relevance. (Denzin & Lincoln, 2018, p. 779).

Interview

The use of interviews can be considered the second major method of data collection. Questionnaires sit at number one, focus group third, test fourth, observation at fifth, and secondary data at sixth to enumerate a few. In the interview method, the interviewer establishes rapport and asks the interviewee a series of questions. The interviewer should remain impartial to the responses provided by the interviewee to help reduce the potential biasing effect in the interview, having the opportunity to clarify or ask for more detailed information if needed. Tashakkori et al. (2003) mentioned "This is the advantage of interviews as compared with questionnaires where interviewer probing is not possible" (P. 305).

Figure 1 Strengths and Weaknesses of Interviews



<p><i>Strengths:</i></p> <ul style="list-style-type: none">Good for measuring attitudes and most other content of interestAllow probing by the interviewerCan provide in-depth informationAllow good interpretive validityLow drop rate for closed-ended interviewsVery quick turnaround for telephone interviewsModerately high measurement validity for well-constructed and well-tested interview protocolsCan use with probability sampleRelatively high response rates often attainableUseful for exploration and confirmation <p><i>Weaknesses:</i></p> <ul style="list-style-type: none">In-person interviews expensive and time-consumingPossible reactive and investigator effectsPerceived anonymity by respondents possibly lowData analysis sometimes time-consuming for open-ended itemsMeasures in need of validation
--

Figure 1 shows a list of several potential strengths and weaknesses of interviews. Note from the *Handbook of Mix Methods in Social and Behavioral Research*.

Table 1

Types of interviews

Unstructured	also known as the pure qualitative interview is exploratory, open-ended, and typically in-depth in that various topics can be explored effectively. This type of interview it's completely unstructured and the questions spontaneously emerge for the natural flow of things during the fieldwork.
Semi-structured	this is an example of mixed interviewing this standardized open-ended interview is based on open-ended questions and results in qualitative data; at the same time, the wording or the sequence of the questions on the interview protocol could vary so the presentation across participants is a mixed form interview that would include open- and closed-ended questions and the items in that single interview are subject to change as the interview progresses.
Structured	in this qualitative interview form of interviewing, a carefully written interview protocol is used as a standard way with all respondents. The interview protocol will be used like a script in which the interviewer simply reads the questions and records the answers. The interview items are closed-ended, with all response categories prespecified by the researcher. Any probes or responses to the interview questions are preplanned.

Note:

There are three types of interviews: unstructured, semi-structured, and structured. Refer to table 1.1. Unpublished manuscript, Mosquera, 2022.

Focus Groups

A focus group is a situation in which a group moderator keeps a small and usually homogeneous group of about 6 to 12 people focused on the discussion of a research topic or issue. Focus group sessions are generally between one to three hours allowing in-depth discussion. (Tashakkori et al., 2003, p. 305-11)

During the handling of a focus group, the group moderator usually facilitates group discussion on a series of about 5 to 10 open-ended items written on the moderator's focus group interview protocol; all of the items on the protocol are related to the focused topic. The moderator keeps the group members focused on the topic or on related issues that may lead to useful insights into the topic. Therefore, making sure that no single individual dominates the discussion, tactfully resolves any power struggle, keeps the discussion moving, and keeps the group focused. Normally, focus groups are recorded using audio or videotapes that allow for later in-depth data analysis. In a focus group, the moderator could play the roles of, the seeker of wisdom, the expert consultant, the challenger, the referee, the writer, the therapist, and the serial interviewer. (Tashakkori et al., 2003, p. 305-11)

