

Implementing Extensive Reading to Enhance Reading Comprehension in EFL Students of Basic Education in Jipijapa

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Resumen

La comprensión lectora se ha convertido en una de las problemáticas que enfrentan los estudiantes de las escuelas públicas de educación básica en Ecuador en el aprendizaje del idioma inglés como lengua extranjera, ya que el método de enseñanza en el aula es de carácter deductivo y gramatical, lo que limita la participación y comprensión de los estudiantes. Esto ha llevado a formular el siguiente problema: ¿Cómo aplicar una estrategia didáctica bajo el enfoque de Lectura Extensiva para el desarrollo de la comprensión lectora en inglés en los estudiantes de décimo año de educación básica de una institución pública educativa de Jipijapa? El objetivo general es el siguiente: Diseñar una estrategia para la Lectura Extensiva en la enseñanza de la comprensión lectora en inglés a estudiantes de décimo año de educación básica en una institución educativa pública de la ciudad de Jipijapa. Los objetivos específicos son los siguientes: i) Determinar cuáles son los problemas que tienen los estudiantes de décimo año para desarrollar la comprensión lectora en inglés, ii) Analizar la teoría y los beneficios de la Lectura Extensiva, iii) Diseñar guías de Lectura en inglés en base a los lineamientos del MINEDEC y el MCER, y iv) Determinar si la Lectura Extensiva puede ser utilizada para mejorar la motivación y la comprensión lectora. Con un enfoque de métodos mixtos convergente, en un diseño cuasi experimental de preprueba y posprueba, y se usó un método cualitativo de recolección de datos en entrevistas y observaciones de aula. La intervención fue de 4 semanas con 37 estudiantes, usando guías de lectura estructuradas de acuerdo con el MINEDEC y los descriptores del nivel A2 del MCER. Los resultados muestran un aumento del 52 % en la puntuación de la comprensión lectora, así como un aumento de la motivación, la participación y el uso de estrategias de lectura inferencial y contextual y una disminución del uso de la traducción, lo que sugiere que el enfoque de Lectura Extensiva estructurada puede ser una intervención eficaz para

mejorar la comprensión lectora en entornos de inglés como lengua extranjera con recursos limitados, con implicaciones para el diseño curricular y las políticas educativas.

Palabras clave: Lectura Extensiva; Comprensión Lectora; inglés como Lengua Extranjera (EFL); Motivación; Métodos Mixtos.

Abstract

Reading comprehension in English as a foreign language remains a persistent challenge in Ecuadorian public education, where instruction is predominantly grammar-focused, limiting students' engagement and comprehension development. In response to the identified problem, the general objective was to design a didactic strategy based on the Extensive Reading approach to enhance English reading comprehension among tenth-grade students at a public educational institution in Jipijapa; to achieve this purpose, the following specific objectives were established. This study used a convergent parallel mixed method research design, combining quasi-experimental research using pre-test/post-test design, and qualitative research based on interviews and classroom observations. There were 37 students participating in the 4-week study, using reading guides based on MINEDEC standards and the CEFR A2 descriptors. The results showed a 52% improvement in reading comprehension scores, and an increase in motivation, engagement, the use of inferential reading strategies, and the use of contextual reading strategies. These results suggest that structured Extensive Reading can significantly enhance reading comprehension in low-resource EFL contexts, providing relevant implications for curriculum design and educational policy.

Keywords: Extensive Reading; Reading Comprehension; EFL; Motivation; Mixed Methods

Introduction

Reading comprehension in English as a foreign language continues to be one of the most persistent challenges in Ecuadorian public education, particularly within the basic level, where learners are expected to develop foundational skills for communication and interpretation. Adequate exposure to understandable and interesting reading input is necessary to prevent learners from being impeded in fluency, motivation, and reading autonomy (Rahman & Mohamad (2023)).

One alternative is Extensive Reading (ER), which encourages learners to read wide-ranging amounts of easily accessible and interesting materials for pleasure and general language development (Day & Bamford, 2002). This differs from intensive reading, which analyzes shorter texts with more difficult lexical and grammatical items, and aims at fluency and skill through exposure, autonomy, and pleasure. Many studies provide similar results. For example, Misikir and Simegn (2025) found that ER combined with reflective writing considerably improved reading comprehension skills and writing among students, while Agustina et al. (2022) found that ER with short stories considerably improved students' attitudes toward reading and reduced their anxiety about reading. The findings support claims that ER can be successful in promoting language development, language confidence and higher-order comprehension processes among learners.

However, ER is not implemented in a sustained or consistent manner in Ecuadorian schools, which has been attributed to systemic factors such as a lack of time, resources and teacher training. These factors have also been identified by Simel and Teshome (2025) as requiring additional consideration in African countries where teachers recognize the value of ER but are unable to implement it. The lack of reading self-study time in the public secondary schools of Jipijapa, such as the Unidad Educativa Fiscal chosen for this study, was

also a surrounding factor for the students due to their low motivation, limited vocabulary, and difficulties extrapolating meaning beyond literal translation. This is also shown by Carabajo et al., (2020) and Quinga et al., (2022), who conclude that the customary grammar-based methodology still prevails.

