

Lectura intensiva para mejorar las habilidades de comprensión lectora en alumnos del Bachillerato Internacional (IB)

Intensive reading to improve reading comprehension skills in International Baccalaureate (IB) students

José Mendoza Macías ¹

Carlos Chancay Cedeño ²

⁽¹⁾ Universidad Técnica de Manabí, Instituto de Posgrado, Portoviejo – Ecuador, jmendoza0435@utm.edu.ec

⁽²⁾ Universidad Técnica de Manabí, Facultad de Filosofía, Letras y Ciencias de la Educación, Portoviejo – Ecuador, carlos.chancay@utm.edu.ec

Contact: jmendoza0435@utm.edu.ec

Resumen

El artículo presentado es un estudio sobre el trabajo intensivo para mejorar las habilidades de comprensión lectora en estudiantes del Bachillerato Internacional (IB). Esta investigación se basa en la información que los estudiantes adquieren de forma esencial que les permite la comprensión del idioma inglés a través de la lectura en los niveles inferiores, por lo que cuando se encuentran en los niveles superiores no tienen todas las habilidades para percibir lo que están leyendo y hacerlo de manera óptima, les cuesta entender un texto para deducir significados, palabras, frases o una conversación en el idioma inglés. El trabajo tiene como objetivo analizar la Competencia Lectora como una necesidad fundamental para el aprendizaje del inglés como segunda lengua. El estudio está enfocado al grupo de estudiantes de secundaria de la Unidad Educativa Particular “Redemptio” de la ciudad de Jipijapa, provincia de Manabí. El trabajo tuvo un enfoque mixto, de tipo bibliográfico y alcance descriptivo, que se utilizan para la obtención de información, junto con técnicas como encuestas a estudiantes de Bachillerato Internacional de la Unidad Educativa y entrevistas a docentes de la misma institución. Obteniendo como resultados que la mayoría de los estudiantes tienen una fascinación por

<https://www.itsup.edu.ec/sinapsis>



la lectura en inglés a diferencia del estudio, además, muestra una buena comprensión respecto a la lectura escogida en cuanto a la organización de los docentes.

Palabras clave: Habilidades de comprensión, bachillerato internacional, lectura, aprendizaje, inglés.

Abstract

The article presented a study on intensive work to improve reading comprehension skills in International Baccalaureate (IB) students. This research is based on the information the students acquire essentially that allows the understanding of the English language through reading at lower levels, so when they meet at superior levels do not have all the skills to perceive what they are reading and doing so optimally it is difficult for them to understand a text to deduce meanings, words, phrases or a conversation in the English language. The work aims to analyze Reading Competence as a fundamental need for learning English as a second language. The studio is focused on the group of high school students from the Unidad Educativa Particular “Redemptio” in the city of Jipijapa, province of Manabi. The work had a mixed approach, of bibliographic type and descriptive scope, which are used to obtain information, together with techniques such as surveys of International Baccalaureate students of the Educational Unit and interviews with teachers of the same institution. Obtaining as results that most of the students have a fascination for reading in English unlike the study, in addition, you teach a good understanding regarding the chosen reading in terms of the organization of teachers.

Keywords: Comprehension skills, international baccalaureate, reading, learning, English

Introduction

Currently, speaking a second language other than the mother tongue is a necessity that must be regarded for success, understanding and global communication in various contexts. Communication is always essential in everyday life; for this, people need to use language to interact with others to express or share feelings and thoughts. (Ordóñez, 2018). Therefore, for a person to be able to communicate globally, it is essential to learn

English because it has become one of the most important languages worldwide, especially in Latin American countries like Ecuador. The learning process of this language has been introduced in almost all schools' curricula, providing essential knowledge for the practice of a second language.

The process of teaching and learning the English language has become an essential issue in the educational process. It is the main subject to be taught in all institutions in the country. This action represents a challenge for the teachers who are introducing and teaching this language to each group (Martínez, 2021).

According to Rodas & Rodas (2021), Ecuador set the EFL (English as a Foreign Language) teaching standards in 2014. These standards must be implemented mainly by school authorities and teachers of the subject. The message involves developing the communication skills of English teachers in reading, writing, listening, and speaking.