CHAPTER III

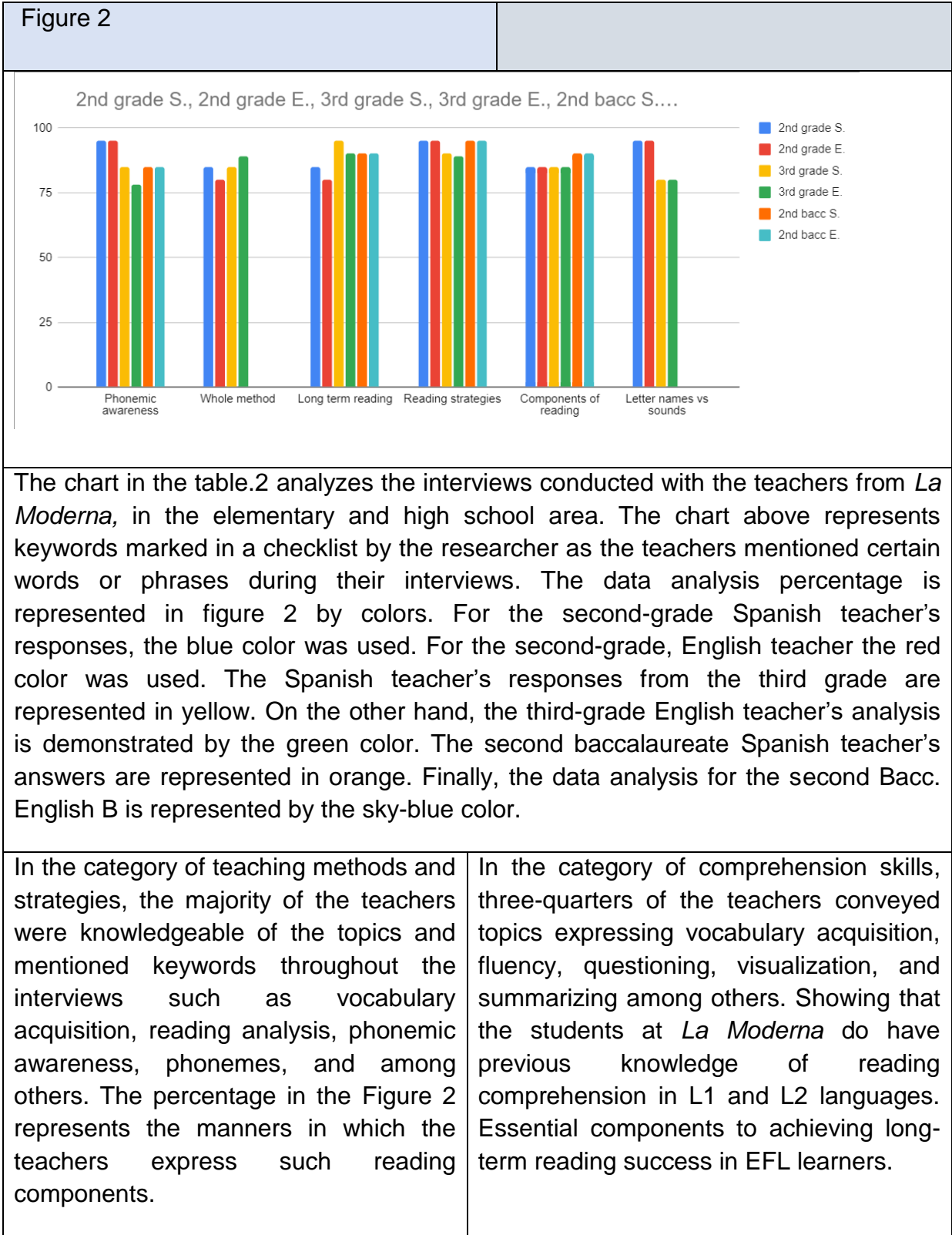
Data Analysis

To prevent the research analysis of reading comprehension at *La Moderna*, from becoming an individual's subjective bias research. The researcher has chosen a qualitative method, which among others includes triangulation, which enables the researcher to validate findings with the combination of different data sources such as case studies, participant observation, and interviews.

Case study findings results showed that the second baccalaureate (Bacc.) students from section-A came to the English lessons with prior knowledge of reading skills experiences and strategies from their native language L1. Refer to the chart inside Table 1.

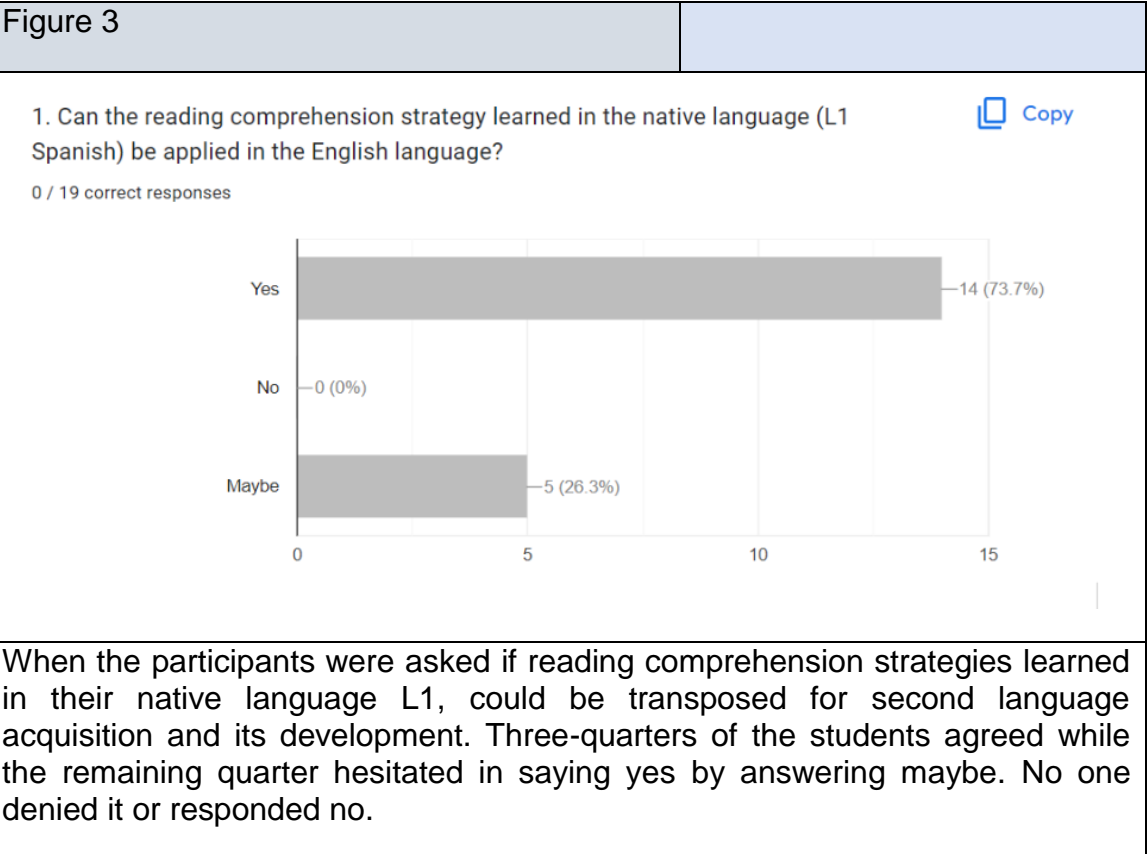
To validate this claim on the analysis of reading comprehension at *La Moderna*, seven experts were interviewed to delve into their reading theories, approaches, techniques, and strategies applied to achieve long-term reading comprehension with their EFL students including the junior-year students at *La Moderna*. The experts answered the questions presented in percentages in table 2 figure 2. The majority, of the experts, showed to have a clear knowledge of how reading works and how should it be taught to the students. The experts that were interviewed for the subject matter are all female teachers, three of them are Spanish teachers from the second and third-grade basic education, and one from the second baccalaureate. The remaining four are English teachers from the second and third-grade basic education and two from the second baccalaureate. Based on the results one can conclude that the students from the second baccalaureate section-A know how to read but might need to improve their reading habits.

