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Exploring English teacher's beliefs about second language English reading comprehension skills development in Spanish-speaking students

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Exploring English teacher's beliefs about second language English reading comprehension skills development in Spanish-speaking students

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DEDICATION

I dedicate my thesis to my loving parents and my brothers who have always believed in me and without their patience, encouragement, and love this achievement would not have been possible. A very special dedication to my boyfriend who has been my partner to achieve each objective in my life.

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RESUMEN

El propósito de este estudio es explorar las creencias que tienen los docentes sobre la enseñanza de la comprensión lectora en inglés como segunda lengua en estudiantes hispanohablantes. Esta investigación es relevante para educadores e investigadores, ya que proporcionará una mejor comprensión de cuáles son las estrategias más comunes que los profesores de inglés utilizan para desarrollar la destreza de lectura comprensiva y qué factores podrían influir en este proceso. El inglés es considerado un idioma global, una gran cantidad de recursos académicos y estudios científicos están disponibles en este segundo idioma por lo que dominar el inglés abre puertas a la educación superior, brinda mejores oportunidades laborales y da la posibilidad de comunicarse en un mundo globalizado. La presencia del inglés ha impactado y se ha integrado en el currículo y en el ámbito educativo. Esta investigación cualitativa presenta las creencias y las experiencias de cinco profesoras no nativas hablantes que enseñan inglés como segunda lengua y utilizan algunas estrategias útiles en la comprensión lectora con sus estudiantes. Los resultados muestran que las participantes consideran que la lengua materna tiene una influencia significativa en la adquisición de una segunda lengua, el entorno lector en el hogar y la exposición temprana a materiales de lectura son esenciales para fomentar el interés y el desarrollo de habilidades lectoras. Uno de los principales retos reportados por las participantes es encontrar estrategias efectivas para enseñar lectura comprensiva, considerando las necesidades y niveles variados de los estudiantes por lo que se recomienda diseñar currículos que incorporen actividades de lectura basadas en intereses actuales y contextos culturales.

Palabras clave: comprensión lectora, creencias docentes, estrategias de enseñanza, estudiantes hispanohablantes, inglés como segunda lengua.

ABSTRACT

The purpose of this study is to explore teachers' beliefs about teaching reading comprehension in English as a second language to Spanish-speaking students. This research is relevant for educators and researchers as it will provide a better understanding of the most common strategies English teachers use to develop reading comprehension skills and the factors that might influence this process. English is considered a global language, and a large number of academic resources and scientific studies are available in this second language. Therefore, mastering English opens doors to higher education, offers better job opportunities, and enables communication in a globalized world. The presence of English has significantly impacted and become integrated into curricula and the educational field. This qualitative research presents the beliefs and experiences of five non-native teachers who teach English as a second language and apply some useful strategies for reading comprehension with their students. The results show that the participants believe the mother tongue significantly influences second language acquisition. Additionally, the home reading environment and early exposure to reading materials are essential to fostering interest and developing reading skills. One of the main challenges reported by the participants is finding effective strategies to teach reading comprehension, considering the varied needs and levels of the students. Consequently, it is recommended to design curricula that incorporate reading activities based on current interests and cultural contexts.

Key words: Reading comprehension, teachers' beliefs, teaching strategies, Spanish-speaking students, English as a second language.

TABLE OF CONTENTS

INTRODUCTION

Teaching English is essential for several reasons, principally because it is considered a global language. A great number of academic resources and scientific studies are available in English. For that reason, having a proficiency in English will open doors to higher education, to have better employment opportunities and to get scholarships in different universities. Additionally, one of the skills which need to be developed in the second language is the reading. It is a complex skill due to the fact that students must know a good range of vocabulary and manage some techniques to comprehend the readings. Certain reading comprehension materials may be ineffective in some cases, as teachers often focus completing all textbook exercises rather than incorporating readings related to students' interests or contemporary topics. This approach can limit students' ability to fully develop essential comprehension skills, impacting the development of meaningful learning.

Within the Ecuadorian context, the teaching of English as a second language has been ongoing for many decades. Despite the integration of English into the formal education system, proficiency in English as a second language remains significantly lower than in other countries. According to the EF EPI Report (2024), which ranks Ecuador among the lowest English proficient countries, ranked 82 out of 116 countries included in the assessment, contributing to the relevance of this study to understand how the beliefs of English as a second language (ESL) teachers in an educational institution influence students' reading comprehension skills. This topic is important to better understand how reading skills in English as a second language are helped or affected in the Ecuadorian context.

According to Alyousef, as children develop the vocabulary, sounds, dialects, and expressions they are exposed to become deeply embedded in their minds. Therefore, family

members play a crucial role in the vocabulary acquisition process. When children are surrounded by individuals who engage in reading activities, such as newspapers, books, magazines, etc., they may develop an interest in reading. In this context, parents play a key role in introducing new vocabulary facilitating their children's language development.

The purpose of this study is to explore what beliefs teachers have about teaching second language English reading comprehension to Spanish-speaking students. This investigation is relevant to educators and researchers since it will provide a better understanding of what are the most common strategies that teachers use in the reading comprehension activities and what factors could influence in this process. A qualitative phenomenological approach was conducted to determine which aspects of students' reading comprehension in their native language teachers consider when they develop reading comprehension skills in English and the teaching strategies that teachers believe will impact their students' reading comprehension abilities. In this study, purposeful sampling was employed to select participants, ensuring access to individuals who were willing to openly share their experiences as English teachers (Peoples, 2021).

The data was collected using an in-depth interview with each participant. The participants in this study were selected through purposeful sampling based on specific criteria. All participants are adults who have at least three years of experience as an English teacher. They are non-native English speakers currently teaching English as a second language in non-English speaking context. The interviews for this study took place in person in a classroom at Pierre de Coubertin, where the five participants are employed. Also, the researcher took notes on key information with post-it notes during the discussions and a chart-based quote method was used to analyze 23 questions.

As a qualitative study, the variables for analysis were derived from the participants' responses. Three main emergent themes aligned with the research questions were identified: the role of L1 and cultural context in reading comprehension development, teacher beliefs about teaching reading, and effective strategies for enhancing reading comprehension. To facilitate analysis, a double-entry chart was organized into three columns corresponding to these topic categories, allowing for the transcription of direct quotes from each participant under each topic. As the analysis progressed, additional sub-themes emerged, offering valuable information that supported the study's research questions.

The study is divided into five chapters. Chapter one gives a brief overview of the study's topic, explains why it is important, outlines its purpose, and describes the methodology and number of participants involved. It also summarizes what each chapter covers. Chapter two reviews existing research, focusing on language acquisition context, reading comprehension and some strategies used to teach reading comprehension. Chapter three details the study's methodology, including how participants were selected, the data collection method, and steps to ensure accuracy and reliability. Chapter four presents the results of the data analysis, organized by themes that emerged from participants' responses. Finally, chapter five discusses the study's findings in detail, highlights any limitations faced, and provides conclusions and recommendations for improving reading comprehension skills in a meaningful way in the class by the using of effective and useful strategies applied by non-native English teachers who teach English as a second language in Quito.

LITERATURE REVIEW

This literature review consolidates academic references that have been subjected to peer review and scholar revisions. The contents of this chapter will allow a better understanding of the underlying topics that embrace this study's research questions: What beliefs do teachers have about teaching second language English reading comprehension to Spanish-speaking students? What aspects about students' reading comprehension in their own language do teachers consider when fostering reading comprehension skills in English as a second language? What strategies for teaching English do teachers believe that have an effect on their students reading comprehension skills?

Initially, a comprehensive synthesis of the state of the art about the relevance of the context in the language acquisition process will allow to create meanings about the importance of the native language on acquiring a second language. The following section provides a synthesis of references about teachers' beliefs on teaching reading comprehension. Finally, this literature review presents strategies used by teachers to develop reading comprehension in teaching practice.

Language acquisition context

When children begin to grow, all the vocabulary, sounds, dialects and phrases that they hear will be recorded in their mind. Alyousef (2005) explains that family members have a strong influence in the process of acquiring new words. If children are surrounded by people who read books, newspapers or magazines, they may develop an interest in reading in this

case the first people who have the responsibility to transmit new vocabulary such are their parents (Dickinson, Michnick, Griffith & Hirsh-Pasek, 2012).

The immediate social context, families and relatives, are fundamental pieces in this process; children learn how to pronounce a sound or express an idea using the words from closest environment (Alyousef, 2005). Furthermore, when children are learning a second language from a young age, they will establish different connections between two languages. If they are used to read most of their time in their first language like a hobby, they will be motived when they have to develop reading comprehension in the second language and relate vocabulary of the mother tongue with English words (Bernard, 2022; Geeslin & Long, 2014). When children learn a second language, the meaning of new vocabulary must not be presented in an isolated way; all new words need to be shown in a context so that students understand the meaning of the messages or answer some questions of the readings. They can interpret the information and produce the language in a meaningful way (Alqahtani, 2015). One of the most important factors that influence in the process of learning a second language is the effective communication in a society, and it happens only if the children can transmit clear ideas and have sufficient learning of English vocabulary (Alyousef, 2005).

Understanding a new language involves recalling memories and past experiences and connecting them to the present, a key concept in language acquisition. For instance, when a teacher teaches numbers from one to ten in English, students can easily grasp their meaning because these numbers likely align with prior knowledge or experiences. However, if a teacher introduces unfamiliar terms such as "oneself" students may struggle to understand its meaning because it is not part of their established vocabulary. This aligns with Hojjati (2022),

who emphasizes the importance of family's role and context in understanding and acquiring new language concepts.