Addressing these persistent issues requires a pedagogical shift that aligns global research on ER with local educational realities. Implementing structured reading guides designed according to the standards of the Ministry of Education (MINEDEC) and the Common European Framework of Reference for Languages (CEFR) can provide the necessary scaffolding to make ER feasible and effective. As Taylor (2021) explains, success in extensive reading depends on maintaining comprehensible input that is both accessible and sufficiently challenging to promote language growth.

Despite the growing body of international research demonstrating the effectiveness of Extensive Reading in enhancing reading comprehension, motivation, and language development, there is still limited empirical evidence examining its structured implementation within Ecuadorian public secondary education. It is important to mention that each of the studies conducted at the national level is mainly focused on the general practices of the English language, or specifically on each of the studies related to a descriptive nature. There is limited scientific production regarding the evaluation and impact of Extensive Reading.

The purpose of this qualitative, descriptive–propositional study is to design and analyze a didactic strategy based on the Extensive Reading approach to enhance English reading comprehension among tenth-grade students at a Unidad Educativa (public educational institution) in Jipijapa.

Research Questions:

- What are the extensive reading difficulties affecting tenth-grade students' reading comprehension in English?
- How can structured reading guides be designed in alignment with MINEDEC standards and CEFR A2 descriptors?
- To what extent does the implementation of the Extensive Reading approach improve students' reading comprehension and motivation in an Ecuadorian public high school context?

In response to the identified problem, the general objective was to design a didactic strategy based on the Extensive Reading approach to enhance English reading comprehension among tenth-grade students at a public educational institution in Jipijapa; to achieve this purpose, the following specific objectives were established: (i) to identify the main difficulties affecting students' reading comprehension in English, (ii) to analyze the theoretical foundations supporting the Extensive Reading approach and its effectiveness, (iii) to design structured reading guides aligned with MINEDEC and CEFR standards, and (iv) to evaluate the potential of Extensive Reading to improve motivation and reading comprehension.

Literature Review

For the purposes of this section, the concepts and existing literature on three interrelated topics are synthesized: the theoretical and linguistic foundations of Extensive Reading, the motivational and affective dimensions, and the pedagogical and contextual challenges associated with the implementation of programs related to Extensive Reading.

Theoretical and Linguistic Foundations of Extensive Reading

The pedagogical principles underlying Extensive Reading stem from Krashen's Input Hypothesis, which emphasizes the importance of comprehensible input for language acquisition. Taylor (2021) clarifies that such input should maintain a balance between accessibility and linguistic challenge to facilitate gradual progress in comprehension and fluency. Based on this, Day and Bamford (2002) indicate that students should read materials that are simple, interesting, and selected by themselves. Likewise, Green (2020) states that these foundations should include a large-scale lexical analysis. In this regard, Extensive Reading covers approximately 95% of the most frequent word families in the English language. Furthermore, Bamidele et al. (2024) state that incorporating this type of literature into Extensive Reading programs reveals a strong cultural content and an important emotional component, fostering the development of empathy and critical reflection, respectively.

Motivational and affective dimensions influencing learner engagement

A second dimension consistently discussed in the literature concerns the affective and motivational mechanisms that sustain reading engagement. Rahman and Mohamad (2023) emphasize that Extensive Reading promotes intrinsic motivation through autonomy, enjoyment, and the reduction of reading anxiety. Their review of global research concludes that students who engage voluntarily with texts experience stronger attention, persistence, and comprehension. Agustina et al., (2022) similar conclusions in their study with Indonesian secondary students, finding that short story reading under ER conditions significantly improved students' comfort and confidence when reading in English.

Motivation also interacts with the use of problem-solving strategies. Habok, Oo and Magyar (2024) conducted quantitative large-scale research on predictive, self-monitoring, and evaluating strategies and found these had positive effects on comprehension. While

conducted with first language participants, their findings suggest that planned awareness might be a supplement to ER, leading to fluent reading alongside better comprehension.

Rahman and Mohamad (2023) also point out that motivation in ER extends beyond the initial pleasure of reading; it consolidates through continuity and autonomy. Learners who perceive reading as a self-directed activity rather than a classroom requirement tend to develop enduring interest in English texts.

Pedagogical and contextual challenges in implementing ER programs

Meta-analyzes of evidence collected from various EFL contexts have shown that ER, when done in accordance with the intended goals of ER, had a moderate to large effect on gains in reading comprehension and global language ability. In a quasi-experimental study, Misikir and Simegn (2025) found that ER combined with post-reading writing considerably improved reading comprehension and writing ability in Ethiopian secondary school learners. Reflective writing mediates the internalization and reproduction of input, thereby easing vocabulary acquisition and development. Rahman and Mohamad (2023) found in a systematic review that ER alleviated reading difficulties when the content was adapted to students' linguistic competence and personal preferences, thereby contributing to the pedagogical adaptability of ER.