EFL teachers in every institution, school, or program that focus on preparing people to acquire this second language emphasize the correct application of the four skills processes to develop student proficiency.

For this reason, it is important to know in-depth about competence and its implications in a natural context, to establish, improve and sustain reading performance as a vital aspect and to support students from an early stage who must make the most of their potential, and achieve a variety of fruitful outcomes throughout life (Horery, Seaton, Tracey, Craven, & Yeung, 2014).

Mayer and Perozo (2021) state that the International Baccalaureate (IB) level is an accepted pre-university degree that, since 1960, has grown in popularity and is offered in more than 70 countries worldwide. This study program has been recognized not only in English but also in many different languages. In this context, in 2006, the Ecuadorian Ministry of Education signed an agreement to introduce the High School Diploma Program (DP) gradually. International Baccalaureate (IB) in as many of the country's 1,400 public high schools as possible (Bittencourt, 2020).

Students in this program are trained to take international exams at the end of the courses in the different subjects in which they have been introduced, such as English B, as well as perform task-based tests, acquisition of Intensive Reading Skills, Intensive Reading research, intervention study (Alva, Meléndez, & Reyes, 2019).

One of the essential skills and ability to produce oral interaction is reception language. Couple (2021) ensures that receptive skills are extracted from the meaning of a speech, where it is heard or seen. This strategy is applied in reading or listening to a conversation or lecture. Considering this premise, it can be deduced that the importance of reading competence in education is vital. In addition, it can be attributed to a prior need to generate text comprehension; and develop a profound conception of interpreting in English.

To develop this article, it is convenient to establish the main element to analyze, such as intensive reading, which according to Padilla et al. (2019), "intensive reading is associated with the teaching of reading in terms of its components, given that the texts where the subject is addressed aim to exercise reading comprehension through processes, where the achievement of objectives and procedures such as anticipation, location of specific information prevails, the general idea, inferences and the induction of the meaning of unknown words, connectors, secondary ideas, etc." (p. 21).

However, for Estrada & Parrado (2020), "intensive reading refers to the didactic use to develop communication skills where access to comprehension and production processes is considered. Likewise, this type of reading contains the adequacy by skill levels of the students, where it is recommended that the length of the text be brief to be able to work on it depth" (p. 13).

By way of conclusion, it is indicated that intensive reading within the academic field, especially in the English language, is that activity that is carried out within the classrooms and aims to study those grammatical forms, as well as discursive markers of superficial structure, which have the purpose of analyzing aspects of the language English (Chancay & Rivadeneira, 2021).

Therefore, the study addresses another of the variables related to International Baccalaureate students, being reading competence, which is considered highly relevant for the teaching and learning of students in schools, colleges, universities, or institutes. Thus, according to Nagua et al. (2022), strengthening the reading comprehension skill within the English language contributes to reducing the difficulties that students present in the emergence of new essential content. Likewise, this term can be defined as the individual capacity of a person to understand, analyze and use written texts and achieve their personal goals of adopting new knowledge.

“Reading comprehension skills contribute to the fact that reading skills can facilitate the learning process in acquiring the mother tongue or second language. Therefore, reading is important for the human being to be strengthened and constitute significant and permanent learning for their integral communication throughout life” (Fraser & Moreno, 2019).

According to Prado & Escalante (2020), the indicators of reading comprehension and the dimensions of the reading process and their results have shown students a critical outlook on education, especially to adopt the foreign language as a second language. For this reason, the author affirms that reading comprehension is one of the basic skills that every person must acquire to understand and analyze the problem that arises in academic life, especially in the English language.

In general, it can be expressed that students acquire essential information for understanding the English language through reading at lower levels so that when they enter higher levels, they do not acquire the necessary skills to perceive what they are reading, and this makes it difficult to understand a text to deduce meanings, as well as words, phrases or simply a conversation in the English language.

The development of reading comprehension skills can be achieved primarily when a student acquires a set of decisions for fluent pronunciation, intonation, and speaking. As well as decoding and interpreting messages to build and form meanings, managing to transmit the information received orally and in writing.

“Similarly, this type of understanding begins when a student uses grammatical structures that do not represent orthographic insufficiencies that have good coherence, unity and creativity when expressing themselves orally and in writing”. Students who apply their knowledge and skills in the mother tongue can generate linguistic competencies in the foreign language (English) (Fundora & Llerena, 2018, p. 228).