Acquiring a new language is considered by some authors VanPatten, Williams, Rott & Overstreet (2004) the relationship between the signifier and the signified. In other words, the dichotomy between the meaning and the image, when the students hear a word, they start to remember the sound or image in their mind and the other part of their knowledge create the mental concept or the meaning of this new word, through repeated exposure and experience learners could understand how words, phrases and expressions are linked to specific meanings (Oakhill, Cain & Carsten, 2015).

Prior knowledge is a crucial factor that influences in the L1 (native language) and in the L2 (second language) acquisition because verbal and nonverbal communication is not learned in isolation. Alyousef (2005) describes how learners need to develop a good interaction between the environment and their previous learning in order to have a successful communication in the society. VanPatten, Williams, Rott & Overstreet (2004) ask this question: "how is it possible for a child to acquire a new language without explicit instruction?" when explaining how students learn their first language in an implicit way and may acquire the new language without formal teaching and without conscious awareness. The authors claim that students learn and improve the L2 skills such as pronunciation, conjugation, intonation, among others, in their real world and at home.

During the language acquisition process, the quality and quantity of input when children listen, read, or interact with others has a meaningful impact on the students' linguistic competence as they interfere in the child's development of language skills. The amounts and quality of language input that learners receive in the Second Language

Acquisition (SLA) is a significant external factor that plays a fundamental role in their future language proficiency. For that reason, one aspect to enhance SLA is the careful selection of adequate children's literature in order to use books as resources to activate the child's interest in the second language and foster the motivation for them to read independently and become motivated as they face the challenge of creating meanings and using a new language.

Bahrani & Nekoueizadeh (2014) describe that language learners initially receive the information or stimuli of the input through texts, audio, images, or other elements which are processed in two phases. First, learners make sense of the input. This step involves a mental process of interpreting and integrating new information with prior knowledge. In the second phase, learners encode the information in their long-term memory to transform it into knowledge. In this stage, learners incorporate the new knowledge into their cognitive framework that activates the verbal or written output.

Several studies have indicated that context has a crucial influence on the learning and the memory, since learning a language requires children to consistently engage in the process of getting new words, understanding grammar rules, and mastering communication skills (Friedmann & Rusou, 2015; Hamra & Syatriana, 2010; Alyousef, 2005). Children during their first two years of life acquire a significant amount of language, for that reason it is essential to analyze which elements are part of memory and learning for early vocabulary acquisition. The people with whom children engage in conversations, such as parents, siblings, classmates or teachers impact a child's vocabulary acquisition may provide different linguistic models and levels of complexity in their interactions (Alyousef, 2005); Goldebberg (2015) explains, "children might learn different words in a park compared to a classroom." (p.4). To better understand the relevance of the environmental context in the language

acquisition process, parents and educators should pay attention to the quality of the child's language input (what they hear) and the quality of the language output (how they express themselves).

Learning how to read and developing reading comprehension

According to Bahrani & Nekoueizadeh (2014) reading is the information that people could obtain from a text, a picture or diagram. Leli (2017) describes reading as a skill to interpret symbols and understand the contents of a text. After readers read something, they make sense of the information obtained from the ideas that they have read. The aim of reading is to understand the text and be able to learn new information from it.

An important element of the reading process is understanding the existence of communication between writer and reader through the text. According to Alyousef (2005), reading is seen as an interactive process between the reader and the text in which a reader interacts with a text actively trying to create meanings and extracting the main ideas. Students can consolidate their reading comprehension skills by expanding their vocabulary, using reading practice as a way to understand the patterns that arise through the complex structures of sentences. Bright (2021) explains that there are four essential components that should be described to understand the process of reading: decoding, fluency, vocabulary acquisition and text comprehension. The roles and relationship between these components are essential in the process of reading comprehension development.

1. **Decoding:** it involves an understanding of letter-sound relationships and it permits to use this knowledge to recognize written words and comprehend their meanings. According to reading experts, decoding involves a set of smaller skills, including breaking down the sounds in words and then combining them.

2. **Fluency:** reflects the accuracy, rate, and expression of reading. It shows how a person's ability to decode words automatically as they read. When the reading process shows fluency, the reader can focus the attention in developing meanings and understanding the text.

3. **Vocabulary:** refers to the sets of words that students can understand in a text. Students choose key words to focus during the reading process to assist in the development of text meanings. The familiarity with words and their meanings, their pronunciation and spelling are essential to create the necessary context to build the understandings for new vocabulary. Often, to foster new vocabulary acquisition, the teacher reads the text aloud and the students hear the new words embedded in a context that allows them to understand the word through inference. Since new vocabulary consists of words that are not typically heard and used, often the teacher facilitates the development of new understandings through pauses during the reading that allows the use of cues such as synonyms, short definitions or gestures that enable the students to create a connection with the new word and its meaning (Hojjati, 2022). A reader with sufficient vocabulary and context knowledge has the capacity to understand the meanings of individual words and comprehend the relationship between the words within a sentence.

4. **Comprehension:** is the ability to interpret and understand the meaning of a text. During the comprehension process, readers self-prompt questions before and during their interaction with the text and make connections with their own previous knowledge and understandings. Previous knowledge, vocabulary proficiency and

being fluent readers facilitate the reader's ability to make connections while reading

that enhance the text comprehension and long-term retention of information.

Teaching reading

Traditionally, schools have been given the responsibility of teaching reading to

students. Often reading is taught during the first years of formal education. Reading is

considered an essential skill to enable students for learning and accessing information. Some

aspects about teaching reading that can seriously impact the teaching reading process: include

literacy education in teacher preparation programs; evidence based for professional

development for reading teachers; students' interests and access to new media, and lack of

stimuli during the language development process (Moats, 2020). Teaching children to read is

a very complex process and tremendously impactful in their overall learning process from

early age to advanced education. Additionally, acquiring the ability to teach reading demands

teachers who understand the language development process, appreciate the relevance of the

personal and educational context while teaching reading and show a deep understanding and

proficiency in word recognition, language comprehension, spelling, and writing components.

As teachers teach reading, they should model reading as a way to motivate to their

students to read. Pang, Muaka, Bernhardt & Kamil (2003) explain, "the more children read,

the more vocabulary and knowledge they acquire." (p.10). Teachers should be able to design

learning experiences using learning resources that are relatable to student's lives, experiences

and interests. For native and non-native speakers, it is important to use authentic texts during

the reading development process. Authentic texts are written materials used to teach reading

that are commonly used in the real world: signs, high frequency words, literature. To

determine if a written material can be considered authentic reading resources teachers should

assess, its appropriateness for the students' developmental stage, the text's relevance for the student's cultural context, the integration of visual cues, and its adequacy for the students' reading interests. Often teachers, use learning resources that have been designed for readers. Normally these resources are categorized to help teachers identify their complexity and adequacy according to the students age group or reading proficiency.

Teaching reading comprehension

Teaching reading comprehension is a complex process. Many researchers try to understand and explain what the components that teachers need to develop in the class to increase students' comprehension. Moats (2020) states, "…reading comprehension is the product of word recognition and language comprehension." (p. 2). In the following section, mental representation or visualization, intrinsic motivation and context cues are explained as key elements within the teaching reading comprehension realm.

According to Oakhill, Cain & Carsten (2015), comprehension is a process where people create a mental representation about what they have read to make sense of the text. When describing ways to teach reading comprehension Bernard (2022) states, that visualization is an essential skill. "When readers draw on their knowledge and experiences to see pictures in their minds, they are engaging in visualization." (p.1). Visualization allows the reader to create mental pictures based on their interpretation of the text. Creating a mental image while reading is a strategy to develop comprehension through association. The main objective of visualization is to create mental images of characters, ideas, scenes, or words while the children are reading a text with the purpose to understand the context meaning of the story and extract key points for a summary in order to develop comprehension.

Alyousef (2016) indicates that intrinsic motivation makes the reading comprehension more enjoyable and meaningful for the reader. For that reason, teachers are responsible to motivate reading by selecting the appropriate material. To illustrate, readers' interest can be revealed in settings where students check the topics that called the attention of them like short stories of science fiction, comedy, drama, thrillers, etc.

Collins, Smith & Beranek (2007), explain that frequently used words, familiar phrases, titles, and headings are valuable elements in a text that must be considered when readers read a story. They offer essential clues about content, structure, and main ideas to guide with the interpretation of the message in the text. Teachers can encourage students to actively engage with these cues, providing more strategies and effective approach to reading. According to Farrell, Hunter, Davidson & Osenga (2024), some students can recognize words and pronounce them, even without learning their meaning. It is relevant to understand that reading requires interpretation and thinking. In the study of Hamra & Syatriana (2010), some students mentioned that they have difficulties in reading English texts due to the lack of vocabulary, unfamiliarity with language knowledge, difficulty understanding pronunciation, deficiency in reading fluency and insufficient reading motivation.

Another aspect that must be considered when understanding teaching reading comprehension is the student's individual learning abilities and skills. There are some children who present learning difficulties that affect their ability to decode, others that might have hearing deficiencies that interfere in their ability to listen for comprehension. Clarke, Truelove, Hulme & Snowling (2014) mention the relevance of the working memory process in reading comprehension, as it allows students to retrieve cues and information that enables them to make sense and construct new meanings. The working memory process explains how

students hold information in their minds about what they have already read to integrate the new vocabulary or information with the previous knowledge. The lack of retention, the presence of interference due to attention deficit, or a learning disability, affects fluency, intrinsic motivation and the reading comprehension development process as a whole.