Table 2 Teachers interview chart



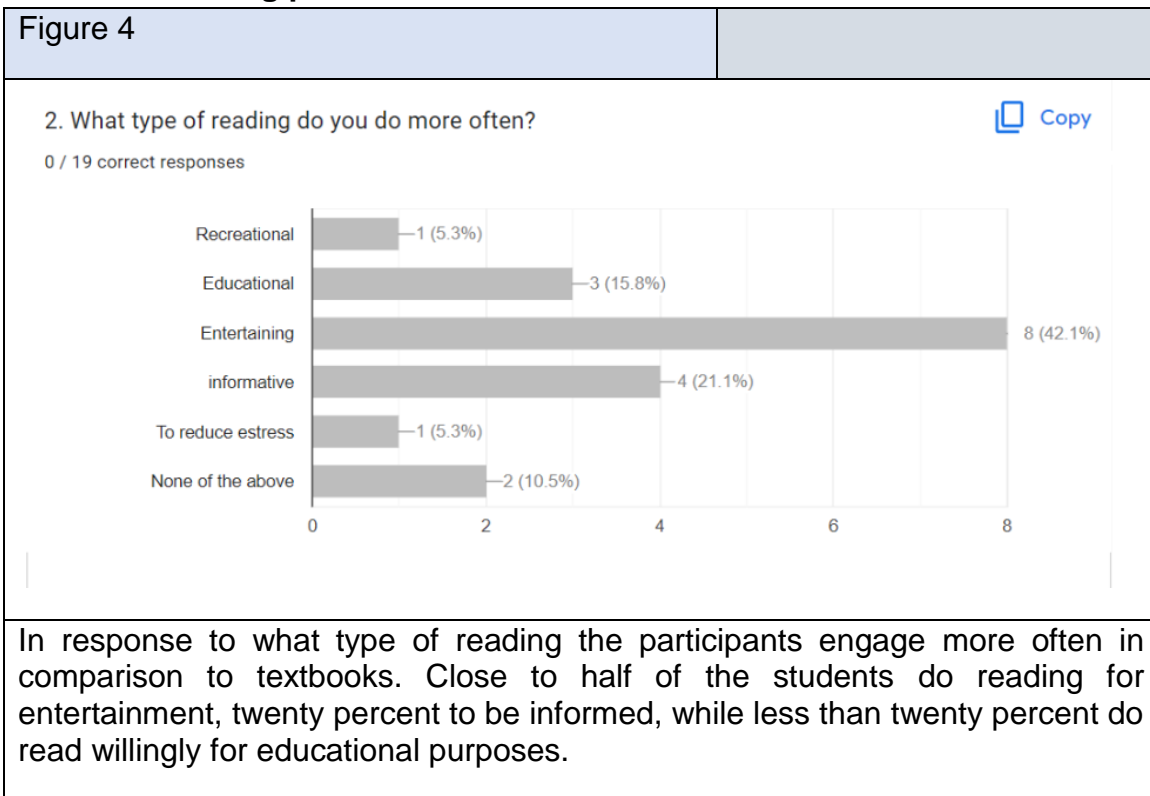
Other findings of the study in the reading analysis among the second baccaulaureate section-A EFL students at *La Moderna*, showed proof that they come into the English classroom with previous reading knowledge and comprehension techniques that could potentially be transposed to the target language L2, for the effectiveness and long-term success in reading comprehension. Refer to table 2.

Table 3
L1 application to L2 students' answers



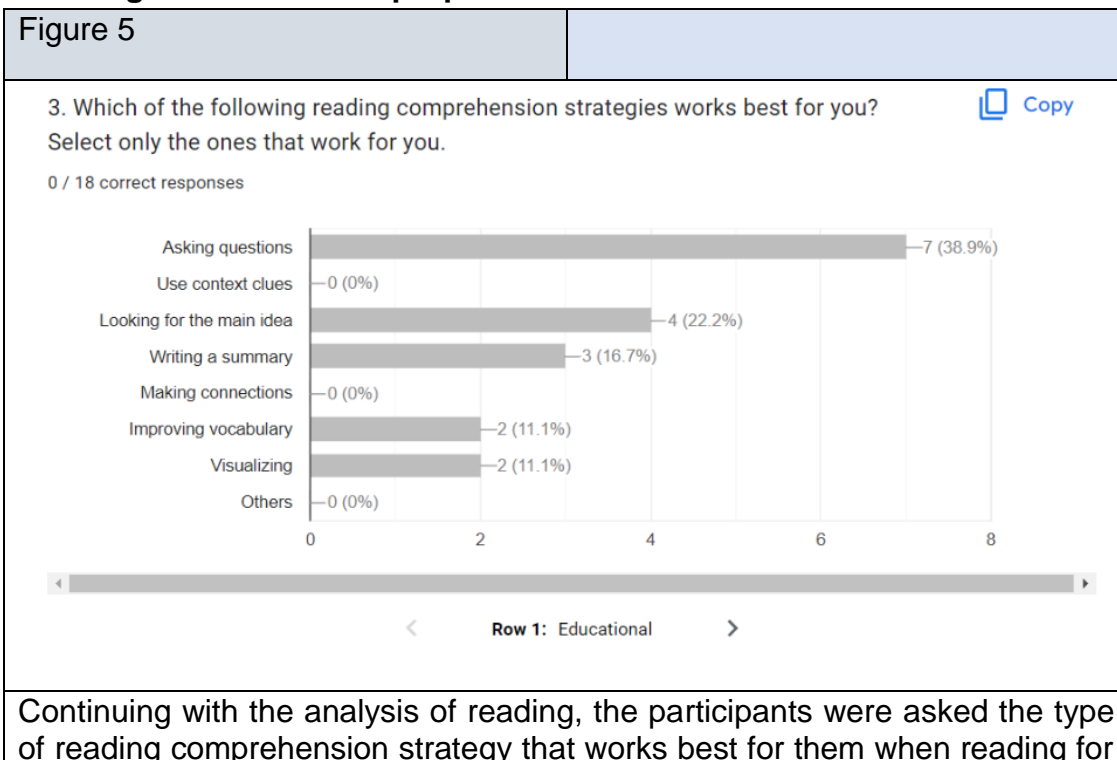
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Table 4
Students reading preferences



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Table 5
Reading for educational purpose