In another study, Vanguri et al., (2025), assessed reading difficulties and attitudes of secondary school learners in government schools. They found that barriers included comprehension and reading anxiety as well as low confidence. They also found that supportive environments and calculated guided reading practices made it easier. These findings indicate that ER is not only related to material selection but also classroom atmosphere and teacher support. Therefore, the present study proposed structured enjoyment, autonomy, and scaffolding guides to support students in their comprehension skill development while they engage constructively in ER working activities in the classroom.

Methods

This study adopts a mixed-methods research design integrating both quantitative and qualitative approaches in order to examine the influence of the Extensive Reading (ER) approach on students' reading comprehension and motivation. The quantitative component follows a quasi-experimental pre-test and post-test structure, while the qualitative component incorporates semi-structured teacher interviews and classroom observation to provide contextual and interpretative depth.

It is important to mention that this research is based on a mixed-methods design, incorporating quantitative and qualitative data, which were collected simultaneously during the intervention phase; subsequently, a comprehensive interpretation of the results obtained was carried out. Likewise, this study is supported by a quasi-experimental design because a pre-test and a post-test were administered, complemented by qualitative information obtained from classroom observations. It is worth highlighting that the research adopted a descriptive–propositional orientation in order to analyze the teaching context related to the object of study corresponding to Extensive Reading. From the constructivist paradigm, learning is conceived as a process of meaning construction, supported by social interaction and the progressive development of the autonomy of each of the participants (Vygotsky, 1978).

The intervention was conducted over a four-week period, during which students participated in eight structured reading sessions integrated into their regular English classes. Considering that students receive three hours of English instruction per week, the strategy was implemented within the institutional schedule to ensure feasibility and ecological validity.

Participants

The participants were thirty-seven tenth-grade students enrolled in Upper Basic Education at a public secondary institution located in Jipijapa, Ecuador. The students were

aged 14 and 15. They were in a mixed-gender class, and all were believed to have around an A2 level of English from the Common European Framework of Reference for Languages (CEFR) scale used by the European Union, based upon the class records and prior diagnostic assessment. Given the time frame in which this study was to be implemented and the fact that it was nearing the end of the academic year, this cohort of students was thus selected.

The institutional context is similar to the one described before, consisting of the generalized features of Ecuadorian public education, in which the teaching of English tends to be grammar based.

Two English teachers participated as key informants in semi-structured interviews, offering their professional perspectives of instructional concerns, challenges faced by students, and observed changes in behavior after the intervention.

A purposive sampling strategy was employed, selecting one intact class to ensure contextual consistency throughout the intervention.

Instruments

Data were collected through four primary instruments to ensure methodological triangulation.

1. Cambridge A2 Key for Schools Reading and Writing Test (Pre-test and Post-test)

This assessment corresponds to a standardized questionnaire validated by Cambridge Assessment English, which was administered before and after the intervention to measure changes in reading comprehension. In addition, it measured literal, inferential, contextual comprehension, main ideas, and micro-production of texts (short writing tasks). Data were analyzed using the statistical software SPSS version 26. Additional validation studies of the Cambridge A2 Key have shown acceptable levels of internal reliability (generally $\alpha \geq .80$ for components), while the same test

format for both stages of the test has made progress easier to calculate and more objective.

2. Motivational Questionnaire for Reading in English (Mori, 2002)

A structured Likert-scale questionnaire based on Mori's (2002) motivational framework was administered to assess students' attitudes toward reading in English. The instrument assessed four dimensions: intrinsic value, extrinsic utility, perceived importance, and reading self-efficacy. All responses were processed using SPSS version 26. It is important to note that Mori (2002) reported high internal consistency, with a Cronbach's alpha coefficient of 0.93, demonstrating the reliability of the instrument.

3. Semi-Structured Teacher Interview (Adapted from Taye & Teshome, 2025)

The semi-structured interview protocol was adapted from the framework proposed by Taye and Teshome (2025), who reported internal reliability indices of $\alpha = .87$ for their perception-based questionnaire instruments. Although interviews do not require Cronbach's alpha due to their qualitative nature, the structured components were informed by previously validated constructs related to extensive reading impact. The qualitative data obtained from the interviews were transcribed, coded, and analyzed using Atlas.ti, facilitating the identification of themes related to instructional constraints, student engagement, reading autonomy, comprehension difficulties, and feasibility of sustaining ER practices.