Students with strong learning and language abilities ask questions, interpret the messages, visualize the main ideas in their minds, think about their feelings, and have their own opinions about the text (Murray, 2016), enhancing their reading comprehension performance. There are some aspects that should be considered to develop good reading comprehension like fluency, vocabulary, background knowledge and decoding skills. To clarify, reading a wide variety of texts helps build a knowledge of events, emotions, places, language structure that ensures vocabulary expansion and also, exposure to a wide variety of literacy helps to make distinctions between reality from fantasy, cause and effect, make predictions and reach conclusions about what they are reading (Rippel, 2023).

The reader should recognize the printed words accurately and automatically to achieve fluency and support comprehension. Knowing how sounds match letters, understanding syllables and identifying meaningful parts of words are important for improving reading skills. Background knowledge, vocabulary context, sentence comprehension and familiarity with the language are also key factors that need to be constantly present in order to strengthen the learners reading comprehension skills.

Existing literature identifies common teaching practices that may be detrimental to reading comprehension development. ESL teachers tend to explain new vocabulary in isolation causing difficulty in the reading comprehension development, disregarding the fact that reading comprehension is constructed using context cues and previous knowledge

(Alyousef, 2005). Another common interference with reading comprehension development is not allowing children enough time to figure out the sounds and cues causing them to not understand the relevant information in the entire context of the language (Moats, 2020).

Strategies used to teach reading comprehension

In the following section, several reading comprehension teaching strategies will be presented. There are many strategies to develop reading comprehension, but for the purpose of this study the following will be described: summarizing, outlining, note taking, mapping, student questioning and schematizing. Each reading comprehension teaching strategy can be used with different purposes and it can be adapted to better respond to the students' needs depending on the type of content, learning context and the learning goals. Teachers need to implement a varied range of strategies to reach the different students' needs and abilities as they develop their individual reading comprehension skills (Odom, 2017).

For this study, the reading comprehension strategies presented by Adler (2001) are considered to be an appropriate synthesize of what most authors describe as the most adequate teaching practices to enhance reading comprehension.

1. Monitoring comprehension:

Monitoring our comprehension involves observing our thought process while we engage with the text. We recognize our background knowledge and also acquire new knowedge to check what questions come to our mind while we read each paragraph paying attention to relevant aspects of the text. Thinking when we read is a huge key to create an imaginary story in our minds and comprehend better the meaning of the text.

Students who show mastery using this strategy know when they understand what they read and when they do not. When they identify a reading challenge, they apply different strategies to fix it. In other words, this strategy emphasizes in the students awareness of what they understand and their use of other appropiate strategies to confront their lack of comprehension.

2. Metacognition: During reading, students may monitor their understanding by asking themselves questions about understanding the text. Basically, students check their understanding of what they read. To illustrate, when students are reading a story and realize that they do not understand the main idea of a paragraph, they might look up unfamiliar words, or summarize what they have read so far to ensure they better understand the text.

3. Graphic and semantic organizers: To foster reading understanding, students can use visualization tools that enable them to find relationships, connect information with previous knowledge and organize their ideas. Graphic and semantic organizers are versatile tools that contribute to improved understanding text structure for comprehension. They can be used in many formats like maps, webs, graphs to illustrate concepts and help students to write well-organized summaries.

4. Answering questions: being able to answer questions about what they read can facilitate meaning construction because having the expectation of responding to questions may help students to think actively as they read. The Question-Answer Relationship strategy (QAR) motivate students to learn how to answer questions better. In this strategy students should check if the information is explicit in the text or implicit information in which it has relation with the student's own background

knowledge and thinking complexity. For instance, think and search is one type of questions that refers to find through the passage the answers typically in more than one place and recall the facts that can be found directly in the text (Tovani, 2000).

5. Generating questions: through making questions, students get knowledge into their ability to answer them and comprehend the material they are reading. To illustrate, students can be taught to ask questions focusing on the main ideas that connect to crucial information within the text. This strategy helps students in taking a moment to reflect, think about the message and understand how information connects across different paragraphs (VanPatten, Williams, Rott & Overstreet 2004).

6. Recognizing story structure: students need to identify the categories of content such as: setting, plot, characters, events, problem, resolution, etc. Teaching about the structure of stories enhances student's reading comprehension and ability to create new understandings.

7. Summarizing: aids students in recognizing main ideas of the text, establishing connections between main concepts, keeping the information they have read and eliminate unnecessary information. Calero & Acosta (2021) mention that one important strategy to develop is to identify important information and most relevant ideas in the text, it helps to improve comprehension and focus the memory effort in what is significant.

This literature review consolidates academic references that have been checked through peer review and scholarly revisions. It looks at how different factors affect learning a new language, focusing on teachers' beliefs about teaching reading and useful strategies they use to help students improve. The review explores how the L1 helps in learning a second

language, showing that prior knowledge and real-life situations are important for

understanding texts. It also highlights how teachers' beliefs influence how they teach,

focusing on the importance of strategies that are supported by facts and match the students'

context. These ideas help explain what influences teachers' choices and views when teaching

English reading skills to Spanish-speaking students.

METHODOLOGY AND RESEARCH DESIGN

This is a qualitative study that uses a phenomenological approach to explore English teacher's beliefs about second language English reading comprehension skills development in Spanish-speaking students. Peoples (2021) Describes how through phenomenology qualitative research aims to understand the way in which individual experiences create meanings about a complex phenomenon that is part of a social human experience. This phenomenological qualitative analysis is research approach often used to conduct educational research (Alhazmi & Kaufmann, 2022).

The main research question that steered this study's methodological design was: What beliefs do teachers have about teaching second language English reading comprehension to Spanish-speaking students? To better comprehend the phenomenon two other research interrogations, arise from the main research question: What aspects about students' reading comprehension in their own language do teachers consider when fostering reading comprehension skills in English as a second language? What strategies for teaching English do teachers believe that have an effect on their students reading comprehension skills?

In order to understand English teachers' beliefs and experiences about second language English reading comprehension skills development in Spanish-speaking students a population of potential participants was identified. For this study, purposeful sampling was used for participant selection as a way to ensure the access to participants willing to openly share their experiences as English teachers.

Palinkas, Horwitz, Green, Wisdom, Duan & Hoagwood (2015) explain that purposeful sampling is widely used in qualitative research for the identification and selection of information-rich cases related to the phenomenon of interest. Although there are several

different purposeful sampling strategies, criterion sampling appears to be used most commonly in implementation research. (p.533)

Due to accessibility to English teachers with experience teaching second language English reading comprehension skills development in Spanish-speaking students, the teachers of a particular school were invited to participate in this study. All the participants of this study are consenting adults that comply with the following selection criteria:

1. All participants are adults currently working at the selected educational research site as full time English teachers.

2. All participants had at least three years of experience as full time English teachers.

3. All participants are Non-native English speakers currently teaching English as a second language in a non-English speaking context.

Once the research design was established the investigation protocol was submitted for approval to the Ethics Committee for Research on Human Subjects (Comité de Ética de Investigación de Seres Humanos CEISH) at Universidad San Francisco de Quito USFQ (Appendix A). The protocol ensures that participants anonymity and confidentiality at all times. All the data will be collected exclusively by the main researcher and will be labeled using pseudonyms for analysis and reporting purposes.

In order to invite the teachers to become participants of this research study a formal petition was sent to the school's rector. Once the school had authorized a formal invitation, an e-mail was sent to all the English teachers. The invitation included the informed consent form (Appendix B) explaining the data collection process, potential dates for data collection and openly declaring an in-depth interview as the tool for collecting information. The e-mail

included specific instructions for the teachers to be able to declare their willingness to participate in the study. The invitation was sent to five participants who showed their willingness to participate in this study and they were selected through some aspects such as they had at least three years of experience as full time English teachers and to be adults working at the selected educational site. The participants were interested in analyzing how reading comprehension strategies could influence in the learning process of a second language and they expressed their opinions and experiences freely.

Researcher Positionality

Experience as teacher

I realized my passion for teaching English 11 years ago, when I was completing my language studies in (English and French) at Central University of Ecuador, I learned to appreciate the relevance of using the cultural context and a variety of strategies in the process of second language learning. My own learning processes and educational experiences significantly influenced my research interests. My experiences first as a student, and later as an English teacher for six years, certainly motivated this research study and informed the interest for the research topic and my own interpretations in this research project. My experience as a second language English learner allowed me to have a personal understanding of the emotional, cultural and learning challenges that entail acquiring second language. As an English teacher, I have gained some insights into my students' the needs, experiences and challenges as English language learners. My professional experiences as a teacher have provided me with practical knowledge about the learning and the teaching process that integrates curriculum development, classroom dynamics and institutional structures. This

personal path as a learner and as teacher ignited my motivation to conduct this research project and informed the data analysis process.

During my professional experience as a teacher, I have found that one of the most difficult challenges is teaching reading comprehension to second language learners. In my experience, the development of reading comprehension is directly affected by several factors that interact with the learning process, these factors influence the teachers' abilities to enhance the students' reading comprehension in a second language.

The most influential factors when teaching reading comprehension are the students' context knowledge, vocabulary quality and management, and their personal motivation for reading, in their native language. In my classes, students often show difficulty when they have to complete activities related to reading comprehension, most of them become frustrated due to their limited vocabulary as they try to decode a simple text, others get bored easily because their lack of understanding of the English language interferes in their motivation to read and learn.

My experience as a second language learner and as second language teacher enriches my positionality as a researcher, by offering valuable insights, and perspectives that inform my scholarly work, particularly in the field of education. Staff member at research site

I have worked as an English teacher in the research site for three years. The site was selected because it can be considered a representative sample for the second language learning experiences within the Ecuadorian educational system. The school provides private education for families in the low-middle socioeconomic level, similarly to an important percentage of the population of students in Ecuador who learn English as a second language. The teaching

experiences in the research site should be considered similar to many other educational scenarios in the country that serves a population with similar economic backgrounds.