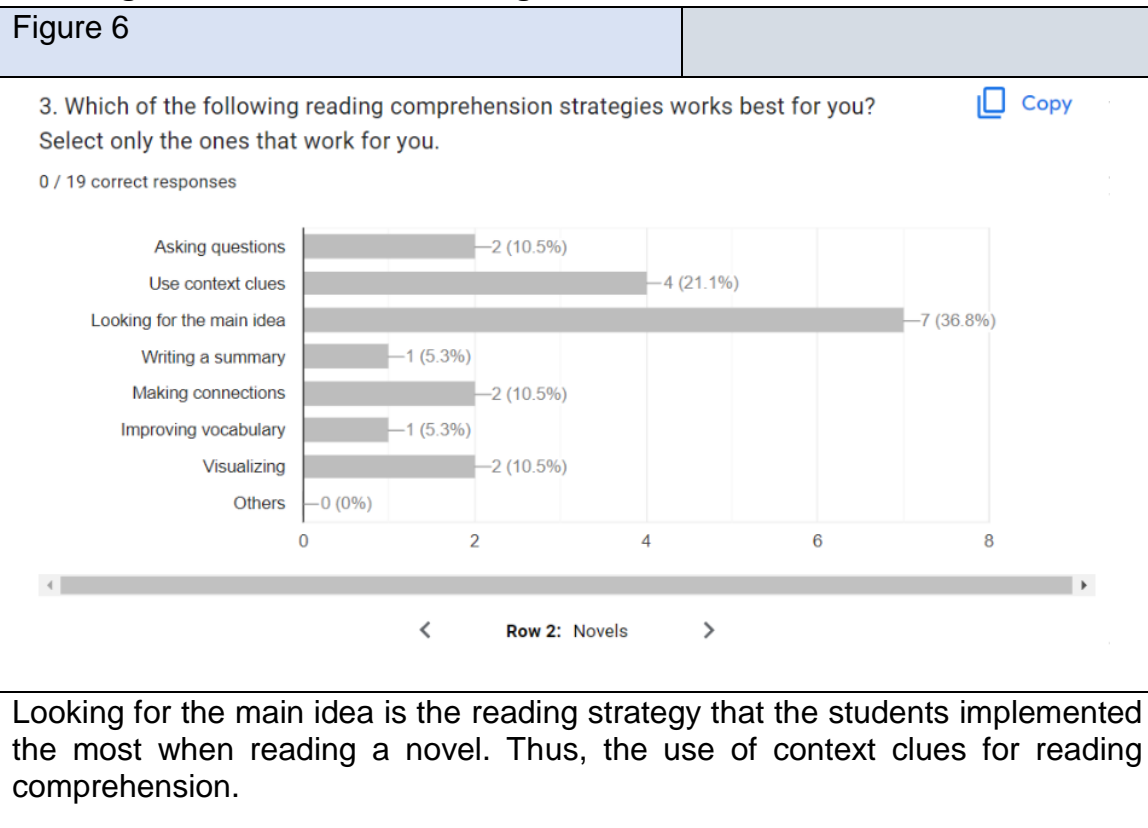


Continuing with the analysis of reading, the participants were asked the type of reading comprehension strategy that works best for them when reading for

educational purposes. Whereas close to forty percent showed to use questioning, and twenty percent focused on looking for the main idea. The participants seemed not to be familiar with using context clues or making connections for this type of reading.

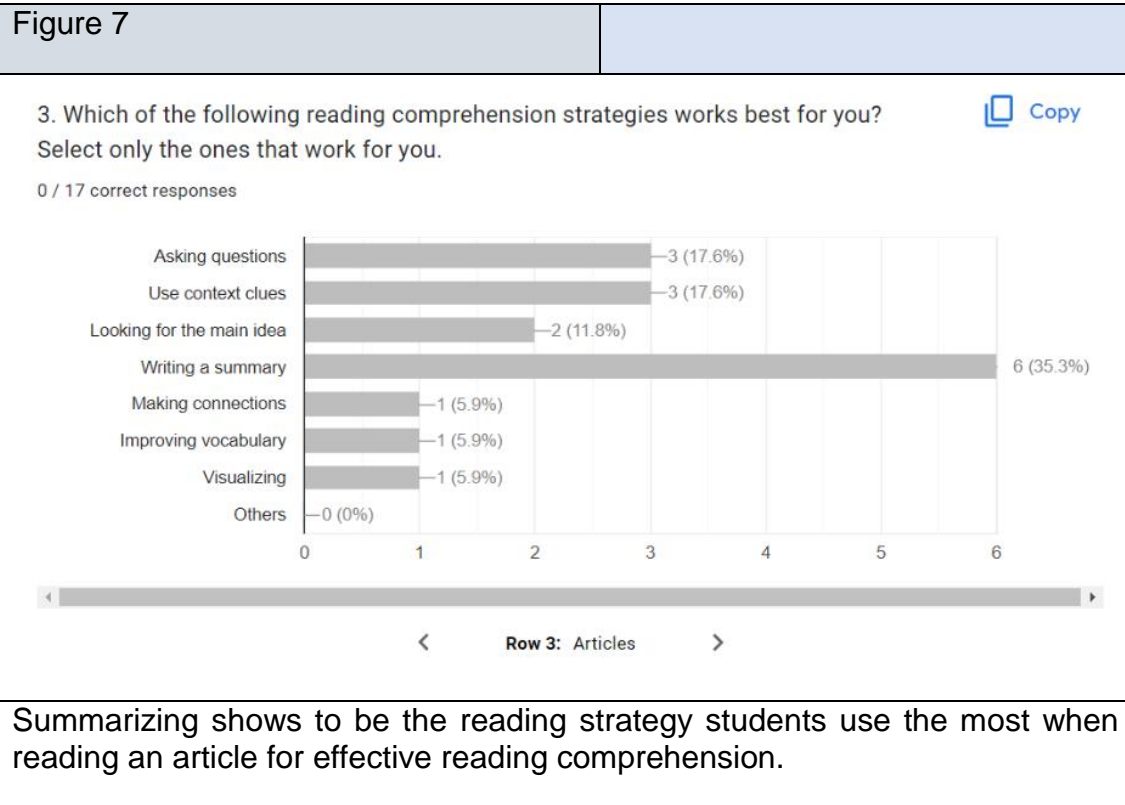
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Table 6
Readings novels students' strategies



Unpublished manuscript, Mosquera, 2022.