4. Post-test Observation Checklist

A structured observation checklist was employed during the final sessions to record behavioral indicators related to engagement, autonomy, strategy use, inference skills, and comprehension performance. Furthermore, the instrument used a frequency-based rating scale. These data were also processed using SPSS version 26, while the

qualitative observations were analyzed using ATLAS.ti. Likewise, the instrument showed a Cronbach's alpha coefficient of 0.87, indicating adequate reliability for the study sample.

Data Collection Procedures

After obtaining authorization from the school authorities and informed consent from the students' legal guardians, the researcher introduced the study to the participants, explaining the objectives of the research and each of the instruments to be administered.

The diagnostic phase began with the administration of the Cambridge A2 Key for Schools pre-test and the reading motivation questionnaire. Subsequently, during the implementation phase, the participants took part in eight Extensive Reading sessions carried out as part of the proposed intervention.

The evaluation phase included the administration of the Cambridge post-test, the re-application of observational measurement through the post-test checklist, and the semi-structured interviews with teachers. In the quantitative analysis, the percentages of the pre-test and post-test scores were compared using the SPSS 26 statistical analysis package. In the qualitative analysis, the data from the interviews and classroom observations were investigated using Atlas.ti software to identify the themes of motivation, autonomy and reading achievement. Data were collected and stored to be transparent and be able to systematically analyze the research question.

Ethical Considerations

Approval was given by the Education District Authority, and informed consent was obtained from the high school principal, teachers, students, and parents before data collection began. Participants were told that their participation was voluntary and that they could leave at any time without academic consequences.

The study posed minimal risk to participants, limited primarily to potential fatigue during reading sessions. Anticipated benefits included improved reading comprehension, increased motivation toward English texts, and the provision of a structured pedagogical model adaptable to similar public-school contexts.

Prior to the implementation of the study, formal authorization was requested from the corresponding educational district in accordance with national regulations established by the Ministry of Education (MINEDEC) for conducting research in public institutions. The approval process required approximately four weeks, including the submission and review of the research proposal, institutional documentation, and ethical considerations. Authorization was granted before accessing the educational unit, ensuring that the study complied with official guidelines governing research activities within Ecuadorian public schools.

Results

Cambridge A2 Key for Schools Reading and Writing Pre-test Results

As part of the diagnostic phase of the study, the Cambridge A2 Key for Schools Reading and Writing Sample Test (Pre-test) was administered to the thirty-seven tenth-grade students in order to establish their baseline reading comprehension level prior to the implementation of the Extensive Reading strategy. The results confirmed the presence of significant limitations in their reading comprehension skills, consistent with the institutional challenges previously identified.

The test assesses seven components of reading and writing performance: recognition of explicit information, basic inference, identification of relevant details, comprehension of continuous and non-continuous texts, contextual vocabulary use, completion of short-answer gaps, and guided written production. The total score is calculated through the number of correct responses in Parts 1–6, while Part 7 is evaluated qualitatively. For diagnostic purposes, results were organized by percentage of correct answers per section.

Table 1*Results of the Cambridge A2 Key for Schools Pre-test*

Part	Skill Assessed	Max. Score	Average Score	Percentage (%)
Part 1	Understanding short daily life texts	6	2	33%
Part 2	Identifying specific information in short texts	7	3	43%
Part 3	Reading comprehension of a short narrative	5	1	20%
Part 4	Vocabulary in context (multiple choice cloze)	6	2	33%
Part 5	Open cloze (one-word answers)	6	1	17%
Part 6	Guided writing (email)	1 task	Low performance	—
Part 7	Story writing (picture-based)	1 task	Very low performance	—

The results reveal that students exhibit severe difficulties in processing written input, particularly in tasks requiring inference, recognition of text organization, and the activation of prior knowledge to interpret meaning. These two low-scoring Parts (Part 3, Part 5) indicate that in addition to understanding the contents literally, inference and constructing meaning are difficult processes for learners who depend on decoding of individual words rather than on the whole passage. This may be due to limited vocabulary and less exposure to reading

long texts in English. Writing components also score low, meaning that students struggle to use vocabulary, syntax and communicative purpose in their writing. The overall pre-test results confirm that this diagnosis specifically shows that the fundamental reading comprehension skills require strong improvement, which requires systematization regarding the strategies implemented in the classroom.

The Motivational Questionnaire for Reading in English (Mori, 2002) was administered to the thirty-seven tenth-grade students before the implementation of the Extensive Reading intervention in order to examine their motivational disposition toward reading in English as a foreign language. The questionnaire consisted of twenty-six items rated on a seven-point Likert scale, scaling from strongly disagree (1) to strongly agree (7). The items were grouped according to Mori's theoretical framework into four groups: Intrinsic Value of Reading, Extrinsic Utility Value, Importance of Reading, and Reading Efficacy.