During teacher meetings, my colleagues often mention that students present issues in the L1. Rarely children share daily habits related to reading at home or having meaningful conversations with their family members. This limited environment has a toll on their learning potential, which is evidenced through students having difficulty with reading fluency, very limited reading comprehension, trouble using spelling rules when writings, and very restricted vocabulary, all of which significant interference with learning a second language. As a teacher, I have noticed how my colleagues struggle to enhance their student's reading comprehension in English, with limited resources. There is a real challenge trying to foster second language acquisition in an educational system where most students barely meet international standards for basic language skill in their native language.

Colleague of participants

Sharing struggles and professional experiences could be difficult for some people. I decided to apply the interviews to my colleagues because I understand and share most of the difficulties that other English teachers experience. Over the years, I have gained their trust and as I invited them to participate clearly informed that all the experiences and understandings, they share during the interviews will be solely used for academic purposes. In many conversations, I have shared with my colleagues my intention to contribute to betterment of education in my country. They knew that this study can contribute to understanding the limitations and potential opportunities to enhance English reading comprehension as an essential component on second language acquisition. I trust their responses are going to be true and honest to their beliefs and experiences.

There is no conflict of power between me and the participants because we are equals in our common workspace. Before starting the interviews, the participants have the opportunity to read the study's informed consent where it is clearly stated that their participation is voluntary and that they can stop their contributions as participants at any time. Participants were informed that all data gathered for this study is going to be anonymous. Results are going to be solely analyzed by the main researcher in order to identify what strategies and teachers' beliefs are useful to get better results in the reading comprehension skill in this particular context.

Master's student

I am currently studying a master's degree in Teaching English as a Second Language and I decided to choose the topic reading comprehension skill since this is an issue of my interest. Some experiences and readings called my attention and I want to research more about the effectiveness of different reading comprehension strategies and teacher's believes about the development of reading skills. When we learn a language, it is essential to develop the four language skills, but there are some skills that require more practice than others. In different subjects, my masters' classmates and I discussed what teachers can do to have better results in teaching reading comprehension. One of the factors that has a huge impact in developing reading skills is the students' motivation, many students do not enjoy reading due to teacher's use of traditional methods or use reading learning resources that are not relevant to the students' contexts, interests and daily life.

Credibility, Trustworthiness and Confidentiality

This qualitative study claims credibility, through following several procedures to ensure consistency and adequacy among the research questions and the methodological design (Sousa, 2014). Creswell & Poth (2018) explain that credibility is more applicable than justifying validity in qualitative research studies. Maxwell (2015) claims that in order to ensure that the qualitative study's conclusions and recommendations are trustworthy, is mainly attributed to the different protocols and procedures that are implemented as part of the research process. For this study the research protocol and research collection procedures approval by rigorously reviewed by USFQ's Ethical Review Board (CEISH) certifying that the research protocols and procedures follow academic conventions and are adequate for the research questions, tools and participants. In the research protocol particular emphasis was given to the study's informed consent, to ensure that the study participants willingness to participate is unquestionable. Ethical validation was also evidenced through a detailed description of how data was going to be managed, stored and analyzed throughout the study.

Data collection and data analysis process

All data collected for this study will be gather through individual in-depth interviews with the participants. The interviews for this study were conducted in person, in a classroom at the research site. All interviews were carried out in English, in a private space within the school and recorded on the main researcher's mobile phone. Additionally, during the interview process, the researcher took notes on relevant information. The interview comprised a total of 23 prompts, which were analyzed using a chart quotes method. This chart organized the information into two sections: the first contained demographic information and the second one information about the beliefs of teaching English. All recordings were saved using coded

names such as Participant 1, Participant 2, Participant 3, etc. to ensure confidentiality. The

interviews had an approximate duration of 25 to 30 minutes.

DATA ANALYSIS

The analysis chapter begins with a brief description of the participants. The individual context provides information about their teaching experience, their professional credentials, and their attitude during data collection process. The second part of this chapter describes how the data analysis process was conducted in order to categorize the data into the different emergent analysis themes. After reviewing the data gathered three main themes emerged during the analysis process: the role of L1 and culture in the development of reading comprehension, teacher beliefs about teaching reading, and effective strategies for teaching reading comprehension.

Participants Description

All participants in this study met the declared selection criteria. They were all non-native English-speaking adult teachers. All the participants were female. During the interview process, all the participants demonstrated technical difficulties in expressing their ideas in English. As a result, some direct quotes from the study participants may contain common English language errors.

Data was collected from five participants who met the selection criteria and were randomly chosen from those willing to participate in the study. A brief profile of each participant is described below:

Participant 1: Female. 3 years of teaching experience as an English teacher in a private school setting in Ecuador working with elementary and high school students' levels. Holds an undergraduate degree in the Multilingual Education at Central University in Quito Ecuador.

During the interview, she felt comfortable and was able to openly share her experiences and beliefs about teaching reading comprehension.

Participant 2: Female. 7 years of teaching experience as an English teacher with preschool students and high school students in a private school. She got an undergraduate degree in English at Central University in Quito Ecuador. During the interview she showed her passion is acquire the knowledge of the language practicing and learning English by herself. She had a positive attitude and shared some examples of useful strategies to develop reading comprehension in class.

Participant 3: Female. 1 year of teaching experience as an English teacher in a private school. She works with third grade students and high school students. She obtained her undergraduate degree of National and Foreign Languages Studies with Emphasis in English at Central University in Quito Ecuador. Participant 3 got her English certificate for B2 level through the Michigan English Test. In the future, she would like to study a master's degree in English in order to work in the higher education level.

Participant 4: Female. 2 years working as an English teacher with High School students and she is the English area director at the research site. She got a degree in English from the Pontifical Catholic University of Ecuador. She is currently enrolled in a Master's degree at Casa Grande University in Guayaquil. Her attitude during the interview was optimistic and goal-oriented.

Participant 5: Female. 6 years working as an English teacher in a private school with sixth and seventh grade students and high school English teacher. She got a degree in English at Central University. The participant demonstrated a collaborative and positive attitude

throughout the interview, actively engaging in the discussion and contributing constructively to the conversation.

Data Analysis Process

Using recordings, the main researcher listened to all the interviews several times to ensure thorough comprehension of the information provided by the participants. Each participant was interviewed once. During the interview the researcher took notes about relevant aspects of the information shared by the participants. Some notes were taken by the researcher and then were analyzed in an effort to identify emergent themes in the data. To ensure analysis accuracy, the research questions were revised in order to prioritize emergent themes, giving more emphasis to the themes that were most aligned with the study's purpose. During the initial analysis process three main emergent themes were found to be consistent with the research questions: the role of L1 and culture in the development of reading comprehension, teacher beliefs about teaching reading and effective strategies for teaching reading comprehension.

Using a double entry chart, three columns were identified with the emergent topic categories. Under each column the direct quotes consistent with the emergent topic were transcribed for each participant as part of the data analysis by emergent themes. Once the quotes were identified, within each emergent analysis theme, sub themes came to call the researchers attention. Sub-themes provided more specific data and useful information in the effort to respond the study's research questions.

The role of L1 and culture in the development of reading comprehension.

Some participants declared during the interview that the role of L1 has a big influence in the acquisition of the second language, they claimed that reading comprehension should be taught since early ages with the purpose to improve different language skills such as: grammar, sentence structure and the ability to express ideas clearly. Participant 1 mentioned, reading comprehension is an important skill that must be taught since early ages doesn't matter if they don't understand but if we give the kids some interesting readings or interesting books for them, I believe they would get more engage and it would not be so difficult when they get maybe to high school. Accordingly, Participant 2 claims, personally, I consider reading as a greatest form of learning not only English but other fields of the knowledge of the humanity … I consider that reading and reading comprehension share the analysis, the high mind skills that human can have. As children grow, the vocabulary, sounds, dialects, and phrases they are exposed to become recorded in their minds. Alyousef (2005) & Dickinson, Michnick, Griffith & Hirsh-Pasek (2012) affirm that family members play a significant role in the process of learning new words. Additionally, when children are surrounded by individuals who engage in reading books, newspapers, or magazines, they may develop an interest in reading. In this context, the primary responsibility for introducing new vocabulary falls on their parents.

Most of the participants in the study declared that some issues about reading comprehension skill will impact in the learning of a second language. To illustrate, in Ecuador, the culture generally lacks strong reading habits, making it challenging for some individuals to find motivation when attempting to read, particularly in English (Salvador,

2010). Participant 5 said, we, in our country don't have that custom to read, so I think for them is totally difficult because is a new language and they see maybe they don't have the level that the book needs. Participant 4 brought to light, yes, I think so because imagine you cannot read in your first language that is your native language, you are not going to do it in a second language that obviously is a little bit different from the first one so yes it has an influence on the second one. To gain a deeper understanding of the importance of environmental factors in language acquisition, parents and teachers should focus on both the quality of the language input that children receive and the quality of their language output in expressing themselves (Goldebberg 2015; Alyousef, 2005).

Participant 1 stated, as you said before the L1 influences on the L2 obviously so I had had some students that they don't like to read even in Spanish so obviously they are not going to read in English, so how I motivated is that I had ask to them to bring new reading or topics that they like and we work like maybe one time a month with the information that they like so they are interested in doing it. If students frequently engage in their first language as a hobby, they are more likely to be motivated when developing reading comprehension skills in a second language. This habit allows them to connect vocabulary from their native language with English words (Bernard, 2022; Geeslin & Long, 2014). It is notable that when children are accustomed to reading in their native language, they are more likely to transfer those skills and interests to reading in a second language, making the learning process meaningful and easier.

Teacher beliefs about teaching reading.