Among the skills an International Baccalaureate (IB) student has in developing an understanding reader, Ayán Legrand & Nieva (2018) list the following:

- Visual Perception: Instruct the eye behaviour.
- Short and long-term memory: more excellent retention of information.
- Anticipation: previous knowledge, expectations, and motivation of the reader.
- Speed reading and careful reading: understand what a text implicitly offers.
- Main ideas: Highlight the essential thing in a text.
- Structure and form of the text: Distinguish the parts that make up a reader and their genre and typology.
- Read between the lines. Relate to inference.
- Self-appraisal. Control the comprehension process consciously or unconsciously (p. 268).

Consequently, Luis (2021) presents the following information on the stages and principles of reading comprehension in the English language:

- Pre-reading: Visualization
- Reading: Visualization and Comparison
- Post-reading: creative practice

According to Guarín & Rojas (2017), a study carried out on fifth-grade students concludes that the comprehensive reading process within a foreign language is not an easy task since it requires time planning and knowledge on the part of teachers, since from the practice of English language teaching in the early grades is often limited to rote, memorization of vocabulary. Although this is essential, it does not generate learning because students fail to give it the proper meaning.

<https://www.itsup.edu.ec/sinapsis>



Vargas et al. (2021) point out that cognitive learning strategies for reading comprehension are introduced in teaching the English language to students, allowing them to solve problems and face a task or communication.

Among the strategies he mentions, the following are described:

- Reading instance: includes pre-reading, during reading, and post-reading.
- Difficulty Level Tracking
- sense of knowledge
- Recognize the discursive genre
- Determine the purpose of the reading.
- Activate background knowledge
- Make content predictions
- Generate questions (Vargas et al., 2021).

This practicum is required for students taking international exams in Language B (English) for the International Baccalaureate program. This research aims to analyze Reading Competence as a fundamental need for learning English as a second language. For this action, the topic is presented: *“Intensive reading to improve reading comprehension skills in International Baccalaureate (IB) students.”*

To achieve the objective, the group of International Baccalaureate students from the “Unidad Educativa Particular “Redemptio” in the city of Jipijapa, located in the province of Manabí, who are studied the problems presented in this study, which addresses the central question: To what extent the lack of intensive reading skills can affect the comprehensive development of International Baccalaureate (IB) students?

Materials and methods

For the development of the article, a methodological process has been taken into account that includes a series of methods for solving the problem. Therefore, it is decided to use a mixed approach of bibliographic type and descriptive scope, which are used to obtain information, together with techniques such as surveys of the students of the International



Baccalaureate of the Unidad Educativa Particular “Redemptio” of the city of Jipijapa and interviews with teachers from the same institution.

As already mentioned, the article has a mixed approach, which according to Hernández et al. (2014), "represent a set of systematic, empirical and critical research processes and involve the collection and analysis of quantitative and qualitative data, as well as their integration and joint discussion, to make inferences as a result of all the information collected and achieve a greater understanding of the phenomenon under study". This approach collects numerical and bibliographic data according to the reader's intensive reading and comprehension skills (p. 98).

In addition, the type of bibliographic research used "is the consultation of information sources published in printed or virtual form, that is, it analyzes and evaluates what other authors have investigated and mentioned about the area of knowledge where the subject of study is set" (Del Valle & Fernández, 2017, pág. 74). This research allowed defining the study variables for their understanding and analysis in the development of the work.

The descriptive field, for its part, "seeks to specify the properties, characteristics, and profiles of people, groups, communities, processes, objects or any other phenomenon that is the object of an analysis". This scope directly describes the impact of intensive reading on the development of a competent reader (Sampieri, 2014, p. 126). International Baccalaureate students of the Unidad Educativa Particular “Redemptio” establish the main particularities generated for adopting the foreign language (English).

On the other hand, the population has been taken into account for the collection of information. According to Pineda et al. (2018), "It is the complete set of people or objects on which conclusions must be drawn after an investigative process." The population or universe used in the article will focus on all the students who attend the International Baccalaureate of the Unidad Educativa Particular “Redemptio” of Jipijapa.