Table 2

Factor	Dimension	Agreement		Neutral		Disagreement		Interpretation
		F	%	F	%	F	%	
Factor 1	Intrinsic							Low intrinsic motivation
	Value of	11	30%	12	32%	14	38%	
	Reading							

Factor	Dimension	Agreement		Neutral		Disagreement		Interpretation
		F	%	F	%	F	%	
Factor 2	Extrinsic Utility Value	24	65%	7	19%	6	16%	Strong instrumental orientation
Factor 3	Importance of Reading	21	57%	8	22%	8	21%	Moderate perceived value
Factor 4	Reading Efficacy	10	27%	11	30%	16	43%	Low reading self-confidence

The results highlight two key motivational factors: first, the Intrinsic Value of Reading (Factor 1) shows low levels of motivation, with 38% of students expressing disagreement, indicating that reading in English is not perceived as an enjoyable or meaningful activity but rather as a compulsory academic task; second, Reading Efficacy (Factor 4) reveals limited self-confidence, as 43% of students report insecurity in their ability to understand English texts, which directly affects their willingness to engage in reading activities.

Teacher Interview Results

The qualitative data were analyzed through a coding process that identified key patterns in students' reading behavior and engagement. The results show an initial dependence on translation and weak comprehension skills, followed by improved participation, strategy use, and meaning construction after the intervention.

Table 3.

Thematic Coding of Teacher Interview Responses

Interview Excerpt	Code	Category	Theme
“Students rely on translation”	Translation dependence	Reading difficulties	Improved reading engagement and comprehension through ER
“They avoid reading tasks”	Low engagement	Motivation issues	Improved reading engagement and comprehension through ER
“They do not identify main ideas easily”	Weak comprehension	Reading difficulties	Improved reading engagement and comprehension through ER
“Students participate more now”	Increased participation	Engagement improvement	Improved reading engagement and comprehension through ER
“They try to guess meaning from context”	Strategy use	Reading development	Improved reading engagement and comprehension through ER

Two English teachers participated as key informants in a semi-structured interview conducted after the intervention; the data were analyzed through a coding process aligned with the categories presented in the table.

Perceived Improvement in Reading Comprehension

Teachers reported that students went from struggling to identify main ideas and relying heavily on translation to being able to process and derive meaning from texts.

Increased Student Motivation and Engagement

The results suggest a gradual increase in the levels of engagement, moving from a period of low interest to a period of high interest during reading.

Vocabulary Development and Reading Strategies

Students showed a shift from translation dependence to the use of contextual clues and basic reading strategies, demonstrating more active meaning construction.

Pedagogical Feasibility and Future Implementation

Teachers expressed that the strategy is feasible within the classroom context and emphasized its potential to strengthen reading habits and overall language development.

Pedagogical Implications of the Extensive Reading Approach

The main strategy proposed in this study is specifically designed to strengthen the reading comprehension skills of tenth-grade students in Basic General Education who learn English as a Foreign Language at a public educational institution in the city of Jipijapa, Manabí Province, Ecuador, through the systematic implementation of the Extensive Reading approach. This proposal emerged in response to the diagnostic assessment, which revealed low levels of reading comprehension.

Objective of the Strategy

The general objective of the didactic strategy is to enhance the reading comprehension abilities of EFL students by promoting autonomous, meaningful, and sustained exposure to English through Extensive Reading practices.

Alignment with MINEDEC Standards and CEFR A2 Descriptors

The proposed strategy is aligned with the Ecuadorian MINEDEC English Language Curriculum for Basic Superior and the CEFR A2 level, which corresponds to the students' current proficiency. The alignment ensures that the strategy supports nationally mandated learning goals while fostering gradual progression toward international language benchmarks.

MINEDEC Alignment

This strategy resonates with the MINEDEC tenth-grade competencies (*destrezas con criterio de desempeño*) in the following aspects:

- Identifying information is explicitly stated in print texts.
- Understanding main ideas and specific information in narrative and descriptive texts.
- Inferring meaning using contextual clues.
- Expanding words by exposing students to more complex texts.
- Reading comprehension demonstrated through written and oral responses.

CEFR A2 Alignment

According to CEFR A2 descriptors, learners at this level should:

- Can understand short, simple texts on familiar topics.
- Identify main ideas in everyday print material.
- These include short stories and descriptions with predictable structures.
- Use lexical and contextual cues to make sense of unfamiliar words.

The proposed Extensive Reading strategy directly targets these competencies by providing level-appropriate texts (graded readers) and structured reading guides designed to reinforce comprehension, inference, vocabulary recognition, and reading fluency.