Participants in this study found that teaching English presents a significant challenge. Teachers are not only responsible for teaching the language (linguistic skills) but also for

introducing students to a new culture. Educators also need to adjust their teaching methods, using materials that reflect different cultures and creating a classroom environment that respects and understands cultural differences. Participant 5 mentions, I think this is a difficult subject to teach but I really like it. To teach a language is amazing because when you teach a language is culture. On the other hand, Participant 4 described, I think it's a hard job that we do as teachers because we are transmitting not only knowledge but also sometimes culture so we are given some opportunities to our students to open new doors because as you know English is one of the most spoken languages around the world. Similarly, Moats (2020) explains how culture influences in the way of communicating in society since understanding the student's cultural experiences give the opportunity to teachers to design reading lessons that have relation to the children's world, making the learning process more effective and relevant. Teachers must bridge the gap between the linguistic and cultural knowledge, it means students bring to the classroom their experiences and they should be related to new language that they are acquiring.

Alqahtani (2015) suggests that when children are learning a second language, the meaning of new vocabulary must not be taught in an isolated way and the participants agree with the same point of view. Participant 3 claimed, they need to understand in context so it's the most challenging part for teachers. Accordingly, Participant 1 mentioned, for me is important that they understand a word by the context they have in the reading. This underlines the importance of contextual learning in language acquisition since it helps students to understand how words function in real life situations, enhancing comprehension and retention.

Alyousef (2005) emphasizes that in order to achieve fluency and enhance comprehension, students need to accurately and automatically recognize written words due to the fact that there are some keys factors to consider in the reading process such as proficiency in phonemic awareness, understanding the connection between sounds and their letters or graphemes, recognizing syllable patterns and identifying meaningful parts of the words.

Another relevant factor that influences in the process of reading comprehension is motivation. When students are motivated, they are more likely to engage with the text and it drives curiosity and interest. Participant 3 mentioned, I motivate them presenting text according to their ages, their likes, interested for them. One way to improve second language acquisition (SLA) is to choose appropriate books as resources to activate the child's interest in the second language and foster the motivation for them to read independently. Participant 4 describes, … how I motivated is that I had ask to them to bring new reading or topics that they like and we work like maybe one time a month with the information that they like so they are interested in doing it. Alyousef (2016), indicates that intrinsic motivation enhances the enjoyment and significance of reading comprehension for readers. Therefore, it is the responsibility of teachers to foster this motivation by choosing meaningful materials. To illustrate, understanding reader's interests can be achieved by allowing students to select topics such as short stories in science fiction, comedy, drama, thrillers, and more.

Another belief of the participants is the big impact that influences between the relation of reading comprehension and the vocabulary due to the fact that it is important to acknowledge that reading requires two essential elements which are interpretation and critical thinking skills. Hamra & Syatriana (2010) realized that some students experience difficulties with reading English texts due to a limited vocabulary, insufficient language knowledge, lack

of understanding of pronunciation and poor reading fluency. To avoid these common issues, the participant one claimed, I also like to let them know more than what it is on the book. For example, if we have a subject about the planets and the stuff, I tend to let them to search more about the planets. This strategy not only enhances student's knowledge but also encourages critical thinking and self-directed learning. Furthermore, by motivating students to look beyond the textbook, teachers cultivate a deeper understanding of the subject and stimulate their curiosity. Participant 5 brought to light, I am taking some vocabulary lessons so I see, I usually say a sentence in English and they must write that sentence so they must know the vocabulary, the word, the pronunciation. Most of them understand and they can write the sentence so that is nice if they can write they can read. Fluency aids in understanding the meaning of a text without needing to decode each individual word, while having a good range of vocabulary enables students to comprehend the meaning of words and phrases within context (Rippel, 2023).

Effective strategies for teaching reading comprehension.

Some of the participants in this study, mentioned that they use several efficient strategies in their classes which have an excellent impact in teaching reading comprehension. Participant 2 mentioned, you are reading and then your mind goes creating a new world in your mind so sometimes I ask them close your eyes and listen to me and that is reading you can create a movie in your mind. According to VanPattern, Williams, Rott & Overstreet (2004) learning a new language involves the connection between the signifier and the signified. When students hear a word, they begin to recall its sound or visual representation in their minds.

Additionally, two participants in this study brought to light that they use the same strategy in their classes to develop the reading skill effectively. Participant 2 said, first scanning the text then I make some categories you know for example let's color verbs, food words, different categories of the lexical of the story like verbs, adjectives … so, I make a list and say what color could we color this category of words and let's color verbs blue, let's color animals' orange. Participant 5 mentioned, most of the time I ask them to color some words in the text. For example, verbs are red, nouns are blue and adjectives are green so we must identify in the reading those words and see how these words work. This strategy helps students become more aware of grammatical structures and the roles that different types of words play in sentences. Moreover, the interactive of color coding can make reading more engaging and enjoyable, especially for kids. According to Adler (2001) understanding the structure of a text is important for students, as they need to identify key elements like the setting, plot, characters, events, problems and resolution. This strategy helps to improve reading comprehension process and the ability to create new interpretations.

The author Adler (2001) identified the most effective teaching practices for improving reading comprehension in his study. The first strategy involves monitoring comprehension where students imagine the story as they read, connecting their prior knowledge with the new information and checking the questions that come to their minds while they read. Participant 2 mentioned, I try to present them as a way of journey that you can create in your mind when you are imaging. While the participant 5 claimed, they read with me, I read first, I explain the vocabulary and say please read with me and read loud, let's read together. I explain line by line, paragraph by paragraph and I say what do you understand? I make a lot of questions to them. This strategy promotes a collaborative learning environment, supports comprehension,

and encourages active participation and critical thinking. Addler (2001) explains that the metacognition strategy requires students to assess their understanding by actively asking themselves questions about the content of the text. Participant 2 mentioned, some texts have some initial questions so they answer those questions how they can be related to the text that they are going to read. This strategy encourages students to identify when it is necessary to reread parts of the text in order to clarify any challenges in comprehension. Participant 4 claimed, I always use the summarizing and obviously the pre activities to activate their knowledge for example by brainstorming ideas, by asking some questions and the post activities asking questions as well.

CONCLUSIONS

Through the data analysis conducted for this study the participants were able to share their beliefs about teaching second language English reading comprehension to Spanish-speaking students. The participants recognized the relevance of the effect of first language reading habits in the second language reading skills acquisition. Teachers also expressed the need to access for age-appropriate educational resources as a key factor to facilitate students' motivation to second language learning in general, and particularly to fostering reading habits in English. In this study teachers had to use a specific textbook as curriculum for their English classes, they mentioned that most of the theme selection of the textbooks consisted of topics that were irrelevant to the students' age or social context.

As the first conclusion for this study, it is relevant to assess the student's reading sufficiency in their first language as initial information about their reading habits and also ability to read in general. Conducting standardized reading assessments in the students first language will provide valuable information to adjust teaching methodologies and difficulty based on the students' needs and proficiency. Additionally, the participants argued that reading comprehension should be taught from a young age to strengthen various language skills, including grammar, sentence structure and the ability to communicate ideas clearly.

Another conclusion of this study is that often teachers use textbooks and other resources that disregards their students' level, interests and social context. It is very important that the people in charge of deciding curriculum in schools consider the teachers' recommendations and prior experiences to avoid imposing materials that do not foster motivation for students learning. It is essential to remember that when students feel motivated

reading stories in a second language, they are more likely to interact with the text, which fosters curiosity and interest.

Teachers participating in this study also mentioned the relevance of using research-based teaching methodologies in contrast to traditional teaching methodologies in the English class such as: active student participation, relevant real-life conversations and readings, curiosity-driven exploration with alternative texts, teaching vocabulary through context, create a movie in the mind, paragraph-based discussions, using open-ended questions to prompt analysis and interpretation of the text and group reading activities to analyze text.

When exploring the aspects about students' reading comprehension in their own language that teachers consider when fostering reading comprehension skills in English as a second language, the participants consistently named the lack of vocabulary in the first and second language as an obstacle for the development of reading comprehension skills in Spanish speaking English language learners. Participants mentioned that the language use habits in the first language are an indicator of the students' potential to acquire a second language, it is for that reason that if a student has strong read habits in Spanish, the habit is easily transferrable to English.

The participants of this study explained that they have identified different strategies to foster reading comprehension skills. The first one is to scan the text by interpretating the main ideas of each paragraph. Additionally, students can categorize words in the text such as verbs, nouns, adjectives and adverbs to enhance their understanding of sentence structure and vocabulary use. This strategy helps students focus on key concepts and language patterns, supporting comprehension and vocabulary acquisition.

The seccond strategy involves monitoring comprehension by encouraging students to visualize the story as they read. It allows students to picture characters, settings and events in their minds, making the story more vivid and engaging. By imagining the scenes, students are more likely to retain details and connect emotionally with the text and when the story is unclear they can ask questions or re-read to remember key information.

The third strategy is to summarize each paragraph of the text, allowing students to break down and join key points. This methodology helps students to actively engage with the material, improving comprehension by focusing on the main ideas. In addition, implementing pre-reading activities to activate students' prior knowledge prepares them to connect new information with the previous knowledge. To illustrate, teachers can facilitate brainstorming activities where students share their thoughts about the topic, characters, or settings. Asking questions about the text encourage students to make predictions, stimulating curiosity and interest before they begin to read.

Every research study has its own limitations, which can be different for each one. Some of the limitations in this study were the lack of currrent researches about the topic reading comprehension and the limited time of the participants to develop different strategies to teach this skills with their students provoking that they do not have many experiences to show in the interview.