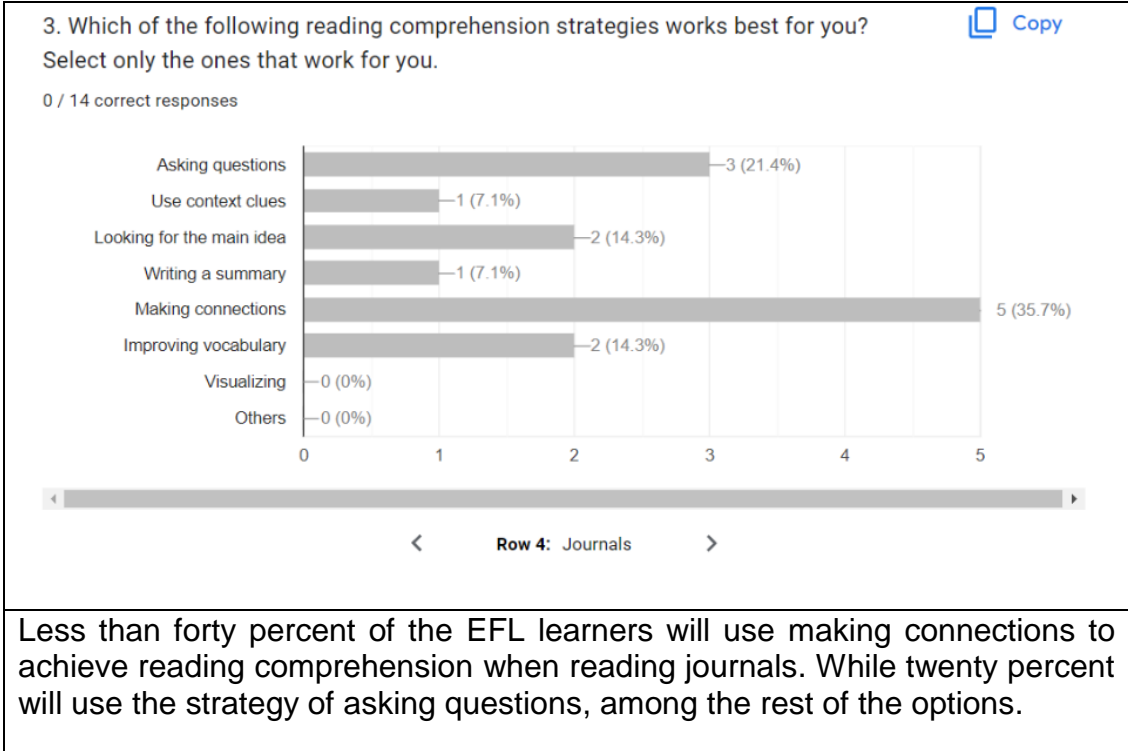
Table 7
Reading articles students' strategies



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Table 8
Reading journals students' strategies





Unpublished manuscript, Mosquera, 2022.

The participant observation findings showed that all the students can read in English. Additionally, they have acknowledged that the reading skills strategies they have learned in their native language L1 could be transposed and used for reading comprehension in L2. The interviews with the experts from *La Moderna* also corroborate the hypothesis that EFL students do possess prior knowledge in the shift from reading comprehension in L1 to the effective development and acquisition of reading comprehension in L2.

Conclusions

The research aimed to analyze EFL Reading Comprehension Skills Among Students of the Second Baccalaureate at *Centro de Estudios La Moderna* in the School Year 2022-2023. Firsthand understanding that humans aren't necessarily born to read; reading is a complex process that must be taught and learned. EFL learners learned to read in their native language, in the process of learning some students become skillful readers, while others required rather more time and practice.

The latter carried the grade of deficiency from language one reading to language two. (Refer to the Theoretical Framework section). The qualitative research method was chosen to conduct the research to analyze the contribution of students' reading habits to enhancing EFL reading comprehension skills among second baccalaureate high school students from "*La Moderna High School*", in the year 2022-2023. The Qualitative Research method encompasses a Case Study a suitable instrument for the analysis of the general and specific objectives of the research analysis in reading comprehension.

The researcher expected to find the contribution of students' reading habits to enhancing EFL reading comprehension. Being one of the specific objectives, the researcher concluded that, the majority of the students from the second baccalaureate section-A do not show to have well-established reading habits. The result of this conclusion is founded on the background research to find out the way the students were taught to read in their native language. The methodologies, approaches, techniques, and strategies in teaching reading that second and third-grade elementary school teachers used in the acquisition and development of reading comprehension. Lastly, the finding is based on the similarity that exists in L1 Spanish and L2 English language. (Refer to the Literature Review section).

Seeking an alternative way to motivate students to willingly read with confidence by the development of reading comprehension skills. Observing some of the second baccalaureate students from the section-A unwillingness to read when asked to do so. Demonstrating that they have a lack of fluency, pronunciation, and intonation

while reading which is a huge disadvantage in the motivation aspect when asked to participate in reading activities. Such distraction and a deficit in motivation to read are key factors for students' shortcomings to establish a long-term reading technique to enhance reading comprehension in second baccalaureate students. Explain in the finding of this research by Lervåg & Lervåg (2014), for them; second-language learners, answering single open-ended questions is more difficult than answering multiple-choice or cloze questions. Who also stated that answering questions from passages was farther difficult for learners than answering questions from single sentences for second-language learners. (p. 425). Evidenced, that the researcher's idea that reading comprehension is an even more complex process for students to establish an efficient approach to reading comprehension if the constraint of the lack of motivation to read is presented in the students.

Based on the aim of the research and the expectation of the researcher to know if it's feasible to transpose L1 reading skills to L2, the following question is raised: How does the implementation of L1 effective reading skills affect the development of L2 reading comprehension for second baccalaureate students from *La Moderna* high school? Results from the case study manifest indeed that L1 effective reading skills possibly affect the development of reading comprehension skills in EFL learners. On the other hand, insufficient reading skills in L1 negatively affect the acquisition and development of reading comprehension in EFL learners. Finally, students come to the English class with prior knowledge of reading. The teachers must provide opportunities to the EFL learners to exploit their L1 previous knowledge and transpose it to the L2 target language. The students must discover a way to add to this equation, students must be aware that they oversee their own education, and this may contribute to their motivation process.