Pedagogical Foundations of the Strategy

The strategy is grounded in three complementary pedagogical principles:

a. Extensive Reading Principles (Day and Bamford, 2002)

The strategy applies ER principles such as:

- Reading large amounts of easy, enjoyable texts.
- Allowing students to choose materials according to their interests.
- Reducing emphasis on assessment and increasing focus on meaning.
- Encouraging reading as a pleasurable and autonomous activity.
- Providing teacher modeling and ongoing encouragement.

b. Constructivist Learning Theory (Vygotsky, 1978)

The strategy incorporates scaffolding mechanisms that:

- Bridge students' current and potential comprehension levels.
- Activate prior knowledge before reading begins.
- Guided questioning and post-reading reflection activities.
- Encourage peer collaboration as a supportive learning structure.

c. Motivational and Affective Frameworks

When there is low motivation, the following strategy may be employed:

- Emotionally engaging texts.
- Student choice increases ownership of learning.
- Predictable, low-anxiety reading routines.
- Opportunities for success through achievable tasks.

Components of the Strategy

a. Activities

It includes a progression of reading activities and learning activities designed for the Ecuadorian public school context:

1. Guided Silent Reading Sessions

Students silently read level-appropriate graded readers for 10 to 15 minutes to build fluency and concentration.

2. Teacher Read-Aloud Modeling

The teacher reads a short text and shows intonation and pauses to indicate pronunciation, rhythm and meaning of words.

3. Prediction Carousel

Previewing the book cover, pictures, and/or the first paragraph allows students to make predictions and inferences before reading the book.

4. Think-Pair-Share Reflection

When they finish reading, the students talk with a partner about the main ideas and share with the class.

5. Vocabulary in Context Discovery

Students identify unknown words and together use context clues to infer their meanings.

6. Reading Journals

Students write short reflections on their reading, such as favorite parts, confusing parts, or new vocabulary.

7. Story Mapping and Sequencing

Students then organize the story elements on graphic organizers to reflect the events, characters and setting.

b. Resources

- Graded readers (A2 level) are available in print and ebook.
- Copies of the structured reading guides.
- Visual tools include story maps, prediction charts, and vocabulary wheels.
- Teacher models reading the materials.
- Basic audiovisual equipment, when available.

c. Roles

- **Teacher**

It sets up the reading environment, models reading, monitors progress, provides scaffolding, and promotes independence.

- **Students**

Active reading, text selection, comprehension monitoring, and peer collaboration were all used to improve comprehension.

d. Scaffolding

This strategy uses gradual scaffolding techniques:

- Pre-reading activates prior knowledge schemata.
- Vocabulary pre-teaching when necessary only.
- Guided reading questions focus students' attention.
- 'Post-read' summarizing and mapping to reinforce learning.
- Teacher withdraws support as students become more autonomous.

Reading Guides

The reading guides operationalize the strategy into a recursive, stepwise operation for developing comprehension.

Objective

To teach students to monitor their understanding, identify key ideas, and reflect on their reading using focused prompts that help students make meaning during reading.

Activities Included in the Guide

- **Pre-reading**

Prediction involves making expectations based on title and illustrations, activating background knowledge in the process.

- **While-reading**

Includes identifying characters, the setting, events in the story, and marking difficult words.

- **Post-reading**

Summary, note-taking, personal response, vocabulary consolidation.

Criteria

- Understands the main ideas in text.
- Uses contextual clues to infer meaning.

- Identifies characters, setting, and sequence.
- Reflects on personal reading experience.

Indicators

- Correct selection of main and supporting information.
- Coherent summary of events.
- Adequate inference of unknown words.
- Consistent participation in reading tasks.