This project contributes significantly to English teaching in Ecuador by showing the connection between first language reading habits and second language reading comprehension skills. The findings emphasize the importance of assessing students' reading abilities in their first language to design effective teaching strategies related to their needs. This study, also points out the need for materials that match students' age and social context to keep them

motivated and interested. By sharing simple strategies like scanning text, imagining stories, and summarizing, this project gives useful ideas to help teachers and researchers improve reading lessons. These findings can help schools choose better materials and support teachers in creating more meaningful and effective learning experiences for Spanish-speaking students learning English.

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APPENDIZ INDEX

APPENDIX A: RESEACH PROTOCOL APPROVAL

Universidad San Francisco de Quito USFQ

Formulario para la presentación de Investigaciones observacionales y/o de intervención en seres humanos

A. "DATOS GENERALES DEL PROYECTO

1. TÍTULO

Explorando las creencias de los profesores de inglés de la Institución Particular "Pierre de Coubertin" sobre el desarrollo de habilidades de comprensión lectora en estudiantes del idioma español durante el período académico 2024.

2. TIPO DE INVESTIGACIÓN

Investigaciones Observacionales		Investigaciones de Intervención	
Estudio transversal	☐	Estudios cuasi-experimentales	☐
Estudio ecológico	☐	Ensayo de campo	
Reporte de casos	☐	Ensayos controlados aleatorizados sin uso de medicamentos y/o dispositivos médicos	☐
Series de casos	☐		☐
Estudios de casos y controles	☐		☐
Estudios de cohorte	☐		☐
Otros	☑	*Especifique*	

3. TIEMPO DE EJECUCIÓN DE LA INVESTIGACIÓN

Fecha estimada de inicio de la investigación:	abril del 2024
Fecha estimada de término de la investigación:	agosto del 2024
Periodo de duración:	cinco meses

4. FINANCIAMIENTO DE LA INVESTIGACIÓN

Monto total del financiamiento de la investigación:	100 dólares
Fuentes de financiamiento:	

5. DATOS DEL PATROCINADOR

Patrocinador		Cédula de ciudadanía /RUC:	
Telf. Institucional		Ext. asas	Correo electrónico:
Dirección			
Página Web Institucional			
Órgano Ejecutor			

6. COBERTURA DE EJECUCIÓN DE LA INVESTIGACIÓN	
Local	*Provincia: Pichincha* *Cantón: Quito* *Centro de Investigación: Institución Particular "Pierre de Coubertin"*

7. PERSONAL DE LA INVESTIGACIÓN

Página 1 de 7

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UNIVERSIDAD SAN FRANCISCO DE QUITO USFQ

Función/Rol	Nombre completo	Cédula / Pasaporte	Formación Académica	Entidad a la que pertenece	Correo electrónico personal e institucional	Teléfono celular
Investigador principal	Paulina del Rocío Ortiz Lara	1726973462	Licenciada en Ciencias de la Educación mención Plurilingüe	Universidad Central del Ecuador	portiz@estud.usfq.edu.ec	0995375527

8. INSTITUCIONES PARTICIPANTES EN LA INVESTIGACIÓN					
Nombre de la Institución	**Pública/Privada**	**Dirección Postal**	**Persona de Contacto**	**Correo electrónico persona contacto**	**Teléfono persona de contacto**
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B. DETALLE DE LA INVESTIGACIÓN

1. RESUMEN ESTRUCTURADO

1. **Título**

    Explorando las creencias de los profesores de inglés de la Institución Particular "Pierre de Coubertin" sobre el desarrollo de habilidades de comprensión lectora en estudiantes del idioma español durante el período académico 2024

2. **Introducción**

El desarrollo de la competencia lectora en el idioma inglés y las creencias de los docentes al enseñar esta destreza son aspectos muy importantes de la educación desde diferentes puntos de vista. Desde un punto de vista social, es esencial cultivar hábitos de lectura en los estudiantes para promover una sociedad más informada y dedicada a actividades constructivas como la lectura. Por otra parte, en el aspecto académico, el formar estudiantes lectores en el idioma inglés ayuda a que su vocabulario en la lengua extranjera sea más extenso, así como también ayuda a mejorar su ortografía y a formar seres que puedan expresar libremente su opinión, que tengan capacidad de razonamiento y discernimiento.

3. Objetivos

Objetivo General
Explorar las creencias de los profesores de inglés sobre el desarrollo de habilidades de comprensión lectora en los estudiantes del idioma español.

Objetivos Específicos
- Identificar las estrategias que los profesores de inglés utilizan para promover actividades de lectura comprensiva dentro del aula.
- Identificar las razones por las cuales los profesores de inglés utilizan específicos recursos para enseñar lectura comprensiva.

4. Métodos
Se utilizará el método cualitativo debido a que se van a realizar entrevistas a los participantes para recabar información relevante para este tema de investigación.

5. Resultados esperados
Conocer las creencias por las cuales los docentes de inglés utilizan específicas estrategias para enseñar lectura comprensiva en el aula.

2. PROBLEMA DE INVESTIGACIÓN

El problema más amplio es el bajo nivel de comprensión lectora en el segundo idioma. Uno de los factores es que la mayoría de los estudiantes generalmente obtienen bajas puntuaciones de problemas pedagógicos en los ejercicios de comprensión lectora porque desconocen el significado de algunas palabras en un contexto. Además, la falta de formación

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continua de los docentes, las políticas de la escuela y la falta de inversión en tiempo y dinero han provocado que esta destreza no sea significativa en el aula.

3. JUSTIFICACIÓN

Dentro del contexto ecuatoriano la enseñanza de inglés como segunda lengua tiene varias décadas de trayectoria. Pese a la integración del inglés dentro del proceso educativo formal, el nivel de suficiencia del uso del inglés como segunda lengua es muy inferior a otros países. Este estudio busca comprender cómo las creencias de los profesores de inglés como segunda lengua en una institución educativa acerca del desarrollo de las habilidades de comprensión lectora inciden en la habilidad de comprensión lectora de los estudiantes. Este tema es de particular interés para comprender de manera más específica cómo se potencializa u obstaculiza el desarrollo de las habilidades lectores en inglés como segunda lengua en el contexto ecuatoriano.

De acuerdo a Geeslin & Long, cuando los niños comienzan a crecer todo el vocabulario, sonidos, dialectos y frases que escuchen quedarán grabados en su mente, por lo tanto los miembros de la familia influyen enormemente en el proceso de adquisición de nuevas palabras porque si los niños están rodeados de gente que lee libros, periódicos o revistas pueden desarrollar el interés por la lectura, en este caso las primeras personas que tienen la responsabilidad de transmitir vocabulario nuevo como sustantivos, verbos, adjetivos, preposiciones, etc. son sus padres.

4. MARCO TEÓRICO

Contexto de la adquisición del idioma

Competencia en lectura del primer idioma

Desarrollo de la alfabetización bilingüe (desarrollo de la comprensión lectora en dos idiomas)

Motivación en el desarrollo de habilidades lectoras y en el desarrollo de la adquisición de una segunda lengua.

Estrategias efectivas de comprensión lectora de ESL

Habilidades esenciales de enseñanza de ESL

5. OBJETIVOS DE LA INVESTIGACIÓN

1. **Objetivo General**

Explorar las creencias de los profesores de inglés sobre el desarrollo de habilidades de comprensión lectora en los estudiantes del idioma español.

2. **Objetivos Específicos**
- Identificar las estrategias que los profesores de inglés utilizan para promover actividades de lectura comprensiva dentro del aula.
- Identificar las razones por las cuales los profesores de inglés utilizan específicos recursos para enseñar lectura comprensiva.

6. PREGUNTA DE LA INVESTIGACIÓN O HIPÓTESIS

¿Cuáles son las creencias que los profesores de inglés tienen al momento de enseñar lectura compresiva en el idioma inglés a los estudiantes?

7. METODOLOGÍA

1.Diseño metodológico

Investigación fenomenológica

Investigación observacional, descriptiva, transversal, cualitativa

2.Universo

Docentes de inglés de la Institución Particular "Pierre de Coubertin"

3.Tamaño muestral

Cinco (5) docentes de inglés que laboran en la Institución Particular "Pierre de Coubertin"

4. Criterios de Inclusión
- Personas mayores de 18 años.
- Docentes de inglés que trabajen en la Institución Particular "Pierre de Coubertin"
- Docentes que tengan al menos dos años de experiencia enseñando el idioma inglés.
- Docentes que den su consentimiento para participar en el estudio a través de un formulario de consentimiento informado firmado.

5. Criterios de Exclusión
- Personas menores de 18 años
- Docentes que no impartan clases del idioma inglés.
- Docentes que no trabajen en la Institución Particular "Pierre de Coubertin"
- Docentes que no den su consentimiento para participar en el estudio.

6. Variables
- Creencias de los docentes de inglés para enseñar la destreza de lectura comprensiva.
- Estrategias de enseñanza y recursos de aprendizaje para mejorar la comprensión lectora.
- Relación entre el nivel de comprensión lectora de L1 con el desempeño lector en L2.

8. PROCEDIMIENTOS

1.Reclutamiento: La investigadora principal se contactará personalmente con los potenciales sujetos de investigación en ABRIL 2024. La investigadora explicará de manera general las condiciones de participación y los invitará a participar de la investigación.

2.Aplicación hoja informativa: La investigadora principal ENVIARA POR CORREO ELECTRÓNICO la hoja informativa Y los CONSENTIMIENTOs INFORMADO al posible participante de la investigación. Por ese medio explicará claramente toda la información contenida en el mismo, haciendo énfasis en el propósito, relevancia, riesgos y beneficios de la investigación. La investigadora principal agendará una cita con el participante con la finalidad de aclarar todas las dudas e inquietudes del potencial sujeto de investigación y le dará tiempo suficiente para tomar una decisión; esta reunión durará entre 20 a 25 minutos por participante. Luego de aclarar todas las dudas del potencial participante se procederá a firmar o no firmar el consentimiento informado.