Fuentelsaz & Icart (2018) defined the statistical sample as "the set of individuals studied, it is a subset of the population". In this way, the sample corresponds to the same number of the universe for this research work since a finite population is obtained. Likewise, to


























receive all the information on Intensive Reading to improve reading comprehension skills in International Baccalaureate (IB) students, it has been decided to use the survey technique, where the structured questionnaire that contemplates closed questions is used—focused on the studio.

In the investigation, the Reading Level Test was used, which requires first reading a text and then trying to solve the questions. It has 20 questions, which are in random order, which they can be direct or complicated, for which it should not be fear of response in case of not recognizing what the solution to them is? In realizing the answers, it is not recommended to use the dictionary as it is searched to discover the herb level. The results of the investigation are described below. Instruments allowed knowing the English level of students, where the “Level of IB Survey” questionnaire is specifically for the students, while the “Survey for English” questionnaire is for teachers.

Results

In the 'READING LEVEL TEST' questionnaire applied, the results are described in the following summary:

Table 1 Test Scores - Oxford

ID	Student	Level	Points	Porcentaje
1	Student 1	B2 - Upper Intermediate	17/20	 85%
2	Student 2	B2 - Upper Intermediate	17/20	 85%
3	Student 3	B2 - Upper Intermediate	18/20	 90%
4	Student 4	A2 - Pre-Intermediate	8/20	 40%
5	Student 5	B1 - Intermediate	14/20	 70%
6	Student 6	C1 - Advanced	20/20	 100%
7	Student 7	B1 - Intermediate	12/20	 60%
8	Student 8	B1 - Intermediate	13/20	 65%
9	Student 9	B2 - Upper Intermediate	18/20	 90%
10	Student 10	A2 - Pre-Intermediate	9/20	 45%
11	Student 11	A2 - Pre-Intermediate	10/20	 50%
12	Student 12	B2 - Upper Intermediate	18/20	 90%
13	Student 13	B1 - Intermediate	13/20	 65%
14	Student 14	B2 - Upper Intermediate	17/20	 85%
15	Student 15	B1 - Intermediate	15/20	 75%
16	Student 16	B1 - Intermediate	13/20	 65%
17	Student 17	B1 - Intermediate	14/20	 70%
18	Student 18	C1 - Advanced	20/20	 100%
19	Student 19	B2 - Upper Intermediate	16/20	 80%
20	Student 20	B2 - Upper Intermediate	18/20	 90%
21	Student 21	B2 - Upper Intermediate	18/20	 90%
22	Student 22	B1 - Intermediate	12/20	 70%
23	Student 23	A2 - Pre-Intermediate	8/20	 40%
24	Student 24	B1 - Intermediate	12/20	 60%
25	Student 25	B1 - Intermediate	14/20	 70%

The main result shows that the class average is 14.56 (/20). Of this, four students are within the quartile with the lowest grade in consideration of the group.

In the next stage, to describe the knowledge of the language of the students, the result of the test 'Level of Survey IB' is the following summary:

Table 2

Test Scores – Students

Ask 1. How much do you enjoy reading in English?

Category	answer 1	Percentage %
Much	12	54.55%
Justly	8	36.36%
Not too much	two	9.09%
Total	22	100.00%

The students (54.55%) enjoy reading English. Therefore, they consider reading a relevant issue.

Ask 2. How much time do you spend reading per week?

Category	answer 2	Percentage %
2 hours	7	31.82%
1 hour	6	27.27%
More than 4 hours	5	22.73%
3 hours	3	13.64%
I do not read	1	4.55%
Total	22	100.00%

31.82 % of students dedicate two hours per week to reading.

Ask 3. From the list above

Category	answer 3	Percentage %
Novels	Fifteen	18.99%
Fancy	13	16.46%
Mystery	10	12.66%
Short stories	10	12.66%
Fiction	9	11.39%
Drama	8	10.13%
Bibliographies	6	7.59%
Horror	3	3.80%
Historical	Two	2.53%
Poetry	Two	2.53%
Fables	1	1.27%
Total	79	100.00%

The students (18.99%) prefer the genre of novels, fantasy, mystery, and short stories, for reading fiction, drama, bibliography, and other genres.