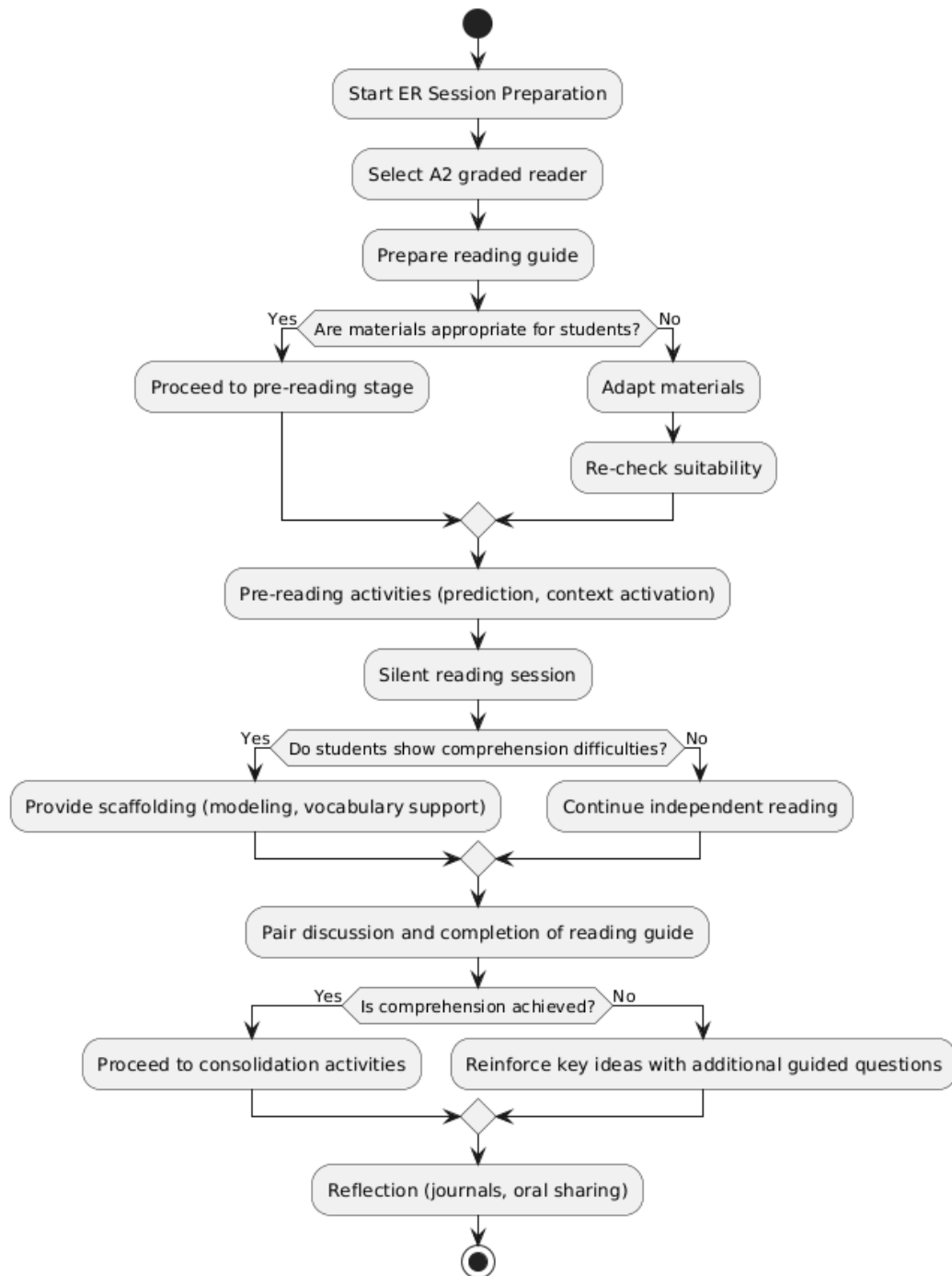
Destrezas con criterio de desempeño (MINEDEC)

- E.LL.5.2: Identify explicit information in short texts.
- E.LL.5.3: Recognize main and supporting ideas.
- E.LL.5.6: Use vocabulary in context appropriately.
- E.LL.5.7: Interpret simple narrative texts.

Implementation Flowchart

Introductory Paragraph

The following flowchart illustrates the sequence of actions involved in implementing the didactic strategy. It integrates the diagnostic phase, preparation of materials, execution of reading sessions, student monitoring, and final evaluation. The visual representation clarifies the systematic progression from initial planning to post-intervention assessment, ensuring transparency, coherence, and replicability within the educational context.



Post-intervention Results

The Post-Test Observation Checklist was applied during the final Extensive Reading sessions in order to record behavioral indicators related to student engagement, reading strategy use, autonomy, and comprehension performance. The instrument consisted of ten indicators evaluated using a five-point frequency scale ranging from Never (1) to Always (5). Observations were conducted during the final reading sessions after the implementation of

the Extensive Reading strategy. Frequencies (F) and percentages (%) were calculated based on the total number of participants (n = 37).

Table 4

Post-Test Observation Checklist Results (n = 37)

No.	Indicator	1 (Never)	2 (Rarely)	3 (Sometimes)	4 (Often)	5 (Always)	Notes
1	Maintains attention during silent reading	1 / 3%	2 / 5%	4 / 11%	18 / 49%	12 / 32%	High sustained attention
2	Shows interest or enjoyment while reading	1 / 3%	3 / 8%	5 / 14%	17 / 46%	11 / 29%	Increased engagement
3	Persists despite unknown words	2 / 5%	3 / 8%	6 / 16%	16 / 43%	10 / 27%	Greater persistence
4	Uses title, cover, or images to predict content	1 / 3%	2 / 5%	5 / 14%	19 / 51%	10 / 27%	Prediction strategies observed
5	Identifies the main idea independently	2 / 5%	3 / 8%	5 / 14%	18 / 49%	9 / 24%	Improved comprehension autonomy
6	Locates specific information in the text	1 / 3%	1 / 3%	4 / 11%	20 / 54%	11 / 30%	Strong scanning ability

No.	Indicator	1 (Never)	2 (Rarely)	3 (Sometimes)	4 (Often)	5 (Always)	Notes
7	Infers meaning from contextual clues	2 / 5%	4 / 11%	6 / 16%	15 / 41%	10 / 27%	Developing inferential skills
8	Avoids excessive word-by-word translation	3 / 8%	4 / 11%	6 / 16%	15 / 41%	9 / 24%	Reduced translation dependence
9	Participates in peer discussion	1 / 3%	2 / 5%	5 / 14%	18 / 49%	11 / 30%	Active collaboration
10	Expresses understanding through summary or opinion	2 / 5%	3 / 8%	5 / 14%	17 / 46%	10 / 27%	Consolidated comprehension

The results show a clear concentration of responses in levels 4 (Often) and 5 (Always) across most indicators, suggesting a consistent behavioral improvement after the implementation of the Extensive Reading strategy.