3.Aplicación de entrevista: La investigadora aplicará la entrevista de forma oral en ABRIL 2024 dentro de las instalaciones de la Institución Educativa "Pierre de Coubertin". Esta entrevista tendrá un tiempo de duración de 45 a 60 minutos por participante. La entrevista será anónima, no se solicitará al sujeto de investigación que mencione su nombre en ningún momento, LOS DATOS RECOLECTADOS SERÁN IDENTIFICADOS USANDO PSEUDÓNIMOS PARA ASEGURAR LA CONFIDENCIALIDAD DE LA INFORMACIÓN, y consistirá en 20 preguntas sobre: la enseñanza del idioma inglés y la comprensión lectora.
La investigadora registrará las respuestas del sujeto de investigación en una Tablet CON CLAVE DE SEGURIDAD PERSONAL PARA EL ACCESO. Los datos serán almacenados por dos años, se les solicitará la firma del CONSENTIMIENTO INFORMADO para Almacenamiento y uso en futuras investigaciones dentro de la misma línea de investigación y previa autorización del CEISH.

4.Análisis de información: Una vez terminadas las entrevistas, la investigadora principal usará funciones de Microsoft Word para transcribir el contenido de las entrevistas. La investigadora analizará las respuestas de las entrevistas para sacar conclusiones respecto las creencias de los profesores de inglés de la Institución Particular "Pierre de Coubertin" sobre el desarrollo de habilidades de comprensión lectora en estudiantes del idioma español. Se analizará y categorizará las respuestas de acuerdo con las variables planteadas.

9. RECURSOS HUMANOS

Nombre	Rol	Funciones/ Responsabilidades
Paulina Ortiz Lara	Investigadora	La investigadora aplicará la entrevista forma oral. La investigadora registrará las respuestas del sujeto de investigación en una Tablet.
Sarahi Vega Loma	Participante	Contestar las preguntas de la entrevista con sinceridad y dar a conocer si alguna pregunta no se siente cómoda en responder.
Estefanía Flores	Participante	Contestar las preguntas de la entrevista con sinceridad y dar a conocer si alguna pregunta no se siente cómoda en responder.
Milena López	Participante	Contestar las preguntas de la entrevista con sinceridad y dar a conocer si alguna pregunta no se siente cómoda en responder.
Kattya Rocha	Participante	Contestar las preguntas de la entrevista con sinceridad y dar a conocer si alguna pregunta no se siente cómoda en responder.

10. RECURSOS MATERIALES

Computadora
Celular
Cuaderno

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Hojas
Entrevistas

C. CONSIDERACIONES ÉTICAS

1. CONSIDERACIONES ÉTICAS Y DE GÉNERO

1. Aplicación de Principios Éticos

Justicia: todas las personas que cumplan los criterios de inclusión tendrán igual oportunidad de participar en la investigación, sin distinción alguna (raza, sexo, condición económica, etc).

Respeto/autonomía: los sujetos de investigación podrán decidir libre y voluntariamente si desean o no participar en la investigación durante el proceso de aplicación del consentimiento informado. La investigadora respetará en todo momento la decisión tomada por el sujeto de investigación.

No maleficencia: la investigadora adoptará las medidas necesarias para evitar riesgos potenciales para los sujetos de investigación y la información se recopilará de manera anónima.

2. Riesgos

Los sujetos de investigación podrían sentirse incómodos con algunas preguntas de la entrevista. Durante la aplicación de la hoja informativa la investigadora explicará que los sujetos de investigación pueden negarse a contestar las preguntas con las que se sientan incómodos, y/o retirarse de la entrevista y/o de la investigación en cualquier momento sin tener que dar explicaciones.

3. Beneficios

Los sujetos de investigación no recibirán un beneficio directo por su participación en esta investigación. No obstante, los resultados de esta investigación contribuirán a generar nuevo conocimiento sobre las creencias de los profesores de inglés en cuanto al desarrollo de habilidades de comprensión lectora en estudiantes del idioma español dentro de la enseñanza de inglés como segunda lengua en el contexto ecuatoriano.

Este estudio permitirá analizar los resultados con los miembros de la Institución Particular "Pierre de Coubertin" y mejorar las estrategias que los profesores de inglés podrían aplicar en clase para desarrollar un aprendizaje significativo.

4. Seguridad y Confidencialidad de la información
- La información se recopilará de forma anónima utilizando pseudónimos para identificar a los participantes sin arriesgar la confidencialidad de su identidad, no se recopilará información identificativa de los sujetos de investigación.
- Sólo la investigadora principal de este estudio tendrá acceso a la información recopilada.
- La información recabada se mantendrá confidencial, no se compartirá con terceros ni se usará para fines distintos a los de esta investigación.
- La información recabada estará bajo la custodia de la investigadora principal.
- La información se almacenará en la computadora personal de la investigadora por un periodo de 2 años, se les solicitará firmar el Consentimiento Informado Almacenamiento y uso en futuras investigaciones en la misma línea de investigación y previa autorización del CEISH. Una vez concluido este tiempo la información será destruida.
- Los resultados de la investigación serán compartidos durante la defensa del trabajo de titulación.

5. Provisiones especiales

2. CONSENTIMIENTO INFORMADO

La investigadora principal programará una reunión presencial en un lugar acordado en la Institución Particular "Pierre de Coubertin", a la hora y fecha que sea conveniente para los posibles participantes de la investigación. Durante esta reunión programada la investigadora proporcionará a los posibles participantes de la investigación dos consentimientos informados, uno de participación y otro para uso futuro de la información y explicará el propósito, la relevancia y los riesgos y beneficios del estudio. La investigadora principal abordará cualquier pregunta o inquietud y proporcionará tiempo suficiente para que los posibles participantes de la investigación tomen una decisión informada. Si los posibles participantes de la investigación necesitan agregar tiempo para tomar una decisión informada, se programará una nueva reunión para obtener los consentimientos informados. La investigadora conservará una copia de los consentimientos informados firmado para sus registros y proporcionará una copia firmada a la investigación partícipe. Este proceso debería tomar aproximadamente 20 minutos.

3. RESULTADOS ESPERADOS

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La finalidad de esta investigación es analizar las creencias que los docentes de inglés tienen al momento de enseñar lectura compresiva en el aula; además conocer cuáles son las razones por las cuales los profesores eligen específicas estrategias para desarrollar esta destreza con sus estudiantes.

4. CRONOGRAMA DE TRABAJO

Descripción de la Actividad	Febrero 2024	Marzo 2024	Abril 2024	Abril 2024	Mayo 2024	Mayo 2024	Junio 2024	Julio 2024			
Reclutamiento			■								
Actividad 1.1. Aplicación consentimiento informado			░								
Actividad 1.2. Explicación del objetivo de la investigación			░								
Actividad 1.3. Preguntas											
Aplicación hoja informativa			■								
Actividad 2.1. Entrevistas (primer tema)			░	░							
Actividad 2.2. Entrevistas (segundo tema)				░							
Actividad 2.3. Grabación de la información				░							
Análisis de información					■	■					
Actividad 3.1. Recopilación de datos						░	░				
Actividad 3.2. Análisis de datos							░	░			
Actividad 3.3. Conclusiones								░			

D. REFERENCIAS CITADAS

1. Nurdianingsih, F. (2021). Teachers' strategies in teaching reading comprehension. Project (Professional Journal of English Education), 4(2).
2. Cindy, H. S., & Tsai, R. R. (2003). A Comparison Between High and Low English Proficiency Learners' Beliefs. ERIC Clearinghouse on Languages and Linguistics.
3. Mantle-Bromley, C. (1995). Positive attitudes and realistic beliefs: Links to proficiency. The Modern Language Journal.
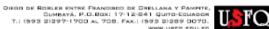
E. DECLARACIÓN

El equipo de investigación, representado por el *Patrocinador* y el *Investigador Principal* de la investigación de forma libre y voluntaria declaran lo siguiente:

- Que el contenido, la autoría y la responsabilidad sobre los resultados de la investigación corresponden al Patrocinador y al Investigador Principal
- Que la investigación presentada al Comité de Ética de Investigación en Seres Humanos de la Universidad San Francisco de Quito USFQ (CEISH-USFQ), es una obra original y por lo tanto se asume la completa responsabilidad legal sobre la investigación.
- Que el presente proyecto no causa perjuicio alguno a los sujetos de investigación, ni al ambiente, y no transgrede normativa legal o norma ética alguna. En el caso de que la investigación requiera de permisos de otras instituciones ajenas, previo a su ejecución, el Patrocinador/Investigador Principal remitirán una copia certificada de los mismos al CEISH-USFQ.
- Que velarán por el cumplimiento de la presente investigación en los términos que aprobó el Comité de Ética de Investigación en Seres Humanos.
- Que la investigación no ha iniciado su ejecución.

Fecha: 03 de abril del 2024

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2024-013TPG
VE03, 03 abril 2024

PAULINA DEL ROCIO ORTIZ LARA

Paulina del Rocío Ortiz Lara
Universidad San Francisco de Quito
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APPENDIX B: INFORMED CONSENT

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Formulario de Consentimiento Informado de Participación

Título de la investigación	Explorando las creencias de los profesores de inglés de la Institución Particular "Pierre de Coubertin" sobre el desarrollo de habilidades de comprensión lectora en estudiantes del idioma español durante el período académico 2024
Patrocinador	
Investigador principal	Paulina del Rocío Ortiz Lara
Centro de Investigación	Universidad San Francisco de Quito

1. Introducción

Nos dirigimos a usted para invitarlo a participar en la investigación Explorando las creencias de los profesores de inglés de la Institución Particular "Pierre de Coubertin" sobre el desarrollo de habilidades de comprensión lectora en estudiantes del idioma español durante el período académico 2024. Antes que decida participar lea cuidadosamente toda la información que se le ofrece en este documento y haga todas las preguntas que considere necesarias para asegurar que entiende los procedimientos, riesgos y beneficios de este estudio. Tome el tiempo que requiera para decidirse, puede consultar con su familia, amigos y/o compañeros de trabajo.