Table 9
Limitations

Limitations
During the structuring of the reading comprehension researcher analysis in <i>La Moderna</i> high school, a few limitations were raised. It would be advisable to consider the following limitations for future research.
One of the most common limitations of the study was the lack of time to conduct the study.
Not being able to check the drive with the weekly planning of the English and Spanish teachers.
The teachers were always busy with their schedules, and this didn't allow for conducting a workshop to measure their reading theories knowledge.
The time of the scholastic year that the research analysis took place came with lots of extracurricular activities practice, and holiday breaks. Hindering the analysis in the reading methodologies, approaches, and strategies that the teachers claimed to display in their reading class.
Classroom distractions, students' behavior, and commitment to participate in the reading activities.
Post-Covid-19 pandemic students.

Unpublished manuscript, Mosquera, 2022.

Table 10
Recommendations

Recommendations
The following recommendations derive from the research analysis in reading comprehension among second baccalaureate section-A students from <i>La Moderna</i> high school. These recommendations are intended not only for <i>La Moderna's</i> educational staff but also for all in need to address the effectively transpose from L1 reading comprehension acquired skills to L2 target language reading comprehension skills.
Teachers must provide opportunities for EFL learners to fully exploit their L1 previous knowledge.
Teachers should allow students to choose their own reading material to keep them motivated to read.
It would be advisable for school authorities to regularly conduct reading workshop training for teachers to refresh and update their reading theories.
It is recommendable for basic and higher education language arts teachers to have regular meetings to prevent any future shortcomings in the student's reading abilities and strategize future positive outcomes.
It is essential for students to maintain motivation and to read daily if possible until the desired level of reading comprehension is acquired.
Finally, it is recommendable that students revise previous effective reading techniques used in L1 reading comprehension activities and implement them in L2 effective reading comprehension development and acquisition.

Unpublished manuscript, Mosquera, 2022.

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ANNEXES

Analysis of EFL Reading Comprehension Skills

Table 1. Questions for second and third-graders English teachers
Unpublished manuscript, Mosquera, 2022.

1. what are the integral components of the reading process for young learners, and how does reading work for them?
2. Can you describe in detail your experience regarding teaching/applying reading strategies with the second-grade students at La Moderna?
3. How does the brain learn to read?
4. In general, how do students read?
5. How do you usually start a reading lesson, what are your most successful strategies?
6. What are some of the steps you follow to achieve long-term reading success for your students?
7. What is your approach to achieving reading comprehension with your students?
8. What is your opinion on The Whole Word Method vs The Phonemic Awareness Method?
9. Do you first teach your students the letter names or the letter sounds at the beginning stage of reading?
2 nd Grade teacher interview link: https://drive.google.com/file/d/1B1gRqegkV3axMpYhXRL6oLpj1xjzS_dc/view?usp=share_link
3 rd Grade teacher interview link: https://drive.google.com/file/d/19ptekA74bgRoUCtVofhcasYc2ACHarjM/view?usp=share_link

Table 2. Questions for second and third-graders Spanish teachers

1. ¿cuáles son los componentes integrales del proceso de lectura para los jóvenes estudiantes y cómo funciona la lectura para ellos?
2. ¿Puede describir en detalle su experiencia con respecto a la enseñanza/aplicación de estrategias de lectura con los estudiantes de tercer grado de elemental en La Moderna?
3. ¿Cómo aprende el cerebro a leer?
4. En general, ¿cómo leen los estudiantes?
5. ¿Cómo sueles comenzar una lección de lectura, cuáles son tus estrategias más exitosas?
6. ¿Cuáles son algunos de los pasos que sigue para lograr el éxito de lectura a largo plazo para sus estudiantes?
7. ¿Cuál es su enfoque para lograr la comprensión lectora con sus estudiantes?
8. ¿Cuál es tu opinión sobre el Método de la Palabra Completa vs El Método de Conciencia Fonémica?
9. ¿Primero enseña a sus estudiantes los nombres de las letras o los sonidos de las letras en la etapa inicial de la lectura?
2 nd Grade teacher interview link: https://drive.google.com/file/d/17UqrwwNbknOaHUKwFY6tgL7H_SxAICgJ/view?usp=share_link
3 rd Grade teacher interview link: https://drive.google.com/file/d/1psTsR5khOquQf74nGRT0zdwuLRZ8KHNQ/view?usp=share_link

Table 3. Questions for second baccalaureate Spanish teacher

1. En su opinión, ¿cuáles son los componentes integrales del proceso de lectura para los adolescentes y cómo funciona la lectura para ellos?
2. ¿Puede describir en detalle su experiencia con respecto a la enseñanza/aplicación de estrategias de lectura con los estudiantes de segundo bachillerato del curso A en La Moderna?
3. ¿Cómo aprende el cerebro a leer?
4. ¿Cómo pueden los alumnos del segundo bachillerato convertirse en hábiles lectores?
5. ¿Cómo sueles comenzar una lección de lectura, y cuáles son tus estrategias más exitosas?
6. ¿Cuál es su enfoque para lograr la comprensión lectora con sus estudiantes?
7. ¿Cuáles son las técnicas utilizadas por sus estudiantes para asegurar su adquisición de la comprensión lectora que usted ha observado?
8. Con base en sus experiencias, ¿cuál es el papel del conocimiento fonológico en la lectura de sus alumnos del curso-A en la Escuela Secundaria La Moderna?

https://drive.google.com/file/d/1296JEXiDpRrZSi7cY_ggAhksiTszsdhJ/view?usp=share_link

Table 4. Questions for second baccalaureate English teachers

1. What are the integral components of the reading process for teenagers, and how does reading work for them?
2. Can you describe in detail your experience regarding teaching/applying reading strategies with the second baccalaureate students from course-A at La Moderna?
3. How does the brain learn to read?
4. How can the students from the second baccalaureate become skillful readers?
5. How do you usually start a reading lesson, what are your most successful strategies?
6. What is your approach to achieving reading comprehension with your students?
7. What are the techniques used by your students to ensure their acquisition of reading comprehension that you have observed?
2 nd English B Teacher: https://drive.google.com/file/d/1zsGF67SFEJh880WR1LzCbVRzATYUn9Yw/view?usp=share_link
2 nd s Research Teacher: https://drive.google.com/file/d/1GSCXlty7A9vME0rYiwNlnGXQoMkhjeqQ/view?usp=share_link

After video-recording the interviews, the CSR transcribes the interviews. A portion of the transcribed interview appears below in table 1.