With regard to factors associated with attentional functioning, the results show a good indication of it: 81% of the students said that they often kept their attention during the silent reading sessions, 79% often talked to their classmates about the readings they had done, and 73% of them often summarized or expressed their opinion, which indicates that they were able to organize the information and express their interpretation in words.

Discussion

The results obtained after the implementation of the Extensive Reading strategy over six sessions show an improvement, evidenced by a 52% increase, demonstrating that the

Cambridge A2 Key for Schools post-test proved to be an essential and meaningful instrument for conducting a rapid assessment, considering the short intervention period. Likewise, this limited period made it possible to identify the learning achieved before the end of the academic year. It is worth highlighting that some studies conducted with adolescents learning English as a Foreign Language in public educational institutions have shown that structured exposure to texts appropriate to their level promotes literal comprehension, inferential comprehension, and meaningful learning (Safei & Ekasari, 2023). The present results align with these findings, particularly in the observed gains in tasks involving inference and vocabulary in context, which had initially represented the weakest diagnostic areas. However, it is important to consider that the duration of the intervention was limited; therefore, future implementations should extend over a longer period and be more systematically integrated into the regular curriculum, allowing for a more sustained and co-implemented instructional process that could further consolidate students' reading comprehension development.

It is worth highlighting that the qualitative improvements in performance also revealed some important changes, such as the improvement among those students who showed low intrinsic engagement and limited reading self-efficacy. Likewise, the observations conducted after the intervention reflected an increase in the attention, perseverance, and participation of each of the students, showing a greater willingness to engage in the proposed activities. This is consistent with the findings of several authors, who indicate that Extensive Reading promotes the development of learner autonomy and also reduces classroom anxiety. (Agustina, Susilo, & Surya, 2022).

Another important dimension is directly related to the development of reading strategies, such as recurring cognitive processes, prediction, the identification of main ideas, and the location of information within the context. Across the three selected readings, the data obtained demonstrated a significant improvement in each of these aspects.

These behavioral patterns confirm that even within a limited instructional period, systematic scaffolding can promote the internalization of strategic reading behaviors. Similar conclusions have been reported in studies highlighting the effectiveness of guided Extensive Reading routines in secondary education settings with time constraints (Misikir & Simegn, 2025).

The classroom climate also evolved during the intervention. Teachers' post-intervention reflections indicated that students perceived reading tasks as more manageable and less intimidating. The reduction in visible anxiety and the increased frequency of voluntary participation suggest that affective variables played a central role in the improvement process. Research in comparable public-school environments emphasizes that motivational reinforcement and supportive instructional structures are decisive in transforming students' relationship with reading (Vanguri, Murathoti, Farooq, & Kumari, 2025). The present findings corroborate that assertion.

Overall, the convergence between the 52% post-test improvement, the motivational shifts identified through the adapted survey, and the strategic behaviors recorded in the observation checklist provides strong evidence of the pedagogical effectiveness of the intervention. These findings are consistent with previous research indicating that structured Extensive Reading programs contribute significantly to improvements in reading comprehension, motivation, and strategic reading behavior when implemented under guided instructional conditions (Rahman & Mohamad, 2023).

It is important to mention that, despite the positive results obtained, the study also has limitations because the intervention period was short, and the four-week implementation may not significantly reflect the long-term effects of the intervention.

Conclusions

- The students presented various difficulties related to inference, vocabulary in context, reading motivation, as well as low confidence and dependence on the translation of English texts.
- The theoretical foundations supported Extensive Reading as an appropriate approach for the development of reading comprehension, while also promoting motivation, autonomy, and cognitive readiness.
- The structured reading guides also facilitated the comprehension and development of each reading strategy, providing pedagogical scaffolding for the pre-reading, while-reading, and post-reading stages.
- Extensive Reading significantly improved reading comprehension, learner autonomy, and the strategic processing of texts by each of the students, showing a 52% improvement in the post-test performance of the study population.

Recommendations

- Educational institutions should incorporate the Extensive Reading strategy as a permanent component of the English curriculum in order to provide students with continuous exposure to appropriate reading materials.
- Likewise, English teachers should receive ongoing training in the design and implementation of structured reading, aligned with the CEFR approach and descriptors.
- Both public and private educational institutions should expand access to graded readers, digital resources, and interactive materials to promote autonomous reading habits.
- It is also recommended that future research implement interventions based on Extensive Reading over longer periods of time.

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