Si usted está de acuerdo en participar, se le pedirá que firme este documento y se le entregará una copia para que la guarde.

2. Propósito

Dentro del contexto ecuatoriano la enseñanza de inglés como segunda lengua tiene varias décadas de trayectoria. Pese a la integración del inglés dentro del proceso educativo formal, el nivel de suficiencia del uso del inglés como segunda lengua es muy inferior a otros países. Este estudio busca comprender cómo las creencias de los profesores de inglés como segunda lengua en una institución educativa acerca del desarrollo de las habilidades de comprensión lectora inciden en la habilidad de comprensión lectora de los estudiantes. Este tema es de particular interés para comprender de manera más específica cómo se potencializa u obstaculiza el desarrollo de las habilidades lectoras en inglés como segunda lengua en el contexto ecuatoriano.

3. Diseño de la Investigación

Se espera que en este estudio participen aproximadamente 5 docentes de inglés que laboran en la Institución Particular "Pierre de Coubertin" La investigación se llevará a cabo en las instalaciones de la institución y tendrá una duración aproximada de 5 meses.

Usted ha sido invitado a participar en esta investigación porque:

- Tiene 18 años.
- Es docente de inglés en la Institución Particular "Pierre de Coubertin"
- Tiene al menos dos años de experiencia enseñando el idioma inglés.
- Firma el formulario de consentimiento informado para participar en el estudio.

4. Procedimientos de la investigación

Reclutamiento: La investigadora principal se contactará personalmente con los potenciales sujetos de investigación en ABRIL 2024. La investigadora explicará de manera general las condiciones de participación y los invitará a participar de la investigación.

Aplicación Hoja Informativa y Consentimiento Informado: La investigadora principal ENVIARÁ POR CORREO ELECTRÓNICO la hoja informativa Y EL CONSENTIMIENTO INFORMADO al posible participante de la investigación. Por ese medio explicará claramente toda la información contenida en el mismo, haciendo énfasis en el propósito, relevancia, riesgos y beneficios de la investigación. La investigadora principal agendará una cita con el participante con la finalidad de aclarar todas las dudas e inquietudes del potencial sujeto de investigación y le dará tiempo suficiente para tomar una decisión; está reunión durará entre 20 a 25 minutos por participante. Luego de aclarar todas las dudas del potencial participante se procederá a firmar o no firmar el consentimiento informado.

Aplicación de entrevista: La investigadora aplicará la entrevista de forma oral en ABRIL 2024 dentro de las instalaciones de la Institución Educativa "Pierre de Coubertin". Esta entrevista tendrá un tiempo de duración de 45 a 60 minutos por participante. La

Página 1 de 4

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entrevista será anónima, no se solicitará al sujeto de investigación que mencione su nombre en ningún momento, LOS DATOS RECOLECTADOS SERÁN IDENTIFICADOS USANDO PSEUDÓNIMOS PARA ASEGURAR LA CONFIDENCIALIDAD DE LA INFORMACÍON, y consistirá en 20 preguntas sobre: la enseñanza del idioma inglés y la comprensión lectora.
La investigadora registrará las respuestas del sujeto de investigación en una Tablet CON CLAVE DE SEGURIDAD PERSONAL PARA EL ACCESO.

Análisis de información: Una vez terminadas las entrevistas, la investigadora principal usará funciones de Microsoft Word para transcribir el contenido de las entrevistas. La investigadora analizará las respuestas de las entrevistas para sacar conclusiones respecto las creencias de los profesores de inglés de la Institución Particular "Pierre de Coubertin" sobre el desarrollo de habilidades de comprensión lectora en estudiantes del idioma español. Se analizará y categorizará las respuestas de acuerdo con las variables planteadas.

5. Riesgos

Los sujetos de investigación podrían sentirse incómodos con algunas preguntas de la entrevista. Durante la aplicación de la hoja informativa la investigadora explicará que los sujetos de investigación pueden negarse a contestar las preguntas con las que se sientan incómodos, y/o retirarse de la entrevista y/o de la investigación en cualquier momento sin tener que dar explicaciones.

6. Beneficios

Los sujetos de investigación no recibirán un beneficio directo por su participación en esta investigación. No obstante, los resultados de esta investigación contribuirán a generar nuevo conocimiento sobre las creencias de los profesores de inglés en cuanto al desarrollo de habilidades de comprensión lectora en estudiantes del idioma español dentro de la enseñanza de inglés como segunda lengua en el contexto ecuatoriano.

Este estudio permitirá analizar los resultados con los miembros de la Institución Particular "Pierre de Coubertin" y mejorar las estrategias que los profesores de inglés podrían aplicar en clase para desarrollar un aprendizaje significativo.

7. Seguridad y Confidencialidad

- La información se recopilará de forma anónima utilizando pseudónimos para identificar a los participantes sin arriesgar la confidencialidad de su identidad, no se recopilará información identificativa de los sujetos de investigación.
- Sólo la investigadora principal de este estudio tendrá acceso a la información recopilada.
- La información recabada se mantendrá confidencial, no se compartirá con terceros ni se usará para fines distintos a los de esta investigación.
- La información recabada estará bajo la custodia de la investigadora principal.
- La información se almacenará en la computadora personal de la investigadora por un periodo de seis (6) meses. Una vez concluido este tiempo la información será destruida.
- Los resultados de la investigación serán compartidos durante la defensa del trabajo de titulación.

8. Derechos y opciones del participante

Su participación en esta investigación es libre y voluntaria. Usted puede negarse a participar, su decisión de no participar no causará la pérdida de sus derechos y/o beneficios. Aún si usted decide participar, puede cambiar de opinión en cualquier momento y retirar su consentimiento sin tener que dar explicaciones.

Para revocar su consentimiento, deberá comunicarse con Paulina del Rocío Ortiz Lara a través de los números de contacto descritos al final de este documento. Deberá informar al investigador su decisión de retirar su consentimiento y firmar la sección de revocatoria de consentimiento informado. Si usted revoca su consentimiento, su información será destruida inmediatamente y no se utilizará para ningún fin.
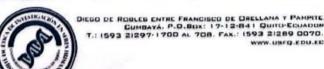
9. Condiciones de participación

Usted no recibirá ninguna compensación económica ni otros beneficios materiales por su participación en esta investigación. Así mismo, su participación no supondrá ningún gasto para usted.

Todos los procedimientos descritos en estos documentos serán cubiertos por los patrocinadores de la investigación.

10. Verificación de Comprensión del Consentimiento informado

Página 2 de 4

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Para verificar que haya comprendido este documento y el alcance de su participación en esta investigación se realizarán una serie de preguntas. ¿Está usted de acuerdo? Cualquier información que no esté completamente clara se le explicará nuevamente.

- ¿Comprende el propósito de esta investigación?
- ¿Entiende cómo va a participar en esta investigación?
- ¿Cuáles son los posibles riesgos de participar en esta investigación? ¿está de acuerdo con estos riesgos?
- ¿Qué beneficios recibirá por participar en esta investigación?
- ¿Cómo se protegerá su información personal?
- ¿Qué debe hacer en caso de que ya no desee continuar participando en la investigación?
- ¿A quién debe acudir en caso de requerir información?
- ¿Tiene alguna duda? ¿hay alguna palabra que no haya entendido?

Información de Contacto

Si usted tiene alguna duda, quiere solicitar más información o quiere revocar su consentimiento por favor contáctese con la Lcda. Paulina Ortiz, a través del teléfono 0995375527, o envíe un correo electrónico a portiz@estud.usfq.edu.ec.

Si usted dudas sobre sus derechos como participante en la investigación, contáctese con la Dra. Gulnara Borja, Presidente del Comité de Ética de Investigación en Seres Humanos de la Universidad San Francisco de Quito "CEISH-USFQ", al siguiente correo electrónico: ceishusfq@usfq.edu.ec

CONSENTIMIENTO

Declaro que:

1. Me han explicado claramente el propósito de esta investigación.
2. Entiendo los riesgos y beneficios de participar en esta investigación.
3. Entiendo que los investigadores adoptarán las medidas necesarias para asegurar la confidencialidad de mis datos personales.
4. Comprendo que mi participación en esta investigación es libre y voluntaria.
5. Han respondido satisfactoriamente a todas mis preguntas.
6. Me han dado tiempo suficiente para tomar una decisión.
7. Se me ha entregado una copia de este documento.

CONSIENTO:

De forma libre y voluntaria participar en esta investigación

Si ☑   No ☐

Al firmar este documento usted no renuncia a ninguno de los derechos que por ley le corresponden.

Nombres y apellidos del sujeto de investigación	Firma o huella digital del sujeto de investigación
███████████	███████████
Cédula de identidad ███████████	
Lugar y Fecha: Quito 29 / 04 / 2024	

Universidad San Francisco de Quito USFQ

2024-013TPG
VE03, 03 abril 2024

Nombres y apellidos del responsable de la aplicación del FCI	Firma del responsable de la aplicación del FCI
Paulina del Rocío Ortiz Lara	
Cédula de identidad 1726973462	
Lugar y Fecha: Quito, 29/04/2024	

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