Comparison between beginning vs advanced Spanish reading methods

Table1. Comparison between 2nd & 3rd grade vs 2nd baccalaureate students. Teachers' reading methods in Spanish. Unpublished manuscript, translated by Mosquera, 2022. (*Universidad Catolica de Santiago de Guayaquil*)

	Beginning (2 nd & 3 rd Grade)	Advanced (2 nd high school)
Q1	For students to relate what they have seen in images and afterward connected to letters. To know that reading is the basics of learning.	It is a process that goes by levels. Lexicon access, the comprehension, text, integration, and meaningful learning, in other words, is the understanding of everything that has been read.
Q2	Since they are small the teacher tries to awaken their curiosity to know what's the	It has been a great experience; students use critical thinking, and the teacher is to facilitate the reading on them. Make

	hidden message in images. But nowadays the process has been slow due to the pandemic.	sure they know the text and its components if it has analogy, or literary resources, by thinking beyond the reading itself.
Q3	Recognize the strokes between lines and slowly develop reading. E.g., reading is like riding a bike some are better than others if you don't practice you won't forget to ride but you're not going to be as good as others. Reading is like a computer where you get to store words, phonemes, and phrases, and from there the use of dialogues further forward resulting in the development of reading.	There are several neurological changes in the brain that favors the reading process. Basically, focusing on what you understand from the reading.
Q4	The teacher looks for them to recognize letters and vowels that they have to interiorize. They love reading material that they are interested in, in third grade they should be reading complete paragraphs, with fluency. Keeping in mind that interesting books for them are the key.	Starts by reading what you are interested in, things you like, etc. Take advantage of your free time, again if you're engaged to the book, you'll dedicate quite some time to it. Having a small library at home could also be beneficial.
Q5	Engaging them with questions relating to the reading, making them follow the text as they progress in the reading. Conversely, 2 nd graders' read only phonemes and towards the end of the school year short sentences.	First, know the author of the book. The development and interpretation of the literary work are also important. In the analysis of the textual structured one cannot leave aside the reflection. Lastly, the conclusion by the student's own analysis and belief in what they think the author is trying to convey in the story.
Q6	It is for the students to learn to recognize the sounds of letters rather than their names. To structure letter sounds to develop vocabulary. Students should not be punished with reading but instead the opposite to seed the love for reading again with books they are interested in.	Basically, it is by the progressive advance of the text, at a slow pace, maybe even by showing them an image, without giving them a reason just asking them to interpret the image, what they think of the image for them to formulate the connection. Afterward, the analysis of the literary text reinforces it and creates an expectation for the students to get involved and not just read the literary work.

Q7	The teachers read to them and in the process ask them questions. The students also have to inquire to create a connection that helps with the comprehension aspect.	They have to improve their vocabulary, relating the unknown words with context clues this way their progress in reading, and also by summarizing, or paraphrasing. All In order to improve their reading comprehension.
Q8	Both methods should be taught.	Phonics and phonology are the first part that helps to read, understand, and comprehend. Phonology is presented the most by good readers. The ability to consciously understand has a lot to do with phonology; pronunciation, and intonation, play a big role in reading becoming more attractive and engaging for students.
Q9	The letters first and the sounds after for them to interiorize better.	

Among the findings

Comparison between beginning vs advanced English reading methods

Table 2. Comparison between 2nd & 3rd grade vs 2nd baccalaureate students. Teachers' reading methods in the English language. Unpublished manuscript, Mosquera, 2022. (*Universidad Catolica de Santiago de Guayaquil*)

	Beginning (2 nd & 3 rd Grade)	Advanced (2 nd high school)
Q1	Through phonemic awareness, phonics, fluency, and vocabulary comprehension, joining them together are how students learn to read. It is a complex process to learn.	Phoneme awareness, fluency, knowledge of words, and frequent assessment. To keep track of the student's progress. Finally, they must be enthusiastic in the reading for them to understand the reading, or else they will have no purpose in reading.
Q2	One-word is challenging because they are just identifying basic sounds and letters. My job is to make them feel confident in their reading abilities by giving them opportunities with different strategies. Context	By strategies such as: predicting, summarizing, and retelling, therefore the students will understand little by little, and also inquire about new words either by context or the Cambridge dictionary.

	clues, prior knowledge, reading, and, thinking out loud are keys.	
Q3	Like any other, by a visual process that connects to the learning part of the brain (the letterbox). Learn to use by using plasticity which is the interpretation of the meaning in the text.	Humans have the innate ability to store sounds in the brain as they grow they learn how to speak but the brain has to be taught to decode words to learn how to read.
Q4	They read slowly and with a lot of practice, with the use of all the necessary components for reading. Learning the alphabet, watching pictures as matching, and connecting to form sentences.	They must read, for them to become skillful readers, so they can enrich their vocabulary widely by reading often.
Q5	Focus on the title and the cover with a picture, having them guess what the story is about as the teacher introduces vocabulary about the story (power words), to make connections with the text.	Prereading and post-reading techniques. For example, show them pictures to have them predict, inferring the reading ahead of time by trying to find the main idea this will help them to understand the reading text.
Q6	To make them fun, for them to be interested to read at home, which is the key to their development. Role plays, and interpretation of characters for them to remember the most relevant part of the story.	There are many approaches all of which aim to have the students feel comfortable during the reading. Making connections, and asking questions, so they can skim and scan what the text is about the same as taking notes they are all beneficial in the reading comprehension aspect.
Q7	Asking questions to make sure they are relating the reading to themselves, doing so will help them to remember the story better.	They tend to highlight new words, the main idea, details, and important aspects, to help them get a better comprehension of the text. Breaking the information into small fragments for it to be easy the digest. Furthermore, to relate pictures to the text, the goal is the same to ease the understanding of the reading text.
Q8	Both methods should be used. The goal is to teach children to read words that are meaningful to them.	
Q9	The teachers first focus on	

	the sound but it is important that they also know the letter names. Using flashcards enhance the application of both methods.	
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Analysis of EFL Reading Comprehension Skills