Ask 4. From the list above

Category	answer 4	Percentage %
Find the main idea	18	20.45%
Summarizing	eleven	12.50%
Concerning the knowledge of previous Exploration	10	11.36%
Contrast	9	10.23%
To make conclusions	8	9.09%
Comparisons	7	7.95%
Inference	7	7.95%
Sequencing	6	6.82%
Skim	5	5.68%
Total	88	100.00%

During the reading, first, the students concentrate on the main idea and realize summaries about exploration, contrasts, and comparisons, among other factors.

Ask 5. To what extent do you understand what “reading comprehension” means?

Category	answer 5	Percentage %
Okay	eleven	50.00%
Very good	9	40.91%
Fair	two	9.09%
Total	22	100.00%

50% of the students understand the concept of a clear reading, while 9.09% only understand what fair level is related to who should be.

Ask 6. Which options from the list can you identify or recognize that your teacher uses when applying reading comprehension in class?

Category	answer 6	Percentage %
Rhetorical questions	sixteen	19.05%
Brainstorm to introduce the topic	fifteen	17.86%
Identify topic sentence	14	16.67%
Lower	12	14.29%
Storytelling	9	10.71%
Scanning the text	9	10.71%
Quick chat	7	8.33%
Skimming the text	two	2.38%
Total	84	100.00%

The teacher uses the rhetoric questions (19.05%) to implement understanding readers inside the classroom.

Ask 7. From the list

Category	answer 7	Percentage %
True or false questions with justifications	18	17.31%
Vocabulary comprehension	17	16.35%
Understanding words from context.	17	16.35%
Concepts taken from the texts.	sixteen	15.38%
Choose headings for paragraphs	14	13.46%
Choose the correct answers from a list provided	9	8.65%
Find the exact word	8	7.69%
Choose a group of options from a list	5	4.81%
Total	104	100.00%

Finally, stage for describing students' knowledge of language teaching, the result of the 'Level of Survey IB' test is the following summary:

Table 3

Test Scores – Teachers

Ask 1. In your reading classes, do you use pictures or pictures to illustrate what you

Row Labels	Answer 1	Percentage %
Always	two	66.67%
Frequently	1	33.33%
Total	3	100.00%

Teachers use most of the drawings and images to communicate an idea in classes.

Ask 2. Do you previously ask for general information about the text?

Row Labels	Answer 2	Percentage %
Always	two	66.67%
Frequently	1	33.33%
Total	3	100.00%

The teachers ask for the information before teaching classes on the texts to be studied in class.



Ask 3. Do you ask students for their opinion about the information presented in the text?

Row Labels	Answer 3	Percentage %
A. Always	1	33.33%
B. Frequently	1	33.33%
C. Sometimes	1	33.33%
Total	3	100.00%

The opinion of the students is frequently consulted depending on the topic to be studied, the collaboration is high, and they are only referred to sometimes.

Ask 4. Choose one of the steps you use when teaching reading ski from the list below.

Row Labels	Answer 4	Percentage %
A. Preview	Two	10.53%
C. Visualization	3	15.79%
B. Contextualization	Two	10.53%
D. Ask and answer questions	3	15.79%
E. Summary	3	15.79%
F. Skimming	3	15.79%
G. Scan	3	15.79%
Total	19	100.00%

Visualization is first used to teach reading skills. After the questions and answers, summaries allow a better understanding of this.

Ask 5. Do you encourage your students to conclude at the end of reading the text?

Row Labels	Answer 5	Percentage %
B Agree	3	100.00%
Total	3	100.00%

100selection motivates the students to make conclusions about the reading lessons.

DISCUSSION

The level for the groups represents the Intermediate level, this is what the results show:

Table 4

Level scores for the test – Oxford

Levels	Count
Intermediate	10
Upper-Intermediate	9
Pre-intermediate	4
Advanced	2
Total	25

This reflects 36% of the total group.

From the present study, it was identified that in the majority, there is a fascination for reading in English, unlike the study as such, which is manifested in a slight 2 hours per study within the categories for reading, novels are considered as their highest percentage, others Finding an idea is also considered one of the fundamental reasons for reading instead. They have a good understanding of the chosen reading in terms of the organization of teachers. They consider essential rhetorical questions and make an exemplify or separate what is true or false.