Table 1. Interview checklist

Unpublished manuscript, Mosquera, 2022

Teachers interview checklist				
	2 nd grade S.	2 nd grade E.	3 rd grade S.	3 rd grade S.
Phonemic awareness	✓	✓	✓	✓
Whole method	✓	✓	✓	✓
Long term reading	✓	✓	✓	✓
Reading strategies	✓	✓	✓	✓
Components of reading	✓	✓	✓	✓
Letter names vs sounds	✓	✓	✓	✓

Teachers interview checklist			
	2 nd Bacc S.	2 nd Bacc E.	2 nd research
Phonemic awareness	✓	✓	✓
Components of reading	✓	✓	✓
Long term reading	✓	✓	✓
Reading strategies	✓	✓	✓

Components of reading	✓	✓	✓
Vocabulary	✓	✓	✓
Fluency	✓	✓	✓
Comprehension	✓	✓	✓

Confidentiality Agreement



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Luis I. Mosquera V.
 Researcher Interviewer




Interviewee

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Luis Iván Mosquera Velásquez por la presente se compromete a no divulgar, publicar o revelar de otro modo la información confidencial recibida de Daniela Léniga, colaboradora en la investigación u otros participantes del proyecto a ninguna otra parte, excepto con fines educativos a la Universidad Católica de Santiago de Guayaquil con el consentimiento previo específico autorizado por escrito de Daniela Léniga.



Luis I. Mosquera V.
Investigador - Entrevistador



Entrevistado/a

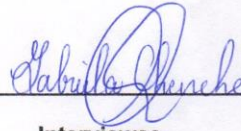
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Luis I. Mosquera V.
Researcher Interviewer

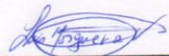


Interviewee

Analysis of EFL Reading Comprehension Skills

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Luis I. Mosquera V.
Researcher Interviewer



Interviewee

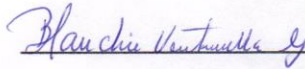
Analysis of EFL Reading Comprehension Skills

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Luis Iván Mosquera Velásquez por la presente se compromete a no divulgar, publicar o revelar de otro modo la información confidencial recibida de Blanca Veintemilla y, colaboradora en la investigación u otros participantes del proyecto a ninguna otra parte, excepto con fines educativos a la Universidad Católica de Santiago de Guayaquil con el consentimiento previo específico autorizado por escrito de Blanca Veintemilla y.



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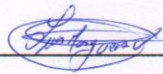


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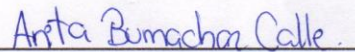
Analysis of EFL Reading Comprehension Skills

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Analysis of EFL Reading Comprehension Skills

Confidentiality Agreement

Luis Iván Mosquera Velasquez hereby agrees not to disclose, publish or otherwise reveal any of the Confidential Information received from Natali Anibis, a research collaborative, or other participants of the project to any other party whatsoever except for educational purposes to the Catholic University of Santiago of Guayaquil with the specific prior written authorization of Natali Anibis.



Luis I. Mosquera V.
Researcher Interviewer



Interviewee

Creating Reading Habits Checklist



International Bilingual Educational Unit La Moderna Educational Center

Full name:
Teacher:
Subject:
Topic:
Course:
Date:

1. Did I understand the content of the paragraphs?
2. Did I check for new words?
3. What type of reading comprehension technique did I use in today's reading lesson?
4. Was I navigating consciously from sentence to sentence?
5. Was I daydreaming?
6. Should I go back and revisit the reading later for further comprehension?

DECLARACIÓN Y AUTORIZACIÓN

Yo, **Mosquera Velasquez Luis Ivan**, con C.C: # **0915099790** autor/a del trabajo de titulación: **Analysis of EFL reading comprehension skills among students of the second baccalaureate at centro de estudios La Moderna in the school year 2022-2023**, previo a la obtención del título de **Licenciadas en Pedagogía de los Idiomas Nacionales y Extranjeros-inglés** en la Universidad Católica de Santiago de Guayaquil.

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REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA

FICHA DE REGISTRO DE TESIS/TRABAJO DE TITULACIÓN

TÍTULO Y SUBTÍTULO:	Analysis of EFL reading comprehension skills among students of the second baccalaureate at <i>centro de estudios La Moderna</i> in the school year 2022-2023.		
AUTOR(ES)	Luis Ivan Mosquera Velasquez		
REVISOR(ES)/TUTOR(ES)	Arturo Javier Ramírez Moran		
INSTITUCIÓN:	Universidad Católica de Santiago de Guayaquil		
FACULTAD:	Artes y Humanidades		
CARRERA:	Pedagogía de los idiomas nacionales y extranjeros-ingles		
TITULO OBTENIDO:	Licenciadas en pedagogía de los idiomas nacionales y extranjeros - ingles		
FECHA DE PUBLICACIÓN:	28 de enero de 2023	No. DE PÁGINAS:	68 páginas
ÁREAS TEMÁTICAS:	Reading comprehension, English as foreign language, second language acquisition.		
PALABRAS CLAVES/KEYWORDS:	Reading, transposed, effective, reading comprehension, L1, L2, EFL, acquisition		
ABSTRACT	<p>Humans weren't born to read; reading is a longitudinal process that must be taught and developed with time. Students learned to read in their native language L1 before acquiring another language. The research study aims to ease the acquisition and understanding of a new language L2, by implementing L1 effective reading comprehension methods, techniques, and strategies. A qualitative method with the use of a case study analysis was chosen since it allows the researcher to narrate what people do in their everyday lives without influencing the environment. The study was conducted in <i>La Moderna</i> high school located in Samborondon-Guayaquil in the scholastic year 2022-23. A total of 24 EFL second baccalaureate students and seven teachers participated in the study. The findings of the study not only determined the relationship and similarity of L1 Spanish reading skills with L2 English but also that these skills could be transposed to the target language. The research findings will benefit <i>La Moderna</i> staff including students and parents. Equally important, the research findings will support any educator interested in transposing L1 effective reading skills for long-term reading comprehension achievement into L2 environment. Finally, as more people continue to show interest in learning a second language, it is essential to find common grounds to explore existing reading skills from L1 to be transposed and used in second language acquisition.</p>		
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