Regarding the analysis within the teaching practice, it has been identified that, for example, the illustrations are the principal means by which the achievement of learning by the student is reached. Another important reason is the subject of visualization and analysis. These are essential skills for learning, which is considered correct to motivate the student with readings that the student finds interesting in taste.

Conclusions

The scientific article constitutes a means of communication on intensive reading to improve reading comprehension skills in International Baccalaureate (IB) students. In this

<https://www.itsup.edu.ec/sinapsis>



virtue, it has been concluded that students acquire essential information for understanding the English language by reading at lower levels. This has repercussions when entering higher levels, where they do not receive the necessary skills to distinguish what they are reading, making it difficult to understand a text to identify the meanings of words, phrases, or conversations in the English language.

The lack of intensive reading skills affects the comprehensive development of International Baccalaureate (IB) students. Therefore, among those skills analyzed in the article, pronunciation, intonation, and fluency have been integrated, where decoding and interpretation are taken into account of messages, building and forming meanings, where it has been possible to transmit oral and written information to the students of the Unidad Educativa Particular “Redemptio” of the city of Jipijapa. It is also concluded that most International Baccalaureate (IB) students are fascinated by reading in English but not by the study as such. This has been given by the reading categories and the place where it is developed, which has generated a good understanding in terms of the chosen reading and terms of the organization of teachers, important rhetorical questions are raised, and they are carried out in an exemplified or separated way within what is true or false.

Bibliography

- Alva, M., Melendez, M., and Reyes, P. (2019). Set of activities "Four that Words" based on the Theory "The Four Threads" and its influence on the oral production of the English language in the students of the English course I section "A" of the IPNM Language Center, Santiago de Surco, UGEL 07. *The University of Monterrio* .
- Ayán, G., Legrand, J., & Nieva, R. (2018). Blended-learning as a didactic proposal to favor the reading domain of the English language. *UNLaR approaches. vol. 6. no. 12* , 20.
- Barre-Parrales, P., & Villafuerte-Holguín, J. (2021). Teaching English as a foreign language in Ecuador: Implementation of the Integrated Learning of Contents and Languages during 2019-2021 . *English Language Teaching Educational Journal* , 14. Retrieved from <http://journal2.uad.ac.id/index.php/eltej/article/view/4295/pdf>



- Baugh, AC and Cable, T. (2005). *A history of the English language*. Pearson Education Inc.
- Bittencourt, T. (2020). Social class and the written and unwritten rules of competitive university admission: a comparative study of international baccalaureate schools in Ecuador. *ProQuest*. Retrieved from <https://www.proquest.com/openview/10637175e8105ca19799694229daa240/1?pq-origsite=gscholar&cbl=44156>
- Chancay, J. & Rivadeneira, J. (2021). Influence of intensive reading on students' critical thinking: A correlational approach. *Pole magazine of knowledge. vol. 6. no. 12*, 20.
- Del Valle, J., & Fernandez, M. (2017). *How to get started in academic research: a practical guide*. Publishing Fund of the PUCP.
- Estrada, J. and Parrado, M. (2020). EXTENSIVE AND INTENSIVE READING AND LEARNING OF FOREIGN LANGUAGES. *Magazine inclusions. vol. 7. no. 2*, 31.
- Fälth, L., Nilvius, C., & Anvegård, E. (2015). Intensive reading with reading lists: an intervention study. *DiVA*. Retrieved from <https://www.diva-portal.org/smash/get/diva2:893782/FULLTEXT01.pdf>
- Fraser, J. & Moreno, J. (2019). The Evaluation Process as a Motivational Tool in the English Course: Implementation and Reinforcement of Reading Skills. *Nuances in Foreign Languages, (13)*, 39.
- Fuentelsaz, C., & Icart, M. (2006). *Preparation and presentation of a research project and a thesis*. Barcelona-Madrid: Editions Universitat Barcelona.
- Fundora, D. and Llerena, O. (2018). CHARACTERISTICS OF COMMUNICATIVE SKILLS IN ENGLISH LANGUAGE IN STUDENTS OF THE INTRODUCTORY COURSE TO THE ENGLISH LANGUAGE. *Rev. Tzhoeco. vol. 10. no. 2*, 12.
- Guarin, M.R. (2017). Development of reading comprehension skills in English -as a foreign language- in fifth grade students. *Inter-American Review*, 9.
- Hernandez, R., Fernandez, C., & Batista, L. (2014). *Research methodology*. McGraw-Hill.

- Hornery, S., Seaton, M., Tracey, D., Craven, R., & Yeung, A. (2014). Improving reading skills and reading self-concept of children with reading difficulties: adoption of a dual approach intervention. *Australian journal of educational and developmental psychology* , 13. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1041670.pdf>
- International Baccalaureate Organization. (2018). *Guide to Language B of the Diploma Programme*. Geneva, Switzerland.
- Liando, N., Sahetapy, R., & Maru, M. (June 25, 2018). The perceptions of the students of the English specialty about watching movies in English in the development of listening comprehension and oral expression skills. *Advances in Social Sciences Research Journal* , 16. Retrieved from <http://repository.unima.ac.id:8080/bitstream/123456789/271/1/No.%2020%20A%20SSRJ%20Nihta.pdf>
- Louis, A.E. (2021). Reading comprehension in the teaching of English in secondary school. *University of La Laguna* , 98.
- Macías Mosquera, K., & Villafuerte Holguín, J. (2020). Teaching of the English language in Ecuador: a review from the inclusive educational approach. *Journal of Arts & Humanities* , 16. Retrieved from <https://www.theartsjournal.org/index.php/site/article/view/1854/838>
- Martinez, S. (2021). Extracurricular activities of English as a second language in early childhood education. *UNIVERSITY OF* , 50.
- Mayer, L., & Perozzo, W. (July 6, 2021). Implementation of Service Learning in International Baccalaureate Schools in Argentina. *OTHERNESS. Education Magazine*. vol. 16. no. 1 , 12. Retrieved from <https://www.tandfonline.com/doi/abs/10.1080/0305569970230302>
- Nagua, V., Nato, C., & Maza, A. (2022). The H5P resource on developing reading comprehension skills in the English language. *EMORIES SUCRE MAGAZINE*, 2(1) , 18.
- Ordonez, C. (2018). Learning, Communication and Innovation in the Training of Language Teachers in Colombia. *Colombian Journal of Education*. no. 75 , 12.
- Oxford. (North Dakota). *READING LEVEL TEST* . Retrieved May 12, 2022 from <https://www.oxfordonlineenglish.com/english-level-test/reading>



- Padilla, N., Padilla, Y., Molina, R., Guijarro, S., Mena, J., & Caza, S. (2019). Relationship between intensive reading and written production in a foreign language. *Contemporary Dilemmas Magazine: Education, Politics and Values. vol. SAW. no. 32 , 26.* Retrieved from <http://www.scielo.org.co/pdf/calj/v13n1/v13n1a04.pdf>
- Couple, c. (2021). *Open educational resources and communicative skills of English in middle-level students in a Language Institute of Huancayo 2017.* Huancayo: Continental University. Obtenido de https://d1wqtxts1xzle7.cloudfront.net/56665572/receptive_skills-with-cover-page-v2.pdf?Expires=1643916137&Signature=dwHf7uu1tgJA05FhvQxPOkQydbq1I4ZHOSVK4rGCgmMiUjgDJFIU3ldMZfli6cxRnBa3jWXQakaKFKX~bfXaSLCebhyuLvjTSV185t0tC2k8ZBARJYnN5yndUI3XTltiC2fYoNaNnu
- Pineda, B., Alvarado, E., and Canales, F. (2018). *Manual research methodology for the development of the person in health.* Washington: Pan American Health Organization. Second edition.
- Prado, D. & Escalante, M. (2020). Strategies for learning and understanding texts written in English. *Valdivian research. vol. 14. no. 3 , 8*
- Rhodes, F. and Rhodes, E. (2021). Language, foreign language learning, English and interculturality: an Ecuadorian perspective. *INNOVA research journal. vol. 6. no. 3 , 16.*
- Sampieri, R. (2014). *Research methodology.* Mexico: McGraw Hill Education.
- Vargas, S., Verde, A., Berru, I., & Zacarias, C. (2021). Metacognitive strategies to improve reading comprehension in English. *Polo Knowledge Magazine. vol. 6. no. 8 , 23.*